

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL
BE EQUIPPED TO SERVE THE
ACADEMIC AND NON-ACADEMIC
NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER



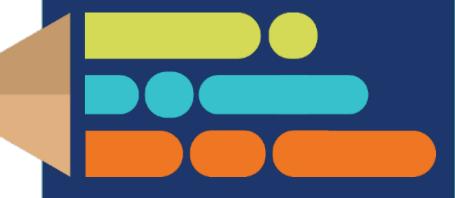


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Office of Educator Licensure and Preparation | May 20, 2021



Additional Endorsement Pathways





Additional Endorsement Pathways

- Pre-2015
 - Educators who held a license with an endorsement covering 7th grade could add any endorsements by test-only.
- 2015
 - Following SBE approval of significant revisions to the Licensure Rule and Policy, TDOE developed guidance that outlined which endorsements educators could add by test-only and which they must also obtain an EPP recommendation (likely requiring additional coursework).
 - This guidance was developed in partnership with content teams across the department and considered:
 - Grade span of endorsements already held on the license;
 - Content area where the educator was previously trained; and
 - Courses/Students the additional endorsement would permit the educator to teach.



EPP Additional Endorsement Pathways

- Additional endorsement programs are not independently reviewed by the department as part of an initial or comprehensive review
- EPPs are given flexibility to offer additional endorsement programs if they have an approved SAP in the area
- EPPs are expected to consider the applicable standards and individual educator's previous experience and coursework.
- Many EPPs offer asynchronous options for additional endorsements
- Not all additional endorsement programs require field experiences



Additional Endorsement Supports



- Special Education Additional Endorsement Grants
- Grow Your Own
- Program Adaptation Grants



Additional Endorsement Pathway - Policy Recommendation

- TDOE-developed and administered additional endorsement program that would result in endorsements in:
 - English as a Second Language pre-k-12 (490)
 - Special Education Interventionist K-8 (144)
 - Special Education Interventionist 6-12 (145)
 - Special Education Comprehensive Program K-12 (461)
- All programs would be limited to educators who hold a Professional License
- The Special Education Comprehensive Program K-12 (461) pathway would be limited to educators who already hold another Special Education endorsement on their license



Additional Endorsement Pathway - Policy Recommendation

- Proposed Accountability measures:
 - Annually Publish candidate passage rates by endorsement area on required specialty-area content assessments pursuant to the Professional Assessments for Tennessee Educators Policy 5.105 on the department's web page.
 - Annually publish demographic information about program completers, including race/ethnicity, and geographic data on the department's web page.
 - Annually report to the Board implementation, outcomes, and evidence of program impact, either at a subcommittee or quarterly meeting.



Additional Endorsement Pathway – Proposed Approach

- Asynchronous, online delivery of programming that is:
 - Aligned to the content standards outlined in SBE's Literacy and Specialty Area Standards Policy (5.505);
 - Inclusive of field experience components, requiring that educators engage with students as they navigate through course assignments and assessments; and
 - Inclusive of training in Foundational Literacy Instruction, High-Quality Instructional Materials, and Trauma-Informed Instructional Practices
- Existing EPP additional endorsement programs in Special Education were reviewed and considered in design of the proposed TDOE pathway
- The sample overview document provides additional detail regarding program content and delivery



TDOE Proposed Additional Endorsement Pathway: Course Scope and Sequence

Content Block 1: Using Student Data to Develop and Implement				Content Block 2: Literacy		Content Block 3: Addressing	
Effective Individualized Education Programs (IEPs)				Instruction for All Learners		Social-Emotional Needs to Drive	
						Student Success	
Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8
Introduction to	The IEP Team	The Assessment-	Evidence-based	Foundational	Supporting	Trauma-	Implementing
Special	and Process	Instruction Cycle	Instructional	Literacy	Literacy for All	informed	Tiered
Education			Methods	Instruction	Learners	Instructional	Behavioral
						Practices	Supports
Legal Requirements	The Role of the IEP	Assessing Eligibility	Evidence-based	Sounds First - An	Collecting and	Understanding	Building positive
and Terminology	Team	for Special	Practices of	Equitable Approach	Interpreting Literacy	Trauma and the	learning
		Education Services	Inclusion	to Foundational Literacy	Assessment Data	Impact on the Brain	environments through proactive
				Literacy			behavioral
							interventions and
							supports
The Components of	Ensuring Equity of	Selecting	High-leverage	Print Concepts and	Using the	Building Trauma-	Data-Driven
an IEP	Voice on the IEP	Appropriate	Instructional	Phonological and	Assessment-	informed	Supports for
	Team	Assessments to	Practices for	Phonemic	Instruction Cycle to	Classrooms	Students with
		Describe Present	Students with	Awareness	Improve Decoding		Emotional and
		Levels of	Disabilities		and Reading		Behavioral Disorders
		Performance			Fluency		
Roles and	Facilitating IEP	Interpreting	Using HQIM to	Decoding, Fluency,	Using the	Trauma-informed	Conducting
Responsibilities	Team Meetings	Assessment Results	Design Rigorous,	and the Role of	Assessment-	Responses to	Functional
			Accessible	Connected Text	Instruction Cycle to	Behavior	Behavioral Assessments
			Instruction for All		Improve		Assessments
Mindred Director	Ei Elil-l-	TT-: A	Learners	Beyond Phonics:	Comprehension		D1
Mindset, Bias, and the Special	Ensuring a Flexible Continuum of	Using Assessment Data to Write IEP	Using Student Data	Syllabication,	Using the Assessment-		Developing and Implementing
Education Process	Supports and	Goals and Drive	to Develop Effective Learning	Complex Spelling	Instruction Cycle to		Individualized
Luucation 1 10cc33	Services	Specialized	Experiences for	Patterns.	Improve Written		Behavior
		Instruction	Your Students	Morphology and	Expression		Intervention Plans
		msu uction	10ul Students	Vocabulary	Lapression		
Field Experience Assessment: (IEP Meeting		Field Experience Assessment: (Assessment-		Field Experience Assessment:		Field Experience Assessment:	
Observation and Reflection)		Instruction Mini-Cycle for Individual or		(Differentiated Tier 1 Literacy Lesson		(From Observation to Intervention: Using	
		Small Group)		Development and Delivery)		Data to Design and Deliver Behavior	
						Supports)	

TDOE Proposed Additional Endorsement Pathway: Field Experiences and Praxis Support

 Field experiences will be embedded throughout program assignments and assessment, where candidates will be supported by another licensed educator and offer opportunities for engagement with students to ensure knowledge and skills are applied in a real context.

 All candidates will be provided with targeted support in preparing for required Praxis assessments.

