TENNESSEE TRANSITIONAL LICENSURE POLICY

TENNESSEE STATE BOARD of EDUCATION

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Transitional Licensure Policy

Date Standards Adopted or Most Recent Revision: July 31, 2009
Date Programs Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2009

The purpose of transitional licensure preparation is to recruit and select highly qualified individuals, ranging from promising recent college graduates to seasoned professionals, who can bring maturity and a variety of work experiences to the teaching profession and prepare them for successful teaching in Tennessee schools.

Transitional licensure preparation programs may be offered by Tennessee institutions of higher education (IHEs) in partnership with Tennessee local education agencies (LEAs), Tennessee LEAs, education–related organizations in partnership with Tennessee LEAs, and the Tennessee Department of Education (DOE). Transitional licensure programs are based on teacher preparation standards adopted by the Tennessee State Board of Education (SBE). Although the SBE adopted standards establish a foundation for teacher preparation program development, transitional licensure programs may and are encouraged to include components that exceed the adopted standards.

Characteristics of transitional licensure preparation programs include, but are not limited to, the active recruitment and rigorous selection of individuals who have demonstrated content area expertise, innovative streamlined opportunities for transitional licensed teachers to acquire the professional education competencies, partnerships with local education agencies, immersion of transitional licensed teachers in classroom environments as teachers of record, and induction/ mentoring and professional development support for transitional licensed teachers.

I. Transitional License

The Transitional License is valid for one school year and issued to candidates with a bachelor's degree who have verified knowledge of the teaching content area, have been offered employment as a teacher of record. In addition, candidates must be eligible for admission, admitted to, or enrolled in an approved transitional licensure preparation program. The Transitional License is renewable two (2) times upon satisfactory progress toward completion of the approved transitional licensure preparation program. Individuals may teach on a transitional or alternative license, of any kind, for a maximum of three years.

II. Candidate Eligibility

A. Candidates must have earned at least a bachelor's degree from a regionally accredited institution of higher education.

B. Candidates must verify teaching content area requirements by one of the following:

1. Completion of an academic major in the teaching content area; or

2. Documentation of at least twenty-four (24) semester hours in the teaching content area; or

3. Successful completion of Praxis II content knowledge test required for each teaching area endorsement sought.

C. Candidates are eligible to be employed on the Transitional License in all teaching areas. Teaching areas refer to employment as teachers of record and assignment to classrooms for providing direct, on-going instruction to students. Transitional licensed teachers may be assigned to itinerant teaching positions such as special education teachers who provide direct instruction to students in more than one school.

D. In addition to the Professional Education Core Competencies, candidates may be required to address any identified knowledge and skill deficiencies specified for the teaching content area.

E. Candidates must be eligible for admission, admitted to, or enrolled in an approved transitional licensure preparation program.

F. Individuals may be employed as a School Counselor on the Transitional License. The School Counselor Program Implementation Standards of the SBE adopted School Counselor licensure standards describe the eligibility requirements. The program components of the Transitional License Policy do not apply to School Counselors employed on the Transitional License.

G. A transitional license to teach in grades nine through twelve (9-12) may be issued to any person who has taught at an eligible postsecondary institution as defined in § 49-4-902 and who meets the qualifications listed in this section. The license shall bear an endorsement to teach only in the subject area in which the person taught at the eligible postsecondary institution.

An applicant eligible to seek a transitional teacher license pursuant to this section shall:

1. a. Have been a full-time college professor or instructor for at least two (2) of the last five (5) years at an eligible postsecondary institution that is accredited by a regional accrediting association; or

b. Have been a part-time college professor or instructor, teaching at least one (1) course per semester, for at least three (3) of the last five (5) years at an eligible

postsecondary institution that is accredited by a regional accrediting association.

2. Submit for review by the department or a partnering institution of higher education at least three (3) years of documented teaching evaluations that rate the applicant for licensure as proficient or better in the subject area in which the applicant is seeking licensure. The teaching evaluations required by this subdivision shall have been administered by the institution at which the applicant taught;

3. Attend in-service training sessions, both before and during licensure, that are aligned to the professional education standards adopted by the State Board of Education;

4. Participate in a mentoring program aligned to the mentoring standards adopted by the State Board of Education throughout the first school year during which the applicant is licensed; and

5. Successfully complete all exams required for licensure for the subject area in which the applicant is seeking licensure.

III. Organizations Eligible to Offer Transitional License Preparation Programs and Eligibility Requirements

Organizations seeking approval to offer transitional licensure preparation programs and to recommend candidates for licensure must meet the respective eligibility criteria.

A. Tennessee IHEs approved by the SBE for teacher education in partnership with Tennessee LEAs.

1. Preconditions (Appendix A).

2. Professional Education Unit Standards (Appendix B).

3. Professional Education Core Competencies (Appendix C).

B. Tennessee LEAs.

1. Preconditions (Appendix A) including verification of SACS District Accreditation or approved (DOE category 1, 2, 3, and/or 7) non-public school/school system.

2. Professional Education Unit Standards (Appendix B).

3. Professional Education Core Competencies (Appendix C).

C. Education-related Organizations in partnership with Tennessee LEAs.

1. Preconditions (Appendix A).

2. Professional Education Unit Standards (Appendix B).

3. Professional Education Core Competencies (Appendix C).

D. Tennessee DOE Teach Tennessee Program.

Professional Education Core Competencies (Appendix C).

IV. Transitional Licensure Preparation Program Requirements

A. All transitional licensure preparation programs must adhere to the provisions of the legislatively mandated *Tennessee Teacher Quality Report Card.*

B. Programs offered by Tennessee IHEs in partnership with Tennessee LEAs as approved through the previously SBE adopted *Alternative Preparation for Licensure Policy* (November 3, 2006) and the DOE Teach Tennessee program may continue program implementation as previously approved. The previously approved programs will recommend program candidates for the Transitional License beginning with the effective date this policy.

C. Programs offered by Tennessee LEAs and Education-related Organizations in partnership with Tennessee LEAs must include:

1. Verification the program is based on well documented LEA needs. Evidence of LEA needs may include, but are not limited to, items such as use of permits, use of waivers, student performance data on state mandated tests, ACT/SAT performance results, graduation rates, changes in student demographics (e.g., increase in ELL students) etc.;

2. Proven candidate recruitment, selection, and retention components;

3. Candidate GPA requirement for admission is based on a minimum undergraduate cumulative GPA of 2.75 or 3.0 in the last 60 hours;

4. Candidates have been offered employment by a Tennessee LEA or approved (DOE category 1, 2, 3, and/or 7) non-public school/school system;

5. Candidate preparation based on the Professional Education Core Competencies (Appendix C) delivered in two (2) phases, an orientation component and a professional development component;

6. Induction and mentoring components that continue across the full period of transitional licensure for each transitional licensed teacher and are linked to teaching quality and effectiveness;

   a. Transitional licensed teachers shall receive support from one or more mentor teachers, who have received training in the mentoring process and their role and responsibilities.

   b. Transitional licensed teachers and their mentors shall receive ongoing professional development.

   c. Mentors shall meet regularly and frequently with each transitional licensed teacher. Support from mentors and other professional development activities relevant to the needs of transitional licensed teachers will be at least 100 hours during the first year of transitional licensure and 50 hours during each of the second and third years of transitional licensure.

7. Address funding and cost matters including;

   a. The costs associated with the delivery of the Professional Education Core Competencies;

   b. Mentoring, including training of mentors, stipends for mentors, released time, and substitute teacher reimbursement; and

   c. Salary of the teacher employed on the Transitional License.

V. Teacher Evaluation, Licensure Renewal and Licensure Advancement

A. LEAs shall assess the effectiveness of teachers employed on the Transitional License each year using the same evaluation procedures used in evaluating all other teachers as approved by the SBE.

B. Each year of successful teaching on a transitional license shall count as one year toward a professional license.

C. One full year (minimum of ten months full time) of successful teaching shall substitute for the student teaching requirement

once the transitional licensure preparation program is completed following the first year of teaching. If completion of the transitional licensure preparation program requires two (2) or more years, then two (2) years of successful teaching shall substitute for the student teaching requirement.

D. Candidates must successfully complete the orientation component of the Professional Education Core Competencies before the first renewal of the Transitional License (Appendix C).

E. For second renewal of the Transitional License, candidates must take and pass the Praxis II tests for each endorsement sought as listed in Appendix D.

F. The transitional licensed teacher will be eligible for apprentice or professional licensure upon the following:

1. Recommendation by the employing LEA superintendent/director of schools for advancement to the apprentice or professional license in accordance with successful completion of local evaluation procedures. Recommendation for apprentice or professional licensure by the school system does not require re-employment;

2. Verification by the approved transitional licensure preparation program of successful completion of the Professional Education Core Competencies (Appendix C), including, if applicable, official transcripts of any additional courses for credit completed;

3. Verification that all required licensure examinations have been passed; and

4. Submission by the teacher of the completed application for advancement to apprentice or professional licensure to the Department of Education, including all required official transcripts and verifications noted above.

VI. Program Approval

The approval of transitional licensure preparation programs is conducted in a similar manner as the approval of other teacher education programs. The DOE implements approval procedures and makes recommendations for SBE final approval. Approval procedures include:

A. Submission of documentation that supports compliance with each the Preconditions (Appendix A) to determine institutional/ organizational eligibility;

B. Submission by eligible institutions/organizations of a program proposal for conditional approval that includes an alignment of

the program with eleven (11) professional education core competences (Appendix C);

C. Completion of either an on-site program evaluation or off-site program defense conducted by the State Board of Examiners that focuses on compliance with six (6) professional unit standards (Appendix B), and verification of program compliance with the eleven (11) professional education core competencies (Appendix C);

D. DOE completion of approval procedures and submission of action recommendations to the SBE; and

E. SBE final approval action.

VII. Out-of State and On-line IHEs or Education-related Organizations in Partnership with Tennessee LEAs

For the employment of transitional licensed teachers, the section that follows applies to partnerships developed among out-of-state or on-line IHEs and Tennessee LEAs or Education-related Organizations that do not have a physical presence in Tennessee and Tennessee LEAs. These programs are not subject to Tennessee program approval described in section VI above. The DOE will determine approval/recognition status of out-of-state or on-line programs after reviewing and evaluating any DOE requested information and material.

A. **Candidate Eligibility**. All candidates seeking transitional licensure through an out-of-state or on-line program must:

1. Have at least a bachelor's degree from a regionally accredited institution of higher education;

2. Meet the teaching content area knowledge requirements through one of the following:

   a. Completion of an academic major in the teaching content area; or

   b. Documentation of at least twenty-four (24) semester hours in the teaching content area; or

   c. Successful completion of Praxis II content knowledge test required for each teaching area endorsement sought.

3. Have a verifiable affiliation with an out-of-state or on-line IHE/Education-related Organization that is;

a. Regionally accredited or the equivalent for Education-related Organizations (Appendix A, Precondition 8), and

b. State approved for teacher preparation, by at least one state other than Tennessee, for the licensure endorsement program(s) and appropriate grade level range for the Tennessee endorsement(s) sought; and

4. Have obtained an "intent to hire" statement, including a commitment to provide mentoring, from a Tennessee LEA that submits completed applications for the Transitional License, with supporting documentation, to the Tennessee State Department of Education Office of Teacher Licensing.

B. **Renewal/Annual Progress**. For first renewal, teachers employed on the Transitional License through an out-of-state or on-line program must demonstrate annual progress toward completion of the applicable licensure requirements. The employing LEA must provide a recommendation in accordance with local evaluation procedures and submit verification of the teacher's adequate progress toward completing:

1. The requirements of an approved out-of-state or on-line program; or

2. The eleven Tennessee Professional Education Core competencies (Appendix C).

3. For second renewal of the Transitional License, candidates must take and pass the Praxis II tests for each endorsement sought as listed in Appendix D.

C. **Teacher Evaluation and Apprentice or Professional Level Licensure**

1. **Teacher Evaluation**. The principal, or designee, will be responsible for evaluation of the teaching performance of the teacher.

2. **Apprentice or Professional Licensure**. The teacher will be eligible for apprentice or professional level licensure upon the following:

a. Verification by the employing LEA that the teacher has received mentoring and professional development consistent, to the fullest extent possible, with above section IV.C.6.a.-c. It is understood that the collaborative planning between

the employing LEA and out-of-state or on-line program may vary.

b. Recommendation by the employing LEA for the apprentice license in accordance with local evaluation procedures. Recommendation for apprentice level licensure requires a minimum of two years teaching on the Transitional License for candidates enrolled in out-of-state or on-line programs;

c. Verification by the out-of-state or on-line program of successful completion of one of the following:

(1) The requirements of the out-of-state or on-line state approved program (other than Tennessee); or

(2) The eleven Tennessee Professional Education Core Competencies.

(3) Verification that required licensure tests required by Tennessee have been passed; and

(4) Submission by the teacher of the completed application for apprentice licensure to the Tennessee State Department of Education Office of Teacher Licensing, including all required official transcripts and/or verifications noted above.

VIII. Effective Dates

A. **Candidates will meet the requirements for Transitional Licensure no** later than school year 2009-2010.

B. Alternative License Type I and Alternative License Type II, will not be issued for school year 2009-2010. Candidates with one (1) or two (2) years of remaining eligibility on Alternative License Type I or Alternative License Type II will be issued the Transitional License for the remaining years of eligibility once applicable renewal requirements are met.

C. The preconditions documentation (Appendix A) and transitional licensure program proposals that address the eleven (11) professional education core competencies (Appendix C) must be submitted to the DOE not less than 90 days prior to the school year for which approval to begin program implementation is

sought. (During the first year of policy implementation, 2009-2010, accommodations may be made regarding this requirement.)

Transitional License Teacher Education Program: Appendix A

List of Preconditions and Documentation*

Precondition #1. The institution/organization recognizes and identifies a teacher education unit that has responsibility and authority for the preparation of teachers and other teacher education personnel.

1.1 A letter from the institution's/organization's chief executive officer that designates the unit as having primary authority and responsibility for teacher education programs.

1.2 A chart or narrative that lists all teacher education programs offered by the institution/organization (including any nontraditional/alternative programs). The chart or narrative report should depict all of the following that apply: (a) the degree or award levels for each program; (b) the administrative location for each program—for example, School of Education, Department of Music; and (c) the structure or structures through which the unit implements its oversight of all programs. If the unit's offerings include off-campus programs, a separate chart or narrative as described above should be prepared for each location at which off-campus programs are geographically located.

1.3 An institutional/organizational chart of the institution/organization that depicts the teacher education unit and indicates the unit's relationship to other administrative units within the institution/organization.

Precondition #2. A dean, director, or chair is officially designated as head of the teacher education unit and is assigned the authority and responsibility for its overall administration and operation.

2.1 The job description and resume for the institution's/organization's head of the teacher education unit.

Precondition #3. Written policies and procedures guide the operations of the teacher education unit.

3.1 The cover page and table of contents for the documents that contain codified policies and procedures for the unit's operations, including policies and procedures pertaining to its candidates. [If policies and procedures are located on the Internet, photocopies of appropriate web page(s) that indicate links to applicable policies and procedures may be submitted as documentation for this precondition.]

Precondition #4. The teacher education unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools and provides

direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

4.1 A statement of the vision and mission of the institution/organization and unit.

4.2 A statement of the unit's philosophy, purposes, and goals.

4.3 A statement of the knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework.

4.4 A description of candidate proficiencies aligned with the expectations in professional, state, and institutional/organizational standards.

4.5 A description of the system by which the candidate proficiencies described in 4.4 are regularly assessed.

Precondition #5. The teacher education unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

5.1 A description of the unit's system for evaluating its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its program completers.

Precondition #6. The teacher education unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit.

6.1 A photocopy of institution/organization published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of teacher education programs offered by the institution/organization, including any nontraditional/alternative and off-campus programs.

6.2 A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary should include (a) the portion of Title II documentation related to candidate admission and completion that was prepared for the state and (b) compilation of results on the unit's own assessments.

Precondition #7. The teacher education unit's programs are approved by the appropriate state agency or agencies, and, in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

7.1 The most recent state approval letters, including or appended by a list of approved programs. If any program is not approved, the unit must provide a statement that it is not currently accepting new applicants into the non-approved program(s). For programs that are approved with qualifications or are pending approval, the unit must describe how it will bring the program(s) into compliance.

7.2 Documentation submitted to the state for Title II Higher Education Act reports, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate. If the required state pass rate is not evident on this documentation, it should be provided on a separate page. (This provision does not apply to units in states without examination requirements or required pass rates for licensure.)

Precondition #8. The institution/organization is accredited, without probation or an equivalent status, by the appropriate institutional/organizational accrediting agency recognized by the U.S. Department of Education.

8.1.a. Current accreditation letter and/or report that indicates institutional/organizational accreditation status.

OR

8.1.b. Providers ineligible for accreditation must submit a clean audit, a business plan, and the answers to the following questions:

1. What security measures are taken by the unit to ensure the security and integrity of student records?

2. What documentation does the unit have to demonstrate that facilities are safe, secure, and healthy?

3. What are the unit's policies that ensure the availability of information about governing board members, faculty, and administrators?

4. What are the unit's policies related to requirements for degrees, certificates, and graduation; fees and other financial obligations of students; conflicts of interest; and non-discrimination and sexual harassment?

5. What are the unit’s personnel qualifications and staffing ratios for support services?

6. What are the unit's policies related to faculty tenure, grievance, and discipline?

7. What are the policies related to academic and intellectual freedoms?

8.1.c. Education-related organizations that are not higher education institutions must also submit:

1. Clean independent audits of a full set of financial statements of the legal entity offering teacher education programs for the three years prior to submission of a program proposal which provide evidence regarding compliance with these preconditions. The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the U.S.

2. The legal entity's 990 Form (non-profit organizations) or corporate income tax returns (for-profit organizations) for the past year.

3. A business plan. The business plan should include:

   a. A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty, tuition costs, a budget narrative, etc.;

   b. The most current approved unit budget;

   c. Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates; costs of facility, payroll, maintenance, etc.;

   d. A one to two page narrative describing unit revenue and expenditure projections for the next 4 years;

   e. A one to two page narrative describing the relationship between the unit and the legal entity offering the educator preparation programs; and

   f. If tuition based, the tuition refund policy should the transitional licensure preparation programs be discontinued by the unit.

* Adapted from NCATE. For more information, go to NCATE web page http://www.ncate.org/institutions/preconditions.asp?ch=46#list

Transitional License Teacher Education Program: Appendix B

Teacher Education Unit Standards*

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Standard 1: *Candidate Knowledge, Skills, and Professional Dispositions*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: *Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance.

They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

* Adapted from NCATE. For more information, go to NCATE web page http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

Transitional License Teacher Education Program: Appendix C

Professional Education Core Competencies*

Transitional licensure programs may include a variety of program delivery methods including traditional for-credit courses, web-based courses, non-credit seminars/workshops, and/or other methods so long as transitional licensed teachers demonstrate progress in the acquisition of the eleven professional education core competencies, A-K, listed below. Transitional licensure programs must be designed to address the competencies in a clearly defined orientation component (A-D) and a professional development component (E-K). Transitional licensed teachers must have successfully completed the orientation component before first renewal of the transitional license.

Orientation Component (A through D). The teacher will:

A. Know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Outcomes

1. Teachers demonstrate a broad general understanding of the major concepts of the discipline they teach.

2. Teachers create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several related subject areas.

3. Teachers create opportunities for students with disabilities and those with varied cultural, linguistic, and ethnic backgrounds to participate in the general curriculum.

B. Understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Outcomes

1. Teachers use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.

2. Teachers use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.

3. Teachers use a wide variety of resources and methods to promote student learning.

C. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Outcomes

1. Teachers create a learning environment that is inclusive and supports positive social interaction, active engagement in learning, and self-motivation for all students.

2. Teachers organize and manage resources such as time, space, facilities, technology, activities, instructional assistants, and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.

3. Teachers create a positive, inclusive classroom of mutual respect and support, and inquiry.

D. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goal.

Outcomes

1. Teachers identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.

2. Teachers align goals, objectives, units and daily lessons with Tennessee curriculum standards, national standards and student performance indicators.

Professional Development Component (E through K). The teacher will:

E. Understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Outcomes

1. Teachers understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development.

2. When making instructional decisions, teachers draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains and recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area.

3. Teachers use this knowledge to optimize learning opportunities for each student.

F. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Outcomes

1. Teachers understand and identify differences in student approaches to learning and performance.

2. Teachers design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.

3. Teachers create a learning community which is inclusive and in which individual differences are respected.

G. Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Outcomes

1. Teachers understand language development, the role of language in learning, and how culture, gender, and exceptional learning needs affect communication in the classroom.
2. Teachers recognize effective verbal and nonverbal communication techniques and use them to support **all** students learning.

H. Know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Outcomes

1. Teachers understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.

2. Teachers understand state and federal accountability requirements.

3. Teachers select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.

4. Teachers develop and maintain useful records of student work and communicate progress to students, parents and other colleagues.

5. Teachers collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of individual assessments.

I. Continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Outcomes

1. Teachers reflect on their teaching practices by continually evaluating the effect their instruction has on all students.

2. Teachers monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction.

3. Teachers continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements.

4. Teachers read professional literature, participate in professional organizations, and use other resources to support their continuing professional development.

5. Teachers know their legal and ethical responsibilities and use knowledge of educational policy, organizational, historical, and professional dimensions of classrooms and schools to guide their professional behavior.

J. Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Outcomes

1. Teachers consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.

2. Teachers participate in collegial activities designed to make the entire school a productive learning community.

3. Teachers act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.

4. Teachers understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

K. Use technology and technology based resources to facilitate developmentally appropriate student learning, to enhance their professional growth and productivity, and effectively use and manage all technology available to them and explore uses of emerging resources, promoting the equitable, ethical and legal use of technology resources.

Outcomes

1. Teachers use technology and technology based resources to facilitate developmentally appropriate student learning.

2. Teachers use technology to enhance their professional growth and productivity.

3. Teachers effectively use and manage all technology available to them and explore uses of emerging resources.

4. Teachers promote the equitable, ethical and legal use of technology resources.

*Adapted from the Tennessee Professional Education Standards. For more information, go to TN DOE web page
http://www.tennessee.gov/education/lic/doc/accttchlicstds.pdf

Transitional License Teacher Education Program: Appendix: D

Test Requirements for Second Renewal of the Transitional License[1]

Endorsement Code/Title	Test Code/Title: Test(s) that Must be **PASSED** for Second Renewal of Transitional License	Passing Score
448/Agriculture Education (7-12)	0700/Agriculture	530
427/Art (Visual Arts K-12)	0133/Art:Content Knowledge ***Choice of:*** 0132/Art: Content Traditions, Criticism & Aesthetics ***OR*** 0131/Art Making	150 140 155
415/Biology (7-12)	0235/Biology: Content Knowledge ***Choice of:*** 0233/Biology: Cont. Essays ***OR*** 0433/General Science: Content Essays	148 146 130
474/Business Education (7-12)	0100/Business Education	570
416/Chemistry (7-12)	0245/Chemistry: Content Knowledge 0431/General Science: Cont. Know., Part 1	152 145
467/Early Childhood Education (PreK-3)	0014/Elementary Education: Content Knowledge 0201/Reading Across Curriculum: Elementary	140 151
468/ Early Development & Learning (PreK-K)	0021/Education of Young Children 0014/Elementary Education: Content Knowledge	155 140
418/Earth Science (7-12)	0571/Earth and Space Science: Content Knowledge 0431/Gen. Science: Cont. Know., Part 1	146 145
424/Economics (7-12)	0910/Economics	530
499/Elementary (K-6)	0201/Reading Across Curriculum: Elementary 0014/Elementary Educ.: Content Knowledge	151 140
407/English (7-12)	0041/English Lang., Lit., Comp.: Content Knowledge	157
490/English as a 2nd Language (PreK-12)	0360/English to Speakers of Other Languages	530

Endorsement Code/Title	Test Code/Title: Test(s) that Must be **PASSED** for Second Renewal of Transitional License	Passing Score
450/Family & Consumer Sciences (5-12)	0121/Family & Consumer Sciences	157
411/French (7-12) 491/French (PreK-12)	0173/French: Content Knowledge 0171/French: Productive Language Skills	160 165
422/Geography (7-12)	0920/Geography	580
412/German (7-12) 492/German (PreK-12)	0181/German: Content Knowledge	149
423/Government (7-12)	0930/Government/Political Science	600
419/Health & Wellness (K-12)	0550/Health Education	570
421/History (7-12)	0941/World and U.S. History: Content Knowledge	136
410/Latin (7-12) 493/Latin (PreK-12)	0600/Latin	540
473/Library Information Specialist (PreK-12)	0311/Library Media Specialist	600
472/Marketing (7-12)	0561/Marketing Education	160
413/Mathematics (7-12)	0061/Mathematics: Content Knowledge	136
440/Middle Grades (4-8)	0146/Middle School: Content Knowledge 0201/Reading Across Curriculum: Elementary	150 151
428/ Vocal/General Music (K-12) 429/ Instrumental/ General Music (K-12)	0113/Music: Content Knowledge	150
420/Physical Education (K-12)	0091/Physical Education: Content Knowledge	152
417/Physics (7-12)	0265/Physics: Content Knowledge ***Choice of:*** 0262/Physics: Content Essays ***OR*** 0433/General Science: Content Essays	144 135 130
426/Psychology (9-12)	0390/Psychology	560
487/School Counselor (PreK-12)	0420/School Guidance and Counseling [2]	580
425/Sociology (9-12)	0950/Sociology	540

Endorsement Code/Title	Test Code/Title: Test(s) that Must be **PASSED** for Second Renewal of Transitional License	Passing Score
409/Spanish (7-12) 495/Spanish (PreK-12)	0191/Spanish: Content Knowledge 0192/Spanish: Productive Language Skills	152 154
461/SPED-Comprehensive (K-12)	0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary	144 151
459/SPED-ECE (PreK-3)	0353 Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary	144 151
463/SPED-Hearing (PreK-12)	0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary	144 151
460/SPED-Modified (K-12)	0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary	144 151
462/SPED-Vision (PreK-12)	0353/Education of Exceptional Student: Core Content Knowledge 0201/Reading Across Curriculum: Elementary	144 151
408/Speech Communications (7-12)	0221/Speech Communications	570
477/Technology Education (5-12)	0050/Technology Education	580
405/Theatre (K-12)	0640/Theatre	610

[1] **Test requirements and passing scores are subject to change.**

[2] **For School Counselors, test requirements for renewal are not applicable (N/A). Renewal requirements are included in the Program Implementation Standards associated with the School Counselor Licensure Standards.**