



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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

## WHOLE CHILD

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

## EDUCATORS

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

TN

Department of  
Education



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Michael Deurlein

Office of Educator Licensure and Preparation | May 20, 2021

# Additional Endorsement Pathways



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- Pre-2015
  - Educators who held a license with an endorsement covering 7<sup>th</sup> 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 Effective Individualized Education Programs (IEPs)				Content Block 2: Literacy Instruction for All Learners		Content Block 3: Addressing 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 Special Education	The IEP Team and Process	The Assessment-Instruction Cycle	Evidence-based Instructional Methods	Foundational Literacy Instruction	Supporting Literacy for All Learners	Trauma-informed Instructional Practices	Implementing Tiered Behavioral Supports
Legal Requirements and Terminology	The Role of the IEP Team	Assessing Eligibility for Special Education Services	Evidence-based Practices of Inclusion	Sounds First – An Equitable Approach to Foundational Literacy	Collecting and Interpreting Literacy Assessment Data	Understanding Trauma and the Impact on the Brain	Building positive learning environments through proactive behavioral interventions and supports
The Components of an IEP	Ensuring Equity of Voice on the IEP Team	Selecting Appropriate Assessments to Describe Present Levels of Performance	High-leverage Instructional Practices for Students with Disabilities	Print Concepts and Phonological and Phonemic Awareness	Using the Assessment-Instruction Cycle to Improve Decoding and Reading Fluency	Building Trauma-informed Classrooms	Data-Driven Supports for Students with Emotional and Behavioral Disorders
Roles and Responsibilities	Facilitating IEP Team Meetings	Interpreting Assessment Results	Using HQIM to Design Rigorous, Accessible Instruction for All Learners	Decoding, Fluency, and the Role of Connected Text	Using the Assessment-Instruction Cycle to Improve Comprehension	Trauma-informed Responses to Behavior	Conducting Functional Behavioral Assessments
Mindset, Bias, and the Special Education Process	Ensuring a Flexible Continuum of Supports and Services	Using Assessment Data to Write IEP Goals and Drive Specialized Instruction	Using Student Data to Develop Effective Learning Experiences for <u>Your</u> Students	Beyond Phonics: Syllabication, Complex Spelling Patterns, Morphology and Vocabulary	Using the Assessment-Instruction Cycle to Improve Written Expression		Developing and Implementing Individualized Behavior Intervention Plans
Field Experience Assessment: <i>(IEP Meeting Observation and Reflection)</i>		Field Experience Assessment: <i>(Assessment-Instruction Mini-Cycle for Individual or Small Group)</i>		Field Experience Assessment: <i>(Differentiated Tier 1 Literacy Lesson Development and Delivery)</i>		Field Experience Assessment: <i>(From Observation to Intervention: Using Data to Design and Deliver Behavior Supports)</i>	

# 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.