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**Literacy and Specialty Area Standards for Educator Preparation Policy 5.505**

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**The Background:**

All educator preparation providers (EPP) and the specialty area programs (SAP) that lead to licensure shall be approved by the State Board of Education (SBE). All licensure programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the SBE, have clinical experiences in accordance with requirements established by the SBE, and meet other standards, procedures, and requirements established by the SBE. EPPs shall ensure that all programs that lead to licensure are aligned to all applicable literacy standards and all applicable specialty area standards. The Literacy and Specialty Area Standards for Educator Preparation Policy 5.505 defines the required standards for literacy and each of the specialty area programs (SAPs).

This item presents the following revisions to the policy:

- Adds the AgriScience 6-12 program components and specialty area standards into the Career and Technical Education – Academic SAP. Additionally, a revision is being made to the Agricultural Education 1 (a) to remove “AgriScience 6-12” and replace it with “Agricultural Education 6-12.” These revisions ensure there are SAP standards corresponding to both the AgriScience 6-12 and Agricultural Education 6-12 endorsements listed in the State Board Educator Licensure Policy 5.502.
- Revises the special education SAP program components to reflect the new Council for Exceptional Children (CEC) standards.
- Revises the health and physical education program component to reflect that the educator preparation programs for health and wellness education shall be aligned to the Society of Health of Physical Educators (SHAPE) Initial Physical Education Teacher Education Standards.
- Removes the Early Education Foundational Literacy Skills Standard 1.2 (i) term, “entomology” and replaces the term with “etymology.”

Between first and final reading, revisions were made in response to feedback from State Board members at the February 2024 meeting. These revisions included the following:

- Removes the Middle and Secondary Literacy Skills Standards term “Literacy Specialist” and replaces it with “Reading Specialist.”
- Revises the early childhood program component to reflect that the educator preparation programs for early childhood shall be aligned to the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators.
- Revises the gifted education program component to reflect that the educator preparation programs for gifted education shall be aligned to the CEC Gifted Education Professional Standards.

- Adds a program component to special education comprehensive, vision, and hearing programs to reflect that coursework shall emphasize the application of the CEC standards to the specific licensure content (i.e., comprehensive, vision, and hearing).
- Revises the comprehensive, interventionist, hearing, and vision standards to align with the required CEC standards.

**The Fiscal Analysis Impact:**

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

**Policy Justification:**

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

**Connection to the [Master Plan](#):**

This item supports the State Board's strategic focus on Teachers and Leaders outlined in the Master Plan by ensuring educator preparation providers are aligned to the SAP components and specialty area standards in order to best prepare teacher candidates.

**The Recommendation:**

The Department of Education recommends approval of this item on final reading. The SBE staff concurs with this recommendation.