TENNESSEE STATE BOARD OF EDUCATION	
LITERACY AND SPECIALTY AREA STANDARDS FOR EDUCATOR PREPARATION	**5.505**

Policy Sections:

I.   Literacy Standards
II.   Specialty Area Program Standards

Educator Preparation Providers (EPPs) shall ensure that all programs that lead to licensure are aligned to all applicable literacy standards and all applicable specialty area standards. These standards shall apply to all new and currently approved Specialty Area Programs (SAPs).

In accordance with the Tennessee Literacy Success Act of 2021 ("the Act"), beginning on August 1, 2022, EPPs must provide training on reading instruction focused primarily on foundational literacy skills standards to applicable candidates seeking licensure to teach grades K-3 as well as candidates seeking instructional leader licenses. In alignment with the Act these foundational literacy skills standards include:

(1)   How to effectively teach the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension,

(2)   How to identify access points and scaffolds needed for teaching students with advanced reading skills and students with significant reading deficiencies,

(3)   How to identify the characteristics of dyslexia through a universal screening process and provide effective instruction for teaching students with these characteristics using evidence-based, multisensory interventions,

(4)   How to implement reading instruction using high-quality instructional materials (HQIM),

(5)   Behavior management through trauma-informed principles for the classroom and other developmentally appropriate supports to ensure that students can effectively access reading instruction, and

(6)   How to administer a universal reading screener to students and use the resulting data to improve reading instruction and appropriate interventions for students.

I.   Literacy Standards

Educator candidates shall understand and implement standards- and research-based knowledge and practices that enable all students to become proficient, motivated and independent readers and writers, and learners as they build and share knowledge through their reading and writing.

(1)   Early Education Foundational Literacy Skills Standards. The following early education foundational literacy skills standards shall be implemented in all programs that lead to endorsement in:

Early Development and Learning pre-K–K;

Early Childhood Education pre-K–3;

Integrated Early Childhood Education Birth-Kindergarten;

Integrated Early Childhood Education pre-K-3;

Elementary Education K–5;

Special Education Early Childhood pre-K–3;

Special Education Comprehensive K–12;

Special Education Interventionist K–8; or

Special Education Interventionist 6–12.

Standard 1: Content Knowledge

1.1.   Content Knowledge. Educator candidates must demonstrate knowledge of theoretical and research-based instructional practices related to students' literacy development, language acquisition, reading, writing, and communication, including knowledge of:

(a)   Cognitive, linguistic, motivational and sociocultural foundations of reading, writing, speaking, and listening development;

(b)   Students' literacy development from birth through high school;

(c)   Students' cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction;

(d)   Developmentally appropriate and diverse instructional practices that support equitable learning opportunities and success of all students which may include:

1.   Access points and scaffolds embedded in instructional materials or developed by educators for teaching students with advanced reading skills, students with significant reading deficiencies; and
2.   Providing evidence-based, multi-sensory interventions for students with characteristics of dyslexia;

(e)   Oral language as a basis for reading development, including knowledge of students' dialect or different language characteristics (including students who are unable to use and/or access spoken language), and semantics, and discourse level skills);

(f) Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, encoding, and vocabulary development), word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational);

(g) How characteristics of dyslexia is defined in alignment with State Board of Education Rules 0520-01-22;

(h) Specific Learning Disability (SLD), as defined in State Board of Education Rule 0520-01-09-.03, eligibility in the areas of basic reading, reading fluency, or reading comprehension in compliance with federal requirements, including the Individuals with Disabilities Act (IDEA), 20 U.S.C § 1400 et seq., state requirements, and requirements of an IEP;

(i) The two-step identification process for students with characteristics of dyslexia and how to develop an Individualized Learning Plan – Dyslexia (ILP-D), as set forth in State Board of Education Rules 0520-01-22.

(j) An understanding of circumstances under which a student qualifies for an IEP for a reading disability or an ILP-(D) If a student has a primary or secondary eligibility category and the student's finalized IEP supports deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension, an ILP-D is not written;

(k) Ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and

(l) How to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing.

1.2. Foundational Literacy Skills. Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds, and syllables) and are able to teach students how to employ the many components of foundational literacy skills, including:

(a) Oral English language – spoken language, including spoken words and articulated sounds;

(b) The organization and basic features of print - including orthography, syntax, and discourse structure;

(c)   Phonological awareness – the ability to identify and manipulate oral language including words, syllables, onsets, and rimes and is inclusive of the advanced skills within phonemic awareness;

(d)   Phonemic awareness – the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words;

(e)   Phonics and word recognition (also known as sound/symbol recognition) - understanding of letter-sound knowledge and alphabetic understanding, phonic/structural analysis elements along a continuum for decoding when reading grade-level texts; word analysis skills when decoding isolated words and in connected text, regular word reading, irregular word reading, and reading in decodable text;

(f)   Decoding – the ability to apply knowledge of letter-sound relationships as well as letter patterns to correctly pronounce written words;

(g)   Letter knowledge (also known as alphabet knowledge) – the ability to identify the letters of the alphabet with speed and automaticity and understanding of the alphabetic and print concepts, as well as ability to identify and discriminate between letters (visual discrimination);

(h)   Word composition - encoding when writing: grade-level phonics and word analysis skills when encoding words, writing legibly;

(i)   Advanced word study - understanding morphology, syllabication, study of word parts, regular word reading, irregular word reading, etymology, Greek and Latin roots, and inflectional endings;

(j)   Fluency - reading with sufficient automaticity, pacing, prosody (e.g., intonation, tone, stress, rhythm), and accuracy to support comprehension across the disciplines; and

(k)   Encoding skills – the translation of a spoken word or sound into a written symbol;

(l)   Rapid naming – ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits; information is quickly named/retrieve(d) Rapid naming requires the retrieval of phonological information related to phonemes (i.e., letter/letter combination sounds), segments of words, and words from long-term memory in an efficient manner.

1.3. Vocabulary Knowledge and Acquisition. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate, to support comprehension of connected text;

(b) Comprehend figurative language, word relationships, and nuances in word meanings and employ them in writing;

(c) Acquire and accurately use general academic and domain-specific words and phrases necessary for comprehension, discussion, and writing about complex texts, and that meet the demands for reading, writing, speaking, and listening in post-secondary and the workforce;

(d) Develop independence in acquiring vocabulary knowledge when considering a word or phrase important to comprehension or expression;

(e) Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone; and

(f) Develop a broad, expressive vocabulary and apply vocabulary words with precision in both oral and written settings to more accurately convey meaning and interest.

1.4. Craft and Structure of the Language of Texts (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;

(b) Recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization;

(c) Read closely and answer text dependent questions to determine what a text says explicitly and to generate logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from a text;

(d)   Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas;

(e)   Analyze how and why individuals, events, and ideas develop and interact over the course of a text;

(f)   Analyze the structure of texts and how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene or stanza) relate to each other and the whole;

(g)   Assess how point of view and purpose shape the content and style of a text; and

(h)   Use understandings of the craft and structure of texts to convey ideas in writing for different purposes and audiences.

1.5.   Range of Texts and Text Complexity. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a)   Read and comprehend complex literary and informational texts independently and proficiently; recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization; and

(b)   Produce texts representing a range of text types (genre) and complexity for different purposes and audiences.

1.6.   Integration of Knowledge and Ideas. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a)   Integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form;

(b)   Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;

(c)   Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes;

(d)   Integrate foundational skills and strategies within authentic reading and writing contexts; and

      (e)   Make connections to reading and writing across the disciplines.

1.7.   Comprehension and Collaboration. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

      (a)   Develop a deep understanding of language comprehension, including background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge and its impact on skilled reading in conjunction with foundational literacy skills

      (b)   Participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;

      (c)   Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;

      (d)   Ask and answer questions to demonstrate comprehension when information is presented orally in a range of settings and from diverse speakers (e.g., directions, texts, presentations, and videos);

      (e)   Present information, findings, and supporting evidence such that listeners can follow the line of reasoning;

      (f)   Ensure that the organization, development, and style of communication are appropriate to the task, purpose, and audience;

      (g)   Make strategic use of texts, digital media, and visual displays of data to express information and enhance understanding of presentations; and

      (h)   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.8.   Writing. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

      (a)   Use conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing;

      (b)   Recognize the purpose (i.e., to communicate ideas to be understood by others) and subsequent formatting (e.g., formal, informal, creative, expository, et(c)) for writing;

(c) Engage in writing as a process involving actions such as brainstorming, revising, editing, and publishing, and not just a product;

(d) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;

(e) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;

(f) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;

(g) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience;

(h) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;

(i) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others;

(j) Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism;

(k) Draw evidence from literary or informational texts to support analysis, reflection, and research;

(l) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; and

(m) Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Standard 2: Language and Literacy Rich Environment

Educator candidates shall:

2.1. Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student.

2.2.   Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discourage(d).

2.3.   Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading, advanced reading skills, significant reading deficiency, characteristics of dyslexia), and their access to books and exposure to high-quality instruction, and implement instruction responsive to these differences.

2.4   Ensure that all students have access and exposure to complex, grade-appropriate text and avoid "leveling" (the practice of matching students to texts based on their measured reading proficiency level) because it can slow the learning of struggling readers by confining them to overly simple, below-grade-level texts.

2.5   Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students' existing knowledge, interests, and cultural diversity.

2.6.   Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.

2.7.   Establish literacy learning classroom environments that enable multiple classroom organizations, including those that support individual and collaborative learning, and promote peer-to-peer interaction.

2.8.   Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.

2.9.   Position students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, brainstorming discussions), which allows all students to participate, regardless of their speaking or writing proficiency.

2.10.   Utilize routines and structures that prompt frequent language interactions (e.g., turn and talks, quick writes).

2.11   Utilize routines and structures that encourage students to decode text systematically rather than to guess at its meaning using "cueing" methods such as "MSV" (meaning, syntax, visual) that divert attention from the words themselves.

2.12. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy development (e.g., anchor posters, word walls, picture or print dictionaries).

Standard 3: High-Quality Instructional Materials (HQIM) and Lesson Preparation

Educator candidates shall:

3.1. Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students, including those with advanced reading skills, significant reading deficiency, and characteristics of dyslexia, to engage meaningfully in grade-appropriate learning centered on complex texts.

3.2. Implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students' strengths and needs, while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.

3.3. Use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.

3.4. Implement evidence-based dyslexia interventions that are explicit, systematic and cumulative, multisensory, language-based, and aligned to individual student nee(d).

Standard 4: Instruction Using High-Quality Instructional Materials (HQIM)

Educator candidates shall:

4.1. Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students' literacy strengths and needs.

4.2. Set measurable and explicit goals for literacy according to knowledge about each student.

4.3.   Provide scaffolded instruction that supports students' strengths and access to grade-level standards while addressing their instructional needs.

4.4.   Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students.

4.5.   Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.

4.6.   Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.

4.7.   Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.

4.8.   Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.

4.9.   Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats.

4.10.   Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.

4.11.   Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.

4.12.   Provide appropriate and scaffolded language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum while they learn English)

4.13.   Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation.

4.14.   Provide appropriate and scaffolded language and literacy instruction for students with characteristics of dyslexia that include evidence-based dyslexia interventions.

4.15.   Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize students' growth in literacy.

Standard 5: Foundational Literacy Skills Assessment and Evaluation

Educator candidates shall:

5.1.   Understand the use of the Tennessee Universal Reading Screener and the State Board approved universal screeners used to identify students who may be at-risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention.

5.2.   Show proficiency in the administration and scoring of the Tennessee Universal Reading Screener or State Board approved universal reading screener.

5.3.   Demonstrate the ability to interpret universal reading screening data to identify students who might be "at risk" of a reading deficiency (below 40th percentile on composite score) or display a reading deficiency (below the 16th percentile on composite score) as designated by the Tennessee Literacy Success Act.

5.4.   Understand that the role of the school data teams is to consider the results of the universal reading screener in conjunction with other data to identify students who may be in need of tiered interventions through the RTI[2] process in the areas of basic reading, reading fluency, and reading comprehension.

5.5.   Examine student screener profiles to identify the need for additional diagnostic assessments to inform intervention decisions.

5.6.   Understand the requirements of progress monitoring within the RTI[2] Framework and use data to determine the effectiveness of tiered interventions.

5.7.   Understand the two-step process of identifying students with characteristics of dyslexia and the requirement to develop an Individual Learning Plan – Dyslexia (ILP-D) as set forth in State Board of Education Rules 0520-01-22.

5.8.   Implement foundational literacy skills assessment and evaluation tools appropriately and for different purposes to inform literacy instruction and intervention, including diagnostic assessments ("Diagnostic" or "Survey Level Assessment") and progress monitoring assessments.

(a)   Universal Screener assessment – assessments or subtests that are valid, reliable, fair, nationally normed, and backed by scientifically based reading research. These assessments are a brief procedure designed as a first step in identifying students who may be considered at-risk of academic failure, including: students who possess a significant reading deficiency and who are in need of further diagnostic- or survey-level assessment and additional interventions; students in need of additional remediation; and students who may benefit from enrichment. These assessments are not used to diagnose specific skill gaps; rather, these assessments help to identify children who need diagnostic assessments, as well as children who may require supplemental intervention and/or enrichment. Screening assessments should be relatively fast and efficient to administer.

(b)   Diagnostic assessment– assessments for better understanding student skill development needs, building upon Screener results to provide in-depth analysis of specific reading deficiency that can be used to prescribe interventions.

(c)   Survey level assessment – assessment used for determining progress monitoring levels for a student who is significantly below grade level.

(d)   Progress Monitoring assessment- Progress monitoring is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Unlike Screeners, Progress Monitoring Assessments must be sensitive to growth and require multiple forms. These assess students' specific reading skills and have a direct, reliable, and valid relationship to Diagnostic and Screener Assessments to show progress on shared measurement areas.

5.9.   Select and implement additional literacy assessment and evaluation tools appropriately and for different purposes (e.g., universal reading screeners, curriculum-based, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

5.10.   Describe how literacy assessment connects to and supports planning appropriate and scaffolded instruction within the classroom and within the RTI[2] framework and in accordance with T.C.A. § 49-1-229.

5.11. Select and implement valid, reliable, and appropriate assessments to obtain information on student language acquisition and literacy development; select assessments that are free from explicit or implicit cultural bias.

5.12. Select and implement diagnostic assessments to identify students' literacy strengths and needs in areas of knowledge and vocabulary development, text comprehension, and skill and strategy development.

5.13. Analyze students' cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using).

5.14. Interpret literacy assessment data effectively in order to reflect upon, design, and re-design instruction and interventions according to the data This includes making data-based decisions about providing explicit, systemic instruction with carefully applied scaffolds that are appropriate to address identified instructional goals.

5.15. Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students' areas of need at home.

5.16. Develop an Individualized Learning Plan-Dyslexia (ILP-D) that targets student's identified literacy deficits and identifies dyslexia specific interventions and appropriate supports to access core instruction.

5.17. Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students' areas of need at home.

5.18. Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents).

5.19. Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties.

5.20.   Communicate and collaborate effectively with reading and bilingual specialists to design, implement, and interpret data from appropriate assessments for English Learners.

Standard 6: Professional Learning and Leadership

Educator candidates shall:

6.1.   Engage within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices.

6.2.   Critically evaluate and use relevant research to collaboratively plan, differentiate, and evaluate literacy instruction within grade-level and/or subject matter teams.

6.3.   Engage in professional learning that is inclusive and collaborative, and focused on building relationships with students, parents, teachers and others in the community around student literacy strengths and needs, out of school experiences, and literacy activity.

6.4.   Be prepared to participate in professional learning about literacy that is job-embedded, builds trust, and empowers teachers and others.

6.5.   Be prepared to self-direct their own professional learning by generating questions and identifying problems for further study and set their own personal goals.

6.6.   Be prepared to engage in a reflective cycle of professional learning, utilizing constructive feedback for continuing professional growth.

6.7.   Engage in professional learning based on their professional questions, their content and/or literacy expertise, and their leadership and communication skills.

6.8.   Implement and assess professional learning with regard to alignment of curricular outcomes in literacy as well as educator performance and student achievement with curriculum standards in literacy.

Standard 7: Trauma-Informed Concepts

To ensure that students can effectively access reading instruction, educator candidates must demonstrate knowledge of core concepts of trauma informed teaching and learning, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. This includes but is not limited to: Adverse Childhood Experiences (ACEs), strategies for self-regulation, and secondary traumatic stress.

Standard 8: Trauma-Informed Discipline Practices

To ensure students can effectively access reading instruction, educator candidates must demonstrate knowledge of trauma-informed discipline practices, including practices such as:

8.1.   Effective and engaging instruction and classroom/behavior management.

8.2.   Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.

8.3.   Holding students accountable without compromising school safety, respect, and dignity.

8.4.   Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.

8.5.   Building positive relationships with students and referring students to appropriate mental health supports when needed.

8.6.   Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action.

8.7.   Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.

8.8.   Offering students an opportunity to learn from their mistakes to re-engage the student in learning.

(2)   Middle and Secondary Education Literacy Standards. The following literacy standards shall be implemented in all programs that lead to endorsement in:

Middle Grades Mathematics 6-8;

Middle and Early Secondary Grades Mathematics 6-10;

Secondary Mathematics 6-12;

Middle Grades Science 6–8; .

Secondary Science Disciplines 6–12;

Middle Grades Social Studies 6–8;

Secondary Social Studies Disciplines 6–12;

World Languages pre-K–12;

Secondary World Languages 6–12;

College, Career, and Technical Education – Academic 6–12 and K–12;

College, Career, and Technical Education – Occupational 6–12;

Visual and Performing Arts K–12;

Health and Physical Education K–12; and

~~Literacy~~ Reading Specialist K–12.

Standard 1: Discipline-Specific Skills

1.1.   Candidates will attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies and how they apply to discipline-specific instruction and learning for K-12 students.

Standard 2: Vocabulary Knowledge and Acquisition

2.1.   Candidates will understand discipline-specific academic vocabulary and demonstrate the ability to communicate using vocabulary accurately and effectively.

Standard 3: K-12 Student Focus

3.1.   Candidates will demonstrate the ability to prepare K-12 students to acquire and comprehend information through reading, viewing, listening, speaking, and writing connected to discipline-specific sources.

3.2.   Candidates will demonstrate the ability to prepare K-12 students to effectively engage in communication of discipline-specific information through reading, viewing, listening, speaking, and writing.

(3)   English Language Arts Literacy Standards. The following literacy standards shall be implemented in all programs that lead to endorsement in English Language Arts 6–8; and English 6–12.

Standard 1: Content Knowledge

1.1.   Knowledge of English Language Arts Development. Educator candidates must demonstrate their knowledge of theoretical and research-based instructional practices related to middle grade and high school students' literacy development, including knowledge of:

(a)   Theoretical and research-based foundations of disciplinary literacy, writing, and communication development;

(b)   Cognitive, linguistic, motivational, and sociocultural foundations of reading, writing, speaking, and listening development;

(c)   Students' birth through high school literacy development (with deeper emphasis on middle and high school), including integrated knowledge of the development of foundational skills (word learning skills, phonics, decoding, and fluency), language and vocabulary development, and text comprehension;

(d)   Methods of purposeful text selection to support comprehension and reasoning applied to multiple genres, disciplines, and formats (e.g., print, digital, visual, and multimodal) and texts that are representative of diverse cultural and linguistic experiences of students;

(e)   Reciprocity between reading, writing, speaking, and listening;

(f)   Writing process, basic writing components (e.g., grammar conventions, word choice), composition of different text types (e.g., narrative, informative/explanatory, argument), writing in disciplinary domains, use of writing as a means to communicate with different audiences and for multiple purposes, and use of writing to facilitate learning (e.g., research, note-taking);

(g)   Communication processes that include abilities to interpret information, demonstrate effective reasoning, generate evidence to support arguments, and present information in different formats, including print and multi-modal formats;

(h)   Students' cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction; and

(i)   Developmentally appropriate instructional practices that are responsive to diversity of all forms and that support equitable learning opportunities and success of all students.

1.2.   Key Ideas and Details. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a)   Read closely and answer text-dependent questions to determine what a text says explicitly and to generate logical inferences, and cite specific textual evidence when writing or speaking to support conclusions drawn from a text;

(b)   Determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas; and

(c)   Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.3.   Vocabulary Knowledge and Acquisition. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a)   Acquire and accurately use advanced word study (morphology, syllabication, study of word parts, regular word reading, irregular word reading, entomology, Greek and Latin roots, and inflectional endings) and demonstrate how these impact text comprehension and oral and written communication;

(b)   Acquire and accurately use general academic and disciplinary-specific words and phrases necessary for comprehension and communication about complex texts and that meet the demands for reading, writing, speaking, and listening in post-secondary and the workforce;

(c)   Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings and analyzing how specific word choices shape meaning or tone; and

(d)   Differentiate how language functions in different contexts (based on audience, purpose, form, and mode of expression).

1.4.   Craft and Structure of the Language of Texts (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

(a)   Analyze the structure of texts and how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene or stanza) relate to each other and the whole; and

  (b) Assess how point of view and purpose shape the content and style of a text.

 1.5. Integration of Knowledge and Ideas (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

  (a) Integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form;

  (b) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence; and

  (c) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare, contrast, analyze, or explain the approaches different authors take.

 1.6. Speaking and Listening. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

  (a) Participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;

  (b) Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;

  (c) Demonstrate comprehension regarding information presented orally in a range of settings and from diverse speakers (e.g., directions, texts, presentations, and videos);

  (d) Ethically research and present information, findings, and supporting evidence such that listeners can follow the line of reasoning, argument, or interpretation;

  (e) Ensure that the organization, development, and style of communication are appropriate to the task, purpose, and audience, adapting speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate; and

  (f) Make strategic use of texts, digital media, and visual displays of data to express information and enhance understanding of presentations.

1.7. Writing. Educator candidates must demonstrate their knowledge and mastery of the skills that students need to be taught to:

(a) Articulate the purpose (i.e., to communicate ideas to be understood by others) and subsequent style and structure (e.g., formal, informal, creative, expository, et(c)) for writing;

(b) Articulate that writing is a process that involves actions such as brainstorming, revising, editing, and publishing, and not just a product; engage in writing as a process;

(c) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;

(d) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;

(e) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;

(f) Use understandings of the craft and structure of texts to convey ideas in writing for different purposes and audiences;

(g) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience;

(h) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;

(i) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others;

(j) Integrate relevant and credible information from multiple print and digital sources using ethical writing and citation practices;

(k) Draw evidence from literary or informational texts to support analysis, reflection, and research;

(l) Recognize the unique demands of various writing tasks (i.e. extended time tasks, shorter on demand tasks for different purposes) and employ specific strategies for a range of tasks, purposes, and audiences;

(m)   Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation; and

(n)   Apply conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Standard 2: Language and Literacy Rich Environment

ELA educator candidates shall:

2.1.   Demonstrate and apply knowledge of linguistic diversity as a cultural and educational asset; recognize it as a source of strength in society to be encourage(d)

2.2.   Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.

2.3.   Establish literacy-rich classroom environments that support individual and collaborative learning, with (1) routines and structures that prompt frequent language interactions with peers and (2) varied language representations that provide resources for literacy development (e.g., anchor posters, graphic organizers, and dictionaries).

2.4.   Position and support students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, text-based discussions using evidence) with disciplinary language practices that allow all students to participate, regardless of their speaking or writing proficiency.

Standard 3: Curriculum and Instruction

ELA educator candidates shall:

3.1.   Create units of study that integrate multiple standards to build students' conceptual knowledge in order to meet grade level expectations.

3.2.   Use available resources and knowledge about how learners, including English Learners, process information to differentiate instruction in order to support students' abilities to access and produce information, while addressing their instructional needs (and continually provide cognitive stretch so that students are achieving beyond minimal expectations).

3.3.   Make evidence-based judgments (based on multiple forms of evidence), to identified learning needs and set measurable and explicit goals for literacy according to knowledge about each student.

3.4.   Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures, use of mentor texts) that:

   (a)   Build a wide range of strategies for comprehending, interpreting, and evaluating texts while promoting motivation and active engagement in reading and writing;

   (b)   Help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes; and

   (c)   Teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.

3.5.   Analyze a wide range of complex texts in print, digital and multiple media formats for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts and teach students to read, comprehend, and use grade level or above complex text independently and proficiently recognizing various text structures and employing specific comprehension strategies in support of knowledge building around text, which includes literature, literary nonfiction, and informational text.

3.6.   Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.

Standard 4: Assessment and Evaluation

ELA educator candidates shall:

4.1.   Describe how literacy assessment connects to and supports planning appropriate and differentiated instruction within the classroom and within the RTI² framework.

4.2.   Design and use rigorous, authentic, performance-based tasks that integrate multiple standards and allow students to demonstrate mastery of the grade level expectations related to the standards.

4.3.   Analyze and interpret the appropriate context, uses and limitations of literacy assessments and evaluation tools in all categories (e.g., screening, diagnostic, curriculum based, progress monitoring, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

4.4.   Identify data-based trends that surface patterns related to students who are not progressing and provide a wide range of texts and instruction responsive to identified needs.

4.5.   Analyze students' cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using).

4.6.   Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents).

4.7.   Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for the range of learners, including those who are experiencing literacy difficulties, those with advanced achievement or identified as gifted, or English Language Learners.

Standard 5: Professional Learning and Leadership

5.1.   ELA educator candidates: Engage in professional learning (individually or in collaboration with literacy partners who provide feedback) related to literacy that supports the area of expertise, with attention to standards-based literacy curriculum, effective instructional practices, and assessment (particularly diagnostic assessments).

(4)   Literacy Standards for Instructional Leader Preparation

Instructional Leader Candidates shall:

(a)   Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to support teachers in:

1.   Effective instruction in foundational literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

2.   Providing instruction for students with advanced reading skills and students with significant reading deficiencies through access points and instructional scaffolds.

      3.   Identify the characteristics of dyslexia and provide effective instruction for teaching students with these characteristics using evidence-based, multisensory interventions.

(b)   Demonstrate a foundational understanding of the impact and process of literacy acquisition and child development as it relates to the uniqueness of each student (e.g. culture, socioeconomic status, ability) and be able to support instruction that responds to these differences.

(c)   Create and support a school culture and environment that:

      1.   Sees language diversity as a strength;
      2.   Values and uses diverse literacy resources; and
      3.   Provides all readers with access to highly effective teachers.

(d)   Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.

(e)   Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.

(f)   Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.

(g)   Identify purposeful and appropriate data-driven assessments (including screeners, diagnostic, and progress monitoring) based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions and improve reading instruction for students.

(h)   Identify purposeful and appropriate assessments (including screeners, diagnostic, and progress monitoring for characteristics of dyslexia and demonstrate an understanding of how to support implementation of appropriate interventions.

(i)   Use, and recognize the importance of, outcome data in developing and implementing evidence-based school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision making (e.g., intervention selection, intervention placement, professional development goals, etc.)

(j)   Support the development and planning of professional learning activities that are grounded in effective evidence-based practices of literacy and high-quality instructional materials.

(k)   Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.

(l)   Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.

(m)   Support teachers to implement high-quality instructional materials with integrity to their design principles, choosing instructional scaffolds and supports matched to individual students' strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.

(n)   Support teachers to use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare lessons that adequately meet the diverse literacy needs of all students.

(o)   Support teachers to implement dyslexia-specific interventions with integrity through choosing the appropriate interventions matched to the student's individual needs.

(p)   Demonstrate knowledge of core concepts of development, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. Candidates must also be familiar with Adverse Childhood Experiences (ACEs), strategies to deescalate, and secondary traumatic stress.

(q)   Demonstrate knowledge of trauma informed discipline practices to ensure students can access reading instruction, including principles such as:

    1.   Effective and engaging instruction and classroom/behavior management.
    2.   Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.
    3.   Holding students accountable without compromising school safety, respect, and dignity.

4. Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.

5. Building positive relationships with students and referring students to appropriate mental health supports when needed.

6. Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action.

7. Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.

8. Offering students an opportunity to learn from their mistakes to re-engage the student in learning.

(r) Demonstrate knowledge of effective trauma informed discipline policies, that:

1. Balance accountability with an understanding of traumatic behavior;
2. Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimize disruptions to the educational environment with an emphasis on positive behavioral supports and behavioral intervention plans;
4. Create consistent rules and consequences; and
5. Model respectful, non-violent relationships.

II. Specialty Area Program Standards

Educators shall be prepared to deliver instruction that enables students to master Tennessee academic standards. EPPs shall align coursework, clinical experiences, and candidate assessment systems to the appropriate specialty area standards.

<u>Early Childhood Education</u>

(1) Early Childhood Education

(a) Approved programs for early childhood education lead to licensure and endorsement in Early Childhood Education pre-K–3.

(b) Program components

1. Candidates in early childhood education shall complete a major in childhood development, or other education related content area that includes coursework in the arts and sciences disciplines. Examples include:

      (i)   An interdisciplinary major that includes English, mathematics, science and social studies.

      (ii)   An interdisciplinary major in human development and learning which draws upon fields such as psychology, sociology, cultural anthropology, biology or child development.

      (iii)   A major in a single discipline such as child development and family studies, human growth and development, or developmental psychology.

2. EPPs shall provide candidates with clinical practice in both birth through age four (4) and kindergarten through grade three (K-3) to the extent possible. Candidates who do not have a clinical practice in birth through age four (4) must have a kindergarten clinical experience.

3. EPPs shall include clinical experiences where candidates are mentored by qualified literacy educator and that provide candidates with literacy teaching experiences with whole class, small group, one-to-one instruction, and community and family-based programs.

(c) Specialty Area Standards

1. Educator preparation programs in Early Development and Learning Education shall be aligned to the National Association for the Education of Young Children (NAEYC) ~~Program Standards~~Professional Standards and Competencies for Early Childhood Educators.

(2) Early Development and Learning Education

(a) Approved programs for early development and learning education lead to licensure and endorsement in Early Development and Learning pre-K–K.

(b) Program components

1. Candidates in early development and learning shall have an interdisciplinary major in special education, child development, or other education related content are(a)

2. Field experiences shall involve a variety of settings including home-based, clinical or center-based, and public school-based settings. At least one (1) of the settings must be in an inclusive environment.

3. Candidates shall complete clinical practice in infant/toddler, pre-kindergarten, or kindergarten placements.

4. EPPs shall include clinical experiences where candidates are mentored by qualified literacy educator and that provide candidates with literacy teaching experiences with whole class, small group, one-to-one instruction, and community and family-based programs.

(c)   Specialty Area Standards

1.   Educator preparation programs in Early Development and Learning Education shall be aligned to the National Association for the Education of Young Children (NAEYC) ~~Program Standards~~Professional Standards and Competencies for Early Childhood Educators and the Council for Exceptional Children (CEC) Initial Preparation Standards.

(3)   Integrated Early Childhood Education Birth-Kindergarten

(a)   Approved programs for integrated early childhood education lead to licensure and endorsement in Integrated Early Childhood Education Birth – Kindergarten.

(b)   Program components

1.   Candidates must progress through a series of planned clinical experiences for the early childhood age ranges (birth to age three (3) and three (3) through five (5) years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their endorsement and roles (e.g., home-based, clinical or center-based, public school-based settings). Clinical experiences must take place in both age ranges (birth to age three (3) and three (3) through five (5) years) covered by the endorsement.

2.   Candidates in integrated early childhood and special education programs shall complete coursework with an emphasis in special education and child development.

3.   Programs shall be designed with a significant focus on integration of Early Childhood and Special Education preparation and include:

(i)   Early childhood and special education instruction and assessment content should be taught together in each course rather than taught in isolated programming.

(ii)   Assignments should provide opportunities for candidates to apply knowledge of child development, responsive learning environment, grade level academic standards, high quality instructional materials, and instructional access points for all learners (e.g., English Learners, students with disabilities, and at-risk learners).

(iii)   EPPs shall provide integrated early childhood and special education clinical experiences.

4.   Programs should reference the Division for Early Childhood (DEC) ~~Recommended practices~~Initial Practice-Based Professional Preparation Standards for Early Interventionist/Early Childhood Special Educators (EI/ECSE).

5.   Programs should reference the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators.

6.   Programs should reference the National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices.

(c)   Specialty Area Standards

1.   Educator preparation programs in Integrated Early Childhood Education Birth-K programs shall align with the National Association for the Education of Young Children (NAEYC) ~~Standards for Initial and Advanced Early Childhood Professional Preparation Programs~~Professional Standards and Competencies for Early Childhood Educators and the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

(4)   Integrated Early Childhood Education pre-K-3

(a)   Approved programs for integrated early childhood education lead to licensure and endorsement in Integrated Early Childhood Education pre-K-3.

(b)   Program components

1.   Candidates must progress through a series of planned clinical experiences for the early childhood preschool (ages three (3)- five (5)) and school-age (kindergarten-third grade), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their endorsement and roles (e.g., home-based, clinical or center-based, public school-based settings). Clinical experiences must take place in both preschool (ages three (3) – five (5)) and school-age (kindergarten-third grade) settings covered by the endorsement.

2.   Candidates in integrated early childhood and special education programs shall complete coursework with an emphasis in special education and child development.

3.   Programs are designed with a significant focus on integration of Early Childhood and Special Education preparation.

     (i)   Early childhood and special education instruction and assessment content are taught together in each course rather than taught in isolated programming.

     (ii)   Assignments provide opportunities for candidates to apply knowledge of child development, responsive learning environment, grade level academic standards, high quality instructional materials, and instructional access points for all

learners (e.g., English Learners, students with disabilities, and at-risk learners).

    (iii)   EPPs provide integrated early childhood and special education clinical experiences.

4. Programs should reference the Division for Early Childhood (DEC) ~~Recommended practices~~Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

5. Programs should reference the National Association for the Education of Young Children (NAEYC) ~~Professional Competencies~~Professional Standards and Competencies for Early Childhood Educators.

6. Programs should reference the National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices.

(c)   Specialty Area Standards

    1.   Educator preparation programs in Integrated Early Childhood Education pre-K-3 programs shall align with the National Association for the Education of Young Children (NAEYC) ~~Standards for Initial and Advanced Early Childhood Professional Preparation Programs~~Professional Standards and Competencies for Early Childhood Educators. and CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

<u>Elementary Education</u>

(1)   Elementary Education

(a)   Approved programs for elementary education lead to licensure and endorsement in Elementary Education K–5.

(b)   Program components

    1.   Candidates in elementary education shall complete a major in the arts and sciences disciplines. Examples include:

        (i)   An interdisciplinary major that includes English, mathematics, science and social studies.

        (ii)   An interdisciplinary major in two (2) disciplines from the arts and sciences. The major may include any combination of English, mathematics, science or social studies.

        (iii)   A major in a single discipline from the arts and sciences.

    2.   Elementary education programs shall include clinical experiences where candidates are mentored by qualified literacy educator and that provide candidates with literacy teaching experiences with whole class, small

group, one-to-one instruction, and community and family-based programs.

    (c)   Specialty Area Standards

        1.   Educator preparation programs in elementary education shall align with the Council for the Accreditation of Educator Preparation (CAEP) K-6 Elementary Teacher Preparation Standards.

Middle Grades – Core Academic

(1)   Middle Grades Education

    (a)   Approved programs for middle grade education lead to licensure and endorsement in English Language Arts 6–8, Mathematics 6–8, Science 6–8, or Social Studies 6–8.

    (b)   Program components

        1.   Candidates in middle grades education shall complete a major in the arts and sciences disciplines. Examples include:
            (i)   An interdisciplinary major that includes English, mathematics, science and social studies.
            (ii)   An interdisciplinary major in two (2) disciplines from the arts and sciences. The major may include any combination of English, mathematics, science or social studies.
            (iii)   A major in a single discipline from the arts and sciences, English, mathematics, science, or social studies.
        2.   Programs approved by the State Board for Mathematics 6-8 may recommend candidates for initial licensure in Mathematics 6-10 provided one (1) of the two (2) required clinical practice placements took place in a 9th or 10th grade classroom.
        3.   Educator Preparation Providers with programs approved by the State Board for Mathematics 6-8 may develop a program of study for licensed educators and recommend educators for additional endorsement in Mathematics 6-10.

    (c)   Specialty Area Standards

        1.   Educator preparation programs in middle grades education shall align with the Association for Middle Level Education (AMLE) Teacher Preparation Standards and the applicable content area standards as follows:

(i)   National Council of Teachers of English (NCTE) Standards for the Initial Preparation of Teachers of Secondary English Language Arts;

(ii)   National Council of Teachers of Mathematics (NCTM) Standards for the Preparation of Middle Level Mathematics Teachers;

(iii)   National Science Teachers Association (NSTA) Standards for Science Teacher Preparation; or

(iv)   National Council for the Social Studies (NCSS) Standards for Social Studies Teachers.

Middle and Early Secondary Grades – Core Academic

(1)   Mathematics

    (a)   Approved programs for Mathematics education lead to licensure and endorsement in Mathematics 6-10.

    (b)   Program Components:

        1.   Candidates in Mathematics education shall complete a major in Mathematics.

    (c)   Specialty Area Standards

        1.   Educator preparation programs in Mathematics 6-10 shall align with the Association for Middle Level Education (AMLE) Teacher Preparation Standards and the National Council of Teachers of Mathematics (NCTM) Standards for the Preparation of Middle Level Mathematics Teachers and shall reference applicable standards within the NCTM Standards for the Preparation of Secondary Mathematics Teachers to ensure mathematics content at the early Secondary level is sufficiently covered;

Middle and Secondary Grades - Core Academic

(1)   English Language Arts Education

    (a)   Approved programs for English language arts education lead to licensure and endorsement in English 6–12.

    (b)   Program Components:

        1.   Candidates in English language arts education shall complete a major in Englis(h)

2. English language arts programs shall ensure candidates in an English language arts education program have six (6) semester hours of college-level world language instructions or the equivalent, as determined by the EPP.

(c) Specialty area standards:

1. Educator preparation programs in English language arts education shall be aligned to the NCTE Standards for the Initial Preparation of Teachers of Secondary English Language Arts.

(2) Mathematics Education

(a) Approved programs for mathematics education lead to licensure and endorsement in Mathematics 6–12.

(b) Program Components:

1. Candidates in mathematics education shall complete a major in mathematics.
2. Mathematics education programs shall include a focus on communication skills that enable candidates to use vocabulary, language, terminology, and grammatical constructions, syntax and notation specific to professionals in mathematics.
3. Programs approved by the State Board for Mathematics 6-12 may recommend candidates for the Mathematics 6-10 endorsement.

(c) Specialty Area Standards

1. Educator preparation programs in mathematics education shall be aligned to the NCTM Standards for the Preparation of Middle Level Mathematics Teachers and the NCTM Standards for the Preparation of Secondary Mathematics Teachers.
2. Educator Preparation Providers with programs approved by the State Board for Mathematics 6-12 may develop a program of study for licensed educators and recommend educators for additional endorsement in Mathematics 6-10

(3) Science Education

(a) Approved programs for science education lead to licensure and endorsement in Biology 6–12; Chemistry 6–12; Physics 6–12; or Earth Science 6–12.

(b) Program components

1. Candidates in science education shall complete a major in one (1) of the following:
   (i) A single science; biology, chemistry, physics, or earth science/geology
   (ii) An interdisciplinary major that includes the equivalent of a minor in two (2) science disciplines; or
   (iii) A cross-disciplinary major including a science and another appropriate, related discipline, such as, physics and mat(h)
2. EPPs shall ensure candidates have an in-depth understanding of the role of the science and engineering practices in processes of inquiry.

(c) Specialty Area Standards
1. Educator preparation programs in science education shall be aligned to the NSTA Standards for Science Teacher Preparation.

(4) Social Studies Education

(a) Approved programs for social studies education lead to licensure and endorsement in History 6–12; Government 6–12; Geography 6–12; Economics 6–12; Psychology 9–12; or Sociology 9–12.

(b) Program components

1. Candidates in social studies education shall complete a major in one (1) of the following:
   (i) A single social science;
   (ii) An interdisciplinary major that includes the equivalent of a minor in two (2) social science disciplines; or
   (iii) A cross-disciplinary major, including a social science and another appropriate, related discipline, such as history and a world language.

(c) Specialty Area Standards

1. Educator preparation programs in social sciences education shall be aligned to the NCSS Standards for Social Studies Teachers.

(5) Speech Communication

(a) Approved programs for speech communication lead to licensure and endorsement in Speech Communication 6–12.

(b) Program components

1. Candidates in speech communication shall complete a major in speech communication.
2. Candidates in a dual endorsement in speech communication and theatre program shall major in one (1) of the following:
   (i) Speech communication;
   (ii) Theatre; or
   (iii) An interdisciplinary major in speech communication and theatre.

(c) Specialty Area Standards

1. Educator preparation programs in speech communication shall be aligned to the National Communication Association (NCA) Learning Outcomes in Communication.

(6) World Languages

(a) Approved programs for world languages lead to licensure and endorsement in American Sign Language pre-K–12 and 6–12; Arabic pre-K–12 and 6–12; Chinese pre-K–12 and 6–12; French pre-K–12 and 6–12; German pre-K–12 and 6–12; Greek pre-K–12 and 6–12; Japanese pre-K–12 and 6–12; Latin pre-K–12 and 6–12; Russian pre-K–12 and 6–12; Spanish pre-K–12 and 6–12; or Other World Language pre-K–12 and 6–12[1].

(b) Program components

1. Candidates in world language education shall complete a major in the world language for which they are seeking endorsement.
2. Candidates seeking the pre-k-12 endorsement shall complete clinical experiences in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12). If it is not possible to find clinical experience opportunities in the target language in elementary grades, then the entire clinical experience may be in grades nine through twelve (9–12).
3. EPPs shall ensure candidates demonstrate applicable content knowledge prior to program completion as follows:
   (i) Modern alphabetic candidates shall speak in the interpersonal mode at "Advanced Low" or higher on the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview.
   (ii) Modern logographic candidates shall speak in the interpersonal mode at "Intermediate High" or higher on the ACTFL Oral Proficiency Interview.

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[1] Proposals for programs in Other World Language pre-K-12 and 6-12 require identification of the specific language in which the candidate will be prepared to teach.

4. EPPs shall ensure candidates are able to present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language.

5. EPPs shall determine more rigorous requirements for demonstrating content knowledge for candidates who are native speakers of the language in which endorsement is being sought.

6. Educator preparation programs for modern languages will include planned intensive language experiences abroad or interactions in the United States with people from cultures where the target language is spoken including immersion programs.

7. Educator preparation programs for classical languages will provide opportunities to acquire knowledge of cultural connotations of language by contact with cultures, literature, and civilizations where the target language was spoken.

8. EPPs may develop programs for candidates who seek endorsements in world languages in which they do not offer a major. Such programs shall meet all requirements for specialty area programs.

(c) Specialty Area Standards

1. Educator preparation programs for world languages shall be aligned to the ACTFL Program Standards for the Preparation of Foreign Language Teachers. Programs for American Sign Language shall align to the American Sign Language Teachers Association (ASLTA) Standards for Learning American Sign Language.

Special Populations

(1) All specialty area programs for special education shall be aligned to the Council for Exceptional Children (CEC) Initial Practice-Based Professional Preparation Standards for Special Educators.

(2) Candidates in special education shall have a major in special education or a major in approved corresponding general curriculum are(a)

(5) Gifted Education

(a) Approved programs for Gifted Education lead to licensure and endorsement in Gifted Education pre-K–12.

(b) Program components

1. Gifted education may be offered at the undergraduate or graduate level.

2.   EPPs may offer a Gifted program as an additional endorsement program even if they do not offer the program for initial licensure.

(c)   Specialty Area Standards

1.   Educator preparation programs for gifted education shall be aligned to the CEC Initial Gifted Education Professional Preparation Standards.

(6)   Special Education Comprehensive

(a)   Approved programs for special education comprehensive lead to licensure and endorsement in Special Education Comprehensive Program K–12.

(b)   Program components

1.   Instructional design for vocabulary and word recognition shall incorporate visuals and models and be present throughout instruction across disciplines.

2.   Candidates shall demonstrate multiple ways to design instruction for students with complex needs using both narrative and informative texts.

3.   During clinical experiences, the candidate shall demonstrate they are proficient in various modes of communication (expressive and receptive) by integrating communication skills, instruction, and devices in the instructional design of foundational literacy and comprehension through reading, listening, viewing, speaking, and writing.

4.   Coursework shall emphasize application of the CEC standards in instruction to students with Developmental Disabilities and Autism Spectrum Disorder, as well as in Individualized General Curriculum, and for students with Physical, Health, and Multiple Disabilities.

(c)   Specialty Area Standards

1.   Educator preparation programs for special education comprehensive shall be aligned to the CEC Initial K-12 Special Educator Standards

(7)   Special Education Early Childhood

(a)   Approved programs for special education early childhood lead to licensure and endorsement in Special Education Early Childhood pre-K–3.

(b)   Program components

1.   Field experiences shall involve a variety of settings including home-based, clinical or center-based, and public school-based settings.

2.   EPPs shall include clinical experiences where candidates are mentored by qualified literacy educator and that provide candidates with literacy

teaching experiences with whole class, small group, one-to-one instruction, and community and family-based programs.

(c)   Specialty Area Standards

1.   Educator preparation programs for special education early childhood shall be aligned to the CEC Initial K-12 Special Educator Standards and the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

(8)   Special Education Hearing

(a)   Approved programs for special education hearing lead to licensure and endorsement in Special Education Hearing pre-K–12.

(b)   Program components

1.   Coursework shall emphasize the application of the CEC standards in instruction for students with Deaf and Hard of Hearing.

(bc)   Specialty Area Standards

1.   Educator preparation programs for special education hearing shall be aligned to the CEC Division for Early Childhood (DEC) Initial Practice-based Professional Preparation Standards for Early Interventionist/Early Childhood Special Educations (EI/ECSE) for grades pre-K-3 and the Initial K-12 Special Educator Standards for grades 4-12. Initial K-12 Special Educator Standards and the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)..

(9)   Special Education Interventionist

(a)   Approved programs for special education interventionist lead to licensure and endorsement in Special Education Interventionist K–8 and Special Education Interventionist 6–12.

(b)   Specialty Area Standards

1.   Educator preparation programs for special education interventionist shall be aligned to the CEC Initial K–12 Special Educator Standards.

(10)   Special Education Vision

(a)   Approved programs for special education vision lead to licensure and endorsement in Special Education Vision pre-K–12.

(b)   Program Components

1. Coursework shall emphasize the application of the CEC standards in instruction for students who are Blind and Visually Impaired.

(b) Specialty area standards

1. Educator preparation programs for special education vision shall be aligned to the CEC Division for Early Childhood (DEC) Initial Practice-based Professional Preparation Standards for Early Interventionist/Early Childhood Special Educations (EI/ECSE) for grades pre-K-3 and the Initial K-12 Special Educator Standards for grades 4-12.Initial K-12 Special Educator Standards and the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)..

Visual and Performing Arts

(1) Visual Arts Education

(a) Approved programs for visual arts education lead to licensure and endorsement in Visual Arts K–12.

(b) Program Components

1. Candidates shall complete a major that includes coursework from the arts and sciences disciplines.

(c) Specialty Area Standards

1. Educator preparation programs for visual arts education shall be aligned to the National Art Education Association's (NAEA) National Visual Arts Standards.

(2) Music Education

(a) Approved programs for music education lead to licensure and endorsement in Vocal/General Music K–12 or Instrumental/General Music K–12.

(b) Program Components

1. Candidates in music education shall complete a major that includes coursework from the arts and sciences disciplines.
2. EPPs shall provide opportunities for candidates to develop performance capabilities while participating in a variety of large and small ensembles appropriate to the specific endorsement.

(c) Specialty Area Standards

1.   Educator preparation programs for music education shall be aligned to the National Association of Schools of Music (NASM) Competencies.

(3)   Theatre Education

(a)   Approved programs for theatre education lead to licensure and endorsement in Theater K–12.

(b)   Program Components

1.   Candidates in theatre education shall complete a major that includes coursework from the arts and sciences disciplines.

2.   Candidates shall have field experiences in elementary, middle and secondary grades. If it is not possible to find theatre field experiences in elementary and middle grades, EPPs may substitute field experiences in other performing arts areas (music and dance).

3.   Candidates shall complete clinical practice in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12). If it is not possible to find theatre clinical practice opportunities in elementary grades, then the entire clinical practice may be in grades nine through twelve (9–12).

(c)   Specialty Area Standards

1.   Educator preparation programs for theatre education shall be aligned to the American Alliance for Theatre and Education (AATE) Standards for Theatre Education K–12.

(4)   Dance Education

(a)   Approved programs for dance education lead to licensure and endorsement in Dance K–12.

(b)   Program Components

1.   Candidates in dance education shall complete a major that includes coursework from the arts and sciences disciplines.

2.   Candidates shall complete clinical experiences in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12). If it is not possible to find dance field experiences in K-8, then the entire clinical experience may be in grades nine through twelve (9–12).

(c)   Specialty Area Standards

1.   Educator preparation programs for dance education shall be aligned to the National Association of Schools of Dance (NASD) Competencies.

Health and Physical Education

(1)   Health and Wellness Education

    (a)   Approved programs for health and wellness education lead to licensure and endorsement in Health and Wellness K–12.

    (b)   Program Components

        1.   Candidates in health and wellness education shall complete a major in health and wellness.
        2.   Programs may develop dual endorsement programs in health and wellness education and a second endorsement are(a)

    (c)   Specialty Area Standards

        1.   Educator preparation programs for health and wellness education shall be aligned to the Society of Health and Physical Educators (SHAPE) National Standards for Initial Health Education Teacher Education.

(2)   Physical Education

    (a)   Approved programs for physical education lead to licensure and endorsement in Physical Education K–12.

        1.   Candidates in physical education shall complete a major in physical education.

    (b)   Specialty Area Standards

        1.   Educator preparation programs for physical education shall be aligned to the SHAPE National Standards for Initial Physical Education Teacher Education.

Specialists

(1)   Library Information Specialist

    (a)   Approved programs for library information specialists lead to licensure and endorsement in Library Information Specialist pre-K–12.

    (b)   Program Components

        1.   Programs in Library Information Specialist shall lead to a graduate degree. Programs may be offered at the graduate level for candidates that already hold a graduate degree.

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2. Candidates shall complete clinical practice in –school library settings in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12).

(c) Specialty Area Standards

1. Educator preparation programs for library information specialists shall be aligned to the American Library Association/ American Association of School Librarians (ALA/AASL) Standards for Initial Preparation of School Librarians.

(2) Reading Specialist

(a) Approved programs for reading specialists lead to licensure and endorsement in Reading Specialist pre-K–12.

(b) Program Components

1. Reading specialist programs shall prepare candidates at the graduate level.
2. EPPs may only recommend candidates for the reading specialist endorsement after the candidate has had at least two (2) years of experience as a licensed teacher.

(c) Specialty Area Standards

1. Educator preparation programs for reading specialists shall be aligned to the International Literacy Standards.

(3) English as a Second Language

(a) Approved programs for English as a second language lead to licensure and endorsement in English as a Second Language pre-K–12.

(b) Program components

1. English as a second language programs shall be a minimum of eighteen (18) hours at either the undergraduate or graduate level.
2. EPPs shall ensure candidates in an English as a second language program have at least six (6) semester hours of college-level world language instruction or the equivalent, as determined by the EPP. These six (6) hours may be counted toward the 18-hour minimum.
3. EPPs shall provide candidates with instruction on the Tennessee English Learner (EL) Framework.
4. EPPs may offer an ESL program as an additional endorsement program even if they do not offer the program for initial licensure.

(c) Specialty Area Standards

    1. Educator preparation programs for English as a Second Language shall be aligned to the Teachers of English to Speakers of Other Languages (TESOL) Standards for P–12 Teacher Education Programs.

School Services

(1) School Counselor

  (a) Approved programs for school counselors lead to licensure and endorsement in School Counselor pre-K-12.

  (b) Program Components

    1. Programs in school counseling shall lead to a graduate degree. Programs may be offered at the graduate level for candidates that already hold a graduate degree.

    2. School counseling clinical experiences shall be in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12). Candidates shall have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.

  (c) Specialty Area Standards

    1. Educator preparation programs for school counselors shall be aligned to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards or the American School Counselor Association (ASCA) Counselor Competencies.

(2) School Psychologist

  (a) Approved programs for school psychologists lead to licensure and endorsement in School Psychologist pre-K–12.

  (b) Program Components

    1. Programs for school psychologists shall lead to a graduate degree. Programs may be offered at the graduate level for candidates that already hold a graduate degree.

    2. Candidates shall complete a school based clinical experience that provides the candidate with a broad range of school psychological experiences including the opportunity to work with diverse client

populations, a range of teaching and learning styles, different types of service delivery programs, and varied assessment and intervention methodologies.

3. Clinical practice shall be aligned to the National Association of School Psychologists (NASP) Practice Model.

4. Candidates shall be supervised by a licensed school psychologist during all clinical experiences.

(c) Specialty Area Standards

1. Educator preparation programs for school psychology shall be aligned to the National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists.

(3) School Social Worker

(a) Approved programs for school social worker lead to licensure and endorsement in School Social Worker pre-K-12.

(b) Program Components

1. Programs leading to licensure as a school social work may be at the undergraduate or graduate level.

2. Programs in school social work must be accredited by or have candidacy status with the Council on Social Work Education.

(c) Specialty Area Standards

1. Educator preparation programs for school social work shall be aligned to the National Association of Social Workers (NASW) Standards for School Social Work Services.

Career and Technical Education – Academic

(1) Agricultural Education

(a) Approved programs for agricultural education lead to licensure and endorsement in Agricultural Education 6–12.

(b) Program Ccomponents

1. EPPs shall ensure candidates complete student teaching experiences in successful and diverse school-based agricultural education programs. EPPs should facilitate candidates securing work experiences related to food, fiber and agricultural and natural resources.

(c)   Specialty Area Standards

Standard 1: Instruction

1.1.   Candidates demonstrate knowledge and skills in planning, integrating, implementing, and evaluating safe and effective classroom and laboratory instruction, supervised agricultural experience programs, and related Career & Technical Student Organizations (CTSOs). They demonstrate knowledge and skills in building a high-quality local program of agricultural education using the nationally recognized keys essential for local program success.

1.2.   Candidates integrate core academic education standards, provide program guidance to students and develop plans that support student articulation to postsecondary institutions from secondary schools. They integrate related FFA student organizational activities, including individual and team career development events, to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development. They assist students in applying systems thinking and in attending to new and emerging technologies.

Standard 2: Business, Management and Economic Systems

2.1.   Candidates demonstrate understanding of the agricultural enterprise system and can explain factors that impact economic changes. They apply management principles to the function of agribusiness in domestic and international environments and employ the concepts necessary to market agribusiness goods and services successfully in a global economy.

2.2.   Candidates demonstrate understanding of basic economic concepts in the agricultural industry and the types of agricultural businesses in a capitalist economy. They explain agribusiness operations including recordkeeping; current, appropriate technology; purchasing; sales; financing; and marketing functions. They create learning experiences in classroom and laboratory settings that enable students to demonstrate competence in performing business tasks. Candidates model and teach technical and non-technical workplace entry-level business skills needed for career success.

2.3.   Candidates explain the impact of environmental changes on the buying and selling of agribusiness goods and services. They apply cost-effective procedures when designing agribusiness activities and propose solutions to human resource and other agribusiness problems. Candidates understand the interrelationship between the free enterprise system and

government policies on domestic and global production, processing, and consumption in agribusiness. They assist students in understanding issues and emerging technologies related to business management and economic systems.

Standard 3: Agricultural and Mechanical Systems

3.1. Candidates integrate and apply practical applications in the basic use of tools, equipment and technology.

3.2. Candidates demonstrate the knowledge and skills in agricultural and mechanical systems which are fundamental to most areas within the agricultural industry. They apply basic skills and knowledge in agricultural mechanics. Candidates describe and demonstrate the use of tools, equipment and facilities used in the agricultural industry. They understand the theory and application of various power sources and internal combustion engines. Candidates demonstrate uses of emerging technologies and mechanical systems that are leading to significant changes in agriculture.

Standard 4: Plant, Animal, Food and Fiber Systems

4.1. Candidates demonstrate knowledge and skills in plant, animal, food and fiber systems by providing meaningful earning experiences for students. Candidates interpret the significance of technology related to plant, animal, food and fiber systems in the world economy.

4.2. Candidates apply knowledge and concepts of ecology, plant growth, and plant propagation. They explain the relationships among plants, animals, and soil, and their importance to the national and world economies. Candidates demonstrate knowledge of plants related to the production of agricultural products and assist students in understanding the commercial value of plants and plant products.

4.3. Candidates identify and describe uses of ornamental horticulture crops and plants, materials, supplies, and structures. They demonstrate the ability to plan, construct, and manage a greenhouse operation.

4.4. Candidates develop prevention and control methods for diseases and pests, including integrated pest management. They assess operational techniques for the area of horticulture in such areas as nursery production, interior and exterior landscaping, wildlife management, and forestry as well as aquaculture and turf grass, where appropriate.

4.5. Candidates describe distinguishing characteristics and breed identification of commercial and domestic animals in Tennessee and the world They assess the many uses of animal products and animal by-

products. Candidates demonstrate knowledge of the principles of commercial and domestic livestock management.

Standard 5: Natural Resources and Environmental Systems

5.1. Candidates demonstrate knowledge of natural resources and environmental systems by creating meaningful learning experiences for students. They appraise the significance and the impact of technology related to natural resources and environmental systems in the world economy.

5.2. Candidates understand and apply knowledge and concepts related to soil, water, and renewable resources and evaluate and classify land for agricultural, residential, recreational, and industrial uses. Candidates understand and demonstrate the principles of soil, forest, and land management. They examine the role of soil sample analysis in the production of all plants and apply analyses to plant production. Candidates explain the relationships among and the interdependence of plant and animal communities in the ecosystem. Candidates understand the problems confronting human, plant, and animal life as natural resources and apply that understanding to principles of conservation of national resources. Candidates demonstrate knowledge of relevant tools and new and emerging technologies and issues.

(2) AgriScience Education

(a) Approved programs for agriscience education lead to licensure and endorsement in AgriScience 6-12.

(b) Program Components

1. EPPs shall ensure their candidates possess an extensive understanding of science disciplines and knowledge that are transferable and applicable across a range of general education science courses. EPPs shall ensure candidates complete clinical practice experiences that are in diverse, school-based agricultural education programs.

(c) Specialty Area Standards

Standard 1: Agriscience Instruction

1.1 Candidates demonstrate knowledge and skills in developing specific academic, technical, and 21st century skills necessary to be successful in career and in life. They demonstrate knowledge in industry relevant content through general education integration and experiences such as

career and technical student organizations (CTSO) and work-based learning (WBL). Candidates are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

1.2 Candidates demonstrate an understanding of basic agriscience concepts. Candidates will prepare students for more advanced agriculture and science coursework. They will establish fundamental knowledge of safety in agriculture while offering opportunities for career exploration.

1.3 Candidates will demonstrate an overview of agricultural mechanics, animal, environmental, and plant and soil sciences. Candidates will identify relevant constraints and help develop solutions for each area. They will explain the fundamental process of investigation-based learning in connection to each area.

1.4 Candidates will offer a fundamental understanding of cell structures, biochemistry, genetics and heredity, anatomy and physiology, and other subsequent science topics in agriculture. Candidates will demonstrate the key components of energy cycles and transference by exploring fundamental principles of mechanical, engineering, and engine-based lessons.

(3) Business Education

(a) Approved programs for business education lead to licensure and endorsement in Business 6–12.

(b) Program Components

1. The major constitutes a maximum of 30 percent of the undergraduate curriculum. Course work supporting the business endorsement is taken in addition to the 30 percent of the curriculum allocated to the major.

2. EPPs shall enable candidates who have no related work experiences to gain appropriate business workplace experiences as part of course work or in a supervised practicum.

(c) Specialty Area Standards

Standard 1: Business Management

1.1. Candidates know and apply legal and ethical principles pertaining to business.

1.2.   Candidates know and apply principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis.

1.3.   Candidates know and apply differentiation between ethical and legal issues related to social responsibility and business management.

1.4.   Candidates know and apply business management functions; organizational theory and development; leadership; and motivational concepts.

Standard 2: Accounting and Finance

2.1.   Candidates know and apply principles and procedures for personal and business financial management while completing projects that require decision making skills (e.g., budgeting, saving, personal income tax, investing, retirement planning, and personal banking).

2.2   Candidates know and apply components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) as well as uses of computerized accounting packages and other financial software applications.

Standard 3: Marketing

3.1.   Candidates know and apply cultural differences in language, values, social behavior, and business protocol that affect marketing strategies and concepts, customer service, sales, and promotion.

3.2.   Candidates know and apply key marketing principles and concepts including, but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.

Standard 4: Information Technology (Computer/Information Systems)

4.1.   Candidates know and apply principles and procedures that relate to computer applications and basic concepts of programming and systems development and design in business situations.

4.2.   Candidates know and apply terminology, principles and procedures related to the ethical use of information technology.

Standard 5: Economics

5.1.   Candidates know and apply principles different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.

5.2. Candidates know and apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles.

Standard 6: Business Environment and Communication

6.1. Candidates must know and apply effective communication skills.
6.2. Candidates know and apply principles of different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.
6.3. Candidates know and apply the principles and procedures of business ownership and the unique contributions of entrepreneurs.
6.4. Candidates know and apply the global business environment and an understanding of the importance of business communications.

Standard 7: Teaching Strategies

7.1. Candidates must demonstrate currency in the business technology field as evidenced by appropriate industry certifications and/or course work.
7.2. Teachers know and apply the legal framework that applies to career and technical education.

Standard 8: Emerging Technologies

8.1. Candidates know and apply networking concepts, systems, and business models necessary to apply principles and procedures related to voice and data transmission media types, and emerging technology trends.
8.2. Candidates know and apply knowledge about emerging technologies including integrated microcomputer applications, Web site design, Web 2.0, graphic design, flexible computing devices, cloud computing, and multimedia applications.

Standard 9: Leadership

9.1. Candidates know and apply knowledge about the purposes for youth clubs and how youth clubs can be used to develop leadership skills in students.
9.2. Candidates must know and apply motivation techniques.

9.3. Candidates know and apply leadership training via active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving to promote a culture of leadership development.

(4) Computer Science Education

(a) Approved programs for computer science education lead to licensure and endorsement in Computer Science K–12.

(b) Program Components

1. Candidates shall complete field experiences in kindergarten through grade five (K-5), grades six through eight (6-8), and grades nine through twelve (9-12).

2. Candidates shall complete clinical practice in both kindergarten through grade eight (K–8) and in grades nine through twelve (9–12).

(c) Specialty Area Standards

1. Educator preparation programs in computer science education shall be aligned to the International Society for Technology in Education (ISTE) Standards for Computer Science Education.

(5) Family and Consumer Sciences Education

(a) Approved programs for family and consumer sciences education lead to licensure and endorsement in Family and Consumer Sciences 6–12. Programs may also include coursework to lead to optional endorsements in Food Production and Management Services 6–12 and/ or Early Childhood Care and Services 6–12.

(b) Program Components

1. Course work supporting additional endorsements in food production and management services and early childhood care and services shall not exceed twelve (12) semester hours for each additional endorsement.

2. Candidates have field experiences in both 6-8 and 9-12 settings. While it is not always possible to obtain student teaching experiences in 6-8 settings, at a minimum, candidates shall have practicum experiences at that level.

(c) Specialty Area Standards for Family and Consumer Sciences

Standard 1: Career, Community, and Family Connections

1.1. Candidates demonstrate knowledge of multiple roles and responsibilities in family, work, and community settings.

1.2. Candidates demonstrate responsible citizenship and service while managing multiple individual, family, career, and community roles and responsibilities. They understand the reciprocal impact of individual and family participation in community activities. Candidates understand career development concepts, the relationship between work and

learning, and the career planning process. They demonstrate knowledge of careers and career paths in Family and Consumer Sciences. Candidates use ethical reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Standard 2: Consumer Economics and Resource Management

2.1.   Candidates evaluate decisions and management practices related to using human, economic, and environmental resources in a technologically expanding, global economy.

2.2.   Candidates examine economic fundamentals and the reciprocal relationships between consumer behaviors and economic factors. They explain legislation that affects individuals and families and processes by which public policies are developed and implemented Candidates analyze the impact of consumer laws, practices, rights, and responsibilities on the lives of individuals and the environment. They demonstrate management of individual and family resources to provide for food, clothing, shelter, health care, education, recreation, transportation, child and elder care, and other family needs and wants across the lifespan. Candidates use financial management processes in budgeting, banking, comparative shopping, saving, investing, using credit, purchasing insurance, and paying taxes. They evaluate economic activities in the context of rapidly changing technological and global conditions.

Standard 3: Families in Society

3.1.   Candidates communicate the significance of the family and its impact on the well-being of individuals and society.

3.2.   Candidates analyze the impact of the family as a unique, dynamic system on individuals across the life span. They analyze diverse perspectives, needs, and characteristics of individuals and families. Candidates evaluate the interrelationships of diverse families and other institutions, such as educational, governmental, religious, and occupational institutions. They explain principles and practices of family planning, including responsible sexual behavior.

Standard 4: Human Development over the Life Span

4.1.   Candidates examine developmental changes of individuals across the life span and factors impacting these changes.

4.2.   Candidates facilitate understanding of physical, social, emotional and intellectual growth and development across the life span. They explain the environmental and hereditary factors that influence human growth

and development across the life span. Candidates evaluate changing needs within the life cycle stages and their potential impact on the family and the community.

Standard 5: Interpersonal Relations

5.1. Candidates assist students in developing respectful and caring interpersonal relationships in the family, school, workplace, and community.

5.2. Candidates analyze functions and expectations of various types of relationships. They analyze the impact of personal needs and characteristics on interpersonal relationships. Candidates use effective conflict prevention and management principles and procedures in all interpersonal relations.

Standard 6: Parenting

6.1. Candidates analyze parenting roles and responsibilities and their effects on the well-being of individuals and families in a diverse society.

6.2. Candidates assist students in understanding parenting and nurturing practices and strategies that maximize human growth and development across the life span. They recognize the impact of the critical early years on optimal growth and development. Candidates understand the physical, social, and emotional factors related to beginning the parenting process. They demonstrate communication skills that contribute to positive relationships between parents and children. Candidates evaluate external support systems that provide services for parents and use current and emerging research on human growth and development and parenting in teaching about parenting practices.

Standard 7: Nutrition, Food, and Wellness

7.1. Candidates demonstrate nutrition, food, and wellness practices that enhance individual and family well-being.

7.2. Candidates relate dietary guidelines, nutrition principles, research data, and life choices to individual and family wellness. They examine the social and emotional influences on personal eating habits. Candidates evaluate functions and sources of nutrients as well as factors that affect food quality and nutrient retention. They examine the effects of cultural influences and global factors on the production, supply, and distribution of food. Candidates synthesize principles of food acquisition, safety, sanitation, preparation, and service to meet long-term nutrition and food needs and preferences.

Standard 8: Textiles and Apparel

8.1.   Candidates integrate knowledge, skills, and practices in teaching about the factors that impact textiles and apparel products.

8.2.   Candidates demonstrate knowledge of the factors that impact textiles and apparel needs and choices of individuals and families across the life span.

8.3.   They apply principles of art and elements of design in the selection and coordination of textiles and apparel products for a variety of end uses and consumer preferences. Candidates demonstrate skills needed to care for, construct, and repair textiles and apparel products.

Standard 9: Housing, Interiors, Equipment, and Furnishings

9.1.   Candidates integrate knowledge, skills, and practices in applying design principles to the living environment and teaching about the factors influencing housing decisions.

9.2.   Candidates analyze historical, cultural, economic, environmental, and technological influences on housing, equipment, and furnishings. They analyze and create blueprints and floor plans for efficiency and safety. Candidates apply art and design principles in the selection of equipment and furnishings to meet individual and family needs. They determine benefits of regular care, periodic maintenance, and improvements of housing, equipment, and interiors.

Standard 10: Leadership and Communication

10.1.   Candidates demonstrate leadership and communication skills in varying family, workplace, and community contexts.

10.2.   Candidates demonstrate responsible leadership and service in school, family, community, and work settings. They create an environment that encourages and respects the ideas, perspectives, and contributions of a diverse group of individuals. Candidates use good communication skills and collaborative leadership and teamwork processes.

Standard 11: Authentic Instruction

11.1.   Candidates integrate core academic education standards and related CTSO activities to enhance academic attainment, leadership development, application of curriculum knowledge and skills, community service, and career development.

11.2.   Candidates integrate and reinforce learning of core academic education standards, such as English language arts, math, science, and social studies, in family, career, and community contexts. They integrate

programs and projects of the Family, Career and Community Leaders of America student organization to foster student learning.

(d) Specialty Area Standards for Food Production and Management Services 6–12

Standard 1: Fundamental Skills

1.1. Candidates demonstrate culinary skills and industry applications of food principles.

1.2. Candidates demonstrate industry applications of principles of food acquisition, handling, and preparation including quantity meal planning and cooking and commercial equipment operation. They demonstrate culinary skills with application of food safety and sanitation procedures. Candidates demonstrate commercial preparation for all menu categories to produce a variety of food products. They demonstrate artistic food presentation techniques.

Standard 2: Food Service Management

2.1. Candidates demonstrate implementation of food service management functions.

2.2. Candidates practice business and financial skills related to purchasing and receiving in food service operations. They implement a marketing plan for food service operations. Candidates examine the areas of workplace ethics, legal liability, environmental issues, and human resource policies within the food industry. They demonstrate the concepts of internal and external customer service.

Standard 3: Career Development

3.1. Candidates analyze career paths within the food production and food services industries.

3.2. Candidates have knowledge of opportunities, education and training, and industry certifications for career paths in food production and services. They facilitate school to work transitions and apply business and human resource management skills to facilitate school-based enterprises.

(e) Specialty area standards for Early Childhood Care and Services 6–12

Standard 1: Developmentally Appropriate Practices

1.1. Candidates assess and implement developmentally appropriate practices that enhance growth and development of infants, toddlers, pre-kindergarten children, and school-aged children.

1.2. Candidates evaluate and use current and emerging research to assess early childhood practices and procedures. They demonstrate knowledge

of child development to plan, prepare, and implement developmentally appropriate practices and learning activities; select age-appropriate toys, equipment, and educational materials; and observe children and document observations using appropriate assessment techniques. Candidates implement an integrated curriculum that incorporates a child's language, learning styles, home experience, and cultural values.

Standard 2: Understanding Content Knowledge in Early Childhood Education

2.1.   Candidates understand the importance of each content area—including early literacy (language), math, science, social studies, creative arts, music, and physical education—in young children's learning.

2.2.   Candidates know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They recognize that every child constructs knowledge in personally and culturally familiar ways. Candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status.

Standard 3: Building Meaningful Curriculum

3.1.   Candidates demonstrate integration of curriculum and instruction to meet the developmental needs and interests of all children.

3.2.   Candidates demonstrate a variety of teaching methods to meet the individual developmental needs of children, including children with special needs.

3.3.   They establish schedules, routines, and transitions that complement learning center activities. Candidates demonstrate knowledge of positive guidance, interpersonal relations, and conflict prevention and resolution.

Standard 4: Health and Safety

4.1.   Candidates establish, organize, and maintain a safe and healthy environment conducive to a child's welfare and learning.

4.2.   Candidates plan nutritious meals and snacks; understand and follow governmental guidelines for health, safety, and fire; recognize signs of abuse and neglect and know reporting procedures; and demonstrate knowledge of emergency and security procedures.

Standard 5: Career Development and Facilities Management

5.1.   Candidates analyze career paths within the child care industry and apply management skills to facilitate a school- based child care program.

5.2. Candidates have knowledge of career opportunities, training, and industry certifications for career paths in the child care industry. They facilitate school to work transitions and apply business and human resource management skills to operate a school-based child care program. Candidates apply ethical and environmental standards as they plan and implement the operational procedures for facility management. They demonstrate an understanding of the interrelationship among families, schools, communities, and programs.

(6) Marketing Education

(a) Approved programs for marketing education lead to licensure and endorsement in Marketing Education 6–12.

(b) Program Components

1. Candidates shall complete clinical practice in successful and diverse school-based marketing education programs.
2. EPPS shall provide opportunities for candidates to integrate student classroom studies and CTSOs and to engage in student programs employing workplace methodology.
3. EPPs shall verify that candidates entering teaching directly following completion of their education have had one (1) year (2,000 hours) of acceptable work experience in marketing or a marketing related occupation or a supervised practicum. Programs verify that candidates entering teaching after working in marketing positions have had at least one and one half (1 ½) years (3,000 hours) of work experience.
4. EPPs that have an approved program in business education may offer the additional endorsement in marketing, even if they do not have an approved program in marketing education.

(c) Specialty Area Standards

Standard 1: Economics

1.1. Candidates demonstrate an understanding of microeconomic and macroeconomic concepts as they apply to the world's economic systems and the factors that impact economic change.
1.2. Candidates apply the concepts of supply, demand, and productivity in decision making. They evaluate factors affecting the availability of goods, services, employment, and standard of living. Candidates understand the effect of the free enterprise system on domestic and global consumers as well as business and government organizations. They analyze the role of monetary and fiscal policy.

Standard 2: Business Law

2.1.   Candidates apply concepts of business law and ethics to business, entrepreneurial, and personal services.

2.2.   Candidates analyze the legal rights and potential liabilities related to business and marketing. Candidates evaluate the dynamic nature of law in responding to the changing social, ethical, political, regulatory, and international environment.

Standard 3: Financial Analysis

3.1.   Candidates apply tools, strategies, and systems used to maintain, monitor, control, interpret, and plan the use of financial resources.

3.2.   Candidates prepare and interpret financial statements and use computer systems in preparing all financial records of business organizations. They explain the importance of personal and business finance and their effects on the global economy. Candidates manage financial sources available to make business decisions. Candidates evaluate ethical issues that impact fiscal operations.

Standard 4: Management

4.1.   Candidates apply management principles to the functions business and marketing in the domestic and global marketplace.

4.2.   Candidates use a systems approach to design problem solving strategies and evaluate models showing the flow of information in a business organization. They determine information system applications appropriate for each function of business. Candidates apply cost-effective procedures when designing business activities and proposing solutions to human relations and other business-related problems. They employ pre-employment screening procedures and career management techniques for new and experienced employees. Candidates integrate cultural, political, and cross-cultural challenges that confront businesses in a global economy.

4.3.   Information Management. Candidates utilize tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to facilitate market research and assist business decision making.

4.4.   Human Resources Management. Candidates apply tools, techniques, and systems that businesses use to plan, staff, lead, and organize their human resources.

4.5.   Strategic Management. Candidates employ tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization or department.

4.6.   Operations Management. Candidates demonstrate the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Standard 5: Marketing

5.1.   Candidates apply the concepts necessary to market goods, services, and ideas to compete successfully in the domestic and global economies.

5.2.   Candidates analyze the role of marketing in distribution, pricing, product and service management, selling, promotion, and consumer behavior.

5.3.   Distribution. Candidates have a working knowledge of the functions of the distribution process. Candidates analyze the role of distribution of goods and services in domestic and global economies, including transportation, warehousing, channels of distribution, supply chain management and inventory control.

5.4.   Pricing. Candidates have a working knowledge of the function of pricing and its importance to marketing. They explain pricing policies, strategies and decisions based on an evaluation of cost, competition and company objectives. Candidates apply the concepts of return on investment, break even analysis, customer perceptions, cost analysis and target return.

5.5.   Product and Service Management. Candidates understand the concepts and apply the processes needed to obtain, develop, brand, maintain, and improve a product or service mix in response to market opportunities. They provide opportunities for students to generate product ideas, use quality assurances, and develop product-mix strategies to contribute to ongoing business success and desired business image.

5.6.   Selling. Candidates determine client needs and wants and respond through planned, personalized communication to influence purchasing decisions and enhance future business opportunities. They communicate product knowledge and benefits, employ sales processes and techniques, and manage sales activities to enhance customer relationships and meet sales goals.

5.7.   Promotion. Candidates demonstrate the effective use of advertising and other promotional methods to inform and persuade the consumer to purchase products and services. They analyze and assess the role and effectiveness of the promotional mix, including advertising, personal selling, sales promotion, event marketing, public relations and visual merchandising. Candidates evaluate the management of promotional

activities to maximize return on promotional efforts. Candidates use communication strategies to convey information about products, services, images and ideas to the target market.

5.8.   Consumer Behavior. Candidates understand the purchasing behaviors of both consumer and industrial buyers. Candidates examine the relationship between the marketing research process and decision-making models. They examine cultural and international influences and perceptions on consumer behavior. Candidates understand differences based on market segmentation. They investigate customer service strategies that satisfy the customer and take into consideration the influences of culture when communicating with the customer.