Teacher Licensure Standards

The Background:

This item proposes four types of changes to the *Teacher Licensure Standards and Induction Guidelines*. The first change updates the term "vocational" to the name "career and technical" in locations where this language has not already been changed.

The second proposed change deletes licensure programs and standards for three areas because there are no teacher education programs in existence for these areas: Technology Engineering Education 5-12, Health Science Education, and Trade and Industrial Education.

The third proposed change removes endorsements on page vi of the document. These endorsements have been superseded by more recent endorsements.

The fourth proposed change deletes item 6 of the Program Implementation Standards Tennessee Teacher Licensure Standards for Dance Education.

The Recommendation:

The Department of Education recommends adoption of the standards on final reading. The SBE staff concurs with this recommendation.

Career and Technical Education Proposed Changes to Teacher Licensure Standards

Page i Table of Contents

Current Language:

Secondary Education: Vocational Technical Areas

Proposed change:

Secondary Education: Career and Technical Areas

Page ii Table of Contents

Current Language:

Technology Engineering Education 5-12

Proposed change:

Delete this language

Page iii Table of Contents

Current Rule:

Occupational Education

> Health Sciences Education 9-12
> Trade and Industrial Education 9-12

Proposed change:

Delete this language

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Current Language

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
Secondary Education: Vocational Technical		
Agriculture Education 7-12	2009	
Agriscience 7-12	2009	
Vocational Agriculture	1994	2009
Agriscience 7-12	1994	2009

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Business Education 7-12	2004	
Business Technology 7-12	2004	
Basic Business 7-12	1994	2004
Keyboarding 1-6 and 7-12	1994	2004
Shorthand	1994	2004
Data Processing	1994	2004
Office Technology	1994	2004
Family and Consumer Sciences 5-12	2008	
Food Production & Management Services 9-12	2008	
Early Childhood Care and Services 9-12	2008	
Textile and Apparel Pro and Svcs Mngt 9-12	2008	
Consumer and Homemaking 5-12	1994	2008
Care/Guidance of Children 9-12	1994	2008
Food Management, Production & Svcs 9-12	1994	2008
Clothing Management, Production & Svcs 9-12	1994	2008
Technology Engineering Education	2005	
Technology Education 5-12	1994	2005
Marketing Education 7-12	2010	
Marketing 7-12	1994	2010
Occupational Education		
Health Sciences Education 9-12	2002	
Trade and Industrial Education 9-12	2002	

Proposed Language:

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31	Single Effective Date Column
Secondary Education: Career and Technical Education			
Agriculture Education 7-12			2009
Agriscience 7-12			2009
Business Education 7-12			2004
Business Technology 7-12			2004
Family and Consumer Sciences 5-12			2008
Food Production & Management Services 9-12			2008
Early Childhood Care and Services 9-12			2008
Technology Engineering Education			2005
Marketing Education 7-12			2010

Occupational Education			
Health Science 9-12			2002
Other Occupational Education 9-12			2002

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Current Language:

Occupational Education

      Health Sciences Education 9-12
      Trade and Industrial Education 9-12

Proposed change:

Occupational Education

      Health Science 9-12
      Other Occupational Education 9-12

Page 18-1

Current Language: Pages 18-1 to 18-6
Tennessee Teacher Licensure Standards:
Technology Engineering Education
Technology-Engineering Education
(Endorsement in Technology-Engineering Education 5-12)
      Date Standards Adopted or Most Recent Revision: May 2, 2003
      Date Institutions Must Submit T o DOE: Current
      Date Candidates Must Meet Standards: September 1, 2005

Introduction
Technology has been a powerful force in the development of civilization.
Human action has used technology to shape the world in many ways according to interests or needs of the time. Many parts of our world are designed-- shaped and controlled largely through the use of technology. An understanding of the interaction among humans, technological processes, and the world has an impact on further technological innovation. This context for viewing technological development is sometimes referred to as the "designed world."

Technology-engineering education develops student learning of processes and knowledge related to technology that are needed to solve problems and extend human capabilities. Technology-engineering education is an applied discipline to promote technological literacy at all levels. Professional studies and experiences culminating in technology education licensure will enable the teacher candidate to meet the following standards:

Standard 1

The Nature of Technology. Candidates demonstrate an understanding of technology, its role in human design in the world, and its relationship to the systems approach within technology education.

Supporting Explanation

Candidates explain the characteristics and scope of technology. They compare the relationship among technologies and systems and the connections between technology and other disciplines. They apply the concepts and principles of technology and systems when teaching technology in the classroom and laboratory. Candidates understand positive and negative aspects of technology in our world.

Standard 2

Technology and Society. Candidates demonstrate an understanding of technology and society within the context of human design in the world.

Supporting Explanation

Candidates compare the relationships between technology and social, cultural, political, and economic systems. They assess the role of society in the development and use of technology, and they assess the importance of significant technological innovations on the history of humankind. Candidates judge the effects of technology on the environment. They evaluate the relationship between technology and social institutions, such as family, education, government, and workforce. Candidates understand appropriate and inappropriate uses of technology and make decisions based on knowledge of intended and unintended effects of technology on society and the environment. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 3

Design. Candidates demonstrate an understanding of design within the context of the human design of the world.

Supporting Explanation

Candidates explain the importance of design in the human made world. They describe the attributes of design and analyze the engineering design process and principles. Candidates apply the processes of troubleshooting, research and development, invention, innovation, and experimentation in developing solutions to a design problem. They investigate the relationship between designing a product and the impact of the product on the environment, the economy, and the society.

Standard 4

Technological Operations and Processes. Candidates demonstrate proficiency in technological operations and processes within the context of the designed world.

Supporting Explanation

Candidates select design problems and include appropriate criteria and constraints for each problem. They evaluate a design, assessing the success of a design solution and develop proposals for design improvements. They analyze a designed product and identify the key components of how it works and how it was made, and they operate and maintain technological products and systems. Candidates develop and model a design solution and complete an assessment to evaluate the merits of the design solution. They operate a technological device and/or system. They diagnose a malfunctioning system, restore the system, and maintain the system. They investigate the impacts of products and systems on individuals, the environment, and society. Candidates assess the impacts of products and systems. They follow safe practices and procedures in the use of tools and equipment. The candidates judge the relative strengths and weaknesses of a designed product from a consumer perspective. They exhibit respect by properly applying tools and equipment to the processes for which they were designed. They design and use instructional activities that emphasize solving real open-ended problems. The candidates demonstrate these capabilities within the context of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing.

Standard 5

Designed World Analysis and Improvement. Using systems analysis, candidates evaluate the designed world to determine the success of a technological intervention and use this analysis to improve technology in a variety of contexts.

Supporting Explanation

Candidates analyze the principles, contexts, and applications of physical systems; medical and agricultural biotechnologies; communication, transportation; construction; and manufacturing. They select and use appropriate technologies in a variety of contexts, analyze the effects of the intervention, and use the analysis as a source of technological innovation in the designed world.

Standard 6

Curriculum. Candidates design, implement, and evaluate curricula based upon standards for technological literacy.

Supporting Explanation

Candidates identify appropriate content for the study of technology at different grade levels. They design a technology curriculum that integrates technological content from other fields of study. They identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology. Candidates undertake long-term planning that results in an articulated curriculum based on state

and national standards (or equivalent) for grades K-12. They use multiple sources of information to make informed decisions in technology curriculum, and they incorporate up-to-date technological developments into the curriculum. Candidates implement a technology curriculum that systematically expands the technological capabilities of the student.

Standard 7

Instructional Strategies. Candidates use a variety of effective teaching practices that enhance and extend learning of technology.

Supporting Explanation

Candidates base instruction on contemporary teaching strategies that are consistent with state and national standards. They apply principles of learning and consideration of student differences to the delivery of instruction. Candidates select and use a variety of instructional strategies, using appropriate materials, tools, and processes to maximize student learning about technology. They select and use a variety of student assessments appropriate for different instructional materials. Candidates evaluate instructional strategies to improve teaching and learning in the technology classroom by using student learning outcomes, reflection, and other techniques. They exhibit an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.

Standard 8

Learning Environment. Candidates design, create, and manage learning environments that promote technological literacy.

Supporting Explanation

Candidates create a rich learning environment that provides for varied educational experiences in the technology classroom and laboratory. They identify a learning environment that encourages, motivates, and supports student learning, innovation, design, and risk-taking. They design a learning environment that establishes student behavioral expectations that support an effective teaching and learning environment. They create a flexible learning environment that is adaptable for the future. Candidates exhibit safe technology laboratory practice by designing, managing, and maintaining a physically safe technology-learning environment.

Standard 9

Students. Candidates understand differences among students and how they learn.

Supporting Explanation

Candidates design technology experiences for students of different ethnic and socioeconomic backgrounds, gender, age, interest, and exceptionalities. They identify how students learn technology most effectively by integrating current research about

hands-on learning and learning about the content of technology. Candidates create productive technology experiences for students with different abilities, interests, and ages.

Standard 10

Professional Growth. Candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Supporting Explanation

Candidates demonstrate a continuously updated and informed background about the knowledge base and processes of technology. They continuously build upon effective instructional practices that promote technological literacy. They collaborate with other candidates and professional colleagues to promote professional growth, become actively involved in professional organizations, and attend professional development activities. Candidates demonstrate a value for continuous professional growth and reflect upon how technology teachers can improve their teaching practice. They demonstrate the importance of professionalism by promoting technology organizations for students in the technology classroom, and they apply various marketing principles and concepts to promote technology education and the study of technology.

Program Implementation Standards

1. Programs for the endorsement in technology-engineering education enable teacher candidates to meet performance standards in teaching technology-engineering education appropriate to grades five through twelve.

2. Candidates for licensure and endorsement in technology-engineering education may qualify through several different routes:

   a. Candidates seeking initial licensure and endorsement: Candidates may seek licensure and endorsement by completing a traditional program, consistent with these licensure standards as approved by the Department of Education.

   b. Candidates seeking alternative licensure and endorsement: Candidates who hold a bachelor's degree and have expertise in the technology education area but who are not licensed teachers may use alternative A, C and E licenses. The Division of Vocational- Technical Education, working with teacher preparation programs, will verify subject area competence of individual candidates seeking licensure. Initially, it is assumed that candidates will use the Alternative E License, which allows them to begin teaching if they successfully complete the Praxis specialty exam. Eventually, it is assumed that candidates will use the Alternative C License, offered on campuses or online.

   c. Candidates seeking additional endorsement: Candidates who are licensed teachers who have taught technology education for at least two years prior to or including 2002-03 (or who have expertise in the technology

education area as verified by the Division of Vocational-Technical Education) may add the endorsement provided they: (1) complete a 5-day training in technology-engineering offered by the Department of Education (or equivalent methods course); (2) complete a one-day training in safety; (3) pass the Praxis examination; and (4) are recommended by the Division of Vocational-Technical Education.

    d.   <u>Trade and industry teachers</u>: Candidates who hold a bachelor's degree and a professional occupational education license may be issued a professional license endorsed in technology education provided they: (1) complete the requirements in 2. C. and (2) pass the Praxis examination in Principles of Learning and Teaching.

3.   Institutions use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating the technology-engineering programs: <u>Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue</u>, developed by the Interstate New Teacher Assessment and Support Consortium (1992); <u>Standards for Technological Literacy: Content for the Study of Technology</u>, International Technology Education Association (ITEA)(2000), <u>Curriculum Standards for Initial Programs in Technology Education</u>, ITEA and Council on Technology Teacher Education (2003) and <u>Tennessee Technology Education Curriculum Standards</u> (1999).

4.   These licensure standards become effective no later than September 1, 2005.

Proposed change:

    Delete the above entire section pertaining to Technology Engineering Education Teacher Licensure Standards (pp. 18-1 to 18-6).

Page 23-4: Dance Education Teacher Licensure Standards

Current Language:

Program Implementation Standard 6

6.   Candidates who have demonstrated competence in dance, but have not completed a bachelor's degree may be issued a trade and industry teaching license, provided that they fulfill the requirements for the license.

Proposed change:

Delete Program Implementation Standard 6.

Page 34-1

Current Language:

Tennessee Health Science Education Teacher Licensure Standards: (Pages 34-1 to 34-5)

Tennessee Teacher Licensure Standards: Health Science Education Licensure (Endorsement in Health Science Education 9-12)

Date Standards Adopted or Most Recent Revision: July 27, 2012
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: Current

Health science education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective teacher the knowledge and skills to accomplish the following:

I.   Health Care Core

    A.   Academic Foundation. Apply knowledge of language arts, social studies, mathematics, and life sciences to health care.

    B.   Communication. Use effective methods of verbal and nonverbal communication and be aware of multicultural and multilingual needs.

    C.   Systems. Understand the range of services offered by health care providers and how the key systems affect the quality of care given.

    D.   Employability Skills. Demonstrate effective employment skills to solve problems and make decisions while adapting to changing situations.

    E.   Legal Responsibilities. Understand legal responsibilities and operate within the scope of practice.

    F.   Ethics. Adhere to the accepted code of ethics of the profession.

    G.   Safety Practices. Distinguish potential or existing hazards and apply standard precautions to prevent injury and illness to self and others.

    H.   Teamwork. Interact effectively with all members of the health care team.

II.   Therapeutic and Diagnostic Core

A. Health Maintenance Practices. Promote health maintenance practices and disease prevention strategies.

B. Monitoring Client Status. Assess client health status and report results.

C. Client Movement. Apply the principles of body mechanics for client and equipment transport.

III. Therapeutics

A. Data Collection. Use protocols and guidelines in collecting and reporting client data.

B. Treatment Planning. Use data for the purpose of treatment planning.

D. Implementing Procedures. Execute procedures accurately, supporting the treatment team.

E. Client Status Evaluation. Evaluate client status to reach treatment goals.

IV. Diagnostics

A. Planning. Interpret requests for procedures and plan for implementation.

B. Preparation. Prepare supplies, equipment, and clients for procedures and maintain equipment according to protocol.

C. Procedure. Know the logic and sequence and perform the procedure creating precise and accurate products.

D. Evaluation. Evaluate the procedure and its product and follow quality assurance protocols.

E. Reporting. Produce precise, accurate, and timely reports using appropriate communication channels.

V. Information Services

A. Analysis. Verify and analyze client information to prepare reports using knowledge of external agencies.

B. Abstracting and Coding. Interpret medical records and convert narrative information into a statistical data base.

C. Information Systems. Design and educate the health care team to the use of new and revised systems and processes.

D. Documentation. Obtain, record, and retrieve client information focusing on accuracy and completeness and following legal guidelines.

E. Operations. Use health information equipment and materials safely and efficiently in daily operations.

VI. Environmental Services

A. Environmental Operations. Demonstrate adherence to the job description while performing tasks safely and following internal and external guidelines.

B. Aseptic Procedure. Maintain an aseptic environment using standard precautions of work practice controls.

C. Resource Management. Employ careful use of available resources to make timely and cost effective decisions.

D. Aesthetics. Organize and maintain an aesthetically appealing and healthy environment.

Program Implementation Standards

I. The health science teacher will develop the knowledge and skills specified in professional education and health science education.

II. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.

III. The health science teacher must hold an associate or higher degree that is related to their health care license. The license, registration or certification must be in an allied health occupation, or as a registered nurse, or in an appropriate medical profession in Tennessee that can be verified by TN Department of Health Licensure or a national license accreditation agency. (EX: Radiological Technologist, Nuclear Medicine, etc.)

IV. Applicant shall have completed one year of full-time or part-time successful employment within the past five years in a related health occupation in a health care clinical setting having a current active health care license. (EX: hospital, long-term care facility, rehabilitation or athletic training facility, dental or medical office, home health, day surgery center, etc.)

V.   The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning to reach prospective teachers across the state.   In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Teachers must complete six semester hours prior to their second year of teaching.

VI.   Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.

VII.   Prior to beginning teaching, the health science teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies.

VIII.   In addition to the course work taken by the health science teacher, the following should be provided for each newly hired health science teacher:

A.   Two all day seminars planned by state consultants for new teachers to discuss knowledges and skills necessary for the first year of teaching.

B.   Four days of released time for new teachers to allow them to visit and observe experienced health science teachers and their programs during the first year of teaching.

C.   The assignment of a teacher mentor to each new teacher by the local school system during the first year of teaching.

D.   Assistance by a health science teacher in planning, organizing, and advising Health Occupations Students of America as an integral part of the instructional program.

IX.   These licensure standards are derived from the Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); National Health Care Skill Standards, Far West Laboratory (1995); Tennessee Framework for Evaluation and Professional Growth (State Model for Local Evaluation, 1997); Health Science Curriculum

Framework, Grades 9-12, Tennessee (1998); and Tennessee School-to- Career System, Executive Summary (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.

X. The licensure standards become effective no later than July 27, 2012.

Proposed change:

Delete the Tennessee Health Science Education Teacher Licensure Standards in full (pp. 34-1 to 34-5).

Page 35-1

Current Rule:

Tennessee Trade & Industrial Education Teacher Licensure Standards: Pages 35-4 to 35-4

Tennessee Teacher Licensure Standards: Trade & Industrial Education Licensure (Endorsement in Trade & Industrial Education 9-12)

Date Standards Adopted or Most Recent Revision: July 27, 2012
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: July 27, 2012

Trade and industrial education is a lifelong undertaking that is initiated in occupational experience and formal post-secondary education and enhanced during professional practice as a teacher. Training for licensure and subsequent professional development of trade and industrial education teachers should be a continuous process.

By the time a teacher is ready to gain professional licensure, the teacher will reach the professional studies portion of the Instructional Standards of Quality as adopted by the National Association of Industrial and Technical Teacher Educators (NAITTE). These standards, attained through a combination of programs in professional education, other post-secondary education programs, occupational experience, teaching experience, and professional development opportunities, will provide the prospective teacher the knowledge and skills to accomplish the following NAITTE standards:

I. Instruction

Help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.

II. Curriculum

Develop a course of study that helps prepare students for active participation as citizens and workers in a postindustrial society.

III.   Special Populations of Students

Adapt instructional strategies and assessment procedures to accommodate students with special needs, including persons with disabilities, students with academic or economic disadvantages, limited English proficient and other ethnic minority persons, displaced homemakers, incarcerated persons, and other nontraditional students, including gifted and talented individuals.

IV.   Laboratory Organization and Management Standard

Organize and manage laboratories to ensure that students are provided with an occupationally relevant, stimulating, and safe learning environment.

V.   Linkages with Stakeholder Groups

Establish and maintain working relationships with appropriate stakeholder groups.

VI.   Projection of a Positive Public Status and Image

Implement a systematic program that will demonstrate professional competence and the positive value of the program to school and community.

Program Implementation Standards

I.   The trade and industrial education teacher will develop the knowledge and skills specified in professional education and trade and industrial education.

II.   Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.

III.   The trade and industrial education teacher will be a high school graduate or the equivalent, as determined by the General Education Development (GED) test. The teacher will also hold and maintain a current industry certification, where available, in the specific teaching area.

IV.   The trade and industrial education teacher will have a minimum of five years appropriate and current work experience in the field for which application is made. A combination of technical

training at the post secondary level, industry certification, or state licensure in a specific skill area may be substituted for work experience consistent with State Board of Education requirements. In the case of Criminal Justice, a master's degree or higher may be substituted for the work experience.

V. The knowledge and skills related to professional education will be incorporated into a program of study not to exceed 18 semester hours and may be offered by a college or department of education and other units working collaboratively. Institutions of higher education are encouraged to develop appropriate course work using distance learning to reach prospective teachers across the state. In designing a program of study for the individual candidates, the institution will assess the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other tests or additional assessments of knowledge and skills. Institutions of higher education may admit prospective teachers as special students or non-degree students consistent with their own requirements. Teachers must complete six semester hours prior to their second year of teaching.

VI. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.

VII. Prior to beginning teaching, the trade and industrial education teacher will attend a three-day seminar sponsored by the Department of Education on curriculum and teaching strategies. The trade and industrial teacher will also attend a three-day seminar sponsored by the Department of Education prior to the second year of teaching and prior to the third year of teaching.

VIII. In addition to the course work taken by the trade and industrial education teacher, the following shall be provided for each newly hired trade and industrial education teacher:

A. State consultants shall provide two all day seminars for new teachers to discuss knowledges and skills necessary for the first year of teaching.

B. School systems shall provide four days of released time for new teachers to allow them to visit and observe experienced trade and industrial education teachers and their programs during the first year of teaching.

C. School systems shall assign a trained teacher mentor to each new teacher during the first year of teaching.

D. Higher education faculty shall provide for observation of the new teacher in conjunction with course work.

F. The Department of Education and school systems shall provide assistance by a trade and industrial education teacher in planning, organizing, and advising SkillsUSA-VICA as an integral part of the instructional program.

IX. These licensure standards are derived from the <u>Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue</u>, developed by the Interstate New Teacher Assessment and Support Consortium (1992); <u>Standards of Quality for the Preparation of Trade and Industrial Education Teachers</u>, National Association of Industrial and Technical Teacher Educators (1998); <u>Tennessee Framework for Evaluation and Professional Growth</u> (State Model for Local Evaluation, 1997); and <u>Tennessee School-to-Career System, Executive Summary</u> (1996). Institutions of higher education are expected to consider these documents (as they may be amended) when designing teacher preparation programs.

X. The licensure standards become effective no later than July 27, 2012.

Proposed change:

Delete the Tennessee Trade & Industrial Education Teacher Licensure Standards (pp. 35-4 to 35-4) in their entirety.