



Integrated Early Childhood Conditional Approval Review Process



ACADEMICS

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

WHOLE CHILD

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

EDUCATORS

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

Webinar Purpose

- To clarify expectations related to the integrated early childhood proposal requirements and submission process; and
- To provide submission guidance for completing proposals in TNAtlas.

Agenda

- Integrated Early Childhood Program Context
- Proposal Requirements
- TNAtlas Submission
- Iterative Review Timeline
- Resources

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**Integrated Early
Childhood Program
Context**

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Context

- Beginning in 2025*, all prospective educators entering a preparation program for early childhood education will complete an approved integrated early childhood and special education program offered by a Tennessee educator preparation provider (EPP).
- The following existing early childhood endorsements will be phased out by 2025*:
 - Early Learning and Development pre-K-K
 - Early Childhood Education pre-K-3
 - Special Education Early Childhood pre-K-3
- The department is no longer accepting proposals for the previous early childhood endorsements under current SBE policy.

Conditional Approval

- EPPs may use this process to apply for conditional approval to offer:
 - Integrated Early Childhood Birth-K
 - Integrated Early Childhood pre-K-3
- EPPs may propose both integrated endorsements on a single proposal.

Key Concepts

- **Integration** - the intentional blending of early childhood and special education instruction and practice within a preponderance of courses throughout preparation.
- **Embedded Instruction** - an approach used to promote child engagement, learning, and independence in everyday activities, routines, and transitions. This is accomplished by identifying times and activities when instructional procedures designed for teaching a child's priority learning targets are implemented in the context of ongoing and naturally occurring activities, routines, and transitions in the classroom.
- **Clinical Experiences** – EPPs should strive for experiences with racially, linguistically, culturally, economically, and developmentally diverse populations.

Getting Started

- All EPPs were asked to complete an intent to submit form indicating which review cycle they will submit a proposal for review.
- Initial submission cycles include:
 - May 24, 2021
 - July 6, 2021
 - Oct. 6, 2021
 - Jan. 6, 2022
 - After Jan. 6, 2022

Getting Started

- All integrated early childhood program reviews will be managed by TDOE with trained reviewers.
- All proposals will be submitted in TNAtlas. The reviews will be iterative; feedback will be provided.

Initial Submission	Department Review	EPP Revisions	Department Re-Review
(See review cycle dates for current year on TDOE website)	90 days	45 days	60 days

Getting Started

- Review the requirements in [Tennessee Educator Preparation Policy \(5.504\)](#) and the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#) carefully.
- All integrated early childhood proposal requirements, cover page, and standards spreadsheet can be found on the TDOE webpage.

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Integrated ECE Proposal Requirements

SAP Proposal Components

- Cover Page
- Proposal Requirements
 - Section 1: Program Synopsis
 - Section 2: Program Curriculum
 - Section 3: Program Alignment to Standards
 - Section 4: Program Components
 - Section 5: Design of Clinical Experiences
 - Section 6: Candidate Assessment
 - Section 7: Optional Information



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Cover Page

Cover Page



Cover Page: Integrated Early Childhood Specialty Area Program Conditional Approval Review Request

This cover page is to be completed and submitted as part of the SAP proposal process in TNAtlas. Complete one cover page for each proposal submitted.

Proposal Contact Name

Proposal Contact Title

Phone Number

Email Address

Required Proposal Signature

To the best of my knowledge, the information in this proposal is true and correct. I further verify that I will support its implementation.

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Proposal Requirements

Section 1: Program Synopsis

- High-level overview of the design and/or structure of the proposed program (narrative)
 - major(s);
 - program levels (undergraduate or post-baccalaureate);
 - clinical practice types (student teaching, internship, job-embedded);
 - justification for proposed program (e.g., regional need, communication with primary LEA partner); and
 - SAP goals related to the specific proposed program.

Section 1: Program Synopsis

- Overall approach to design the integrated endorsement program (narrative)
 - What factors were considered when working with early childhood and special education faculty to create this program (discussion topics, changes made within and across the institution, etc.)?
 - How was the idea of integration conceptualized and articulated among stakeholders involved in this process?
 - What conversations are occurring between the EPP and district partners regarding clinical experiences?
 - What additional details regarding the overall approach were taken into consideration?

Section 2: Program Curriculum

- Program of study (upload)
 - Candidate-facing document; outlines scope and sequence of entire program
 - One program of study required for each pathway
- Candidate admission requirements (narrative)
 - Review the Educator Preparation policy (5.504) carefully
 - Post-baccalaureate candidates require a baccalaureate degree from a regionally accredited IHE
 - Job-embedded candidates must hold an undergraduate major in the endorsement area or passing scores on the required content assessment

Section 2: Program of Study Example

Bachelor of Science in Education

SPED K-8 Interventionist Licensure with SPED K-12 Comprehensive Included (120 hrs)

Special Education: K-12 Comprehensive/K-8 Intervention

FRESHMAN YEAR

1 st SEMESTER COURSES	Hrs.	Gr.	SUB	2 nd SEMESTER COURSES	Hrs.	Gr.	SUB
ENGL 1010 - English Composition I Req. C	3			ENGL 1020 English Composition II Req. C	3		
BIOL 1080 - Concepts of Biology	3			CHEM 1310: Concepts of Chemistry	3		
HIST 2010 – Early United States History	3			HIST 2020 –Modern United States History	3		
MATH 1410 – Number Concepts for Teachers Req. C	3			MATH 1420 Geometry Concepts for Teachers	3		
FOED 1822 Introductory Field Experience & Orientation OR FOED 1820 Introductory Field Experience Req. B	1			GEOG 1012: Cultural Geography	3		
FOED 2011 Intro. Teaching & Technology Req. B	2						
Total Hours	14			Total Hours	15		
TESTING REQUIREMENTS				GRADE POINT AVERAGE REQUIREMENTS			
<p>You may take ONE of the following assessments for admission to TEP:</p> <ul style="list-style-type: none"> ➤ PRAXIS I: Core Academic Skills for Educators <ul style="list-style-type: none"> ▪ Cut Scores: Writing = 162, Reading = 156, Math = 150 ▪ Codes: Writing = 5722, Reading = 5712, Math = 5732 ➤ OR ACT Composite Score of 21 ➤ OR SAT Score 1020 				<ul style="list-style-type: none"> ➤ Must obtain a minimum 2.75 INCLUSIVE G.P.A. to be admitted to TEP 			
**PRAXIS I scores subject to change at any time							

SOPHOMORE YEAR

1 st Semester Courses	Hrs.	Gr.	SUB	2 nd Semester Courses	Hrs.	Gr.	SUB
COMM 2025 Fundamentals of Communication OR PC 2500 Communicating in the Profession	3			EDPY 2210 Educational Psychology	3		
Approved Gen Ed Humanities/Fine Arts	3			ENGL 2130 – Topics in American Literature	3		
GEOG 1070 - Concepts of Geology	3			PHYS 1310: Concepts of Physics	3		
Math 1530 Introductory Statistics or Math 1130 College Algebra	3			SPED 2010 Introduction to Special Education	3		
Approved Gen Ed Social/Behavioral Science: AGBE 2010, ANTH 1100, ECON 2010, ECON 2020, POLS 1030, PSY 1030, SOC 1010, EXPW 2015	3			Approved Gen Ed Humanities/ Fine Arts: ART 1035, MUS 1030, THEA 1030	3		
Total Hours	15			Total Hours	15		
BENCHMARK #2: Admission to Teacher Education Program							
<ul style="list-style-type: none"> ➤ Submit online: Formal Application to TEP ➤ Submit online: Interview Request Form ➤ Complete Background Check through the Office of Teacher Education ➤ Complete the VECHS Background Check Waiver Agreement Form & Applicant Privacy Rights form ➤ Complete the Disposition Request Form (must come from Advisor, Education Faculty, and faculty in major teaching field) ➤ TAKE PRAXIS I: Core Academic Skills for Educators (if not exempt) ➤ Maintain minimum of a 2.75 Inclusive grade point average 							

Section 2: Program of Study Example

Multidisciplinary Studies, Computer Science Education Concentration, B.S.			
Freshman Year		Sophomore Year	
First Semester	Cr. Hrs.	First Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	CSC 1200-Principles of Computing	3
FOED 2011-Intro to Teaching and Technology	2	Elective	3
FOED 1820-Introductory Field Experience OR	1	ENGL 2130-Topics in American Literature OR	3
FOED 1822-Intro Field Exp and Orientation		ENGL 2235-Topics in British Literature OR	
MATH 1730-Pre-calculus Mathematics	5	ENGL 2330-Topics in World Literature	
Natural Sciences (Gen Ed)	4	HIST 2020-Modern United States History	3
Total: 15		Social/Behavioral Sciences Elective (Gen Ed)	6
		Total: 18	
Second Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
ENGL 1020-English Composition II	3	CSC 1300-Intro to Problem Solving & Computer Programming	4
COMM 2025-Fundamentals of Communication OR	3	HEC 3500-Development: Mid Child/Adolesc	3
PC 2500-Communicating in the Professions		Humanities/Fine Arts Electives (Gen Ed)	6
MATH 1910-Calculus I	4	Elective	3
Natural Sciences (Gen Ed)	4	Total: 16	
HIST 2010-Early United States History	3		
Total: 17			
Junior Year		Senior Year	
First Semester	Cr. Hrs.	First Semester	Cr. Hrs.
CSED 3000-Digital Literacy and Computing	3	CUED 4700-Educational Data and Assessment	2
CSED 3010-Programming Fundamentals & Computational Thinking for Educators	3	SEED 4871-Residency I	5
FOED 3010-Integrating Inst Tech into the Class	3	SEED 4872-Professional Seminar	5
FOED 3820-Field Experiences in Education	1-2 (1 required)	Total: 12	
MATH 2010-Introduction to Linear Algebra	3		
SPED 3000-Teach Prs w/ Disabilities in the Reg Class	3	Second Semester	Cr. Hrs.
Total: 16		SEED 4881-Residency II	10
		SEED 4882-Professional Seminar II	2
Second Semester	Cr. Hrs.	Total: 12	
CSED 3020-Computer Science Concepts for Teachers	3		
CSED 3030-Computer Science Instructional Methods	3		
ESLP 3100-ESL Pedagogy: SEED Methodology & Materials	1		
READ 3350-Teaching Reading in the Content Areas	3		
Upper Division Electives	4		
Total: 14			

Section 3: Program Alignment to Standards

- Using the [Literacy and Specialty Area Standards for Educator Preparation Policy](#) (5.505), list and hyperlink to standards applicable to the proposed program(s) including:
 - InTASC
 - EPP literacy
 - Specialized Professional Association (SPA)

Section 3: Program Alignment to Standards

- In the Transitions worksheet of the department-generated spreadsheet, include:
 - Transition points (or gateways) and applicable benchmarks from admission to completion

1		Required Benchmarks
2	Transition Point #1: <i>Ex: Admission to Teacher Education</i>	<i>Ex: High school transcript analysis complete</i>
3		
4		
5		
6		
7		
8		
9	Transition Point #2:	
10		
11		
12		
13		
14		

◀ ▶ **Transition Points** | InTASC | NAEYC standards | DEC EI ECSE standardc ... (+)

Section 3: Program Alignment to Standards

- In the InTASC, SPA, and EPP literacy worksheets of the department-generated spreadsheet, clearly align all courses and clinical experiences provided in the program of study (section 2) to each set of standards.

	InTASC Standards	Course Name and Description	Course Key Assessments and/or Assignments	Clinical Experiences and Key Assessments
1				
2	Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<i>Ex: EDU 460 General Elementary Methods (include hyperlinked course description)</i>	<i>Ex: edTPA mini-unit</i>	<i>Ex: edTPA learning context</i>
3				
4				
5				
6				
7				
8				

Transition Points
InTASC
NAEYC standards
DEC EI ECSE ...
+
:

Section 3: Program Alignment to Standards

- If multiple pathways are proposed in a single proposal, please differentiate by pathway (e.g., undergraduate, post-baccalaureate, job-embedded).

1		Required Benchmarks
2	Transition Point #1: <i>Ex: Admission to Teacher Education</i>	<i>Ex: High school transcript analysis complete</i>
3		
4		
5		
6		
7		
8		
9		
10		

Pathway & Standards Identified

◀ ▶
UG Transition Points
UG InTASC
UG NAEYC standards
U ... (+)
⋮ ◀

Section 4: Program Components

- Using the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#), clearly address the applicable program component for each proposed endorsement area by providing a narrative or including additional documentation. If the program components are addressed in other sections of the proposal, please indicate which section(s).

Section 4: Program Components

- Provide evidence (e.g., syllabus, example assessment, field experience handbook) demonstrating how early childhood and special education instruction and assessment content are taught together in a preponderance of courses rather than taught in isolated programming.
- Provide 2-3 detailed examples of how the program applies the principles/expectations of the DEC recommended practices, NAEYC professional competencies, and the NAEYC developmentally appropriate practices.
 - Examples should include how these practices and competencies are delivered in an integrated manner.

Section 5: Design of Clinical Experiences

- Clinical Experience sequence (upload)
 - Include field experiences and clinical practice

Course	Number of Hours	Field or Clinical Setting	Purpose of Field/Clinical Hours
EDFN 2400	12	Field	Three guided observations: 1.) elementary K-5 setting, 2.) ESL 6-12 setting, 3.) ESL setting
SPED 2300	10	Field	Ten hours of service learning in a community setting interacting with persons with disabilities
CUAI 3500	30	Field	Co-plan and co-teach a lesson; interview their field placement teacher about classroom procedures and routines; analyze instructional materials used to teach literacy, math, science and social studies
READ 3400	10	Field	Carry out shared reading or interactive read aloud; writing lesson; word study lesson
READ 3500	10	Field	Carry out guided reading, case study of an EL student
CUAI 4560	50	Clinical	Set up classroom, attend school meetings, greet students during first week of school, observe a grade level meeting, participate in Open House

Section 5: Design of Clinical Experiences

- Using the [Educator Preparation Policy \(5.504\)](#), provide a narrative that describes the design of the clinical experiences and support for candidates, including how the program:
 - offers of well-integrated clinical experiences in a variety of collaborative and inclusive settings appropriate to their endorsement and role (e.g., home-based, clinical or center-based, public school-based setting); and addresses the full grade span of the endorsement area(s); and
 - how the EPP will ensure the clinical experiences include children with and without disabilities educated together in inclusive settings to the greatest extent possible; and
 - how candidates will be supervised and evaluated during clinical experiences

Section 6: Candidate Assessment

- Submit 1-3 candidate assessments (and any scoring mechanisms such as a rubric) **and** describe how these assessments provide opportunities for candidates to apply knowledge of:
 - child development across the full range of the endorsement,
 - embedded instruction,
 - responsive learning environment,
 - grade level academic standards,
 - instructional access points for all learners (EL, gifted, SWD, at-risk learners), and
 - quality Present Levels of Educational Performance (PLEPs) and functional goals for Individualized Education Programs (IEPs)
- If the assessments are not proprietary, provide plans for ensuring that the key assessments are valid and reliable.

Section 7: Optional Information

- Submit any additional information the EPP would like to provide to support the proposal.



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TNAtlas Submission Process

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Welcome to TNAtlas

The TNAtlas system is designed to facilitate data-driven, continuous improvement practices and processes for EPPs. TNAtlas will provide access to current and historical EPP Annual Reports, operationalize EPP review and approval processes, and facilitate data collection for research purposes.

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Welcome to TNAtlas

Spring 2021 TACTE Conference

EPPs from across the state convened Feb. 18-19 for the bi-annual Tennessee Association of the Colleges of Teacher Education (TACTE) conference. Commissioner Schwinn provided updates regarding the Best for All plan and multiple EPP-lead breakout sessions were provided over the two days. Recordings of the sessions can be found on the TNACTE website.

The OELP team provided provide a breakout session on the new Early Childhood Integrated Endorsements and a plenary session providing TDOE updates. The following were addressed in the plenary session.

- SBE Updates
- Literacy Bill
- EPP and LPP Innovation Grants
- Partnerships and Engagement
- EPP Comprehensive Reviews
- Specialty Area Programs (SAPs)
- Annual Reports and Data

List View **Calendar**

APR 2021						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8



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List View **Calendar**

< APR 2021 >

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

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Department of Education TNAtlas

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Pending Reviews - Select a Review

COMPREHENSIVE REVIEWS	SAP REVIEWS	SAP PROPOSALS	OTHER
Specialty Area Program Proposal Template - for testing purposes Testing		Specialty Area Program (SAP) Proposal - SPED Special Education Multi-Endorsement: Special Education - Interventionist K-8, Interventionist 6-12, and Comprehensive K-12 Dual Special Education - Interventionist K-8 and Interventionist 6-12 Comprehensive K-12	Test SAP Proposal for Additional Evidence Test
		PFU: Specialty Area Program (SAP) Proposal - Integrated ECE Integrated Early Childhood Birth-K; Integrated Early Childhood pre-K-3 with Student Teaching, Internship, Embedded	

Click on the SAP Proposal



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Assign Contributor(s)

Integrated Early Childh
Integrated Early Childh
Student Teaching, Inter
Embedded

+ Assign Contributor(s)

Educator Preparation

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▼ Section 1: Program Synopsis	0 of 1	⋮	👤
▼ Section 2: Program Curriculum	0 of 1	⋮	👤
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▼ Section 7: Optional Information	0 of 1	⋮	👤

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Submit

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▴ Section 2: Program Curriculum 0 of 1 [Menu] [User]

▴ Program Curriculum 0 of 2 [Menu] [User]

RUBRIC

▴ Program of Study Upload Not Started

Upload a clear and organized program of study (i.e., information presented to candidates during advising) which outlines the scope and sequence of the entire program (e.g., from program admission to completion including the specialty area/content major, professional education courses, clinical experiences, etc.). If more than one program pathway is proposed, a program of study should be included for each.

REQUIRED FILE UPLOAD(S): Min - Max 5

Files Types Allowed: Word | PDF

Provide Evidence Approve Request Edit

▴ Admission Requirements Narrative Not Started

Provide a narrative of descriptions of candidate admission requirements. Ensure all requirements in [Educator Preparation policy 5.504](#) are addressed, including but not limited to the following:

Candidates for admission to post-baccalaureate initial licensure programs must present evidence of a baccalaureate degree from a regionally accredited IHE. Candidates for admission to post-baccalaureate initial licensure programs that include job-embedded clinical practice must hold an undergraduate major in the endorsement content area or demonstrate content proficiency by submitting qualifying scores on the required content assessment(s).

Candidates for admission to additional endorsement programs must hold a valid TN teacher license. In addition to the Tennessee Educator Preparation Policy, [additional endorsement guidance](#) is available on the department's educator licensure website.

REQUIRED EVIDENCE: Text, Max 5000 Characters

Provide Evidence Approve Request Edit

▾ Section 3: Program Alignment to Standards 0 of 1 [Menu] [User]

Program of Study Upload

Admission Requirements Narrative



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PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

Integrated Early Childhood Birth-K; Integrated Early Childhood pre-K-3 with Student Teaching, Internship, Job Embedded

+ Assign Contributor(s)

Educator Preparation

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RUBRIC

Overview Narrative **Not Started**

• Provide a high-level overview of the design and structure of the proposed SAP. In this narrative, please include:

- major(s);
- program levels (undergraduate, post-baccalaureate);
- clinical practice types (student teaching, internship, job-embedded);
- justification for proposed program (e.g., regional need, communication with primary LEA partner); and o goals and/or objectives related to the specific proposed program.

REQUIRED EVIDENCE: Text, Max 9000 Characters

Provide Evidence Approve Request Edit

Approach to Design Narrative **Not Started**

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Click on "Provide Evidence"



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PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

2.1 Overview Narrative

Provide a high-level overview of the design and structure of the proposed SAP. In this narrative, please include:

STATUS:

- major(s);
- program levels (undergraduate, post-baccalaureate);
- clinical practice types (student teaching, internship, job-embedded);
- justification for proposed program (e.g., regional need, communication with primary LEA partner); and
- goals and/or objectives related to the specific proposed program.

REQUIRED EVIDENCE: **Text, Max 9000 Characters**

B I U S | | **H** |

Character Count: 0

[Save](#) [Submit to Admin](#)

Provide a narrative here



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**PFU: Specialty Area
Program (SAP) Proposal -
Integrated ECE**
PFU: Specialty Area Program (SAP)
Proposal - Integrated ECE

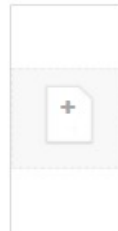
3.1.A Program of Study Upload

Provide a clear and organized program of study (i.e., information presented to candidates during advising) which outlines the scope and sequence of the entire program from program admission to completion, including the specialty area/content major, professional education courses, clinical experiences, etc. If proposing more than one program pathway, include a program of study for each.

STATUS:

REQUIRED FILE UPLOAD(S): **Min** - **Max 5**

Files Types Allowed: Word | PDF



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Upload
documents
here



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PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

Integrated Early Childhood Birth-K
Integrated Early Childhood pre-K-3 with Student Teaching, Internship, Job Embedded

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Educator Preparation

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▲ Optional Information	0 of 1
RUBRIC	
▲ Optional Information Upload Not Started	
Include in this section any additional information the EPP would like to provide to program reviewers.	
OPTIONAL FILE UPLOAD(S): Min Max 5	
Files Types Allowed: Word XLS PDF	
Provide Evidence	Approve Request Edit

I agree to the Terms and Conditions*

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[Submit](#)

Optional Information



If no optional information is uploaded, click the box next to "We choose not to submit this optional evidence."

B.1.A Optional Information Upload

Include in this section any additional information the EPP would like to provide to program reviewers. STATUS:

OPTIONAL FILE UPLOAD(S): **Min** **Min 5**

We choose not to submit this optional evidence.

Files Types Allowed: Word | XLS | PDF

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PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

Integrated Early Childhood Birth-K; Integrated Early Childhood pre-K-3 with Student Teaching, Internship, Job Embedded

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RUBRIC

▲ Program of Study Upload Submitted

Provide a clear and organized program of study (i.e., information presented to candidates during advising) which outlines the scope and sequence of the entire program from program admission to completion, including the specialty area/content major, professional education courses, clinical experiences, etc. If proposing more than one program pathway, include a program of study for each.

REQUIRED FILE UPLOAD(S): Min - Max 5

Files Types Allowed: Word | PDF

#	Content Type	File Name	Download
1		Program of Study	

Approve Request Edit

Not Started

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▼ Section 4: Program Components 0 of 1

▼ Section 5: Design of Clinical Experiences 0 of 1

▼ Section 6: Candidate Assessment 0 of 1

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The EPP administrator will need to approve each section.

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PFU: Specialty Area Program (SAP) Proposal - Integrated ECE

Integrated Early Childhood Birth-K;
Integrated Early Childhood pre-K-3 with Student Teaching, Internship, Job Embedded

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Proposal Review Timeline

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Proposal Timeline

Action	Timeline
Department review of proposals	90 days following submission
EPP proposal revisions	45 days following feedback
Final review outcome communicated	60 days following submitted revisions

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Resources

Resources

- [Tennessee Educator Preparation Policy \(5.504\)](#)
- [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#)
- [Tennessee Professional Assessments Policy \(5.105\)](#)
- [National Association for the Education of Young Children \(NAEYC\) Standards for Initial and Advanced Early Childhood Professional Preparation Programs](#)
- [Division for Early Childhood \(DEC\) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators](#)

Additional Resources

- [Crosswalk of DEC EI/ECSE standards with the NAEYC Professional Standards and Competencies for Early Childhood Educators](#)
- [Early Childhood Personnel Center \(ECPC\): Course Development and Curriculum Resources](#) (includes sample syllabi)
- [National Association for the Education of Young Children \(NAEYC\) Competencies for Early Childhood Educators](#)
- [National Association for the Education of Young Children \(NAEYC\) Developmentally Appropriate Practices](#)
- [Division for Early Childhood \(DEC\) Recommended Practices](#)
- Early Childhood Technical Assistance Center (ECTA): [Embedded Instruction Practices](#) and [Embedded Instructional Practices Checklist](#)

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