

Tennessee Professional Teaching Standards

All prospective teachers must complete coursework in professional education. Nashville State offers four of the courses that are in the professional education core: EDUC 2010 - Introduction to Teaching, EDUC 2110 - Educational Psychology, EDUC 2120 - Intro to Special Education, EDUC 2200 - Instructional Technology. Students earning the Associate of Science in Teaching (AST) degree will have met the course requirements at their four-year transfer university of choice in the courses that are similar to these four courses.

Teaching is a lifelong process that is begun with the coursework at Nashville State. The initial portfolio, the observations and field work experiences are the beginning of the educational experiences that lead to being a professional/licensed teacher.

The course work and field experiences are designed to help the student meet the necessary knowledge and skills that are considered essential to be a teacher and work with the wide variety of students in Tennessee's schools.

The following are the eleven standards that outline the knowledge and skills required of teacher earning licensure in Tennessee. These are based on the NCATE and INTASC standards—national organizations focusing on teacher education.

- **Standard 1: Discipline Taught.** Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competency the subject matter.
- **Standard 2: Student Learning and Development.** Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.
- **Standard 3: Diverse Learners.** Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- **Standard 4: Teaching Strategies.** Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.
- **Standard 5: Learning Environment.** Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- **Standard 6: Communication.** Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- **Standard 7: Planning.** Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Standard 8: Assessment and Evaluation.** Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.
- **Standard 9: Reflective Practitioner.** Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- **Standard 10: Colleagues, Parents, and Community.** Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and wellbeing.
- **Standard 11A: Technology.** Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.
- **Standard 11B: Technology.** Candidates use technology to enhance their professional growth and productivity.
- **Standard 11C: Technology.** Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.