
Educator Preparation - Provider and Program Reviews and Annual Reports Rule 0520-02-04-.07

The Background:

Tennessee State Board of Education (SBE) Educator Preparation Rule section 0520-02-04-.07 Program Requirements governs the expectations for all specialty area programs (SAPs) approved for licensure and delivered by a State Board-approved Educator Preparation Provider (EPP). This section references applicable standards (e.g., professional education, literacy, and specialty area content standards), program design elements (e.g., alignment of coursework, clinical experiences, and candidate assessment systems), and concepts and practices prioritized in Tennessee (e.g., Response to Instruction and Intervention Framework, state-approved evaluation models, and the Teacher Code of Ethics). In addition, this section outlines the status recommendations (e.g., full approval, full approval – minor stipulations, or denial of approval) the department can bring to the board following review of a Specialty Area Program during an EPP Comprehensive Review.

As a means to ensuring all educators are adequately trained in foundational literacy skills, beginning on August 1, 2022, the Tennessee Literacy Success Act requires that all EPPs align programs to foundational skills literacy standards. In July 2021, the SBE approved recommendations to modify the existing EPP Literacy Standards to reflect the expectations of the Act.

To ensure the Department and SBE have the tools to recognize and hold specialty area programs accountable as they seek to demonstrate compliance with requirements set forth in the Tennessee Literacy Success Act (T.C.A. § 49-5-5619), this recommendation provides a pathway by which the Department could bring a status change recommendation to the SBE for any specialty area program leading to licensure prior to a comprehensive review.

During the 2022-23 academic year, the Department plans to conduct substantive off- and on-site program reviews for select programs that underwent an initial review of alignment to the modified EPP Literacy Standards in the spring or summer of 2022. If approved, this additional review process may result in status change recommendations for individual specialty area programs.

A rulemaking hearing was held on July 6, 2022. No public comments were submitted regarding this rule.

The following changes have been made since first reading:

- To align with Chapter 974 of the Public Acts of 2022, revisions have been made to the rule to:
 - Require the Department to report first-time pass rate of applicable candidates on a literacy assessment required for licensure; and
 - Provide information on each annual performance report regarding the results of the Department's review of EPP instruction aligned with the foundational literacy skills standards established pursuant to § 49-5-5619.

The Fiscal Analysis Impact:

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

The Recommendation:

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