

Literacy and Specialty Area Standards for Educator Preparation Policy 5.505

The Background:

All educator preparation providers (EPP) and the specialty area programs (SAP) that lead to licensure shall be approved by the State Board of Education (SBE). All licensure programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the SBE, have clinical experiences in accordance with requirements established by the SBE, and meet other standards, procedures, and requirements established by the SBE. 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 (SAP).

This first read item presents revisions to the Literacy and Specialty Area Standards for Educator Preparation Policy 5.505. The Tennessee Literacy Success Act requires that EPP standards include standards on how to identify students with characteristics of dyslexia and how to provide effective instruction to these students. This item updates the literacy standards for educator and instructional leader preparation to include effective criteria for instructing students with characteristics of dyslexia (e.g., utilizing evidence-based dyslexia interventions, progress monitoring, implementing a two-step identification process and requiring an Individualized Learning Plan – Dyslexia (ILP-D), and implementing appropriate assessments). The standards outlined in the policy align with the Department’s Tennessee Investment in Student Achievement (TISA) Rule 0520-12-05 and SBE Dyslexia Individualized Learning Plan Rule 0520-01-22 to ensure that EPPs provide instruction to licensure candidates that is aligned with LEA requirements for identifying students with characteristics of dyslexia.

This item also includes updates to clarify foundational literacy skills, expanding the scope of listed skills to include core skills of encoding and rapid naming.

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.

Policy Justification:

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

The Recommendation:

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.