
Professional Assessments for Tennessee Educators Policy 5.105

The Background:

Tennessee State Board of Education Professional Assessments for Tennessee Educators Policy 5.105 outlines general assessment requirements, as well as pedagogical, specialty area content, and foundational literacy skills assessments.

In October 2024, the Educator Licensure Review Committee met and discussed the future use of pedagogical assessments for candidates seeking licensure following completion of State Board-approved educator preparation programs. Ultimately, the Committee came to an agreement that the current requirements for pedagogical assessment (namely the edTPA) are no longer serving teacher candidates, educator preparation providers, and districts in a way that best aligns with the expectations and needs of Tennessee classrooms. The Committee advocated for strengthening requirements related to clinical practice and clinical mentoring for all candidates, ultimately positioning the State to remove the edTPA requirement by 2026. This recommendation sets a phase-out date for edTPA of July 1, 2026, for candidates completing State Board-approved educator preparation programs with a clinical practice approved by the Tennessee Department of Education.

In addition, revisions have been made to remove pedagogical assessment requirements for individuals seeking to reactivate a license following completion of a State Board-approved preparation program with a job-embedded clinical practice and candidates seeking licensure following completion of a program approved in a state other than Tennessee.

Between first and final reading, changes were made to replace assessments in Early Childhood endorsement areas and Middle Grades Social Studies. The Early Childhood assessment was redesigned to better align with current standards and practices. The Middle Grades Social Studies assessment was redesigned to better align with current standards and to modernize both the content and format to better reflect the skills necessary for teaching social studies at the middle school level.

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.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focus on Teachers and Leaders outlined in the Master Plan by prioritizing strong teacher preparation, while removing barriers to entering the classroom.

The Recommendation:

State Board staff recommend approval of this item on final reading.