
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.

This item amends Section II: Pedagogical Assessments by removing outdated language related to the acceptance of the Principles of Learning and Teaching assessment.

This item also proposes the following revision to Section III: Specialty Area Content Assessments:

- Adds titles for National Evaluation Series assessments to Tennessee licensure endorsements, where applicable. Qualifying (passing) scores on these assessments will help fulfill licensure assessment requirements for applicable endorsement areas. Expanding the content assessment titles for educators will provide additional opportunities for educators to demonstrate content knowledge to obtain, renew, reactivate, or expand their educator license.

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 ensuring alignment for license issuance, renewal, advancement, and reactivation across Educator and Instructional Leader License types.

The Recommendation:

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