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## Professional Assessments for Tennessee Educators Policy 5.105

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### 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 proposes several revisions to Section III: Specialty Area Content Assessments to establish alternate passing options aligned with vendor-developed opportunities. These options provide additional, rigorous pathways for candidates to demonstrate content knowledge when minimum qualifying scores are not met, where available and applicable.

Vendor-aligned alternate passing opportunities include:

- **Portfolio-based Submission (i.e., Pearson Series FLEX):** Candidates may submit written or portfolio-based evidence of content knowledge as an alternate pathway to meet assessment requirements.
- **Component-based Assessment (i.e., Pearson Testlets, Praxis Steps):** Assessments may be divided into smaller sections, allowing candidates to demonstrate mastery of discrete content areas over time.
- **Targeted Remediation (i.e., Praxis Bridge):** Candidates who narrowly miss the passing score may complete a vendor-provided learning module aligned to areas of need to earn a passing designation.

These alternate options are designed to maintain assessment rigor while providing more flexible pathways for educators to demonstrate competency in support of obtaining, renewing, reactivating, or advancing a Tennessee educator license.

Additionally, this item proposes a revision to Section III to designate the Foundations of Reading assessment as an option that may be used to satisfy licensure renewal or advancement requirements for job-embedded candidates, aligning foundational literacy assessment options for educators. As a result, these areas are now starred.

Finally, this item proposes revisions to Section III to add Visual and Performing Arts and College, Career, and Technical Education – Academic endorsement areas to the list of qualifying endorsement areas in which educators may utilize a degree in the content area in lieu of a content assessment and updates formatting to clearly identify applicable endorsements. As a result, these areas are now bolded.

### 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 increasing assessment options 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.