Notice of Rulemaking Hearing

Hearings will be conducted in the manner prescribed by the Uniform Administrative Procedures Act, T.C.A. § 4-5-204. For questions and copies of the notice, contact the person listed below.

<table>
<thead>
<tr>
<th>Agency/Board/Commission:</th>
<th>State Board of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division:</td>
<td>N/A</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Angie Sanders</td>
</tr>
<tr>
<td>Address:</td>
<td>500 James Robertson Parkway, 5th Floor, Nashville, TN 37243</td>
</tr>
<tr>
<td>Phone:</td>
<td>(615) 253-5707</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Angela.C.Sanders@tn.gov">Angela.C.Sanders@tn.gov</a></td>
</tr>
</tbody>
</table>

Any Individuals with disabilities who wish to participate in these proceedings (to review these filings) and may require aid to facilitate such participation should contact the following at least 10 days prior to the hearing:

<table>
<thead>
<tr>
<th>ADA Contact:</th>
<th>Angie Sanders</th>
</tr>
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Hearing Location(s) (for additional locations, copy and paste table)

| Address 1:  | 500 James Robertson Parkway |
| Address 2:  | Davy Crockett Building, Conference Room 1C, 1st Floor |
| City:       | Nashville, TN               |
| Zip:        | 37243                       |
| Hearing Date: | 07/06/2022                  |
| Hearing Time: | 9:30am       | X__CST/CDT  ___EST/EDT |

Additional Hearing Information:

**Anyone wishing to participate electronically may access the hearing using the following information:**

URL: https://tn.webex.com/tn/j.php?MTID=m17b86754ee3dd8b8392cb034dc5c6b65
Meeting number: 2306 611 8583
Password: SBErules
Phone: +1-415-655-0001
Access Code: 230 661 18583

Please check the State Board's website at https://www.tn.gov/sbe/meetings.html for any additional
information regarding this rulemaking hearing.

Oral comments are invited at the hearing.
In addition, written comments may be submitted via email at angela.c.sanders@tn.gov or mailed to:
Tennessee State Board of Education
Attention: Angie Sanders
Davy Crockett Tower, 5th Floor
500 James Robertson Parkway
Nashville, Tennessee 37243.

Written comments must be received by 4:00 PM CT on July 8, 2022 in order to ensure consideration. 
Email comments are preferred as mail is running very slow and may not arrive in time. For further information, please contact Angie Sanders by e-mail at angela.c.sanders@tn.gov.

If attending the hearing in-person, please bring identification so that you may be checked into the building by security. Conference room 1C is located on the first floor.

Revision Type (check all that apply):

X Amendment
_____ New
_____ Repeal

Rule(s) (ALL chapters and rules contained in filing must be listed. If needed, copy and paste additional tables to accommodate more than one chapter. Please enter only ONE Rule Number/Rule Title per row.)

<table>
<thead>
<tr>
<th>Chapter Number</th>
<th>Chapter Title</th>
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<tbody>
<tr>
<td>0520-02-04</td>
<td>Educator Preparation</td>
</tr>
<tr>
<td>Rule Number</td>
<td>Rule Title</td>
</tr>
<tr>
<td>0520-02-04-.07</td>
<td>Provider and Program Reviews and Annual Reports</td>
</tr>
</tbody>
</table>
0520-02-04-.07 PROVIDER AND PROGRAM REVIEWS AND ANNUAL REPORTS.

(1) In order to maintain full state approval, EPPs shall participate in a comprehensive review every seven (7) years. EPPs may elect to pursue ongoing full state approval through a state-managed comprehensive review or a comprehensive review managed by an educator preparation accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and the State Board.

(2) Each comprehensive review, either state-managed or managed by an educator preparation accrediting agency recognized by CHEA and the State Board, shall include, at a minimum, the following components:

(a) Prior to an EPP’s comprehensive review, the Department shall evaluate data from the EPP’s three (3) most recent annual reports.

(b) EPPs shall submit evidence demonstrating alignment to the educator preparation provider standards, the professional education standards, all applicable literacy standards, and all applicable specialty area standards approved by the State Board.

(c) A trained comprehensive review team shall be appointed for each EPP undergoing comprehensive review and shall be responsible for, at a minimum:

1. Reviewing all required evidence submitted by the EPP that demonstrates high quality implementation of:
   (i) Content and pedagogical knowledge;
   (ii) Clinical partnerships and practice;
   (iii) Candidate quality, recruitment, and selectivity;
   (iv) Program impact; and
   (v) Provider quality assurance and continuous improvement;

2. Reviewing annual report data for the EPP from the applicable review cycle;

3. Conducting an on-site visit; and

4. Recommending an approval status to the Department.

(d) An Advisory Committee on Educator Preparation (ACEP) shall be appointed to review the recommendation of the review team and shall provide a preliminary recommendation for approval status to the Department.
(3) Following each comprehensive review, the Department shall recommend to the State Board
one (1) of the following:

(a) Full approval. The EPP meets expectations on one (1) of the following statuses and may
recommend candidates for licensure:

1. Full approval, exemplary status. The EPP exceeds expectations on a majority of
the standards and meets expectations on all other standards and components.

2. Full approval. The EPP meets expectations on all standards.

3. Full approval, minor stipulations. The EPP meets expectations on all standards,
but falls below expectations on one (1) or more components across multiple
standards. The EPP must submit to the Department a plan for addressing the
areas in need of improvement within three (3) months of receiving full approval,
minor stipulations. The Department shall annually review the EPP’s progress on
the submitted plan for improvement. If the EPP has adequately addressed
the areas in need of improvement the Department may recommend to the State Board
removal of the minor stipulations for the remainder of the approval period of the
EPP. If within a three (3)-year period the Department determines the areas in need
of improvement are not adequately addressed, then the EPP may be required to
participate in an interim review.

(b) Probationary approval, major stipulations. The EPP meets expectations on three (3) or
more standards but falls below expectation on one (1) or more standard(s). An EPP that
is issued probationary approval may recommend candidates for licensure but shall
submit to the Department an improvement plan for addressing the areas in need of
improvement within three (3) months of receiving probationary approval status from the
State Board. Each year, the EPP shall present evidence that the provider is implementing
the improvement plan and making progress toward meeting expectations. The EPP shall
also participate in a focused review within three (3) years of receiving probationary
approval from the State Board. The EPP shall not submit SAP proposals for conditional
approval until the Department determines all deficiencies have been adequately
addressed. The EPP shall specifically report on the progress made in each area of
deficiency on their annual report for the three (3) years following the issuance of
probationary approval.

(c) Denial of approval. The EPP falls below expectations on two (2) or more standards. EPPs
that are denied approval shall no longer enroll new candidates for licensure and shall
notify all current candidates of the denial of approval status of its program. Denied EPPs
may continue to serve candidates who can complete the program by the end of the
semester that falls twelve (12) months after the date of the denial of approval. The EPP
shall assist candidates who are unable to complete the program within this period in
transferring to another degree program at the institution or to another approved EPP.
The EPP may not re-apply for conditional approval for at least three (3) years from the
date of denial.

(4) The Department shall manage an interim review process for EPPs or individual SAPs that have
been identified as performing below expectations on the annual report for a minimum of two
(2) consecutive years at any point. The Department may manage an interim review process
for EPPs with initial approval that perform below expectations as reported on the annual report
at any point during the initial approval period. Following an interim review, the Department may
make a recommendation for approval status change, including denial of approval, to the State
Board.
(5) The Department shall manage a focused review process for EPPs or individual SAPs that receive probationary approval based on the comprehensive review. The Department shall appoint a review team responsible for reviewing the EPP’s progress on implementation of the required improvement plan. As a result of a focused review, the Department may make an approval status change recommendation, including denial of approval, to the State Board.

(6) If an EPP refuses to participate in any required review, the Department may make a recommendation for approval status change, including denial of approval, to the State Board.

(7) Following a substantive off- and on-site review of evidence demonstrating EPP alignment to foundational literacy skills standards, as detailed in the State Board Literacy and Specialty Area Standards for Educator Preparation Policy 5.505 and required by T.C.A. § 49-5-5619, the Department may require a corrective action plan and, ultimately, recommend an approval status change, including denial of approval, to the State Board for any Specialty Area Program that fails to demonstrate adequate alignment to and incorporation of the foundational literacy skills standards throughout applicable preparation programs.

(8) EPPs shall annually submit to the Department the following:

   (a) Any substantial changes to the approved EPP or SAP(s), including changes to accreditation status, parent organization, primary partnerships, the requirements for selection, structure of the program of study, clinical requirements, or candidate assessment systems;

   (b) Contact information, including primary contact information and verification of the designated head of the EPP and approved certification or licensure officers; and

   (c) Progress reports addressing any stipulations, including all required focused or interim reviews, identified in the most recent comprehensive review, if applicable.

(9) Each EPP shall annually verify or submit all information identified by the Department for inclusion in an annual report. Annual reports provide evidence of performance of the provider and SAP or clusters of SAPs and shall include, at a minimum, the following:

   (a) Metrics related to recruitment and selection of candidates, such as selectivity characteristics;

   (b) Goals related to the recruitment and program retention of candidates from underrepresented demographics including race, ethnicity, and sex;

   (c) Information on completer and job-embedded candidate employment in qualifying positions in Tennessee public schools;

   (d) Completer and job-embedded candidate retention in Tennessee public schools following initial employment;

   (e) Results from a program completer satisfaction survey;

   (f) Results from an employer satisfaction survey administered to all primary partner LEAs and any LEA employing more than twenty-five percent (25%) of the program completer cohort;

   (g) Completer outcomes including, but not limited to, program completion rates and pass rates on required licensure assessments;
(h) Job-embedded candidate outcomes, if applicable, including but not limited to pass rates on required licensure assessments; and

(i) Completer and job-embedded candidate impact as measured by components of an approved Tennessee educator evaluation model including, but not limited to, overall levels of effectiveness, observation scores, and individual growth scores.

(10) EPPs with approved instructional leader preparation programs shall annually verify or submit all information identified by the Department for inclusion in the annual report. The Department shall, at a minimum, include the following ILPP metrics in the annual report:

(a) Metrics related to recruitment and selection;

(b) Information on employment and retention, including the percentage of completers employed in a qualifying instructional leadership position and the percentage of completers retained in a qualifying instructional leadership position after initial employment as a leader;

(c) Results from a program completer satisfaction survey;

(d) Results from an employer satisfaction survey administered to all primary partner LEAs;

(e) Completer outcomes including, but not limited to, program completion rates and pass rates on required licensure assessments; and

(f)Completer impact as measured by components of an approved Tennessee educator evaluation model.

I certify that the information included in this filing is an accurate and complete representation of the intent and scope of rulemaking proposed by the agency.

Date: 05/11/22
Signature: [Signature]
Name of Officer: Angela C. Sanders
Title of Officer: General Counsel

Department of State Use Only

Filed with the Department of State on: ____________________________

__________________________________  Tre Hargett
Secretary of State