
Professional Assessments for Tennessee Educators Policy 5.105

The Background:

To become a licensed educator in Tennessee, state law and State Board rules require certain individuals to demonstrate both content and pedagogical competencies through assessments. The Professional Assessments for Tennessee Educators Policy currently states that the qualifying score for the edTPA pedagogical assessment will increase on January 1, 2023. This item proposes to eliminate the scheduled increase in the edTPA qualifying score. Tennessee will still have one of the highest edTPA qualifying scores in the nation even without the scheduled increase.

The Stanford Center for Assessment, Learning and Equity (SCALE), which developed edTPA, recommends a specific score (42, for most subjects) as the professional performance standard for edTPA. However, SCALE acknowledges the need to account for measurement error when setting a pass/fail qualifying score. This is especially true in the current context of teacher shortages. In the 2019-20 academic year, 85 fewer teacher candidates in Tennessee would have passed edTPA if the qualifying score had been at SCALE's recommended standard.

Additional edits include:

- clerical revisions to align with the Educator Licensure rule;
- clearer notation of the phase-out dates for licensure assessments that have newer versions available from their vendor;
- removal of endorsement areas that are no longer offered; and
- removal of flexibility that was established in response to COVID-19 that is no longer applicable.

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