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Professional Assessments Policy 5.105

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**The Background:**

To become fully licensed to teach in Tennessee, educators must demonstrate both content and pedagogical competencies. Current policy requires the use of the Praxis assessment series for assessments of core knowledge and content knowledge. This item recommends the adoption of a new required assessment of pedagogical and pedagogical content knowledge—the edTPA—for all initial licensure candidates by January 2019.

The edTPA is a nationally-available, subject-specific performance assessment that focuses on student learning and principles from research and theory. The edTPA is designed to be educative for candidates, preparation programs, and policy makers. Since 2012, Tennessee has allowed the use of edTPA in lieu of Praxis II: Principals of Learning and Teaching. Eight Educator Preparation Providers have implemented the edTPA including all six TBR Universities, the University of Tennessee-Knoxville, and Vanderbilt University.

This final item proposes to require all candidates for licensure to submit qualifying scores on the edTPA. In very limited cases, when an appropriate edTPA is not available, the candidate must submit a qualifying score on the relevant Principles of Learning and Teaching assessment.

Since first reading the following changes have been made to the proposed policy:

- **Page 1-2:** Adjusts scores to reflect the appropriate number of rubrics for Elementary Education, World Languages, and Classical Languages.
- **Page 1:** Adds single-subject focus options for Elementary Education
- **Page 3:** Updates the test code for the Health & Wellness K-12 endorsement area from 0550 to 0551 and updates the qualifying score for the Health Education assessment from 570 to 144

**The Fiscal Analysis Impact:**

T.C.A. § 49-1-212 requires that the Department of Education 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.

**The Recommendation:**

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.