



March 15, 2022

SUMMARY OF BILL AS AMENDED (015923): Requires the Department of Education (DOE) to report the first-time pass rate of candidates taking a Tennessee reading instruction test in the annual teacher preparation report card. Requires DOE's annual performance reports of educator preparation providers (EPPs) to include information on the implementation of instruction aligned with the foundational literacy skills.

Requires the State Board of Education (SBE) to publish the results of a review of the instruction implemented in the annual SBE teacher preparation report card. Requires an EPP to create and implement a corrective action plan if, upon review, the SBE finds that an EPP is not implementing instruction aligned with the foundational literacy skills standards. Authorizes the SBE to revoke the SBE approval of the EPP if the EPP fails to implement a corrective action plan.

Requires local education agencies (LEAs) and public charter schools to provide approved educator preparation providers with a list of the English language arts textbooks and materials adopted by the LEA or public charter school to ensure that the instruction is aligned.

Requires DOE and the Tennessee Higher Education Commission (THEC) to convene an annual meeting of all approved educator preparation providers with LEAs and public charter schools invited to participate to ensure implementation of foundational literacy skills.

FISCAL IMPACT OF BILL AS AMENDED:

NOT SIGNIFICANT

Assumptions for the bill as amended:

- SBE can publish the results of the review of the EPPs implementation of instruction and its alignment with the foundational literacy skills standards in the teacher preparation report card within existing resources. SBE can exercise its authority to revoke approval without any significant impact to the SBE.
- DOE will be able to report pass rates of candidates and information on the implementation of instruction by educator preparation providers within existing resources without a significant increase in state expenditures.

- LEAs and public charter schools will be able to provide educator preparation providers with a list of textbooks and materials within the normal course of business without a significant increase in state or local expenditures.
- It is reasonably assumed that the required meeting can be held virtually and that representatives from public institutions of higher education that are educator preparation providers and representatives from LEAs and public charter schools will be able to attend such meeting without a significant increase in state or local expenditures; therefore, any fiscal impact is estimated to be not significant.
- Public institutions of higher education will be able to modify their programs to align with the requirements of foundational literacy skills as needed without significantly increasing state expenditures.

CERTIFICATION:

The information contained herein is true and correct to the best of my knowledge.

A handwritten signature in black ink that reads "Krista Lee Carsner". The signature is written in a cursive, flowing style.

Krista Lee Carsner, Executive Director

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