



Office of the President

TENNESSEE TECH

May 29, 2020

Ms. Krista Lee Carsner
Executive Director
Fiscal Review Committee
G-102 Cordell Hull
Bldg.
Nashville, TN 37243

Dear Ms. Carsner:

Tennessee Tech University respectfully requests the Fiscal Review Committee's consideration for approval of the Evaluation Systems' edTPA Voucher Purchase Agreement. Please find enclosed the edTPA Voucher Purchase Agreement between Tennessee Tech and the Evaluation Systems Group of Pearson.

The edTPA performance assessment was developed by the Stanford Center for Assessment, Learning and Equity (SCALE). edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need in the classroom. It features a common architecture focused on three tasks: planning, instruction, and assessment. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective.

Tennessee Tech currently administers the edTPA assessments using a contract established by the Tennessee Board of Regents in 2014. The edTPA assessments were adopted as one of the required assessments for most classroom instruction endorsement areas for individuals applying for their initial teacher license.

Effective January 1, 2019, the Tennessee Department of Education adopted the edTPA, in adherence to the Tennessee State Board of Education statewide policy requirement for Education Preparation Providers to assess teacher licensure applicants who must submit

Fiscal Review Committee

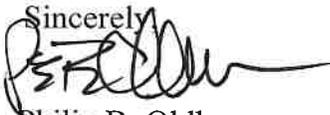
May 21, 2020

Page Two

qualifying scores on the appropriate edTPA assessment(s). Once the edTPA assessments became a licensure requirement, teaching candidates enrolled in traditional educator preparation programs were required to earn qualifying edTPA assessment scores prior to obtaining their license to teach. Educators entering the teaching profession through a job-embedded pathway are now required to complete the edTPA assessment and to possess a qualifying assessment score prior to renewing or advancing their teaching license(s).

Per Fiscal Review's protocol, the Committee must review, consider, and approve non-competitive agreements/amendments that are \$250,000 or more. Your consideration of this non-competitive contract is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Oldham", with a long horizontal flourish extending to the right.

Philip B. Oldham
President

Enclosures

c: Claire Stinson, VP for Planning and Finance



**Evaluation Systems
Pearson**

P.O. Box 226
Amherst, MA 01004
Telephone: (413) 256-2756
Fax: (413) 256-8221

May 14, 2020

Tennessee Technological University
PO Box 5144,
Cookevillie, TN 38505

Subject: Confirmation of Sole Source Compliance

We certify that Evaluation Systems group of Pearson is the sole source for the edTPA Program.

QUALIFYING REASON: No other items available for purchase would serve the same purpose. These are copyrighted materials available only from Evaluation Systems group of Pearson.

FIRM NAME: Evaluation Systems group of Pearson

ADDRESS: P.O. Box 226

CITY/STATE/ZIP: Amherst, MA 01004

TELEPHONE: 413-256-0444

FAX NUMBER: 413-256-8221

AUTHORIZED SIGNATURE: 

TYPED NAME: George W. Arvanitis

POSITION: Director of Finance

Supplemental Documentation Required for
Fiscal Review Committee

*Contact Name:	Donna Wallis	*Contact Phone:	(931) 372-3492		
*Presenter's name(s):	Dr. Claire Stinson				
Edison Contract Number: <i>(if applicable)</i>	N/A	RFS Number: <i>(if applicable)</i>	N/A		
*Original or Proposed Contract Begin Date:	September 1, 2020	*Current or Proposed End Date:	August 31, 2025		
Current Request Amendment Number: <i>(if applicable)</i>	N/A				
Proposed Contract Effective Date: <i>(if applicable)</i>	09/01/2020				
*Department Submitting:	Tennessee Tech University				
*Division:	N/A				
*Date Submitted:	5/21/2019				
*Submitted Within Sixty (60) days:	Yes				
<i>If not, explain:</i>					
*Contract Vendor Name:	Evaluation Systems - Pearson				
*Current or Proposed Maximum Liability:	\$ 397,500				
*Estimated Total Spend for Commodities:					
*Current or Proposed Contract Allocation by Fiscal Year: <i>(as Shown on Most Current Fully Executed Contract Summary Sheet)</i>					
FY: 2021	FY: 2022	FY: 2023	FY: 2024	FY: 2025	
\$ 75,000	\$77,250	\$79,500	\$81,750	\$84,000	
*Current Total Expenditures by Fiscal Year of Contract: <i>(attach backup documentation from Edison)</i>					
FY:	FY:	FY:	FY:	FY	FY
\$	\$	\$	\$	\$	\$
IF Contract Allocation has been greater than Contract Expenditures, please give the reasons and explain where surplus funds were spent:			Contract amount is an estimate and fees are paid on a per student need basis.		
IF surplus funds have been carried forward, please give the reasons and provide the authority for the carry forward provision:			Payments are made from the collection of a student fee of which a portion is dedicated to purchase edTPA vouchers.		
IF Contract Expenditures exceeded Contract Allocation, please give the reasons and explain how funding was acquired to pay the overage:			N/A		

Supplemental Documentation Required for
Fiscal Review Committee

*Contract Funding Source/Amount:			
State:	X	Federal:	
<i>Interdepartmental:</i>		<i>Other:</i>	
If "other" please define:			
If "interdepartmental" please define:			
Dates of All Previous Amendments or Revisions: <i>(if applicable)</i>		Brief Description of Actions in Previous Amendments or Revisions: <i>(if applicable)</i>	
N/A		N/A	
Method of Original Award: <i>(if applicable)</i>			
*What were the projected costs of the service for the entire term of the contract prior to contract award? How was this cost determined?		\$397,500 Cost determined by number of vouchers required for FY20, and allowing for approximate 3% increase annually.	
*List number of other potential vendors who could provide this good or service; efforts to identify other competitive procurement alternatives; and the reason(s) a sole-source contract is in the best interest of the State.		N/A	

FISCAL REVIEW CONTRACT SUMMARY SHEET

021406

RFS #	Contract #

State Agency	State Agency Division
Tennessee Tech University	N/A

Contractor Name	Contractor ID # (FEIN or SSN)
Evaluation Systems - Pearson	<input checked="" type="checkbox"/> C- or <input type="checkbox"/> V- Fed ID XXXXXXXXXX

Service Description
Teacher Assessments through edTPA scoring

Contract BEGIN Date	Contract END Date	Subrecipient or Vendor?	CFDA #
9/1/2020	8/31/2025		

Mark Each TRUE Statement	
<input type="checkbox"/> Contractor is on STARS	<input checked="" type="checkbox"/> Contractor's Form W-9 is on file in Accounts

Allotment Code	Cost Center	Object Code	Fund	Funding Grant Code	Funding Subgrant Code
FY	State	Federal	Interdepartmental	Other	TOTAL Contract Amount
19-20	75,000.00				\$ 75,000.00
20-21	77,250.00				\$ 77,250.00
21-22	79,500.00				\$ 79,500.00
22-23	81,750.00				\$ 81,750.00
23-24	84,000.00				\$ 84,000.00
					\$ -
TOTAL:	\$ 397,500.00	\$ -	\$ -	\$ -	\$ 397,500.00

— COMPLETE FOR AMENDMENTS ONLY —

FY	Base Contract & Prior Amendments	THIS Amendment ONLY	State Agency Fiscal Contact & Telephone #
			Dr. Claire Stinson, VP for Planning & Finance (931) 372-3657

FY	Base Contract & Prior Amendments	THIS Amendment ONLY	State Agency Budget Officer Approval

FY	Base Contract & Prior Amendments	THIS Amendment ONLY	Funding Certification (certification, required by T.C.A., § 9-4-5113, that there is a balance in the appropriation from which the obligated expenditure is required to be paid that is not otherwise encumbered to pay obligations previously incurred)

TOTAL:	\$ -	\$ -	
---------------	------	------	--

End Date	
-----------------	--

Contractor Ownership (complete only for base contracts with contract # prefix: FA or GR)

<input type="checkbox"/> African American	<input type="checkbox"/> Person w/ Disability	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Small Business	<input checked="" type="checkbox"/> NOT disadvantaged
<input type="checkbox"/> Asian	<input type="checkbox"/> Female	<input type="checkbox"/> Native American	<input type="checkbox"/> OTHER minority/disadvantaged—	

Contractor Selection Method (complete for ALL base contracts— N/A to amendments or delegated authorities)

<input type="checkbox"/> RFP	<input type="checkbox"/> Competitive Negotiation	<input type="checkbox"/> Alternative Competitive Method
<input checked="" type="checkbox"/> Non-Competitive Negotiation	<input type="checkbox"/> Negotiation w/ Government(eg.ID,GG,GU)	<input type="checkbox"/> Other

Procurement Process Summary (complete for Alternative Method, Competitive Negotiation, Non-Competitive Negotiation, OR Other)

Sole Source - Non Competitive Contract

REQUEST: NON-COMPETITIVE CONTRACT

APPROVED

Commissioner of Finance & Administration

Date:

Each of the request items below indicates specific information that **must** be individually detailed or addressed as required. A request can not be considered if information provided is incomplete, non-responsive, or does not clearly address each of the requirements individually as required.

1) RFS #		
2) State Agency Name :	Tennessee Technological University	
3) Service Caption :	edTPA Voucher Purchase Agreement	
4) Proposed Contractor :	Evaluation Systems group of Pearson, a business of NCS Pearson, Inc.	
5) Contract Start Date : (attached explanation required if date is < 60 days after F&A receipt)	September 1, 2020	
6) Contract End Date IF <u>all</u> Options to Extend the Contract are Exercised :	August 31, 2025	
7) Total Maximum Cost IF <u>all</u> Options to Extend the Contract are Exercised :	\$375,000 - \$400,000 (depending on enrollment)	
8) Approval Criteria : (select one)	<input type="checkbox"/>	use of Non-Competitive Negotiation is in the best interest of the state
	<input checked="" type="checkbox"/>	only one uniquely qualified service provider able to provide the service
9) Description of Service to be Acquired :	<p>The edTPA assessment tool is a pre-service teacher performance assessment process designed by educators to answer the essential question: "Is an education candidate ready for the job of a new teacher?" The edTPA includes a review of a teach candidate's authentic teaching materials as the culmination of a teaching and learning process. Pre-service teacher candidates must submit a portfolio of evidence to be scored by qualified and trained evaluators.</p>	
10) Explanation of the Need for or Requirement Placed on the Procuring Agency to Acquire the Service :	<p>The Tennessee Board of Education created a policy where the edTPA became a requirement, and the Tennessee Department of Education mandated usage of the edTPA beginning January 1, 2019.</p>	
11) Explanation of Whether the Procuring Agency Bought the Service in the Past, & if so, What Procurement Method It Used :	<p>Yes – Non-Competitive / Sole Source Procurement</p>	
12) Name & Address of the Proposed Contractor's Principal Owner(s) : (<u>not</u> required if proposed contractor is a state education institution)	<p>Evaluation Systems group of Pearson, a business of NCS Pearson, Inc., 300 Venture Way, Hadley, MA 01035</p>	
13) Evidence of the Proposed Contractor's Experience and Length of Experience Providing the Service :		

Pearson first entered the assessment and testing market with the acquisition of NCS, Inc. in September, 2000.

14) Documentation of Office for Information Resources Endorsement :
(required only if the subject service involves information technology)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

15) Documentation of Department of Personnel Endorsement :
(required only if the subject service involves training for state employees)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

16) Documentation of State Architect Endorsement :
(required only if the subject service involves construction or real property related services)

select one:



Documentation Not Applicable to this Request



Documentation Attached to this Request

17) Description of Procuring Agency Efforts to Identify Reasonable, Competitive, Procurement Alternatives :

Use of the edTPA was required by the Tennessee Board of Education, as of January 1, 2019.

18) Justification of Why the State Should Use Non-Competitive Negotiation Rather Than a Competitive Process :
(Being the "only known" or "best" service provider to perform the service as desired will not be deemed adequate justification.)

The performance assessments were developed by the Stanford Center for Assessment, Learning and Equity (SCALE). The assessments are subject-specific designed to allow teacher candidates to highlight their developing skills as teachers via video, data collection and analysis and reflective writing. Pearson is the sole provider of the edTPA to delivery operational and web based services for edTPA, and Pearson has the exclusive capability and authority to issue official edTPA scores.

REQUESTING AGENCY HEAD SIGNATURE & DATE :

(must be signed & dated by the ACTUAL procuring agency head as detailed on the Signature Certification on file with OCR— signature by an authorized signatory will be accepted only in documented exigent circumstances)



Philip B. Oldham, President

6/1/2020

Agency Head Signature

Date



JUSTIFICATION FOR NON-COMPETITIVE PURCHASES AND CONTRACTS

(1) **Description of service to be acquired:**

edTPA Voucher Purchase Agreement

(2) **Explanation of the need for or requirement placed on the procuring institution to acquire the service:**

The Tennessee Department of Education policy, requires edTPA assessments to be used.

(3) **Name and address of the proposed contractor's principal owner(s):**

Pearson
P.O Box 226
Amherst, MA 01004

(4) **Evidence that the proposed contractor has experience in providing the same or similar service and evidence of the length of time the contractor has provided the same or similar service:**

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. SCALE is the exclusive owner of edTPA. Stanford University has a licensing agreement with the Evaluation Systems group of Pearson to provide operational support for national administration of edTPA.

SCALE develops 21st century teacher assessments that embody the design principles listed in the Assessment System and that build on what has been learned from previous assessment development efforts over the past 25 years. edTPA provides a common set of expectations for licensure and nationally available performance standards that can be used across programs and states to support licensing new teachers and/or program accreditation. edTPA began being used operationally in Fall 2013 and has since grown to over 800 programs across 41 states and the District of Columbia.

(5) **Explanation of whether the service was ever bought by the procuring institution in the past, and if so, what method was used to acquire it and who was the contractor:**

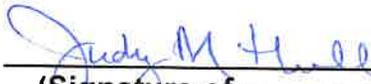
Yes, non-competitive/sole source procurement

(6) **Description of procuring institution's efforts to used existing institutional employees and resources or, in the alternative, to identify reasonable, competitive, procurement alternatives (rather than to use non-competitive negotiation):**

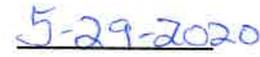
n/a

(7) Justification of why the state institution should acquire the service through non- competitive negotiation (list the applicable factor(s):

Effective January 1, 2019, the Tennessee Department of Education began requiring initial teacher licensure applicants to submit qualifying scores on the appropriate edTPA assessments. The edTPA replaced the Professional Learning and Teaching (PLT) Praxis exam for most endorsement areas. Candidates enrolled in traditional educator preparation programs are required to have qualifying edTPA scores prior to licensure. Educators entering the field through a job-embedded pathway must complete the edTPA with a qualifying score prior to renewing or advancing their license. Please see the attached Department of Education Policy and sole source letter from Pearson.



(Signature of person completing form)



Date

edTPA Voucher Purchase Agreement

This agreement is between Tennessee Technological University, ("Institution") and the Evaluation Systems group of Pearson, a business of NCS Pearson, Inc., with offices located at 300 Venture Way, Hadley, Massachusetts 01035 ("Evaluation Systems").

Background of edTPA

Stanford University ("Stanford") faculty and staff at the Stanford Center for Assessment, Learning, and Equity ("SCALE") developed the teacher performance assessment called "edTPA," receiving substantive advice and feedback from teachers and teacher educators.

edTPA is a pre-service teacher performance assessment process designed by educators to answer the essential question: "Is a candidate ready for the job of a new teacher?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. For edTPA, pre-service teacher candidates must submit a portfolio of evidence, in the form of teaching artifacts (e.g., videos, lesson plans, student work samples) to be scored by qualified and trained evaluators.

edTPA is owned by Stanford University. In 2011, Stanford University executed a license agreement with Evaluation Systems, which provides exclusive rights to Evaluation Systems to administer, score, and report edTPA.

Evaluation Systems General Responsibilities

In its role to support edTPA delivery, Evaluation Systems will provide the following key administration, scoring, reporting, and stakeholder services:

- Deliver and maintain the web-based candidate registration system
- Deliver and maintain the web-based portfolio management system whereby candidates can electronically assemble and submit the edTPA portfolio for official scoring
- Implement and oversee the official scoring and reporting services for edTPA
- Recruit, hire, train, and monitor all official edTPA scorers
- Support edTPA candidates via phone and online customer service
- Support faculty via phone and online customer service
- Provide support information electronically about implementation and use of edTPA

Standard Setting

The Institution may use the Passing Standard, i.e., cut score, established by Stanford. The Institution reserves the right to conduct standard setting activities to establish an Institution-specific passing standard in the future. Any costs or fees that may be incurred as a result of such an Institution-specific standard setting process will be at the expense of the Institution.

Score Reporting

Candidates will receive electronically an individual score report from Evaluation Systems that will include the score obtained on each of the edTPA rubrics and tasks, and overall performance information. The candidate score report will be available within approximately 30 calendar days after the close of each edTPA submission period. Score reports will be delivered electronically to candidates through their individual edTPA Account, which they establish when they register.

The Institution will have electronic access to demographic and performance information for candidates who have indicated their results should be available to the Institution.

edTPA Cost

edTPA candidates will pay the edTPA assessment fee at the time they register for edTPA. Only candidates who register and pay will be eligible to submit their assessment to Evaluation Systems for official scoring and have their scores reported to them and to the Institution they designate when they register. For each portfolio submitted, the edTPA assessment fee is \$300 from September 1, 2020 to August 31, 2021, which includes access for 18 months to the edTPA electronic portfolio platform for registration, submission, scoring and score reporting services. Thereafter, the assessment fee shall be the edTPA assessment fee in effect at the time of edTPA registration.

Vouchers for the assessment fee are available for purchase by the Institution to provide full or partial payment of the assessment fee for edTPA candidates at the Institution. Institutions are responsible for applying vouchers according to the terms and conditions of the vouchers, which will have an expiration date by which they must be used.

A voucher can be assigned by the Institution to only one candidate and cannot be transferred from one candidate to another.

Unused vouchers, i.e., vouchers that have not been issued by the Institution to a candidate prior to the voucher expiration date or vouchers that have been issued to a candidate but not used by that candidate to pay for the edTPA assessment fee prior to the voucher expiration date, may be replaced upon request by contacting Pearson at estestvoucher@pearson.com after the expiration date has passed. No refund or credit is available to the Institution for expired vouchers.

Vouchers are single use vouchers, valid for one edTPA registration. Vouchers that are issued to a candidate and are used by a candidate to register and pay for the edTPA assessment fee are not refundable to the Institution or to the candidate.

Intellectual Property

edTPA materials ("edTPA Materials") are owned by Stanford and are protected by intellectual property rights, including copyrights and trademarks. Stanford owns the edTPA assessments, handbooks, and related materials designated as such and/or copyrighted to Stanford.

Proprietary technology, methodologies, and other operational supports used in the delivery of edTPA services and related operational materials designated as proprietary and/or copyrighted materials are owned by Evaluation Systems.

Limitation of Liability

The Institution is solely responsible for its use of the edTPA Materials provided hereunder, and Stanford and Evaluation Systems make no warranty as to the applicability of the uses of the edTPA Materials by the Institution. To the extent permitted by law, Institution agrees to be responsible for all damages to the extent resulting from the negligence or willful misconduct of the Institution, its agents or employees done in the conduct of this Agreement.

To the extent permitted by law, Stanford and Evaluation Systems shall not be liable for any special, incidental, indirect, or consequential damages whatsoever (including, without limitation, damages for loss of business profits, business interruption, loss of business information, or any other pecuniary loss) arising out of this Agreement.

Term

This Agreement shall be valid from the date of signature by the Institution listed below through August 31, 2021 and be renewed annually thereafter unless terminated by either party with 180 days notice delivered in writing, for a total contract term not to exceed five (5) years.

I have reviewed the information in this agreement describing the background and activities for the purchase of vouchers for edTPA. By signing on the following page, I warrant that I understand and agree to the Agreement and have the authority to enter into this Agreement on behalf of the Institution.



6/3/2020

Claire Stinson, Vice President for Planning and Finance
Tennessee Technological University
1 William L. Jones Drive
Cookeville, TN 38505
931-372-3657 / 931-372-3491
cstinson@tntech.edu / jmhull@tntech.edu

Date



3/3/2020

George Arvanitis, Director of Finance
Evaluation Systems
300 Venture Way
Hadley, MA 01039
413-256-0444
george.arvanitis@pearson.com

Date

edTPA Voucher Purchase Agreement

This Agreement is between the Tennessee Board of Regents, on behalf of the six (6) universities listed in Attachment A, ("Institution") and the Evaluation Systems group of Pearson, a business of NCS Pearson, Inc., with offices located at 300 Venture Way, Hadley, Massachusetts 01035 ("Evaluation Systems").

Background of edTPA

Stanford University ("Stanford") faculty and staff at the Stanford Center for Assessment, Learning, and Equity ("SCALE") developed the teacher performance assessment called "edTPA," receiving substantive advice and feedback from teachers and teacher educators.

edTPA is a pre-service teacher performance assessment process designed by educators to answer the essential question: "Is a candidate ready for the job of a new teacher?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. For edTPA, pre-service teacher candidates must submit a portfolio of evidence, in the form of teaching artifacts (e.g., videos, lesson plans, student work samples) to be scored by qualified and trained evaluators.

edTPA is owned by Stanford University. In 2011, Stanford University executed a license agreement with Evaluation Systems, which provides exclusive rights to Evaluation Systems to administer, score, and report edTPA.

Evaluation Systems General Responsibilities

In its role to support edTPA delivery, Evaluation Systems will provide the following key administration, scoring, reporting, and stakeholder services:

- Deliver and maintain the web-based candidate registration system
- Deliver and maintain the web-based portfolio management system whereby candidates can electronically assemble and submit the edTPA portfolio for official scoring
- Implement and oversee the official scoring and reporting services for edTPA
- Recruit, hire, train, and monitor all official edTPA scorers
- Support edTPA candidates via phone and online customer service
- Support faculty via phone and online customer service
- Provide support information electronically about implementation and use of edTPA

Standard Setting

The Institution may use the Passing Standard, i.e., cut score, established by Stanford. The Institution reserves the right to conduct standard setting activities to establish an Institution-specific passing standard in the future. Any costs or fees that may be incurred as a result of such an Institution-specific standard setting process will be at the expense of the Institution.

Score Reporting

Candidates will receive electronically an individual score report from Evaluation Systems that will include the score obtained on each of the edTPA rubrics and tasks, and overall performance information. The candidate score report will be available within approximately 30 calendar days after the close of each edTPA submission period. Score reports will be delivered electronically to candidates through their individual edTPA Account, which they establish when they register.

The Institution will have electronic access to demographic and performance information for candidates who have indicated their results should be available to the Institution.

edTPA Cost

edTPA candidates will pay the edTPA assessment fee at the time they register for edTPA. Only candidates who register and pay will be eligible to submit their assessment to Evaluation Systems for official scoring and have their scores reported to them and to the Institution they designate when they register. For each portfolio submitted, the edTPA assessment fee is \$300 from September 1, 2014 to August 31, 2015. Thereafter, the assessment fee shall be the edTPA assessment fee in effect at the time of edTPA registration.

Vouchers for the assessment fee are available for purchase by the Institution to provide full or partial payment of the assessment fee for edTPA candidates at the Institution. Institutions are responsible for applying vouchers according to the terms and conditions of the vouchers, which will have an expiration date by which they must be used.

A voucher can be assigned by the Institution to only one candidate and cannot be transferred from one candidate to another.

Unused vouchers, i.e., vouchers that have not been issued by the Institution to a candidate prior to the voucher expiration date or vouchers that have been issued to a candidate but not used by that candidate to pay for the edTPA assessment fee prior to the voucher expiration date, may be renewed upon request by the Institution to Pearson at edtpa-IHE-Support@pearson.com prior to the voucher expiration date. No refund or credit is available to the Institution for expired vouchers.

Vouchers are single use vouchers, valid for one edTPA registration. Vouchers that are issued to a candidate and are used by a candidate to register and pay for the edTPA assessment fee are not refundable to the Institution or to the candidate.

Intellectual Property

edTPA materials ("edTPA Materials") are owned by Stanford and are protected by intellectual property rights, including copyrights and trademarks. Stanford owns the edTPA assessments, handbooks, and related materials designated as such and/or copyrighted to Stanford.

Proprietary technology, methodologies, and other operational supports used in the delivery of edTPA services and related operational materials designated as proprietary and/or copyrighted materials are owned by Evaluation Systems.

Limitation of Liability

The Institution is solely responsible for its use of the edTPA Materials provided hereunder, and Stanford and Evaluation Systems make no warranty as to the applicability of the uses of the edTPA Materials by the Institution. To the extent permitted by law, Institution agrees to be responsible for all damages to the extent resulting from the negligence or willful misconduct of the Institution, its agents or employees done in the conduct of this Agreement.

Stanford and Evaluation Systems shall not be liable for any special, incidental, indirect, or consequential damages whatsoever (including, without limitation, damages for loss of business profits, business interruption, loss of business information, or any other pecuniary loss) arising out of this Agreement.

Term

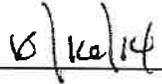
This Agreement shall be valid from the date of signature by the Institution listed below through August 31, 2015 and be renewed annually thereafter unless terminated by either party with 180 days notice delivered in writing.

I have reviewed the information in this agreement describing the background and activities for the purchase of vouchers for edTPA. By signing below, I warrant that I understand and agree to the Agreement and have the authority to enter into this Agreement on behalf of the Institution.

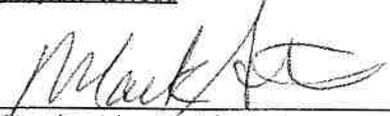


John G. Morgan, Chancellor 

Tennessee Board of Regents
1415 Murfreesboro Road
Suite 346
Nashville, TN 37217
615-366-4436
Angela.flynn@tbr.edu

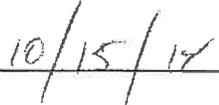


Date



Mark Stender, Vice President, Finance

Evaluation Systems
300 Venture Way
Hadley, MA 01039
413-256-2004
Mark.stender@Pearson.com



Date

ATTACHMENT A

TBR UNIVERSITIES

Austin Peay State University
601 College Street
Clarksville, TN 37044

East Tennessee State University
1276 Gllbreath Dr
Johnson City, TN 37614-0002

Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132

Tennessee State University
3500 John Merritt Blvd
Nashville, TN 37209-1561

Tennessee Technological University
North Dixie Street
Cookeville, TN 38505

University of Memphis
Central & Patterson
Memphis, TN 38152

edTPA Information for Districts

The state of Tennessee is committed to ensuring that novice teachers are prepared to meet the diverse needs of Tennessee students. Performance-based assessments, such as the edTPA, are designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. Beginning **Jan. 1, 2019**, initial licensure applicants will be required to submit qualifying scores on the appropriate edTPA assessments. The edTPA will replace the Professional Learning and Teaching (PLT) Praxis exam for most endorsement areas once it becomes a licensure requirement. Candidates enrolled in traditional educator preparation programs will be required to have qualifying edTPA scores prior to licensure. Educators entering the field through a job-embedded pathway must complete the edTPA with a qualifying score prior to renewing or advancing their license.

The edTPA is a nationally available, subject-specific performance assessment designed to assess candidates seeking initial licensure. Modeled after the **National Board for Professional Teaching Standards** assessments for experienced teachers, the edTPA provides a valid and reliable classroom-based assessment of a teacher candidate prior to licensure. Through edTPA, teacher candidates demonstrate the knowledge, skills, and abilities needed to meet the needs of Tennessee's diverse pre-K-12 learners. The edTPA is:

- a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts (handouts slides, etc.), student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness;
- focused on student learning and principles from research and theory; and
- designed to be educative for candidates, preparation programs, and policy makers.

In preparation for the January 2019 licensure requirement, many educator preparation providers (EPPs) have made changes to their coursework and clinical experiences to support candidates as they learn the skills necessary to become effective educators and successfully complete the edTPA. As stakeholders and collaborators in educator preparation, it is important for districts to be aware of these changes. This document provides general information about the edTPA for district administrators and teachers in support of district and EPP partnerships to assist in maintaining their teacher pipeline.

General edTPA Information

Supporting candidates as they prepare to become licensed educators is a collaborative effort that involves multiple stakeholders. The next two pages provide general information about edTPA and information that will help district staff as they partner with EPPs and engage with candidates completing the assessment.

When do candidates complete the edTPA?

Candidates typically complete the edTPA during clinical practice (e.g., student teaching, internship or job-embedded preparation experience). Candidates work with their clinical mentor, clinical supervisor, and EPP faculty to determine a schedule for completion that is appropriate for the classroom and meets the necessary deadlines.

What does edTPA require of candidates?

Candidates prepare a portfolio focused on three tasks—planning, instruction, and assessment strategies that are critical to providing effective instruction. In task 1, candidates develop 3-5 consecutive lesson plans and thoughtful commentary that describes their intended teaching. Task 2 requires unedited video recordings of the candidate’s teaching in a classroom, with an emphasis on instruction that engages and responds to the diverse needs of students. In task 3, candidates demonstrate the impact of their teaching on student learning. Candidates are required to use data to inform their instruction, and give effective feedback to students. Throughout the three tasks, candidates demonstrate their ability to develop their students’ academic language and to justify and analyze their own teaching.

What are the main contents of the edTPA portfolio?

Planning	Lesson plans, instructional materials, student assignments, assessments, commentary that justifies how plans meet student learning needs
Instruction	Unedited video clips, commentary that analyzes student engagement in learning
Assessment	Samples of student work, feedback to identified focus students, commentary that analyzes student learning and justifies next steps for teaching
Analysis of teaching	Planning, instruction, and assessment commentaries
Academic language	Unedited video clips and/student work samples, planning and assessment commentaries

How is the edTPA scored?

The edTPA handbooks typically include 15 rubrics, each of which is scored on a five-point scale. There are also two handbooks with 13 rubrics (Classical and World Languages), and one handbook with 18 rubrics (Elementary Education). A full list of handbooks and qualifying scores can be found on the [edTPA for Tennessee webpage](#).

Scorers include teacher educators from institutions participating in edTPA and qualified, experienced teachers and school administrators. All scorers are recruited and selected based on their experience with beginning teachers and their subject-matter/content expertise. Scorers are trained using materials developed by Stanford University. For more information about the assessment and its development, visit the [SCALE website](#).

edTPA Information for District Administrators and Clinical Mentors

In what ways is edTPA valuable?

For districts:

- School administrators can get a sense of any candidate's readiness to teach based on a common set of expectations and standards demonstrated in the edTPA, and utilized by each Tennessee EPP.
- New hires from Tennessee programs will begin their career with data from edTPA that can be used to explore their current strengths and professional development needs as a novice educator.
- Novice teachers will have a better understanding of teaching and learning and how to use this knowledge to support students.
- Candidates demonstrate their content knowledge and approach to teaching prior to licensure, on an assessment that aligns well with TEAM. This connection can support new teacher induction efforts by districts.

For districts and EPPs:

- EPPs and district partners can use edTPA data in discussions about supporting teacher candidates during their clinical experience to become stronger novice teachers.
- EPPs and districts can use program edTPA data to coordinate intentional transition supports for moving candidates from preparation to induction.

For EPPs:

- edTPA creates a common set of performance-based criteria for all teacher candidates across all programs.
- edTPA data can be used for continuous improvement and identifying areas of strength in various programs, as well as areas for program improvement.

For candidates and novice educators:

- The edTPA process is an opportunity for candidates to demonstrate and articulate student-focused classroom practices in a real-world setting prior to licensure. Along with other aspects of the clinical practice, the edTPA provides teacher candidates with information that can be used to strengthen their practices as licensed educators.
- The edTPA completion process helps candidates build confidence in the skills needed to impact student learning and abilities as reflective practitioners.
- edTPA provides an early experience for candidates to engage in a process similar to National Board certification that may help them feel prepared to seek National Board certification as a licensed educator.

What do district and building administrators need to know?

Placing candidates with effective clinical mentors in Tennessee schools is one significant way that school districts support the work of EPPs in building Tennessee's teacher pipeline. District and building administrators should know that:

- The videotaped lesson and student work samples are two major components in the candidates' edTPA portfolio that require parent permissions. All consent forms must be collected before a candidate records video of her/his teaching. For more information on the value of videotaped

lessons, review the [AACTE PK-12 Administrators Privacy and Classroom Video Recording](#) document.

- Districts should communicate with partner EPPs to review any existing district-based permission/consent forms to determine whether they are adequate or must be amended to meet district or school requirements.
- Confidentiality and security information is available in the next section of this document. EPPs can also provide additional information about supporting candidates in following all security requirements.

What does a clinical mentor need to know?

The primary role of the mentor remains the same—support the teacher candidate during clinical practice as they strengthen clinical skills needed to be an effective teacher. Receiving mentor feedback and engaging in professional dialogue with an experienced educator can be beneficial to teacher candidates as they complete each of the edTPA tasks. Clinical mentors should openly discuss any edTPA related expectations and questions with the teacher candidate and university clinical supervisor early in the clinical experience. clinical mentors should know that:

- Collecting all consent forms before the video recording is very important. Clinical mentors can help facilitate the distribution and collection of these forms in advance of the teacher candidate's scheduled video recordings. For more information on the value of videotaped lessons, review the [AACTE PK-12 Cooperating Teacher Privacy and Classroom Video Recordings](#) document.
- If a student does not have permission to appear in the video, the teacher candidates must ensure that the student is not visible yet is still able to receive instruction. Clinical mentors can help determine the best ways to accommodate these needs.
- The candidate will have a timeline for portfolio completion. The candidate should work with the clinical mentor to develop a planning and teaching schedule based on the needs of the class and the various edTPA related expectations and due dates.
- Teacher candidates need to teach 3-5 consecutive lessons as a part of the assessment. It is important that they work with their clinical mentors to determine how to fit this appropriately into the class schedule and meet the dates set by their EPP for edTPA submission.



edTPA Permissions, Confidentiality, and Data Security

The security of student, school, and candidate data is a high priority for all stakeholders in education. The department supports the robust data security system that Pearson has in place to protect the confidentiality and safety of all materials submitted in portfolios. Teacher candidates are expected to follow the policies of the school and district in which they will record to obtain the necessary parent/guardian permissions. Candidates may also have additional security requirements from the EPP. The following questions and responses address key points of this system.

How does edTPA address video permissions, confidentiality, and data security?

The data collected by candidates as a part of their edTPA portfolio are submitted through secure channels and require documentation of video permissions from parents/guardians of pre-K–12 students. Candidates, EPPs, and districts should work together to ensure that all permissions and documentation are aligned to any district policies/requirements, prior to video recording.

Stanford University and Pearson have prepared [Guidelines for Video Confidentiality for Candidates](#) and [Guidelines for Video Confidentiality for Faculty](#) that clearly outline comprehensive security and confidentiality policies. The following are summary statements about edTPA confidentiality and security:

- Prior to submission of video and work samples, candidates receive detailed guidelines for proper permissions and permissible actions to ensure that videos are secure and protect confidentiality.
- Teacher candidates own the content they create and submit for their edTPA portfolio. The materials created and submitted do not belong to the assessment developer or vendor.
- The video and work samples submitted by candidates will not include any identifying information of the candidate, clinical mentor, school/district, or the last names of students.
- The use of candidates' portfolio videos is restricted to the parameters of release/permissions attained prior to submission. Candidates may not post the videos in which students appear publicly (e.g., personal websites, YouTube, Facebook) without expressed written permissions given explicitly for this purpose.
- Candidates may not upload/store videos on a system that has not been designated as a secure system to support edTPA at their educator preparation program. Portfolios are stored by Pearson in secure repositories, using industry-standard security software, and areas accessible only to authorized users via unique, secure log-in credentials for limited periods of time.
- The standard retention period for edTPA submissions, including videos, is four years after which submissions are destroyed.

How is video data protected once submitted to edTPA?

Candidate assessment materials, including video recordings, enter the Pearson ePortfolio system in one of two ways:

- **Transfer from an approved, integrated edTPA platform provider system.** Candidates who have registered on the Pearson edTPA website and are working in one of the approved integrated edTPA Platform Provider systems (e.g., [Watermark](#)) authorize the transfer of their assessment materials to the Pearson ePortfolio system.
- **Uploading by the candidate directly into the Pearson ePortfolio system.** Transmission of assessment materials via this method is protected using industry-standard encryption practices.

Who has access to stored materials?

The assessment materials are stored by Pearson in secure repositories accessible only to authorized users via unique, secure log-in credentials for specific actions (e.g., scoring, validity/reliability calibrating) and for limited periods. By using industry-standard security software (encrypted protocols and encrypted and expiring tokens), the system ensures that access to view the stored assessment materials/videos is granted only to authorized users.

- **Authorized Pearson users.** This may include scorers, scorer supervisors, scorer trainers, scoring support personnel, and quality control personnel.
- **Authorized SCALE personnel.** Individuals associated with assessment development may view candidates' edTPA materials for the purposes of selection of scorer training materials and scorer training activities.

Will districts or candidates be notified if tapes are used outside of a candidate's submission for scoring?

edTPA assessment materials, without candidate, student, or other identifying information, may be used for edTPA program development and implementation, including scorer training, only if the candidate obtained proper parent/guardian permissions.

- Candidates may consent to or opt out of the use of their assessment materials to support continued program improvement activities conducted by SCALE and Pearson (e.g., future validity and reliability studies of the edTPA) at the time of submission.
- Candidate video recordings will not be shown in any public venue nor made available in a non-secure way.
- Candidate materials, including video recordings, will not be used for marketing purposes.

edTPA Resources for Districts

SCALE and Pearson have numerous resources related to edTPA. Districts are also encouraged to contact their EPP partners for more information about how their programs are implementing edTPA with teacher candidates and any additional resources they have developed.

- edtpa.com – General edTPA information
- [edTPAforTennessee Webpage](#) – Information on Tennessee edTPA licensure requirements
- [edTPA Guidance for P-12 Administrators and Leaders](#)
- [edTPA Guidance for Teachers Who Support Teacher Candidates](#)
- [Principles for Using Classroom video in Performance Assessment of Teacher Candidates \(AACTE\)](#)
- Sample Consent Forms:
 - [MTSU \(English\)](#) | [MTSU \(Spanish\)](#)
 - [Tennessee Tech](#)

TENNESSEE STATE BOARD OF EDUCATION	
PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS	5.105

Policy Sections

- I. General Assessment Requirements
- II. Pedagogical Assessments
- III. Specialty Area Assessments

I. General Assessment Requirements

- (a) Individuals seeking educator licensure in Tennessee shall submit, as applicable, qualifying scores on required assessments to demonstrate applicable pedagogical and specialty content area knowledge and skills. Assessment timelines and expectations for submitting qualifying scores are outlined in Appendix C of the Educator Licensure Policy 5.502.
- (b) All qualifying scores on required assessments shall be no more than five (5) years old.

II. Pedagogical Assessments

- (a) Individuals seeking initial educator licensure in Tennessee shall submit qualifying scores on the edTPA or Praxis Principles of Learning and Teaching (PLT) assessment, both of which measure pedagogical knowledge and are aligned to Tennessee’s professional education standards.
- (b) Pedagogical assessment timelines and expectations for submitting qualifying scores are detailed in Appendix C of the Educator Licensure Policy 5.502.
 - 1. Individuals applying for an initial teacher license shall submit qualifying scores on the applicable edTPA assessment:

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
Agriscience 6-12	151	Agricultural Education	100	40	42
American Sign Language 6-12	172	World Language	020	35	36
American Sign Language pre-K–12	171	World Language	020	35	36

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
Arabic 6-12	160	World Language	020	35	36
Arabic pre-K-12	478	World Language	020	35	36
Biology 6-12	126	Secondary Science	006	40	42
Business 6-12	152	Business Education	102	40	42
Chemistry 6-12	127	Secondary Science	006	40	42
Chinese 6-12	161	World Language	020	35	36
Chinese pre-K-12	479	World Language	020	35	36
Computer Science K-12	173	Educational Technology Specialist	108	40	42
Cons/Homemaking 5-12	450	Family and Consumer Sciences	117	40	42
Dance K-12	445	K-12 Performing Arts	021	40	42
Early Childhood Education pre-K-3	467	Early Childhood	014	40	42
Early Development and Learning pre-K-12	468	Early Childhood	014	40	42
Earth Science 6-12	128	Secondary Science	006	40	42
Economics 6-12	130	Secondary History/Social Studies	004	40	42
Elementary Education K-5	120	Elementary Education	110	48	50

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
		Literacy with Mathematics			
		Elementary Education Mathematics w/ Literacy	111	48	50
		Elementary Literacy	001	40	42
		Elementary Mathematics	002	40	42
English 6-12	159	Secondary English – Language Arts	003	40	42
English/Language Arts 6-8	121	Middle Childhood English – Language Arts	018	40	42
English as a Second Language pre-K–12	490	English as an Additional Language	115	40	42
Family and Consumer Sciences 6-12	154	Family and Consumer Sciences	117	40	42
French 6-12	163	World Language	020	35	36
French pre-K–12	491	World Language	020	35	36
Geography 6-12	131	Secondary History/Social Studies	004	40	42
German 6-12	164	World Language	020	35	36
German pre-K–12	492	World Language	020	35	36

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
Government 6-12	132	Secondary History/Social Studies	004	40	42
Greek 6-12	165	Classical Languages	104	35	36
Greek pre-K-12	484	Classical Languages	104	35	36
Health and Wellness K-12	419	Health Education	119	40	42
History 6-12	133	Secondary History/Social Studies	004	40	42
Instrumental/General Music K-12	429	K-12 Performing Arts	021	40	42
Japanese 6-12	166	World Language	020	35	36
Japanese pre-K-12	485	World Language	020	35	36
Latin 6-12	167	Classical Languages	104	35	36
Latin pre-K-12	493	Classical Languages	104	35	36
Library Information Specialist pre-K-12	473	Library Specialist	127	40	42
Marketing Edu 6-12	158	Business Education	102	40	42
Mathematics 6-12	125	Secondary Mathematics	005	40	42
Mathematics 6-8	122	Middle Childhood Mathematics	016	40	42
Other World Language 6-12	170	World Language	020	35	36
Other World Language pre-K-12	496	World Language	020	35	36

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
Physical Education K-12	420	K-12 Physical Education	011	40	42
Physics 6-12	129	Secondary Science	006	40	42
Psychology 9-12	426	Secondary History/Social Studies	004	40	42
Russian 6-12	168	World Language	020	35	36
Russian pre-K-12	494	World Language	020	35	36
Science 6-8	123	Middle Childhood Science	017	40	42
Social Studies 6-8	124	Middle Childhood History/Social Studies	019	40	42
Sociology 9-12	425	Secondary History/Social Studies	004	40	42
Spanish 6-12	169	World Language	020	35	36
Spanish pre-K-12	495	World Language	020	35	36
Special Education Comprehensive K-12	461	Special Education	012	40	42
Special Education Hearing pre-K-12	463	Special Education	012	40	42
Special Education Interventionist 6-12	145	Special Education	012	40	42
Special Education Interventionist K-8	144	Special Education	012	40	42
Special Education pre-K/Early Childhood pre-K-3	459	Special Education	012	40	42

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

edTPA					
Endorsement Area	Endorsement Code	edTPA Title	Test Code	Qualifying Score	
				January 1, 2020 through December 31, 2020	January 1, 2021 and thereafter
Special Education Vision pre-K–12	162	Special Education	012	40	42
Theatre K–12	405	K–12 Performing Arts	021	40	42
Visual Arts K–12	427	Visual Arts	015	40	42
Vocal/Gen Music K–12	428	K–12 Performing Arts	021	40	42

2. Educator Preparation Providers (EPPs) may request that a candidate participate in an alternate edTPA if the clinical practice placement is more closely aligned with another edTPA.
3. For individuals applying for an initial teacher license in an endorsement area that does not have an applicable edTPA assessment, submission of a qualifying score on the appropriate Principles of Learning and Teaching assessment is required.

Principles of Learning and Teaching		
Assessment Title	Test Code	Qualifying Score
Principles of Learning and Teaching (PLT): Early Childhood	5621	157
Principles of Learning and Teaching (PLT): Grades K-6	5622	160
Principles of Learning and Teaching (PLT): Grades 5-9	5623	160
Principles of Learning and Teaching (PLT): Grades 7-12	5624	157

- (c) Individuals seeking renewal of an initial practitioner occupational license issued on or after July 1, 2018, or seeking advancement of an initial practitioner occupational license issued on or after July 1, 2018, to the professional occupational license shall submit qualifying scores on the PLT: Grades 7-12.
- (d) Individuals seeking an initial Tennessee teacher license through an out-of-state pathway, who do not currently hold a professional-level teacher license in a state other than Tennessee, shall submit qualifying scores on the appropriate PLT or the edTPA. Individuals

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

seeking a Tennessee teacher license through an out-of-state pathway who currently hold a professional-level teacher license in a state other than Tennessee are not required to submit qualifying scores on a pedagogical assessment.

- (e) The submission of qualifying scores on a pedagogical assessment is not required for individuals seeking a school services personnel license.
- (f) The submission of qualifying scores on a pedagogical assessment or specialty area content assessment is not required for individuals seeking an adjunct or adjunct occupational license.
- (g) Individuals enrolled in specialty area programs leading to more than one (1) endorsement shall only be required to submit qualifying scores on one (1) edTPA.

III. Specialty Area Content Assessment

- (a) Individuals seeking educator licensure in Tennessee shall demonstrate specialty area content knowledge for all endorsements sought.
- (b) Individuals seeking licensure and/or endorsement shall submit qualifying scores on all appropriate specialty area content knowledge assessments, as identified below.

Praxis Series			
Endorsement Area ¹	Test Code	Assessment Title	Qualifying Score
Instructional Leader License	6990	School Leader Licensure Assessment	151
American Sign Language pre-K–12/6-12	0634	American Sign Language Proficiency Interview (ASLP) ² ; or Sign Language Proficiency Interview	ASLP I 3+ ³ Advanced or higher
Agriculture Education 6-12	5701	Agriculture	147
Visual Arts K-12	5135	Art: Content and Analysis	161
Biology 6-12	5235	Biology: Content Knowledge	148
Business Education 6-12	5101	Business Education: Content Knowledge	154
Chemistry 6-12	5245	Chemistry: Content Knowledge	152
Chinese (Mandarin) 6-12/pre-K–12	5665	Chinese (Mandarin): World Language	164
Computer Science K–12	5652	Computer Science	149
Early Child Education pre-K-3	5024	Education of Young Children	160
	5018 or 5025	Elementary Education: Content Knowledge ⁴ or	163
		Early Childhood Education	156

¹ For individuals who are eligible for a 9-12 endorsement based on T.C.A. § 49-5-112, the required assessment is the same assessment required for the 6-12 endorsement in the equivalent content area.

² American Sign Language Proficiency Interview (ASLP) is delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University.

³ ETS scale score 170.

⁴ Candidates seeking this endorsement may take the Elementary Education: Content Knowledge Assessment through August 31, 2020.

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

Praxis Series			
Endorsement Area ¹	Test Code	Assessment Title	Qualifying Score
Early Dev. & Learning pre-K-K (Dual Endorsement)	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
	5024	Education of Young Children	160
	5018	Elementary Education: Content Knowledge ⁶	163
	5691 5025	Spec. Educ.: Preschool/ECE Early Childhood Education	159 156
Earth Science 6-12	5571	Earth & Space Science: Cont. Knowledge	150
Economics 6-12	5911	Economics	150
Educational Interpreter	N/A	Educational Interpreter Proficiency Assessment - Performance Assessment	3.5
		Educational Interpreter Proficiency Assessment - Written Assessment	Pass
Elementary Education K-5	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
	5001	Elementary Education: Multiple Subjects	
	5003	Mathematics Subtest	157
	5002	Reading and Language Arts Subtest	157
5005	Science Subtest	159	
5004	Social Studies Subtest	155	
English 6-12	5038	English Language Arts: Content Knowledge	167
English as a Second Language pre-K-12	5362	English to Speakers of Other Languages	155
Family & Consumer Sciences 6-12	5122	Family & Consumer Sciences	153
French 6-12, or French pre-K-12	5174	French: World	160
Geography 6-12	5921	Geography	149
German 6-12, or German pre-K-12	5183	German: World Language	163
Gifted pre-K-12	5358	Gifted Education	157
Government 6-12	5931	Government/Political Science	149
Health & Wellness K-12	5551	Health Education	144
History 6-12	5941	World and U.S. History: Content Knowledge	157
Latin 6-12, or Latin pre-K-12	5601	Latin	148
Library Information Specialist pre-K-12	5311	Library/Media Specialist	146
Marketing Education 6-12	5561	Marketing Education	169
Mathematics 6-12	5161	Mathematics: Content Knowledge	160
Middle Grades ELA 6-8	5047	Middle School English Language Arts	164
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
Middle Grades Mathematics 6-8	5169 or	Middle School: Mathematics	165
		NES Mathematics (Middle Grades and Early Secondary) ⁵	
	5203 or 5205	Teaching Reading: Elementary Education	162
Middle Grades Science 6-8		Teaching Reading: Elementary	159
	5440	Middle School Science	150
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159

⁵ See National Evaluation Series table for test code and score requirements.

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

Praxis Series			
Endorsement Area ¹	Test Code	Assessment Title	Qualifying Score
Middle Grades Social Studies 6-8	5089	Middle School Social Studies	146
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
Music (Vocal/Gen.) K-12, or Music (Instrumental/Gen) K-12	5114	Music: Content and Instruction	162
Physical Education K-12	5095	P.E.: Content and Design	169
Physics 6-12	5265	Physics: Content Knowledge	144
Psychology 9-12	5391	Psychology	154
Reading Specialist pre-K-12	5301	Reading Specialist	164
School Counselor pre-K-12	5421	Professional School Counselor	156
School Psychologist pre-K-12	5402	School Psychologist	147
Sociology 9-12	5952	Sociology	154
Spanish 6-12, or Spanish pre-K-12	5195	Spanish: World Language	163
SPED-Comprehensive K-12	5545	Spec. Educ.: Core Knowledge & Severe to Profound Applications	158
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
SPED-PreschoolECE pre-K-3	5354	Spec. Educ.: Core Knowledge & Applications	151
	5691	Spec. Educ.: Preschool/Early Childhood	159
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
SPED- Hearing pre-K-12	5354	Spec. Educ.: Core Knowledge & Applications	151
	5272	Ed. Of Deaf & Hard of Hearing Students	160
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
Interventionist K-8 Interventionist 6-12	5543	Spec. Educ.: Core Knowledge & Mild to Moderate Applications	158
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
SPED-Spch/Lang Pathologist pre-K-12	5331	Speech/Language Pathology	162
SPED-Vision pre-K-12	5354	Spec. Educ.: Core Knowledge & Applications	151
	5282	Spec. Educ.: Teaching Students with Visual Impairments	163
	5203 or 5205	Teaching Reading: Elementary Education	162
		Teaching Reading: Elementary	159
Speech Communication 6-12	5221	Speech Communications	144
Technology Engineering Education 6-12	5051	Technology Education	156
Theatre K-12	5641	Theatre	159

TENNESSEE STATE BOARD OF EDUCATION

PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS

5.105

- (c) Specialty area content knowledge assessment timelines and expectations are outlined in Appendix C of the Educator Licensure Policy 5.502.
- (d) Individuals seeking the license for postsecondary educators shall submit qualifying scores on the assessment required for the 6-12 endorsement in the equivalent specialty content area.
- (e) Individuals seeking an endorsement in Middle Grades Mathematics 6-8 or Secondary Mathematics 6-12 shall submit qualifying scores on either the appropriate Praxis Series Mathematics assessment or the appropriate National Evaluation Series Mathematics assessment.

National Evaluation Series			
Endorsement Area	Test Code	Assessment Title	Qualifying Score
Middle Grades Mathematics 6-8	105	Mathematics (Middle Grades and Early Secondary) ⁶	220
Secondary Mathematics 6-12	304	Mathematics	220

- (f) Individuals seeking an endorsement in Spanish pre-K–12, Spanish 6-12, French pre-K–12, or French 6-12 shall submit qualifying scores on either the appropriate Praxis Series assessment or the appropriate Alta Language Services Speaking and Listening Assessment, administered by the Tennessee Language Center. For individuals seeking an endorsement in World Languages for which there is not an applicable Praxis Series assessment, submission of a qualifying score on the appropriate Alta Language Services Speaking and Listening Assessment is required. Based on candidate documented proficiency, English assessments may not be required.

Alta Language Services Speaking and Listening Assessment ⁷		
Endorsement Area	Alta Assessment Title	Qualifying Score
Arabic 6-12 or Arabic pre-K–12	Speaking and Listening Assessment in Arabic and English, and Written Assessment in Arabic and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.
Greek 6-12 or Greek pre-K–12	Speaking and Listening Assessment in Greek and English, and Written Assessment in Greek and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.
Japanese 6-12 or Japanese pre-K–12	Speaking and Listening Assessment in Japanese and English, and Written Assessment in Japanese and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.
Russian 6-12 or Russian pre-K–12	Speaking and Listening Assessment in Russian and English, and Written Assessment in Russian and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.

⁶ Candidates must also submit qualifying scores on the required Praxis Series Teaching Reading: Elementary Education assessment (5203).

TENNESSEE STATE BOARD OF EDUCATION**PROFESSIONAL ASSESSMENTS FOR TENNESSEE EDUCATORS****5.105**

Alta Language Services Speaking and Listening Assessment⁷		
Endorsement Area	Alta Assessment Title	Qualifying Score
Spanish 6-12 or Spanish pre-K-12	Speaking and Listening Assessment in Spanish and English, and Written Assessment in Spanish and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.
French 6-12 or French pre-K-12	Speaking and Listening Assessment in French and English, and Written Assessment in French and English	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.
Other World Languages 6-12 or Other World Languages pre-K-12	Speaking and Listening Assessment in the applicable language.	Advanced Low (i.e., 8 on a scale of 1 to 12) or an average of 8 for the speaking and written tests with no score below 7 on either test.