

Teacher Policy Priorities for Tennessee

AREA 1: Delivering Well Prepared Teachers

■ Require that the test used by teacher preparation programs to screen candidates prior to admission is normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	Goal 1-A
■ Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas.	Goal 1-B
■ Require a rigorous stand-alone math test for all elementary teacher candidates.	Goal 1-D
■ Ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.	Goal 1-H

AREA 2: Expanding the Teaching Pool

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.	Goal 2-A
■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.	Goal 2-B
■ Require out-of-state teachers to meet the state's own testing requirements.	Goal 2-E

AREA 3: Identifying Effective Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.	Goal 3-F
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AREA 4: Retaining Effective Teachers

■ Require effective induction for all new teachers, especially in the first critical weeks of school.	Goal 4-A
■ Place teachers with ineffective or needs improvement ratings on structured improvement plans.	Goal 4-B

AREA 5: Exiting Ineffective Teachers

■ Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.	Goal 5-A
■ Require that seniority is not the only factor used to determine which teachers are laid off during a reduction in force.	Goal 5-C