

HOUSE BILL 1655

By Cepicky

AN ACT to amend Tennessee Code Annotated, Title 49,  
relative to mathematics instruction.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. This act is known and may be cited as the "Mathematics Supports Act."

SECTION 2. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following as a new section:

(a) By December 31, 2024, the department of education shall identify and approve at least one (1) standards-aligned professional development course on mathematics instruction skills that is available, at no cost, to teachers in kindergarten through grade eight (K-8). The department shall use the findings of the mathematics expert review committee convened pursuant to Section 3(b), and the findings and conclusions of the landscape analysis required in Section 3(a), to inform its approval of a professional development course for purposes of this subsection (a).

(b) By August 1, 2025, the department shall revise the standards for high school students participating in a teaching-as-a-profession career pathway to include standards-aligned mathematics instruction skills in alignment with the professional development course on mathematics instruction skills identified and approved by the department pursuant to subsection (a). The department shall use the findings of the mathematics expert review committee convened pursuant to Section 3(b), and the findings and conclusions of the landscape analysis required in Section 3(a), to inform the standards, which must be approved by the state board of education.

SECTION 3. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following as a new section:

(a) The department of education shall conduct a landscape analysis of:

(1) The current mathematics proficiency levels in this state disaggregated by LEA, grade levels, and student groups, including student achievement and student growth in mathematics;

(2) LEAs with varying levels of mathematics proficiency, including an examination of instructional programming, as well as strategies to remediate, intervene, and provide supports to improve student proficiency in mathematics;

(3) Professional development and pedagogical practices used by LEAs for teachers in mathematics;

(4) The practices used by educator preparation providers in this state to prepare mathematics teachers for educator licensure; and

(5) The benefits and potential outcomes of requiring teachers to successfully complete a standards-aligned mathematics professional development course to obtain, renew, advance, or maintain an educator license with an endorsement that qualifies the teacher to teach mathematics to students in kindergarten through grade eight (K-8).

(b) The department shall convene a mathematics expert review committee comprised of mathematics educators in this state and mathematics experts in this state and nationwide to review and evaluate the mathematics professional development options available in this state to assist the department in identifying a professional development course on mathematics instruction skills suitable for approval pursuant to Section 2(a). The committee shall report its findings to the department.

(c) The department shall report the findings and conclusions of the landscape analysis required in subsection (a) and the findings of the mathematics expert review committee convened pursuant to subsection (b), along with any recommendations for

legislation, to the education committee of the senate, the education instruction and education administration committees of the house of representatives, and the state board of education no later than December 31, 2024.

SECTION 4. The state board of education is authorized to promulgate rules to effectuate this act. Rules must be promulgated in accordance with the Uniform Administrative Procedures Act, compiled in Tennessee Code Annotated, Title 4, Chapter 5.

SECTION 5. This act takes effect upon becoming a law, the public welfare requiring it.