

SENATE BILL 509

By Massey

AN ACT to amend Tennessee Code Annotated, Title 49,
relative to pre-kindergarten through kindergarten
(pre-K-K) education.

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

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, is amended by adding the following language as a new part:

49-6-2601. This part shall be known and may be cited as the "Tennessee Educators Portfolio Support Act."

49-6-2602.

(a) The department of education shall create a training program for LEAs and teachers evaluated using a pre-kindergarten and kindergarten growth portfolio model pursuant to § 49-6-105. Before the beginning of each school year, the department shall offer, for each LEA, at least one (1) training opportunity to pre-kindergarten and kindergarten teachers, teaching assistants, elementary school principals, and any other individual authorized to support implementation of a portfolio model in a pre-kindergarten or kindergarten classroom. The training must provide expert instruction on the proper use and implementation of the growth portfolio model.

(b) The training required under subsection (a) may be in-person group training or online seminar training. If the department chooses to provide online seminar training for an LEA, then the department must provide in-person training support to the LEA upon the LEA's request. The department shall respond to an LEA's request for in-person training support within forty-eight (48) hours from receipt of the request, and shall

provide in-person training support no later than two (2) weeks from the date of the LEA's request.

(c) The department shall provide notice, in a clearly marked and accessible location on the department's website, of all training opportunities required by this part occurring during the school year, including the type of training, the training location, and the times and dates of training, no later than June 1 of each year. The department shall update the website with additional training opportunities as they become available and shall notify LEAs of any additional training opportunities.

(d) An LEA may request that the department provide additional training opportunities for teachers evaluated using a growth portfolio model pursuant to § 49-6-105 beyond those required by this section.

(e) The department of education shall create a growth portfolio model support program for pre-kindergarten and kindergarten teachers, teaching assistants, elementary school principals, and any other individual authorized to support implementation of a portfolio model in a pre-kindergarten or kindergarten classroom. The support program must provide the following:

(1) Experts, within the department of education, to provide instruction on the proper use and implementation of the growth portfolio model, who are easily accessible by telephone, email, and instant messaging during the department's regular business hours to answer questions and solve problems related to the growth portfolio model; and

(2) In-person support to assist with implementation of the portfolio model. If a technical problem with the growth portfolio model is not resolved by the department's expert by telephone, email, or instant messaging in accordance with subdivision (e)(1), a school official may request in-person support to address the problem. The department shall provide in-person support no later than two (2) weeks from the date of the school official's request. If the problem for which the in-person support is requested is not resolved within forty-eight (48) hours,

then the department and the LEA must negotiate and reach an agreement on how to solve the issue.

49-6-2603.

(a) Notwithstanding § 49-6-105(e) and § 49-1-302(d)(2)(B)(viii), if an LEA has demonstrated growth in third grade student achievement, as determined by the department of education, then an LEA may develop and use an alternative pre-kindergarten and kindergarten growth portfolio model for the evaluation of pre-kindergarten and kindergarten teachers to measure academic growth of pre-kindergarten and kindergarten students.

(b) The alternative growth portfolio model developed by an LEA pursuant to this section must:

(1) Assess growth of all pre-kindergarten and kindergarten students in accordance with Tennessee early learning development standards for pre-kindergarten students and Tennessee academic standards for kindergarten students;

(2) Include at least two (2) growth measures for priority literacy standards;

(3) Include at least two (2) growth measures for priority mathematics standards;

(4) Be statistically reliable and valid as demonstrated by inter-rater reliability; and

(5) Be approved by the state board of education prior to implementation.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring

it.