State Policy Review: New Educator Induction
Tennessee

1. **Educators Served**

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The state does not require induction or mentoring for new teachers, principals or school administrators. For alternative pathway teachers, there is a required clinical practice component—including induction support—that occurs in their first year while they are teachers of record. [Tennessee State Board of Education (TSBE), Educator Licensure Policy, 5.502]

2. **Mentor Quality**

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy addresses the selection and duties of school-based clinical mentors who support teacher candidates, but not for mentors that support traditionally prepared teachers of record within an induction program. [TSBE, Educator Preparation Policy, 5.504]

State policy does not require training or ongoing professional development for teacher mentors.

3. **Time**

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

The state has not established time requirements for mentors of beginning teachers. The Tennessee State Board of Education requires release time for school-based clinical mentors for counseling, observing, and evaluating teacher candidates. [TSBE, Educator Preparation Policy, 5.504]

4. **Program Quality**

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy does not require or address these elements of teacher induction programs.

5. **Program Standards**

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal teacher induction program standards.

6. **Funding**

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding to support local induction programs.

7. **Educator Certification/Licensure**

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not require new teachers to participate in an induction program to advance to a professional teaching license. For alternative pathway teachers, there is a required clinical practice component—including induction support—that occurs in their first year while they are teachers of record.

All educators must earn professional development points (PDPs) to advance or renew a teacher license, including teacher licenses, occupational licenses, and professional school services personnel licenses. If an educator chooses to advance to the professional license using PDPs, the educator must accrue 30 PDPs. [TSBE, Educator Licensure Policy, 5.502]
8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not assess or monitor the quality of local teacher induction programs.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

The state does not have formal standards for teaching and learning conditions. In 2011 and 2013, Tennessee worked with New Teacher Center to administer the Teaching, Empowering, Leading, and Learning (TELL) Tennessee Survey, a statewide online survey of school based licensed-educators. In 2015, the state administered the Tennessee Educator Survey. The state uses survey results to inform principal professional learning, the design and evaluation of school and district improvement plans, and the assistance provided to persistently low-performing schools.

Links

Tennessee Department of Education, Educator Licensing: https://www.tn.gov/education/section/licensing


Tennessee Educator Survey: https://www.tn.gov/education/topic/educator-survey

The Tennessee Department of Education has reviewed this state summary.

This information is accurate as of February 2016.