

Instructional Leader Specialty Area Program (SAP) Proposal Information Requested for the Conditional Approval Review

Tennessee-approved Educator Preparation Providers (EPPs) must submit a proposal to the Tennessee Department of Education (TDOE) if they would like to apply for conditional approval to offer:

- new instructional leader SAP(s) that leads to licensure; or
- significant revision(s) to a currently approved instructional leader SAP.

The approval process description and state preparation standards are located in the [Tennessee Educator Preparation Policy \(5.504\)](#), the [Tennessee Instructional Leadership Standards \(5.106\)](#), and the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#).

This document provides guidance regarding the information and evidence requested for instructional leader proposal reviews. All proposal evidence should be uploaded into TNAtlas for review. A listing of the upcoming review cycle submission dates can be found on the [TDOE website](#) under the Approvals Process tab.

Cover Page

Upload the TDOE-generated cover page with the proposal contact person, contact information and signature of EPP head administrator or designee.

Section 1: Program Overview

Program Synopsis Narrative: Provide a high-level overview of the design and/or structure of the proposed instructional leader program. In the narrative, please include:

- endorsement;
- clinical practice type;
- how the EPP will ensure candidates have the knowledge and skills necessary to lead successful implementation of the academic standards; and
- how the EPP will include training to support candidates' understanding of the Tennessee educator evaluation system.

Admission Requirements Narrative: Provide a narrative and evidence of candidate-facing materials that highlight admission requirements (e.g., candidate handbook, website information, anticipated course catalog descriptions). Ensure all requirements in [Educator Preparation Policy \(5.504\)](#) are addressed, including but not limited to the following:

- Candidates for admission to an instructional leadership preparation program shall:
 - present evidence of a baccalaureate degree from a regionally accredited institution of higher education (IHE);
 - provide a minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited IHE;
 - have successfully completed an educator preparation program and hold a valid educator license from Tennessee or from a state other than Tennessee;
 - have at least two years of qualifying education experience as defined by TDOE;
 - have demonstrated effectiveness as an educator in the most recent two years as evidenced by a state-approved evaluation model or similar measure for educators

employed in schools that do not utilize a state-approved evaluation model.

Section 2: Program of Study and Alignment to Standards

Program of Study Upload: Upload a clear and organized program of study (i.e., information presented to candidates during advising) that outlines the scope and sequence of the entire instructional leader program (i.e., from program admission to completion, including the professional education courses, clinical experiences, etc.).

Standards Alignment Upload: Upload the TDOE-generated SAP spreadsheet:

- In the **Transition Point** worksheet, name the transition points (or gateways) and applicable benchmarks required for candidates to progress throughout the program from admission to completion. At a minimum, transition points should include admission to the program, program completion, and two additional transition points.
- In the **TILS and EPP Literacy** worksheets, clearly align all courses and clinical experiences provided in the program of study (section 2) to each set of standards.
 - In Column B, provide the course names and hyperlink the course description to each applicable course name (a separate document is allowable if online descriptions are unavailable).
 - In Column C, provide the names of key course assignments and/or assessments used to demonstrate candidate understanding and application of the standard expectations.
 - In Column D, provide the clinical experiences and associated key assessments used to demonstrate candidate understanding and application of the standard expectations.

Section 3: Design of Clinical Experiences

Clinical Experience Sequence Upload: Upload a spreadsheet or chart that demonstrates a clear sequence of sustained clinical experiences with corresponding course number (e.g. EDUC 420), including field experience and clinical practice.

Clinical Experience Design Narrative: Using the [Educator Preparation Policy \(5.504\)](#), provide a narrative that clearly describes the design of the clinical experiences and support for candidates during clinical experiences. Please include how:

- the program offers well-integrated clinical experiences that provide candidates the opportunity to apply the knowledge and skills attained throughout preparation in a variety of practical settings;
- the EPP will work with their primary partners to identify options for release time to ensure currently employed educators are able to complete a high-quality, sustained set of clinical experiences.

Clinical Experience Supervision and Evaluation Narrative: Using the Educator Preparation Policy (5.504), provide a narrative describing how candidates will be supervised and evaluated during clinical experiences, including how candidates will be supervised and evaluated during clinical experiences by clinical educators who meet the minimum criteria (e.g., be licensed in instructional leadership, have at least three years of experience as an instructional leader).

Section 4: Instructional Leader Primary Partnership Agreements

Instructional Leader Primary Partnership Agreement(s) Upload: Per [Tennessee Educator Preparation Policy \(5.504\)](#), EPPs that offer instructional leadership programs must have at least one primary partnership agreement with an LEA¹ in which both parties collaborate to establish an explicit process for:

- identifying and responding to LEA-identified areas of need;
- developing candidate selection criteria;
- designing and implementing high-quality, needs-based clinical experiences, including release time for instructional leader candidates to complete these experiences;
- establishing roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors; and
- establishing clear expectations regarding the delivery of candidate support and evaluation.

Upload a copy of the Instructional Leader Primary Partnership Agreement with all prompts addressed.

For more information regarding instructional leader primary partnership agreements, contact Educator.Preparation@tn.gov.

Section 5: Optional Information

In this section, include any additional information the EPP would like to provide to program reviewers.

¹ This may be the same LEA that the EPP already has an established primary partnership agreement with for other program areas, or with a different LEA.

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