

Specialty Area Program (SAP) Proposal Information Requested for the Conditional Approval Review of Academic and Occupational Programs

This document provides guidance regarding the information and evidence requested for Specialty Area Program (SAP) proposal reviews. All SAP proposal evidence should be uploaded into TNAtlas for review. A listing of the upcoming review cycle submission dates is available in the *Approval Process* section of the [department website](#).

Tennessee approved educator preparation providers (EPPs) may apply for conditional approval to offer:

- new SAP(s) that leads to initial licensure;
- an additional initial licensure pathway(s) of a currently approved SAP(s); or
- significant revision(s) to a currently approved SAP.

Proposals must be submitted to the Tennessee Department of Education (department). A description of the approval process and state preparation standards is included in the [Tennessee Educator Preparation Policy \(5.504\)](#) and the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#).

Cover Page

Upload the department-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 (maximum 1,000 words): Provide a high-level overview of the design and/or structure of the proposed SAP. In this narrative, please include:

- endorsement(s);
- program levels (undergraduate, post-baccalaureate);
- clinical practice types (student teaching, internship, job embedded); and
- how the EPP and district partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials.

Admission Requirements Narrative (maximum 1,000 words): Provide a narrative description of candidate admission requirements for each program level. Ensure all requirements in Educator Preparation Policy 5.504 are addressed, including if the EPP offers appeals processes to applicants and which policy requirements are eligible for candidates to appeal (i.e., minimum GPA or 2.75, qualifying score on the ACT, SAT, or all 3 subsets of the Praxis Core). *Please note that all admissions appeals processes must be approved by the department.*

Section 2: Program of Study and Alignment to Standards

Program of Study Upload (File Types Accepted: Word and PDF): 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 program (e.g., from program admission to completion, including the specialty area/content major, professional education courses, clinical experiences). If more than one program pathway is proposed, a program of study should be included for each.

Standards Alignment Upload (File Type Accepted: Excel): Upload the department-generated SAP spreadsheet:

- In the Program Requirements spreadsheet, indicate the course(s) in which each of the following components of Educator Preparation Policy 5.504 are addressed:
 - *Teacher Code of Ethics*: EPPs shall provide candidates training on the teacher code of ethics outlined in Tenn. Code Ann. §§ 49-5-1001 through 49-5-1005 and the National Association of State Directors of Teacher Education and Certification's (NASDTEC) Model Code of Ethics for Educators.
 - *Response to Intervention and Instruction Framework*: EPPs shall provide training to support candidates' readiness to deliver or lead instruction informed by Response to Instruction and Intervention Framework (RTI²), including but not limited to the RTI2 data-based decision-making procedures, with a specific focus on Tier I core instruction, and the purpose of Tiers II and III and how they are designed to provide instruction that is different from, but supportive of, Tier I instruction.
 - *Teaching Religious Content*: EPPs shall provide instruction on what is constitutionally permissible with teaching religious content and strategies for dealing with religious content in curriculum that are educationally sound, fair, neutral, and objective.
 - *Educator Evaluation Framework*: EPPs shall provide training to support candidates' understanding of the Tennessee educator evaluation system, as outlined in Tenn. Code Ann. § 49-1-302, Educator Evaluation SBE Rule 0520-02-01, and Educator Evaluation Policy 5.201.
- In the Transition Point spreadsheet, name the transition points (or gateways) and applicable benchmarks required for candidates to progress throughout the program from admission to completion.
- In the InTASC, SPA, and EPP literacy spreadsheets, clearly align **all courses and clinical experiences** provided in the program of study to each set of standards. Alignments are needed at the main standard level only; component or substandard level alignment is not required.
- In Column A, list the applicable EPP literacy and SPA standards as InTASC standards are provided. In the top spreadsheet cell, hyperlink the SPA website(s) used to identify the SPA standards (see Part II of the Literacy and Specialty Area Standards for Educator Preparation Policy (5.505) for approved 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 coursework assignments and/or assessments, and for clinicals, provide the clinical experiences and key assessments used to demonstrate candidate understanding and application of the standard expectations.
- If multiple program levels or pathways are proposed in a single proposal, please differentiate (e.g., specific tabs for undergraduate student teaching, undergraduate internship, post-baccalaureate student teaching, post-baccalaureate job-embedded).

Section 3: Program Components

Program Components Narrative (maximum 1500 words): Please address the applicable program components for each proposed endorsement area using Part II of the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#). *It is recommended to cut and paste the specific*

program component(s) found in the 5.505 policy's Part II into the TNAtlas narrative space and provide a short narrative under each describing how the program components are addressed. If the program components are addressed in other proposal sections, please indicate in which section they can be found.

Section 4: Design of Clinical Experiences

Clinical Experience Sequence Upload (File Types Accepted: Word, Excel, and PDF): Upload a spreadsheet or chart that demonstrates a clear sequence of clinical experiences with corresponding course number and include brief descriptions of field experience and clinical practice (ex: Fall 1, EDUC 2000, Description of Field Experience). Please ensure that the clinical experiences provided are included in the standards alignment spreadsheets.

Clinical Experience Design Narrative (maximum 2,000 words): 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 involving candidates in a variety of settings and opportunities, including how the program addresses the full grade span of the proposed endorsement area.

Clinical Experience Supervision and Evaluation Narrative (maximum 2,000 words): Using the Educator Preparation Policy (5.504), provide a narrative describing how candidates will be supervised and evaluated during clinical experiences, including the required formal observations and feedback opportunities for candidates from the EPP clinical supervisor and the clinical mentor.

Section 5: Optional

Optional Upload: Provide any additional information the EPP would like to provide to program reviewers.