



# **SAP Review: Guidance for EPPs**

# Purpose of Webinar

- Clarify expectations related to the SAP review requirements
- Provide examples of evidence
- Provide navigation instructions for uploading evidence related to the SAP review in TNAtlas

# What is a SAP Review?

- The comprehensive review includes a process to review all approved and conditionally approved specialty area program (SAPs) to determine alignment to the requirements identified in the Tennessee Educator Preparation Policy (5.504) and the Literacy and Specialty Area Standards for Educator Preparation Policy (5.505).
  - includes all SAPs that lead to licensure with the exception of instructional leader programs
- The SAP review is required for all EPPs participating in a comprehensive review (state-managed and joint CAEP/state).

# Connections to EPP-Level Review

- The EPP-level comprehensive review requires multiple examples of evidence “within and across programs.”
- Indicator examples include:
  - 1.1.1
  - 1.2.1
  - 1.5.1
  - 2.3.2
  - 3.5.1
  - 3.6.1

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# **SAP Review Requirements**

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# SAP Guidance Document

- Step I: Verification
- Step II: SAP Review Requirements in TNAtlas
- Step III: On-Site Visit Requirements

# Step 1: Verification

- EPP head administrators must verify each approved and conditionally approved SAP in the SAP Management section of TNAtlas. Confirmation of each endorsement area, program level, and clinical practice type is required.
- If there are any omissions or errors, please email [Educator.Preparation@tn.gov](mailto:Educator.Preparation@tn.gov) to set up a conference call with OELP.
- **The SAP review Request for Evidence (RFE) sets will not be released to the EPP until this step is completed.**

# Organization of SAPs for Review

- RFE sets are organized by cluster of endorsements:
  - Elementary education (ELEM)
  - Middle and secondary math (M&S Math)
  - Middle and secondary science (M&S Science)
  - Middle and secondary social studies (M&S SS)
  - Middle and secondary English (M&S English)
  - Visual and performing arts (V&PA)
  - World languages (WL)
  - CTE academic (CTE-A)
  - Physical education and health and wellness (PE & HW)
  - Special education (SPED)
  - Early learning (EL)
  - Specialists (SPEC)
  - School Services Personnel (SSP)

# Step II: SAP Review Requirements

- Program synopsis
- Programs of study – courses and content
- Program alignment to standards and requirements
  - InTASC standards
  - EPP literacy standards
  - Specialty area standards
  - Required program components (formally called “implementation standards”)
- Data and program effectiveness
- Specialized professional association (SPA) Accreditation

# Program Synopsis

- EPPs should describe design and structure of programs. Descriptions should include details related to:
  - major(s);
  - program levels (undergraduate or post-baccalaureate);
  - clinical practice types (student teaching, internship, job-embedded); and
  - program sequence including coursework, field experiences, and clinical practice.

# Programs of Study – Courses & Content

- EPPs should upload:
  - current programs of study
  - course descriptions for each program

# Program Alignment to Standards and Requirements

- Upload matrices in an Excel workbook that show clear alignment between the programs of study provided in the previous section and the preparation standards listed below.
  - InTASC standards\*
  - EPP literacy standards
  - Respective Specialty area standards
  - Required program components

# Program Alignment to Standards and Requirements

- More than one set of standards for the same SAP can be combined on a single spreadsheet; however, standards alignment for various program pathways must be clearly identifiable.
- Within the cells of each worksheet, indicate the preparation content (lessons, standards-based assessments, etc.) and clinical experiences.

# Program Alignment to Standards and Requirements

	A	B	C	D	E	F
1	Program: English 6-12	InTASC Standards				
2		Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
3		1	2	3	4	5
4	National Council of Teachers of English Professional Standards	<p><b>Standard 1:</b> Candidates demonstrate knowledge of e of the nature of adolescents as readers.</p> <p><b>Standard 2:</b> Candidates demonstrate knowledge of adolescents as language users.</p> <p><b>Standard 5:</b> Candidates reflect on research-based instruction that increases motivation and active student engagement.</p>	<p><b>Standard 2:</b> Candidates demonstrate knowledge of adolescents as language users.</p> <p><b>Standard 5:</b> Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.</p> <p><b>Standard 6:</b> Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.</p>	<p><b>Standard 4:</b> Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p> <p><b>Standard 6:</b> Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.</p>	<p><b>Standard 2:</b> Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</p> <p><b>Standard 3:</b> Candidates plan instruction</p> <p><b>Standard 4:</b> Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p> <p><b>Standard 5:</b> Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and</p>	<p><b>Standard 3:</b> Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students</p> <p><b>Standard 4:</b> Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p> <p><b>Standard 5:</b> Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to</p>
5	EDUC 301 Intro Field Experience/ EDUC 302 Intro Field Exp/Orientation			Virtual Field Experiences, Problem-Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright / Fair Use Activity	Problem-Based Learning, Virtual Field Experiences
6	EDUC 412 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities
7	EDPY 480 Educational Psychology	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction		
8	ENGL 2330 Topics in World Literature				2 Papers, quizzes, Final Exam	

# Program Alignment to Standards and Requirements

## Middle and Secondary Grades - Core Academic

### (1) English Language Arts Education

- (a) Approved programs for English language arts education lead to licensure and endorsement in English 6–12.
- (b) Program Components:
  - 1. Candidates in English language arts education shall complete a major in English.
  - 2. English language arts programs shall ensure candidates in an English language arts education program have six (6) semester hours of college-level world language instructions or the equivalent, as determined by the EPP.
- (c) Specialty area standards:
  - 1. Educator preparation programs in English language arts education shall be aligned to the NCTE Standards for the Initial Preparation of Teachers of Secondary English Language Arts.

# Data and Program Effectiveness

- Using EPP-generated and/or Annual Reports Insights Tool data, EPPs should provide an impact statement describing the EPP's level of confidence that the SAP(s) are producing educators who are effectively educating students and meeting the needs of partner districts.
- This information will not factor into an approval recommendation at this time.

# SPA Accreditation

- Providers should upload the most recent recognition and/or accreditation documents if the SAP is nationally recognized by a SPA or accredited by an accrediting body.

# Step III: On-Site Visit Requirements

- Reviewers will have already reviewed the evidence submitted by the provider regarding the SAP requirements during the off-site review. The on-site visit will allow opportunities for reviewers to verify and corroborate evidence to ensure accuracy, validity, and reliability and to ensure the evidence is sufficient enough to fulfill the requirements.
- In addition, EPPs will be asked to respond to how the EPP literacy standards are currently implemented within their applicable early childhood, elementary, and special education programs.