

Specialty Area Program Reports for Comprehensive Reviews

Reports for each specialty area program (SAP) and/or cluster(s) of related SAPs (e.g., secondary sciences, world languages) will be completed in TNAtlas. This document outlines the steps for educator preparation providers (EPPs) to ensure that all requirements of the SAP review are completed.

Step I: 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. **Note:** If there are any omissions or errors, please email Educator.Preparation@tn.gov. **The SAP review Response for Evidence (RFE) sets will not be released to the EPP until this step is completed.**

Step II: SAP Review Requirements in TNAtlas

Once the SAPs are verified, complete items a–e in the SAP Review RFE set(s) in TNAtlas. This is required for each individual SAP that leads to initial licensure.

- a. **Program Synopsis:** Describe the design and/or structure of the program for each SAP, including major(s), program levels (undergraduate, post-baccalaureate), and clinical practice types (student-teaching, internship, job-embedded).
- b. **Program(s) of Study – Course & Content:** Upload the current programs of study and course descriptions for all SAPs leading to licensure.
- c. **Program Alignment to Standards and Requirements:** Upload matrices in an Excel workbook that show clear alignment between the programs of study provided in SAP requirement 2 and the preparation standards listed below. Standards alignment for various program pathways must be clearly identifiable.
 - i. Tennessee Professional Education/InTASC standards (for initial preparation programs);
 - ii. EPP literacy standards (see [Literacy and Specialty Area Standards for Educator Preparation Policy 5.505](#));
 - iii. Respective specialty area standards (see [Educator Preparation Policy 5.504](#)); and
 - iv. Required program components (see [Literacy and Specialty Area Standards for Educator Preparation Policy 5.505](#)).

Matrices should list the applicable standards across the top of each worksheet. Courses and clinical experiences should be listed down the left column of the worksheet. Within the cells of each worksheet, indicate the preparation content (lessons, standards-based assessments, etc.) and clinical experiences. A separate worksheet should be created for each SAP that responds to the respective program components outlined in 3c.

- d. **Data and Program Effectiveness:** Using data (EPP generated and/or from the Annual Reports Insights Tool), provide a statement describing the EPP's level of confidence that this program is producing educators who are effectively educating students and meeting the needs of partner districts. (**Note:** This information will not factor into an approval recommendation at this time; however, EPPs should begin to analyze their own effectiveness data to determine whether programs are producing effective educators and meeting district needs (e.g., are employment rates different by licensure program). In the coming years, this data may be used to determine if a program is performing at an expected level on certain metrics.)
- e. **Specialized Professional Association (SPA)/Accreditation:** If the SAP is nationally recognized by a SPA or accredited by an accrediting body, upload the most recent recognition and/or accreditation documents.

Step III: On-Site Visit Requirements *(for early childhood, elementary, and special education programs only)*

As part of the on-site visit, 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.