

**TENNESSEE STATE BOARD OF EDUCATION
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
ACTION REPORT
Teach for America - Memphis
February 27, 2026**

PART I. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Probationary Approval, Major Stipulations

TNCR STANDARDS

TNCR Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Not Met – Preponderance of Minor Stipulations
2. Clinical Partnerships and Practice	Met
3. Candidate Recruitment, Progression, and Support	Met
4. Program Impact	Met
5. Quality Assurance Systems and Continuous Improvement	Not Met – Preponderance of Minor Stipulations

PART II. EPP MINOR STIPULATIONS and MAJOR STIPULATIONS

EPP Minor Stipulations

STANDARD 1: Content and Pedagogical Knowledge

The EPP ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and facilitates candidates’ reflection of their personal biases. The EPP is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse pre-K-12 students and their families.

Minor Stipulations	Rationale
The EPP provided limited evidence of candidate proficiency of the learner and learning (InTASC Standards 1-3) at the appropriate progression levels (Component 1.1).	The EPP inconsistently defines progression levels across programs, resulting in partial alignment between course content and clinical practice. Multiple indicators or measures are lacking to demonstrate competency across InTASC standards, specialty area standards and literacy standards.
The EPP provided limited evidence of candidate proficiency of content (InTASC Standards 4-5) at the appropriate progression levels (Component 1.2).	The EPP inconsistently defines progression levels across programs, resulting in partial alignment between course content and clinical practice. Multiple indicators or measures are lacking to demonstrate competency across all InTASC standards, specialty area standards and literacy standards.
The EPP provided limited evidence of candidate proficiency of instructional practice (InTASC Standards 6-8) at the appropriate progression levels (Component 1.3).	The EPP inconsistently defines progression levels across programs, resulting in partial alignment between course content and clinical practice. Multiple indicators or measures are lacking to demonstrate competency across all InTASC standards, specialty area standards and literacy standards.
The EPP provided limited evidence of candidate proficiency of professional responsibility (InTASC Standards 9-10) at the appropriate progression levels (Component 1.4).	The EPP inconsistently defines progression levels across programs, resulting in partial alignment between course content and clinical practice. Multiple indicators or measures are lacking to demonstrate competency across all InTASC standards, specialty area standards and literacy standards.

STANDARD 2: Clinical Partnerships and Practice

The EPP ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse pre-K-12 students, schools, families, and communities. Partners share responsibility to

identify and address real problems of practice candidates experience in their engagement with pre-K-12 students.

Minor Stipulations	Rationale
The EPP provided limited evidence of how partners co-select, prepare, evaluate, and support high-quality clinical educators (Component 2.2).	It is unclear of a process for analyzing connections between clinical educator assignments and program completers to determine the impact of completers on pre-K-12 students.

STANDARD 4: Program Impact

The EPP demonstrates the effectiveness of its completers’ instruction on pre-K-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Minor Stipulations	Rationale
The EPP did not fully provide how employer satisfaction responses varied by specialty area program, clinical type, or program type (Component 4.2).	While aggregated employer data was available, it was not disaggregated by specialty area program, clinical type, or program type. As a result, a deeper analysis to assess varied employer satisfaction responses across varied program components was not evidence.
The EPP did not fully provide how completer satisfaction responses varied by specialty area program, clinical type, or program type (Component 4.3).	While aggregated completer/alumni data was available, it was not disaggregated by specialty area program, clinical type, or program type. As a result, a deeper analysis to assess varied completer/alumni satisfaction responses across varied program components was not evidence.

STANDARD 5: Provider Quality, Continuous Improvement, and Capacity

The EPP maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained, and evidence based. The system is developed and maintained with input from internal and external stakeholders. The EPP uses the results of inquiry and data collection to establish priorities, enhance program elements, and establish goals for improving and highlight innovations.

Minor Stipulations	Rationale
The EPP provided limited evidence of how data are reported, used in decision making, and how the outcomes of those decisions inform programmatic improvement (Component 5.1).	While individual data were collected and the EPP addressed who gather and analyze data, the QAS was limited by lack of defined analysis measurements and implemented changes, an ambiguous transition between evaluation tools, lack of system loop, and the absence of a mapped-out timeline for stakeholder involvement.

<p>The EPP provided limited empirical evidence from the Quality Assurance System (QAS) to demonstrate that interpretations of data are consistently valid and reliable and does not fully rely on measures that are relevant, verifiable, representative, cumulative, and actionable (Component 5.2).</p>	<p>While there were some data sources Corps Member surveys, Praxis, and TVAAS scores, post-graduation feedback, there was limited comprehensive documentation for observation tools, missing national survey data, unclear data housing and cross-referencing processes, and a focus on individual data without cohort analysis, hindering the overall representativeness and actionable insights from completer impact data.</p>
<p>The EPP provided limited data and inconsistent analyses to support actionable decision-making, with performance results not systematically tracked over time, changes in courses, clinical experiences, of candidate experiences reflecting the effectiveness of continuous improvement efforts (Component 5.4).</p>	<p>While there was comprehensive support through certified coaches, school-based evaluation tools, and targeted professional development opportunities the EPP lacked data-driven, actionable decision-making, and the absence of concrete examples or quantifiable results to demonstrate the effects of modifications or innovations on outcomes.</p>

PART III. STATE SPECIATY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval, Minor Stipulations

- Early Childhood Education pre-K-5 – post-baccalaureate
- Elementary Education K-5 – post-baccalaureate
- Elementary Education K-5 & English as a Second Language – post-baccalaureate
- Elementary Education K-5 & Special Education Interventionist K-8 – post-baccalaureate
- English 6-8 – post-baccalaureate
- English 6-12 – post-baccalaureate
- Spanish 6-12 – post-baccalaureate
- French 6-12 – post-baccalaureate
- Mathematics 6-8 – post-baccalaureate
- Mathematics 6-12 – post-baccalaureate
- Science 6-8 – post-baccalaureate
- Biology 6-12 – post-baccalaureate
- Chemistry 6-12 – post-baccalaureate
- Biology 6-12 & Chemistry 6-12 – post-baccalaureate
- Physics 6-12 – post-baccalaureate
- Social Studies 6-8 – post-baccalaureate
- History 6-12 – post-baccalaureate
- Government 6-12 – post-baccalaureate
- Government & History 6-12 – post-baccalaureate
- Economics 6-12 – post-baccalaureate
- Economics 6-12 & Government 6-12 – post-baccalaureate
- English as a Second Language pre-K-12 – post-baccalaureate
- Special Education Interventionist K-8 – post-baccalaureate
- Special Education Interventionist 6-12 – post-baccalaureate

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

Minor Stipulation	Rationale
<p>Early Childhood Education (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program areas standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in early childhood education participated in professional activities that addressed all required standards.</p>
<p>Elementary Education (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program areas standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in elementary education participated in professional activities that addressed all required standards.</p>
<p>Middle and Secondary English Language Arts (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in middle and secondary social studies education participated in professional activities that addressed all required standards.</p>
<p>World Languages (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in world languages participated in professional activities that addressed all required standards.</p>
<p>Middle and Secondary Mathematics (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in middle and secondary math education participated in professional activities that addressed all required standards.</p>
<p>Middle and Secondary Science (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in middle and secondary science education participated in professional activities that addressed all required standards.</p>
<p>Middle and Secondary Social Studies (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in middle and secondary social studies education participated in professional activities that addressed all required standards.</p>
<p>English as a Second Language (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards literacy</p>	<p>While there was evidence of professional activities, it was unclear if members/candidates licensed in English as a second language participated in</p>

standards, and specialty program area standards as outlined in policy 5.505.	professional activities that addressed all required standards.
Special Education (Post-Baccalaureate): The EPP provided limited evidence of adequate program alignment to InTASC standards, literacy standards, and specialty program area standards as outlined in policy 5.505.	While there was evidence of professional activities, it was unclear if members/candidates licensed in special education participated in professional activities that addressed all required standards.