

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

This document provides guidance regarding the information and evidence requested for 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 (TDOE). A description of the approval process and state preparation standards are 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 Synopsis

Provide a high level overview of the design and/or structure of the proposed SAP. In this narrative, please include:

- Major(s);
- Program levels (undergraduate, post-baccalaureate);
- Clinical practice types (student teaching, internship, job-embedded);
- Justification for proposed SAP (e.g., regional need, communication with primary LEA partner); and
- SAP goals related to the specific proposed program(s).

Section 2: Program Curriculum

- Upload a clear and organized program of study (i.e., information presented to candidates during advising) which 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, etc.). If more than one program pathway is proposed, a program of study should be included for each.
- Provide a narrative of descriptions of candidate admission requirements. Ensure all requirements in [Educator Preparation policy 5.504](#) are addressed, including but not limited to the following:

- Candidates for admission to post-baccalaureate initial licensure programs must present evidence of a baccalaureate degree from a regionally accredited IHE. Candidates for admission to post-baccalaureate initial licensure programs that include job-embedded clinical practice must hold an undergraduate major in the endorsement content area or demonstrate content proficiency by submitting qualifying scores on the required content assessment(s).

Section 3: Program Alignment to Standards

- Upload a list of the specialized professional association (SPA) standards used for SAP design and hyperlink to the website(s) used to identify the SPA standards (see the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#) for approved standards). SAPs that lead to initial licensure must also address the InTASC and EPP literacy standards approved for the content area.
- Upload the department-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 and program completion and two additional transition points.
 - In the **InTASC, SPA, and EPP literacy** worksheets, clearly align all courses and clinical experiences provided in the program of study (section 2) 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 standards (SPA and EPP literacy) if not provided.
 - In column B, provide the course names and hyperlink the course description to each applicable course name (a separate document with 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.
 - If multiple pathways are proposed in a single proposal, please differentiate by pathway (e.g. undergraduate, post-baccalaureate, job-embedded).

Section 4: Program Components

Using the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#), clearly address the applicable program components for each proposed endorsement area by providing a narrative or including additional documentation. If the program components

are addressed in other sections of the proposal, please indicate which section these program components can be found.

Section 5: Design of Clinical Experiences

- Upload a spreadsheet or chart that demonstrates a clear sequence of clinical experiences, with corresponding course number (e.g. EDUC 420), and include brief descriptions of field experience and clinical practice.
- 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;
 - how the program addresses the full grade span of the proposed endorsement area; and
 - how candidates will be supervised and evaluated during clinical experiences.

Section 6: Candidate Assessment

- Upload 2-3 samples of key formative and/or summative, standards-based evaluation tools (proprietary or EPP-generated) and associated rubrics/scoring guides that are used to evaluate candidates' performance throughout the preparation program.
- If the assessments are not proprietary, provide a narrative describing plans for ensuring the key assessments are valid and reliable.

Section 7: Optional Information

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