2023-24
Tennessee Comprehensive Review Handbook for Educator Preparation Providers
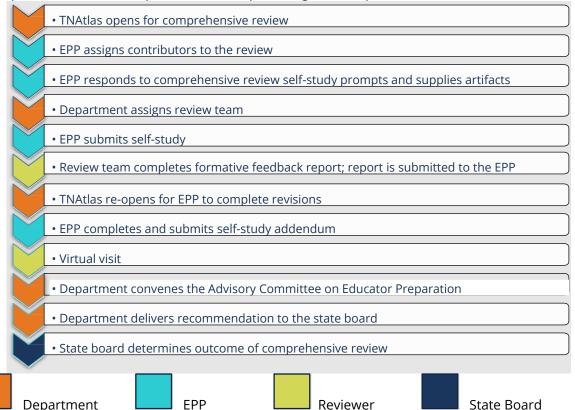
Introduction to the Comprehensive Review

Purpose and Process

In 2014, the State Board of Education adopted a revised [Educator Preparation Policy (5.504)](#), setting the stage for a completely revamped educator preparation provider (EPP) comprehensive review process for ongoing state approval. The policy requires EPPs to demonstrate that they meet the Council for the Accreditation of Education Preparation (CAEP) Standards. The standards set a framework that promotes continuous improvement of EPPs to ensure that all new teachers are prepared to effectively educate a diverse group of students and meet the needs of Tennessee's local education agencies (LEAs). The 2023-24 TNCR Handbook aligns to the [2022 Council for the Accreditation of Education Preparation (CAEP) Standards](#).

The comprehensive review requires several steps throughout the process, which are outlined below.

- TNAtlas opens for comprehensive review
- EPP assigns contributors to the review
- EPP responds to comprehensive review self-study prompts and supplies artifacts
- Department assigns review team
- EPP submits self-study
- Review team completes formative feedback report; report is submitted to the EPP
- TNAtlas re-opens for EPP to complete revisions
- EPP completes and submits self-study addendum
- Virtual visit
- Department convenes the Advisory Committee on Educator Preparation
- Department delivers recommendation to the state board
- State board determines outcome of comprehensive review

■ Department   ■ EPP   ■ Reviewer   ■ State Board

The Tennessee comprehensive review process aims to support outcomes and impact of program completers, as well as candidates completing a program with a job-embedded clinical practice. To this end, the Department has produced the EPP Annual Reports since 2017, which examine metrics across five domains ranging from candidate recruitment and selection to completer effectiveness and impact.

Annual Reports are comprised of two distinct reports: the Insights Tool and the Performance Report. The Insights Tool supports EPP improvement by providing data across multiple metrics and allowing the EPP to disaggregate these data (e.g., by endorsement area, clinical practice type, and program level). The Performance Report is an accountability report with a specific set of metrics and applied thresholds that indicate if a EPP has met minimum expectations. EPPs that fall below expectations on the Performance Report in two consecutive years are required to engage in an interim review process. The Performance Report informs the Tennessee comprehensive review process through the direct connection of Annual Reports metrics and CAEP standards.

In spring 2023, the Department revised and updated the TNCR handbook to reflect the CAEP 2022 standards. The Educator Preparation Working Group (EPWG) reviewed the standards and components to reflect the comprehensive review process and Annual Reports. The EPWG meets quarterly to advise the Department on all aspects of the program approval process and other critical educator preparation initiatives.

The Tennessee comprehensive review process aims to:
- Meet the specific needs of Tennessee, without creating an overly burdensome process;
- Provide clarity in standard-level expectations, building on the promising practices outlined in CAEP guidance;
- Support systems thinking and continuous improvement for EPPs to ensure the process is not solely one of accountability; and
- Create a symbiotic approach to the collection and use of quantitative and qualitative data and information.

Professionalism

The Tennessee comprehensive review process promotes and supports the focus on continuous improvement of EPPs across the state. The standards outlined in the TNCR handbook guide EPPs through the process to ensure that new educators are prepared to meet the needs of all pre-K-12 learners. EPPs engaging in this process should provide evidence through narrative and data reflective of original work at their EPP. Evidence provided throughout the comprehensive review should be reflective of the individual EPP in all areas. If the EPP is using the intellectual property of another's words or ideas, the EPP must have written consent and appropriate citation(s). EPPs are encouraged to engage with academic and professional integrity.

Introduction to this Handbook

The Tennessee Comprehensive Review Handbook was created to support EPPs that are preparing for an upcoming state-managed comprehensive review. While this handbook may provide useful guidance for all EPPs, those EPPs seeking CAEP accreditation will need to follow guidance and expectations developed by CAEP, including processes for uploading evidence into the CAEP submission system (currently AIMS). This handbook is intended to serve as a companion to the TNAtlas system, where EPPs will upload all required evidence and respond to narrative prompts during the completion of the self-study. The self-study process is a significant component of the comprehensive review, requiring EPPs to address all components of the CAEP standards.

Value of the Self-Study

Tennessee's comprehensive review handbook is intended to support EPPs in preparing for and completing the self-study. The purpose of the self-study is, in part, to allow EPPs the opportunity to systematically assess their program design, implementation, and impact. The comprehensive review process is designed to support a more robust self-study and iterative off-site review. This supports the development of a more valuable formative feedback report as a preliminary deliverable in support of the overall approval process. An EPP engaging deeply and thoughtfully in the self-study process should begin to identify programmatic strengths and interrogate root causes of areas for growth long before the site visit and receipt of the final feedback report.

Standard Guidance Structure

Each of the five standards are accompanied by specific guidance listed in each of the sections below. **Each standard has the following accompanying guidance:**

1. *Introduction to the Standard*: Simplified high-level overview of the standard;
2. *Exhibits*: Appendix links to all narrative responses, required and optional exhibits, and Annual Reports metrics by indicator;
3. *Component and Indicator Detail*: In-depth information about specific expectations for each component;
4. *Rubrics*: Rubrics at the component and indicator levels for the entire standard; and
5. *Annual Reports Metrics* (if applicable): Rubrics for each indicator appear in order, with those specifically addressed in Annual Reports clearly identified.

Standard 5 is presented first, with standards 1-4 following in sequence. Standard 5 appears first to support EPPs' systems thinking (i.e., a holistic approach to analysis that focuses on the way that a system's parts interrelate and how systems work over time and within the context of larger systems) and to highlight the importance of developing a strong and effective Quality Assurance System (QAS). The QAS enables continuous improvement and supports effective management so that EPPs can generate information to evaluate progress, identify gaps and potential improvements, frame appropriate actions, and track the outcomes of change over time.

Exhibits

When responding to the self-study, prompts are provided at the indicator level. Prompts require completing a narrative response, uploading a required document or data file attachment, uploading an optional document or data file attachment, indicating that Annual Reports metrics will be supplied by the Department, or including some combination of exhibits.

When responding to the narrative prompt questions, EPPs must respond to each of the non-italicized questions. Any italicized questions included under the required prompts are guiding questions and are meant to support EPP's thinking as they formulate their responses. The italicized questions do not require a response; however, they should be considered as EPPs think through the requirements of the components and indicators.

Required document or data files may be specified as templates developed and provided by the Department or may require that criteria are met related to content, format, or information provided. Specific criteria for required exhibits for each standard are provided in the *Component and Indicator Detail* section, which follows the *Exhibits* section. Some indicators may allow EPPs to supply optional exhibits to support the preceding narrative response, though optional exhibits may be limited.

Considering the Evidence

During the self-study, the EPP will respond to prompts with both narrative exhibits and required or optional documents and data file exhibits as attachments/uploads. These are all sources of evidence of the degree to which the EPP meets or does not meet expectations on an indicator, component, and/or standard.

As the EPP begins to think through the evidence needed to meet expectations for the comprehensive review, the following guiding questions provided by CAEP may be helpful:
- What have you learned from the data? What supports your case?
- What contrary evidence have you found, and how do you explain it?
- What are your interpretations of the meaning of the data?
- What questions have emerged that need more investigation?
- Explain how you know that the evidence you are assembling to justify your case for each standard is valid and consistent.
- Describe the uses you are making of the evidence for each standard by involving stakeholders and undertaking or planning modifications in your preparation courses and experiences.

Rubric Overview and Structure

Each standard is accompanied by a set of rubrics.

Each set of rubrics is introduced with the overall standard language.

Each component within a standard is introduced with the component heading number followed by the full language of the component.

Components may be divided into multiple indicators, each denoted by an indicator heading.

Each indicator has one or more narrative prompts. 3.1.1 B is an example of a narrative prompt, which can contain additional optional or required questions to guide the provider.

3.1.1 D and 3.1.1 E are examples of exhibits for the provider to upload a document or data file.

Rubrics

Standard 3: Candidate Recruitment, Progression, and Support

The EPP demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The EPP demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Component 3.1 Recruitment
The EPP presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The EPP demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflts the diversity of Tennessee's pre-K-12 students.

Indicator 3.1.1 Recruitment

3.1.1 A-C Narrative Prompts:
A. Describe the process by which the EPP and primary LEA partner developed a recruitment plan that focuses on under-represented groups (i.e., racial and/or ethnic, males, and hard-to-staff/shortage fields).
- *How are roles and responsibilities identified and communicated?*
- *How were dedicated resources (human and fiscal) identified?*
- *How are strategies and accompanying goals for recruitment informed by data and aligned to local and/or state needs?*
- *How are timelines, including milestones and deliverables/outcomes, determined? How and by whom is progress monitored, measured, and communicated?*
- *What processes are in place to support, retain, and improve the proficiencies of under-represented at-risk candidates?*
B. Describe the ways in which the recruitment plan will result in the increased diversity of the candidate pool and target areas of teacher shortage.
- *What is the EPP's theory of action to support the rationale for why the proposed activities outlined in the recruitment plan will have a positive impact on increasing the diversity of the candidate pool and target areas of teacher shortage?*
- *How is the data used to support additional efforts to increase the recruitment of candidates that meet these areas of need?*
C. How does the EPP ensure that the plan includes a continuous improvement process for recruitment of candidates from all under-represented groups?
- *What is the current status of your recruitment efforts and where do you see your EPP in relation to future milestones and benchmarks from your recruitment plan?*
- *Describe the process of reviewing the recruitment plan and making adjustments based on outcome data.*

3.1.1 D Required File Upload(s): Recruitment goals and progress evidence, EPP Mission Statement (see component and indicator section above for details)

3.1.1 E Optional File Upload: Upload an additional exhibit referenced in the narrative responses to 3.1.1, if desired.

The rubric criteria to be used to score Indicator 3.1.1 follow all the narrative and file upload prompts for the component. All rubrics follow this basic format.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets **all** expectations for this indicator.
And
• The EPP has a clearly articulated theory of action that provides the foundation for the plan and progress evidence.
• The EPP articulates an approach that is unique to its context, addresses specific partner-defined needs, and has the preliminary outcome data to show the impact of recruitment targeting the three areas of focus.
	• The plan focuses on the recruitment of candidates in all under-represented areas and addresses **all** of the following:
	  o identifies dedicated resources (human and fiscal),
	  o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
	  o provides timelines and deliverables, and
	  o identifies roles and responsibilities.
	• The EPP and its primary partner have a **formal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.
		• The plan focuses on the recruitment of candidates of under-represented areas and addresses **some** of the following:
		  o identifies dedicated resources (human and fiscal), and
		  o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
		  o provides timelines and deliverables, and
		  o identifies roles and responsibilities.
		• The EPP and its primary partner have an **informal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.
			• The plan **does not** focus on the recruitment of candidates of under-represented areas **and/or** addresses **none** of the following:
			  o identifies dedicated resources (human and fiscal),
			  o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
			  o provides timelines and deliverables, and
			  o identifies roles and responsibilities.
			• The EPP and its primary partner have **no process** for developing and reviewing and making adjustments to the recruitment plan.

Each component with indicators requiring Annual Reports metrics is clearly labeled and provides an introduction to assist the provider in navigating these quantitative indicators.

Indicators requiring Annual Reports data are presented with the indicator heading followed by the corresponding domain and expectation for each metric.

The Department provides Annual Reports data, so there is no prompt or file upload for these indicators.

If the provider does not meet expectations on a purely quantitative indicator, the provider must complete a narrative response for the component to address any indicators with unmet expectations.

Annual Reports Metrics

The rubrics below accompany quantitative metrics from the Annual Reports for components 3.1 and 3.3 Note that 3.3.1 requires EPPs to upload data not currently included on the Annual Reports. EPPs are not required to provide responses to the indicators below, with the exception of 3.3.1, as data from the Department-generated Annual Reports will be used.

If a EPP is falling below expectations on any of the Annual Reports indicators, or on Indicator 3.3.1, the EPP is required to provide a narrative response. The narrative purpose is two-fold. First, the narrative process is intended to engage the EPP in preliminary analysis of issues related to metrics falling below expectations and the identification of potential solutions (i.e., root cause analysis). Second, narrative exhibits will provide additional context to reviewers and support a broader understanding of the whole EPP, including how performance on these metrics may impact or be influenced by other programmatic areas.

Indicator 3.1.2 Percentage of completers from an underrepresented racial/ethnic group
Domain 1 – Candidate Recruitment and Selection**; Metric –** Under-representation – racial and/or ethnic group
Expectation – Candidates belonging to under-represented racial and/or ethnic groups represent at least 22 percent of the cohort OR the percentage of candidates from these groups increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports

Indicator 3.1.3 Percentage of male completers
Domain 1 – Candidate Recruitment and Selection; **Metric** – Underrepresentation – sex
Expectation - Male candidates represent at least 22 percent of the cohort **or** the percentage of male candidates increased

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports

Indicator 3.1.4 Percentage of completers who receive a high-needs endorsement
Domain 1 – Candidate Recruitment and Selection; **Metric** – High-needs endorsements
Expectation – Production of candidates earning high-needs endorsements places the EPP in the top quartile OR the percentage of candidates earning high-needs endorsements increased

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports

Required Narrative Prompt if the EPP does not meet expectations on any Annual Reports indicators for 3.1. For each Annual Reports indicator which the EPP did not meet expectations, provide a rationale why expectations were not met.

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Standard 5

Standard 5 -Quality Assurance System and Continuous Improvement

Introduction to the Standard

Standard 5 is critical in that it undergirds the ability of the EPP to meet Standards 1-4. An EPP's capacity for operational and strategic effectiveness is dependent upon a well-designed system for quality assurance that addresses needs at the EPP and specialty area program levels. Data-driven and evidence-based decision making requires purposeful engagement with personnel across EPP and program, and strategic involvement of stakeholders from both within the EPP's larger institutional structures and external partners (e.g., higher education institution leadership inside and outside the college of education, advisory boards, district partners, and other education community stakeholders).

The focus of Standard 5 is to underscore the importance of maintaining a quality assurance system (QAS) and using the data and information gathered by that system for the purpose of testing programmatic changes and innovations requisite to continuous improvement. A QAS is not simply a software platform or database. The QAS is an overarching system and related processes by which the EPP gathers, stores, aggregates, disaggregates, analyzes, and uses data. QAS data may reflect any aspect of the EPP's operations.

The QAS can be designed in any number of ways, depending on the institutional characteristics and unique context of the EPP. The QAS is the sum total of processes, procedures, structures, and resources (personnel, fiscal, and tools) that enable the EPP to monitor, evaluate, and ensure operational effectiveness, quality of preparation, and completer impact. The QAS must support administrative decision making, as well as faculty decision making related to program characteristics and design.

Exhibits

Specific criteria for required exhibits are provided in the Components and Indicator Detail section below. Standard 5 exhibits can be found in Appendix A.5. Some indicators may prompt EPPs to supply optional exhibits in support of the corresponding narrative prompt for the component. Note that optional exhibits may be limited.

Standard 5 Components[1] and Indicator Detail

This information provides definitions of terms, highlights specific Tennessee considerations, and details the integration of Annual Reports data related to the recruitment and selection of candidates for each of the Standard 5 components. EPPs should review this information carefully as they compile the evidence needed to adequately meet Standard 5 expectations.

Standard 5 Quality Assurance System and Continuous Improvement

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, establish goals for improving and highlight innovations.

Component 5.1 Quality Assurance System
The EPP has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The EPP documents how data enter the system, how data are reported, used in decision making, and how the outcomes of those decisions inform programmatic improvement.

This component focuses on quality and strategic evaluation utilizing multiple measures for EPP monitoring and satisfaction of all standards. When responding to the narrative prompt for this component, the EPP will introduce its QAS and provide a high-level overview of the multiple measures used within the monitoring and assessment to ensure a sustainable process to document operational effectiveness. The component 5.1 narrative allows EPPs the opportunity for a high-level overview of the engaged personnel, processes, and tools which comprise the QAS and enable the EPP to collect, monitor, analyze, and report data and information related to quality and strategic evaluation. Though the EPP will describe the information system(s), software, and tools that are essential to the functioning of the QAS (e.g., generic, or specialized software, databases, or manual processes of systematically gathering and maintaining data and information), this component is not focused on software or databases alone. The systematic engagement of multiple functional areas to support an overarching set of processes and tools that support quality assurance will also be described in this component.

The EPP is encouraged to provide a flow chart of how data systems connect/interrelate to support reviewer understanding of the flow of data and information among relevant stakeholders. The intent is not to capture in a flow chart each data element and its flow, nor the highest level of detail as to say (i.e., measures of candidate progress like assessments go into the student tracking system). Rather, the purpose of the flow chart is to support reviewer understanding of how information flows among personnel and how it is used to support the EPP in a systems-focused approach, which is central to the whole comprehensive review process.

Responses to prompts in 5.1 should be brief but should also effectively introduce the reviewer to the key measures used by the EPP to monitor and assure quality. Not every single measure needs to be described in the narrative, but key measures that are used across the EPP and will be seen in greater detail

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[1] Standard and component language is adapted from CAEP Standards (Council for the Accreditation of Educator Preparation, 2022) and has been edited to include Tennessee-specific expectations for educator preparation providers seeking state-only approval. Tennessee's standards are aligned to the CAEP standards to ensure fairness for providers who elect to complete the national accreditation process by CAEP in lieu of state approval.

in the narratives and artifacts submitted in Standards 1-4.

The QAS should consist of data from multiple measures used to monitor and support continuous improvement and operational effectiveness. Evidence presented under 5.1 may include rationale for the selection of multiple measures, how QAS data are used in decision making, and how outcomes of the QAS data analysis are used for program improvement.

Component 5.2 Data Quality
The EPP's quality assurance system from 5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

The EPP's response to component 5.2 should clearly explain how the EPP regularly reviews existing measures and adjusts as appropriate to ensure data quality and actionable outputs. Representativeness, as used in Component 5.2, may be understood as data/information samples, which at a minimum, capture data/information from all specialty areas offered by the EPP. The EPP should describe the characteristics of the sample and the representativeness of data collected as evidence of completer impact. A representative sample is one that encompasses the candidates and completers from programs under review.

Component 5.3 Stakeholder Involvement
The EPP includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

In crafting a narrative response to Component 5.3, the EPP should describe how stakeholders are engaged in program design, program evaluation, and continuous improvement processes. Identify which stakeholders are engaged, how EPP leadership is involved, and the processes and procedures that support and structure these interactions.

Component 5.4 Continuous Improvement
The EPP regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks its results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Component 5.4 provides the opportunity for the EPP to elaborate on how data analyses and interpretations from the QAS support accurate, actionable decision making relevant to the EPP's goals and relevant standards for EPP performance. In responding to the 5.4 narrative, EPPs are also asked to describe how performance results are tracked and analyzed to highlight program strengths and opportunities for growth.

In preparing the narrative response to component 5.4, EPPs should review the impact measures from Standard 4: completer impact on pre-K-12 student learning and development; indicators of teaching effectiveness, observation instruments, and student surveys; employer satisfaction and completer persistence; and completer satisfaction. The EPP is asked to reflect upon the insights gained from reviewing and analyzing annual completer impact measures from Annual Reports and other resources from the QAS.

Rubrics

Standard 5: Quality Assurance System and Continuous Improvement

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 highlight innovations.

Component 5.1 Quality Assurance System
The EPP has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The EPP documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

Indicator 5.1.1 Quality Assurance System

5.1.1 A-D Narrative Prompts:
A. Provide a high-level overview of the processes and tools that support the QAS with a brief description of each of the following:
    • Roles and responsibilities of personnel who use and contribute to the QAS, including who is primarily responsible for collecting, monitoring, analyzing, and/or reporting data and information.
    • Data and information system(s), software, and tools that are essential to the functioning of the EPP's QAS (e.g., generic, or specialized software, databases, or manual processes of systematically gathering and maintaining data and information). If multiple data systems and processes are involved, describe how data systems are connected and/or provide a flow chart of how data systems connect/interrelate.
B. How does the EPP maintain a functioning QAS capable of providing data output that enables quality control and continuous improvement?
C. How is the QAS modified to ensure the evidence derived from the key measures will inform actionable next steps related to program design and implementation?
D. Describe the timelines and related processes for continuous/ongoing review of QAS data and information, roles, and responsibilities of engaged personnel/stakeholders, and how the outcomes of decisions inform programmatic improvement.
    • *This may include evidence of sufficiency of the QAS data and information for use in response to faculty, leadership, and stakeholder questions about candidate preparation across and within specialty area programs, program status/overall health, quality, and other relevant aspects of program management.*

5.1.1 E Required File Upload(s): Upload 1-3 artifacts referenced in the 5.1.1 narrative that document QAS capabilities (what the QAS *can* do) that support EPP quality and strategic evaluation. Possible sources of evidence may include graphic representation of QAS and/or crosswalk of all measures included in the QAS.
5.1.1 F Optional File Upload(s): Upload an additional exhibit referenced in the narrative response to 5.1.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP demonstrates that all expectations for this component are met.
And
• The EPP demonstrates that there is a clear, systematic process for evaluating the QAS and a continuous improvement cycle to test changes and make improvements to the QAS.
	• The EPP demonstrates a clear process for quality assurance which is supported through the use of available and dedicated resources, including **all** of the following elements:
	  o personnel serving in roles with clear responsibilities for use of and contribution to the QAS, including the collecting, monitoring, analyzing, and/or reporting of data and information, **and**
	  o data and information systems, software, and other tools.
	• The EPP **clearly** describes the QAS data output that enables quality control and continuous improvement.
	• The EPP **clearly** describes how the QAS is modified to ensure the evidence derived from the key measures inform actionable next steps related to program design and implementation.
	• The EPP **clearly** describes how data are used for programmatic improvement.
		• The EPP demonstrates a process for quality assurance which is supported through the use of available and dedicated resources, which **address some, but not all,** of the following elements:
		  o personnel serving in roles with clear responsibilities for use of and contribution to the QAS, including the collecting, monitoring, analyzing, and/or reporting of data and information, **and**
		  o data and information systems, software, and other tools.
		• The EPP **inconsistently** describes the QAS data output that enables quality control and continuous improvement.
		• The EPP **inconsistently** describes how the QAS is modified to ensure the evidence derived from the key measures inform actionable next steps related to program design and implementation.
		• The EPP **inconsistently** describes how data are used for programmatic improvement.
			• The EPP **does not** demonstrate a systematic process for quality assurance, such as dedicated resources, defined stakeholders, and/or how the data output enables quality control and continuous improvement.

Component 5.2 Data Quality

The EPP's quality assurance system from 5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

Indicator 5.2.1 Data Quality
5.2.1 A-B Narrative Prompts: **A.** How does the EPP know that the QAS relies upon measures that are relevant, verifiable, representative, cumulative, and actionable? **Address each of the following prompts:** • What processes are developed and implemented to ensure that data files are complete and accurate? • Describe the processes in place for analyzing and assuring convergence (e.g., correlation across multiple measures of the same construct) and consistency analyses (e.g., inter-rater reliability), and how the EPP ensures that the processes are conducted accurately. • How do data results align to measures of performance to inform program evaluation and continuous improvement? **B.** What measures are produced by the QAS to indicate that interpretations of data are valid and consistent? • *Describe the ways in which assessment instruments are aligned with the constructs being measured (i.e., does the assessment meet its intended purpose).* • *Describe the ways in which scoring mechanisms are clearly aligned to assessment requirements.* • *How does the EPP ensure that interpretations of assessment results are unambiguous?* • *How does the EPP ensure that data generated from assessments are complete and accurate?*
5.2.1 C Required File Upload(s): Provide 1-2 exhibits referenced in the 5.2.1 narrative responses that support the EPP's case that the QAS relies on measures that are relevant, verifiable, representative, cumulative, and actionable.
5.2.1 D Required File Upload(s): Provide 1-2 exhibits referenced in the 5.2.1 narrative responses that support the EPP's case that interpretations of data are valid and consistent.
5.2.1 E Optional File Upload(s): Upload an additional exhibit referenced in the narrative response to 5.2.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP demonstrates that all expectations for this component are met.
And
• Outputs of the analyses are evaluated and used to create actionable next steps that inform program design, implementation, and improvement.
	• The QAS relies upon measures that are relevant, verifiable, representative, cumulative, and actionable, and **includes all of the following**:
	  o complete and accurate data files;
	  o processes for ensuring convergence and consistency analyses are conducted accurately; **and**
	  o data align to measures of performance to inform program evaluation and continuous improvement.
	• Empirical evidence from the QAS indicates that:
	  o interpretations of data are valid and consistent;
	  o assessment instruments are aligned with the constructs being measured;
	  o scoring mechanisms are clearly aligned to assessment requirements;
	  o interpretations of assessment results are unambiguous; **and**
	  o data generated from assessments are complete and accurate.
		• The QAS relies upon measures that are relevant, verifiable, representative, cumulative, and actionable; and supports but **does not consistently include all of the following:**
		  o complete and accurate data files;
		  o processes for ensuring convergence and consistency analyses are conducted accurately; **and**
		  o data align to measures of performance to inform program evaluation and continuous improvement.
		• The QAS **does not consistently** indicate all of the following:
		  o interpretations of data are valid and consistent;
		  o assessment instruments are aligned with the constructs being measured;
		  o scoring mechanisms are clearly aligned to assessment requirements;
		  o interpretations of assessment results are unambiguous; **and**
		  o data generated from assessments are complete and accurate.
			• The QAS does not rely upon measures that are relevant, verifiable, representative, cumulative, and actionable.
			and/or
			• The EPP lacks empirical evidence from the QAS to indicate that interpretations of data are valid and consistent.

Component 5.3 Stakeholder Involvement

The EPP includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Indicator 5.3.1 Stakeholder Involvement

5.3.1 A-C Narrative Prompts:

A. How does the EPP involve internal and external stakeholders in program design, evaluation, and continuous improvement processes?
- Which internal and external stakeholders are involved and how are appropriate stakeholders identified by the EPP for routine, ongoing, and/or targeted engagement?
- How do EPP leaders engage with appropriate stakeholders and manage procedures regarding input, analysis, interpretation, and use of data and information from the QAS to support continuous improvement?

B. Provide 2-3 examples of program improvement insights resulting from past collaboration with stakeholders.

C. Describe any opportunities for improvement and/or recommendations for programmatic change that resulted from these collaborations.

5.3.1 D Required File Upload(s): Provide additional exhibits referenced in the narrative response to 5.3.1 to support the examples of program improvement insights resulting from past collaboration with stakeholders.

5.3.1 E Optional File Upload(s): Upload an additional exhibit referenced in the narrative response to 5.3.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP demonstrates that all expectations for this component are met.
And
• There is a clearly defined process to ensure that all appropriate stakeholders are **regularly** and **systematically** involved in all continuous improvement processes.
• The EPP demonstrates that stakeholder involvement in continuous improvement processes has led to the testing and/or implementation of programmatic changes and innovations.
	• The EPP **clearly** demonstrates that appropriate internal and external stakeholders are consistently involved in:
	  o program evaluation,
	  o program improvement, and
	  o program design.
	• The EPP provides **2-3** examples of program improvement insights based on stakeholder collaboration.
	• The EPP **clearly** describes opportunities for improvement and/or programmatic change that resulted from collaborations.
		• The EPP demonstrates that **some, but not all,** of the appropriate internal and external stakeholders are involved in **some, but not all,** of the following continuous improvement processes:
		  o program evaluation,
		  o program improvement, and
		  o program design.
		• The EPP provides **limited** examples of program improvement insights based on stakeholder collaboration.
		• The EPP describes **some** opportunities for improvement and/or programmatic change that resulted from collaborations.
			• The EPP **does not** demonstrate appropriate internal and external stakeholder involvement in continuous improvement processes.

Component 5.4 Continuous Improvement

The EPP regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Indicator 5.4 Continuous Improvement

5.4.1 A-C Narrative Prompt:

A. How do data, analyses, and interpretations from the QAS support accurate, actionable decision making relevant to the EPP's goals and relevant standards for EPP performance?
- *Describe the processes by which the EPP regularly, systematically, and continuously assesses performance against its goals and relevant standards for EPP performance.*

B. How are performance results tracked and analyzed over time, related to program strength and growth (may include use of Annual Reports' Insights Tool)?
- *What areas of program strength and growth are most salient?*

C. Describe changes in courses, clinical experiences, or other candidate experiences that represent the effectiveness of continuous improvement efforts as a result of your QAS.

5.4.1 D. Optional File Upload(s): Upload an additional exhibit referenced in the narrative response to 5.4.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP demonstrates that all expectations for this component are met. **And** • The EPP documents data-driven innovations, experimentation, and/or changes drawn on research and evidence from the field.	• Data, analyses, and interpretations from the QAS **support** accurate, actionable decision making relevant to the EPP's goals and relevant standards for EPP performance. • Performance results related to program strength and growth are systematically tracked and analyzed over time. • The EPP **clearly** describes examples of changes in courses, clinical experiences, or other candidate experiences that represent effectiveness of continuous improvement efforts as a result of the QAS.	• Data, analyses, and interpretations from the QAS **inconsistently support** accurate, actionable decision making relevant to the EPP's goals and relevant standards for EPP performance. • Performance results related to program strength and growth are **not systematically** tracked and/or analyzed over time. • The EPP provides **limited** changes in courses, clinical experiences, or other candidate experiences that represent effectiveness of continuous improvement efforts.	• Data, analyses, and interpretations from the QAS **do not support** accurate, actionable decision making relevant to the EPP's goals and relevant standards for EPP performance. • The EPP **does not** provide examples to represent the effects of continuous improvement.

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Standard 1

Standard 1 – Content and Pedagogical Knowledge

Introduction to the Standard

Standard 1 addresses candidates' competencies in specialized content and pedagogical content knowledge and the skills to apply this knowledge with all pre-K–12 students. EPPs are required to demonstrate programmatic design to ensure candidates can demonstrate an understanding of the [InTASC standards](#), use research and evidence to develop an understanding of the teaching profession, and measure pre-K–12 student progress. Program design is considered in relation to candidate outcomes (e.g., content, literacy, and pedagogical assessment data) to ensure EPPs are equipped to prepare candidates to lead diverse pre-K-12 students.

Exhibits

Specific criteria for required exhibits are provided in the Component and Indicator Detail section below. Standard 1 exhibits can be found in Appendix A.1. Some indicators may prompt EPPs to supply optional exhibits in support of the corresponding narrative prompt for the component. Note that optional exhibits may be limited.

Standard 1 Components² and Indicator Detail

This section provides definitions of terms, highlights specific Tennessee considerations, and details the integration of Annual Reports data related to candidates' competencies in specialized content and pedagogical content knowledge and the ability to apply this knowledge with diverse pre-K–12 students. EPPs should review this information carefully as they compile the evidence needed to adequately meet Standard 1 expectations.

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.

Component 1.1 – The Learner and Learning
The EPP ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse pre-K-12 students and their families.

In this component, the EPP should illustrate the design of the coursework, clinical experiences, and assessments that support candidate understanding of The Learner and Learning InTASC category. The EPP must demonstrate how programs are designed to support candidates' abilities to develop more complex teaching practices over time.

Measurement of candidates' developmental abilities (i.e., how candidates progress throughout preparation) may overlap with the programmatic transition points (*Indicator 3.2)* determined by the EPP. However, **candidate learning progressions** and EPP **transition points** are not synonymous terms. Both require a synthesis of data and information to determine whether a candidate meets the appropriate expectations before moving forward in preparation. However, candidate developmental learning progressions are fluid, and specific to the individual candidate depending on his/her abilities, backgrounds and needs, whereas transition points are transactional, generally the same for all candidates, and occur at a specific moment in time.

Component 1.2 – Content
The EPP ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse pre-K-12 students. Outcome data can be provided from a Specialist Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.
Annual Reports Data for 1.2

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² Standard and component language is adapted from CAEP Standards (Council for the Accreditation of Educator Preparation, 2022) and has been edited to include Tennessee-specific expectations for educator preparation providers seeking state-only approval. Tennessee's standards are aligned to the CAEP standards to ensure fairness for providers who elect to complete the national accreditation process by CAEP, which can inform state approval.

Metrics in Domain 3 use data obtained for completers from required pedagogical, literacy, and specialty area assessments.

	Domain 3: Candidate Assessment	

Metric	Annual Reports Expectation	Metric Detail
Pedagogical Assessment (Principles of Learning and Teaching (PLT) or edTPA)	90 percent of completers pass the required pedagogical assessment (edTPA) within two attempts	Percentage of completers is calculated by dividing the sum of reported edTPA scores by the total number of individuals with a reported edTPA score.
	90 percent of completers pass the required pedagogical assessment (PLT) within two attempts	Percentage of completers is calculated by dividing the number of passing scores for each PLT assessment by the total number of PLT scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.
Literacy Assessment (Teaching Reading: Elementary Education or Reading Across the Curriculum: Elementary)	90 percent of completers pass the required literacy assessment within two attempts	Percentage of completers is calculated by dividing the passing scores for each assessment by the total number of scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.
Specialty Area Assessments	90 percent of completers pass the required specialty area assessments within two attempts	Percentage of completers is calculated by dividing the number of passing scores for each assessment by the total number of scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.

Additional information on Annual Reports is available in the Annual Reports Technical Guide.

Component 1.3 – Instructional Practice
The EPP ensures that candidates are able to apply their knowledge of InTASC standards related to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse pre-K-12 students. EPPs ensure candidates model and apply national and state approved technology standards to engage and improve learning for all students.

As EPPs consider how candidates should use research and evidence to understand the teaching profession, they may consider, but are not limited to, how they prepare candidates to:
- create and maintain an inclusive classroom environment (e.g., classroom management systems, responsive teaching practices)
- support pre-K–12 student learning (e.g., differentiated instruction, navigating unique learning styles, theories of assessment)
- analyze teaching effectiveness (e.g., reflective practice, evidence-based decision making)

Among other methods, EPPs may consider possible connections to edTPA when gathering evidence for component 1.3. A fundamental question asked across edTPA handbooks requires candidates to consider: How is the teaching you propose supported by research and theory about how students learn?

Rubrics

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.

Component 1.1 The Learner and Learning

The EPP ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learning development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse pre-K-12 students and their families.

Indicator 1.1.1 The Learner and Learning

1.1.1 A-C Narrative Prompts:

A. Describe the progression levels of candidate competence from basic to more complex teaching practices related to the application and understanding of learner development, learning differences, and the learning environment across programs. Provide 1-2 within specialty area program examples.
   - *How are courses and clinical practices aligned to support candidate understanding of critical concepts and principles of learning development, learning differences, and creating safe and supportive learning environments?*
   - *How does the EPP determine when and how the appropriate progression levels correlate with the appropriate transition points within and across programs?*

B. Describe the process for measuring candidate understanding of InTASC standards 1 – 3 at the appropriate progression levels across programs. Provide 1-2 within specialty area program examples. Ensure the response includes the use of multiple measures.
   - *How does the EPP use assessment data (within program and preservice exit assessments, both EPP-developed and state licensure assessments) to ensure candidates have demonstrated an understanding of the InTASC standards?*

C. Explain how the EPP knows candidates are prepared to teach diverse pre-K-12 learners and collaborate with their families to support student learning.

1.1.1 D Required File Upload(s): Artifacts supporting narrative response such as key candidate assessments with results and subsequent analyses (e.g., candidate and/or pre-K–12 student pre- and post-assessments, candidate major content exams, pre-service exit measures, dispositional assessments, assessments of understanding of professional responsibilities).

1.1.1 E Optional File Upload:
Upload an additional exhibit referenced in the narrative response to 1.1.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates a systematic and differentiated process for measuring candidates' understanding of The Learner and Learning InTASC category using a continuous improvement cycle and utilizing the information to make program design improvements.	• The EPP **clearly** describes when the progression levels occur within and across programs, aligning course content and clinical practice to support candidates' understanding of The Learning and Learning InTASC category. • Candidates' understanding of The Learner and Learning InTASC category is **clearly** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **clearly** describes how candidates are prepared to teach and collaborate with diverse pre-K-12 students and families to support student learning.	• The EPP **inconsistently** describes when the progression levels occur within and across programs, providing some alignment to course content and clinical practice to support candidates' understanding of The Learner and Learning InTASC category. • Candidates' understanding of The Learner and Learning InTASC category is **inconsistently** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **inconsistently** describes how candidates are prepared to teach and collaborate with diverse pre-K-12 students and families to support student learning.	• The EPP **does not** describe when the progression levels occur within and across programs or the alignment to course content and clinical practice to support candidates' understanding of The Learner and Learning InTASC category. • Candidates' understanding of The Learner and Learning InTASC category is **not** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **does not** describe how candidates are prepared to teach and collaborate with diverse pre-K-12 students and families to support student learning.

Component 1.2 Content

The EPP ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse pre-K-12 students. Outcome data can be provided from a Specialist Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

Indicator 1.2.1 Content

1.2.1 A-B Narrative Prompts:

A. Describe the progression levels of candidate competence from basic to more complex related to candidate knowledge of central concepts of their content area and application of the content in developing equitable and inclusive learning experiences. Provide 1-2 within specialty area program examples.

- *How are courses and clinical practices aligned to support candidate understanding of central concepts of their content area?*
- *How are courses and clinical practice aligned to support candidate application of the content in developing equitable and inclusive learning experiences?*
- *How does the EPP determine when the appropriate progression levels correlate with the appropriate transition points within and across programs?*

B. Describe the process for measuring candidate understanding of InTASC Standards 4 and 5 at the appropriate progression levels across programs. Provide 1-2 within specialty area program examples. Ensure the response includes the use of multiple measures.

- *How does the EPP use assessment data to ensure candidates have demonstrated an understanding of InTASC Standards 4 and 5?*

1.2.1 C Required File Upload(s): Artifacts supporting narrative response such as key candidate assessments with results and subsequent analyses (e.g., candidate and/or pre-K–12 student pre- and post-assessments, candidate major content exams, pre-service exit measures, dispositional assessments, assessments of understanding of professional responsibilities).

1.2.1 D Optional File Upload: Upload an additional exhibit referenced in the narrative response to 1.2.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates a systematic and differentiated process for measuring candidates' understanding of the Content InTASC category using a continuous improvement cycle and utilizing the information to make program design improvements.	• The EPP **clearly** describes when the progression levels occur within and across programs, aligning course content and clinical practice to support candidate understanding of the Content InTASC category. • Candidate understanding of the Content InTASC category are **clearly** measured using assessment data at the appropriate progression levels using multiple indicators or measures.	• The EPP **inconsistently** describes when the progression levels occur within and across programs, providing **some** alignment to course content and clinical practice to support candidate understanding of the Content InTASC category. • Candidate understanding of the Content InTASC category is **inconsistently** measured using assessment data at the appropriate progression levels using multiple indicators or measures.	• The EPP **does not** describe when the progression levels occur within and across programs or the alignment to course content and clinical practice to support candidate understanding of the Content InTASC category. • Candidate understanding of the Content InTASC category is **not** measured using assessment data at the appropriate progression levels using multiple indicators or measures.

Annual Reports Metrics

The rubrics below accompany quantitative metrics from the Annual Reports for component 1.2. If an EPP is falling below expectations on any of the Annual Reports indicators, the EPP is required to provide a narrative response. The purpose for the narrative is two-fold. First, the narrative process is intended to engage the EPP in preliminary analysis of issues related to metrics falling below expectation and the identification of potential solutions (i.e., root cause analysis). Second, narrative exhibits will provide additional context to reviewers and support a broader understanding of the whole EPP, including how performance on these metrics may impact or be influenced by other programmatic areas.

Indicator 1.2.2 Pedagogical Assessment
Domain 3 – Candidate Assessment; **Metric** – Pedagogical Assessment (edTPA or PLT)
Expectation – 90 percent of completers pass the required pedagogical assessment within two attempts

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 1.2.3 Literacy Assessment
Domain 3 – Candidate Assessment; **Metric** – Literacy Assessment (Teaching Reading: Elementary Education and Reading Across the Curriculum: Elementary)
Expectation – 90 percent of completers pass the required literacy assessment within two attempts

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 1.2.4 Specialty Area Assessments
Domain 3 – Candidate Assessment; **Metric** – Specialty Area Assessments
Expectation – 90 percent of completers pass the required specialty area assessment within two attempts

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Required Narrative Prompt only if the EPP does not meet expectations on any Annual Reports indicators for 1.2.
For each Annual Reports indicator which the EPP did not meet expectations, provide a rationale for why expectations were not met and potential action steps.

Component 1.3 Instructional Practice

The EPP ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse pre-K-12 students. EPPs ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

Indicator 1.3.1 Instructional Practice

1.3.1 A-C Narrative Prompts:

A. Describe the progression levels of candidate competence from basic to more complex teaching practices related to the application and understanding of assessment, planning for instruction, and utilizing a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse pre-K-12 students. Provide 1-2 within specialty area program examples.
- *How are courses and clinical practices aligned to support candidate understanding of critical concepts and principles of assessment, planning for instruction, and utilizing a variety of instructional strategies?*
- *How does the EPP determine when the appropriate progression levels correlate with the appropriate transition points within and across programs?*

B. Describe the process for measuring candidate understanding of InTASC standards 6 – 8 at the appropriate progression levels across programs. Provide 1-2 within specialty area program examples. Ensure the response includes the use of multiple measures.
- *How does the EPP use assessment data (within program and preservice exit assessments, both EPP-developed and state licensure assessments) to ensure candidates have demonstrated an understanding of InTASC standards 6-8?*

C. Describe the evidence that demonstrates candidates' model and apply national or state approved technology standards to engage and improve learning for all students.

1.3.1 D Required File Upload: Artifacts supporting narrative response such as key assessments, observational instruments, and resultant data that are used to evaluate candidates' knowledge and proficiency of evidence-based instructional practices and measurement of student progress.

1.3.1 E Optional File Upload: Upload an additional exhibit referenced in the narrative response to 1.3.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates a systematic and differentiated process for measuring candidates' understanding of the Instructional Practice InTASC category using a continuous improvement cycle and utilizing the information to make program design improvements.	• The EPP **clearly** describes when the progression levels occur within and across programs, aligning course content and clinical practice to support candidate understanding of the Instructional Practice InTASC category. • Candidate understanding of the Instructional Practice InTASC category is **clearly** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **clearly** describes how candidates are prepared to model and apply national or state approved technology standards to engage and improve learning for all students.	• The EPP **inconsistently** describes when the progression levels occur within and across programs, providing **some** alignment to course content and clinical practice to support candidate understanding of the Instructional Practice InTASC category. • Candidate understanding of the Instructional Practice InTASC category is **inconsistently** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **inconsistently** describes how candidates are prepared to model and apply national or state approved technology standards to engage and improve learning for all students.	• The EPP **does not** describe when the progression levels occur within and across programs or the alignment to course content and clinical practice to support candidate understanding of the Instructional Practice InTASC category. • Candidate understanding of the Instructional Practice InTASC category is **not** measured using assessment data at the appropriate progression levels using multiple indicators or measures. • The EPP **does not** describe how candidates are prepared to model and apply national or state approved technology standards to engage and improve learning for all students.

Component 1.4 Professional Responsibility

The EPP ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse pre-K-12 students and their families.

Indicator 1.4.1 Professional Responsibility

1.4.1 A-B Narrative Prompts:

A. Describe the progression levels of candidate competence from basic to more complex related to candidates' professional responsibility to engage in professional learning, act ethically, and take responsibility for student learning while collaborating with others. Provide 1-2 within specialty area program examples.

- *How are courses and clinical practices aligned to support candidate understanding of professional responsibilities to engage in professional learning, act ethically, and take responsibility for student learning and collaborate with others?*
- *How does the EPP determine when the appropriate progression levels correlate with the appropriate transition points within and across programs?*

B. Describe the process for measuring candidate understanding of InTASC standards 9-10 at the appropriate progression levels across programs. Provide 1-2 within specialty area program examples. Ensure the response includes the use of multiple measures.

- *How does the EPP use assessment data (within program and preservice exit assessments, both EPP-developed and state licensure assessments) to ensure candidates have demonstrated an understanding of the InTASC standards?*

1.4.1 C Required File Upload: Artifacts supporting narrative response such as key assessments, observational instruments, and resultant data that are used to evaluate candidates' knowledge and proficiency of evidence-based instructional practices and measurement of student progress.

1.4.1 D Optional File Upload: Upload an additional exhibit referenced in the narrative response to 1.4.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates a systematic and differentiated process for measuring candidates' understanding of the Professional Responsibility InTASC category using a continuous improvement cycle and utilizing the information to make program design improvements.	• The EPP **clearly** describes when the progression levels occur within and across programs, aligning course content and clinical practice to support candidate understanding of the Professional Responsibility InTASC category. • Candidate understanding of the Professional Responsibility InTASC category is **clearly** measured using assessment data at the appropriate progression levels using multiple indicators or measures.	• The EPP **inconsistently** describes when the progression levels occur within and across programs, providing some alignment to course content and clinical practice to support candidate understanding of the Professional Responsibility InTASC category. • Candidate understanding of the Professional Responsibility InTASC category is **inconsistently** measured using assessment data at the appropriate progression levels using multiple indicators or measures.	• The EPP **does not** describe when the progression levels occur within and across programs or the alignment to course content and clinical practice to support candidate understanding of the Professional Responsibility InTASC category. • Candidate understanding of the Professional Learning InTASC category is **not** measured using assessment data at the appropriate progression levels using multiple indicators or measures.

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Standard 2

Standard 2 – Clinical Partnerships and Practice

Introduction to the Standard

High-quality clinical experiences are a unique and critical feature for educator preparation at any level. Standard 2 encourages EPPs to:

- develop and sustain partnerships with local education agencies and appropriate education advocacy groups to ensure the co-construction of mutually beneficial pre-K–12 school and community arrangements and shared responsibility for continuous improvement of candidate preparation; and
- co-select, prepare, evaluate, and support high-quality clinical educators who can develop and demonstrate effectiveness and positive impact on diverse pre-K-12 students' learning and development.

Standard 2 addresses the need for EPPs to ensure that effective partnerships and high-quality clinical experiences are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on all pre-K–12 students' learning and development.

Partnerships and clinical experiences should keep a clear focus on candidate experiences that have positive effects on pre-K–12 student learning. The partnerships should be continued over time and should feature shared decision making about crucial aspects of preparation experiences for candidates and the managing of the partnerships among all clinical educators.

Exhibits

Specific criteria for required exhibits are provided in the Component and Indicator Detail section below. Standard exhibits can be found in Appendix A.2. Some indicators may allow EPPs to supply optional exhibits to support the preceding narrative response, though optional exhibits may be limited.

Standard 2 Components[3] and Indicator Detail

The information below provides definitions of terms, highlights specific Tennessee considerations, and details the integration of state-recognized and primary partnership agreements. EPPs should review this information carefully as they compile the evidence needed to adequately meet Standard 2 expectations.

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.

Component 2.1 Partnerships for Clinical Preparation
Partners co-construct mutually beneficial pre-K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Commonly used terms such as **collaboratively developed** and **mutually agreed upon** are referenced frequently within the rubrics for this component; these terms align with the prompts on the state-recognized and primary partnership agreements. Collaboratively developed assumes that both the EPP and its district partner(s) work jointly to develop protocols and processes, such as candidate recruitment and selection strategies and goals. Mutually agreed upon expectations may not necessarily be collaboratively developed; however, it is assumed that both partners discuss and consent to the criteria, protocols, processes, and decisions related to candidate preparation and clinical experiences.

Indicator 2.1.1 focuses on state-recognized partnerships between the EPP and district, which includes, but is not limited to, the state-recognized agreement. EPPs have the option to submit evidence from a memorandum of understanding (MOU) or agreement (MOA) as long as the MOU/MOA or some other formal documentation between the EPP and district clearly addresses the two prompts on the state-recognized agreement.

Indicator 2.1.2 focuses on primary partnerships between the EPP and district, which includes, but is not limited to, the primary partnership agreement. This indicator incorporates the plans (i.e., the primary partnership agreement) for how partners will collaborate to ensure that candidates participate in high-quality clinical experiences, as well as additional criteria for EPPs to demonstrate the outcomes of these plans. EPPs are required to include their primary partnership agreement as evidence to support their narrative responses.

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[3] Standard and component language is adapted from CAEP Standards (Council for the Accreditation of Educator Preparation, 2022) and has been edited to include Tennessee-specific expectations for educator preparation providers seeking state-only approval. Tennessee's standards are aligned to the CAEP standards to ensure fairness for providers who elect to complete the national accreditation process by CAEP, which can inform state approval.

Component 2.2 Clinical Educators
Partners co-select, prepare, evaluate, and support high-quality clinical educators, both EPP- and school-based, who demonstrate a positive impact on candidates' development and diverse pre-K-12 student learning and development.

This component focuses on the co-selection, preparation, evaluation, and support of high-quality clinical educators. Clinical educators are defined as individuals who assess, support, and develop candidates' knowledge, skills, and/or professional dispositions at some stage during clinical experiences. Clinical educators are inclusive of school-based clinical mentors and EPP-based clinical supervisors.

Indicator 2.2.1 emphasizes the co-selection, preparation, evaluation, and support of high-quality clinical educators, whereas *Indicator 2.2.2* emphasizes the development and support of clinical educators.

The evaluation of clinical educators, and subsequent actionable feedback provided, should be focused on clinical educators' roles and responsibilities as it relates to supporting candidates and not as it relates to clinical educators' pre-K–12 instructional effectiveness as a teacher of record.

In *Indicator 2.2.2*, the development of clinical educators is defined as intentional support through targeted professional learning as it relates to their roles and responsibilities as clinical educators.

Component 2.3 Clinical Experiences
The EPP works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse pre-K-12 students' learning and development as presented in Standard 1.

Clinical experiences are guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in clinical-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experiences include field experiences and clinical practice (i.e., student teaching, internship, job-embedded).

In *Indicator 2.3.1* as it relates to clinical experiences, **coherence** is intentionally sequenced clinical practices, with logical interconnection, to ensure candidate developmental progression across the continuum of clinical experiences; **depth** is intentional programmatic design (i.e., the relationship between clinical experiences, coursework, and candidate assessments) that support candidates as they build content and pedagogical knowledge throughout preparation; **breadth** is the learning that refers to the full span of knowledge of a subject; **diversity** refers to the opportunities candidates are provided within preparation to observe and practice within a wide variety of settings, which should include working with students of varied learning needs and backgrounds; **duration** of a clinical experience refers to the time in which candidates spend in clinical experiences.

Indicator 2.3.2 focuses on the design of performance-based clinical experience assessments. For this indicator, EPPs should clearly define the purpose of each assessment, how the intended outcomes of the assessment will measure increasing levels of candidate competencies and determine when the assessments will be given throughout preparation. The outcomes of these assessments should be reflected within the evidence submitted for Standard 1.

Rubrics

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.

Component 2.1 Partnerships for Clinical Preparation
Partners co-construct mutually beneficial pre-K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Indicator 2.1.1 State-Recognized Partnerships
2.1.1 A-D Narrative Prompts: **A.** Briefly describe the process for establishing state-recognized partnerships and determining clinical educators' roles and responsibilities. **B.** Describe the expectations for clinical educators regarding ongoing candidate support. Include the expectations for candidate observation and feedback processes. • *What supports are in place to help candidates improve?* • *How often do candidates participate in support activities?* **C.** Describe the process for observing and providing feedback for clinical educators regarding their roles and responsibilities. • *What supports are in place to help clinical educators improve?* • *How often do clinical educators participate in activities designed to improve their ability to support candidates?* **D**. Describe the process the partnership uses annually to determine the effectiveness of agreed upon expectations and processes for clinical experiences.
2.1.1 E Required File Upload(s): State-recognized partnership agreement(s) with at least one, but no more than three, district partners or at least one MOU/MOA that addresses the requirements of the state-recognized agreement.
2.1.1 F Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.1.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets all expectations for this indicator.
And
• The EPP demonstrates that the partnership has a **clear** continuous improvement process for evaluating partnership effectiveness as evidenced by **any** of the following:
  o a formal, annual review of the partnership agreement with adjustments made as needed;
  o ongoing needs assessment and progress monitoring, with changes made based on the analysis of partnership outcomes; or
  o clear connections to measurable outcomes and their impact.
	• State-recognized partnership agreement(s) and related evidence **clearly address all** of the following elements:
	  o collaboratively developed roles and responsibilities for EPP- and school-based clinical educators;
	  o expectations for clinical educators regarding candidate support (e.g., direct mentoring, coaching), and frequency and duration of support activities;
	  o expectations for clinical educators regarding candidate observation and feedback, including observation frequency and feedback/progress monitoring procedures; and
	  o the process for observing and providing feedback to clinical educators regarding their roles and responsibilities.
	• The EPP demonstrates that the partners review state-recognized agreements annually to determine the effectiveness of agreed upon expectations and processes for clinical experiences.
		• State-recognized partnership agreement(s) and related evidence **address some, but not all,** of the following elements:
		  o collaboratively developed roles and responsibilities for EPP- and school-based clinical educators;
		  o expectations for clinical educators regarding candidate support (e.g., direct mentoring, coaching), and frequency and duration of support activities;
		  o expectations for clinical educators regarding candidate observation and feedback, including observation frequency and feedback/progress monitoring procedures; and
		  o the process for observing and providing feedback to clinical educators regarding their roles and responsibilities.
		• The EPP **inconsistently** demonstrates that the partners review state-recognized agreements annually to determine the effectiveness of agreed upon expectations and processes for clinical experiences.
			• The EPP **did not provide** a state-recognized partnership with applicable districts.

Component 2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial pre-K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

2.1.2 A-I Narrative Prompts:

A. Briefly describe the process used to co-develop the primary partnership(s). Include how the EPP identified goals for recruiting high-quality candidates, and how evidence is collected, shared, and used to increase the educator pipeline.
- *What supports are in place to help educator candidates improve?*

B. Describe the process for how clinical educator selection criteria and protocols were identified and developed.

C. Describe the clinical educators' (both school- and EPP-based) roles and responsibilities.

D. Describe the preparation, evaluation, and support processes for clinical educators.
- *What professional learning opportunities are provided to clinical educators (i.e., coaching and mentoring) to better support candidates?*
- *How frequently are clinical educators evaluated and how is feedback shared?*
- *What supports are in place to help clinical educators improve?*

E. Describe how the EPP and its district partner(s) designed and implemented clinical experiences to ensure candidates demonstrate their developing effectiveness and positive impact on pre-K-12 students.

F. Describe the process of the EPP and its district partner to engage in program design, evaluation, and decision-making for continuous improvement.

G. Describe how the EPP collaborates and makes decisions to ensure candidate preparation is inclusive of LEA curricular content and materials?
- *What are some examples of HQIM the EPP is utilizing from their partner?*
- *What are some examples of decisions being made to ensure LEA curricular content and materials are being utilized within the EPP?*

H. Describe the process for evaluating partnership effectiveness. Include how the partnership assesses its short-term and long-term outcomes and monitors progress toward meeting these outcomes.
- *Describe how the EPP uses the results of the primary partnership inventory to determine the effectiveness of the partnership.*

I. Describe the process used to identify and monitor short-term and long-term outcomes.

2.1.2 J Required File Upload(s): Primary partnership agreement with at least one, but no more than three, district partners.

2.1.2 K Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.1.2, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets all expectations for this indicator.
And
• The EPP demonstrates that the partners have collaboratively developed **any** of the following:
  o short- and long-term visions for the partnership,
  o shared professional development for educator candidates and clinical mentors,
  o support strategies for early-career educators following program completion,
  o systematic strategies for district engagement in program design and delivery of program content to support connections between theory and practice, or
  o a **clear** continuous improvement process for evaluating partnership effectiveness, using an ongoing needs assessment and progress monitoring, with shifts in preparation pipelines, structures, and systems being made based on the analysis of partnership outcomes.
	• The primary partnership agreement and related evidence **clearly address all** of the following collaboratively developed elements:
	  o goals for recruiting high-quality candidates to increase the educator pipeline;
	  o selection criteria and protocols that ensure clinical educators are rated highly effective and are appropriately licensed and endorsed in the same/closely related area to the candidate(s) they support;
	  o roles and responsibilities for both EPP- and school-based clinical educators; and
	  o preparation, evaluation, and support process for clinical educators.
	• The primary partnership agreement and related evidence demonstrate **clear expectations for all** of the following elements:
	  o clinical experiences designed and implemented to ensure candidates demonstrate their developing effectiveness
		• The primary partnership agreement and related evidence **address some, but not all,** of the following collaboratively developed elements:
		  o goals for recruiting high-quality candidates to increase the educator pipeline;
		  o selection criteria and protocols that ensure clinical educators are rated highly effective and are appropriately licensed and endorsed in the same/closely related area to the candidate(s) they support;
		  o roles and responsibilities for both EPP- and school-based clinical educators; and
		  o preparation, evaluation, and support process for clinical educators.
		• The primary partnership agreement and related evidence demonstrate **clear expectations for some, but not all,** of the following elements:
		  o clinical experiences designed and implemented to ensure candidates demonstrate
			• The primary partnership agreement was developed solely by the EPP.
			or
			• The EPP **has not established** a primary partnership with at least one district.

	- and positive impact on pre-K-12 students; and
	  - o program design, evaluation, and decision-making for continuous improvement
	- The EPP collaborates and makes decisions to ensure candidate preparation is inclusive of LEA curricular content and materials.
	- The EPP and its district partner(s) have a **clear** process for evaluating partnership effectiveness as evidenced by:
	  - o a formal, annual review of the partnership agreement, with adjustments being made as needed,
	  - o clear connections to measurable outcomes and their impact, **and**
	  - o the results and analysis of the primary partnership inventory data.
	- The EPP describes how short-term and long-term goals are identified and monitored.
		- their developing effectiveness and positive impact on pre-K-12 students; and
		  - o program design, evaluation, and decision-making for continuous improvement.
		- The EPP **inconsistently** collaborates and makes decisions to ensure candidate preparation is inclusive of LEA curricular content and materials.
		- The EPP and its district partner(s) have a process for evaluating partnership effectiveness, which includes any of the following:
		  - o limited review of the partnership agreement,
		  - o limited connections to measurable outcomes and their impact, **or**
		  - o the results and analysis of the primary partnership inventory data
		- The EPP **inconsistently** describes how short-term and long-term goals are identified and monitored.	

Component 2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both EPP- and school-based, who demonstrate a positive impact on candidates' development and diverse pre-K-12 student learning and development.

Indicator 2.2.1 Co-Selection, Preparation, Evaluation, and Support for Clinical Educators

2.2.1 A-D Narrative Prompts:

A. Describe how the EPP ensures that partners co-select high-quality clinical educators.
- *Are there additional criteria used to co-select high-quality clinical educators beyond the criteria in Educator Preparation Policy 5.504 (e.g., highly effective, and appropriately licensed and endorsed in the specialty area of mentorship)? If so, please describe.*

B. Describe how the EPP ensures that partners develop and implement criteria and protocols for preparing high-quality clinical educators.
- *Are there formal opportunities (e.g., orientations, online trainings) to prepare clinical educators? If so, please describe.*

C. Describe how clinical mentors and supervisors are evaluated and supported related to their roles and responsibilities as clinical educators so that they demonstrate a positive impact on candidates' development and diverse, pre-K–12 student learning and development.

D. Describe plans for tracking clinical educator assignment to candidates and a process for analyzing connections between clinical educators and program completer in-service impact on pre-K-12 student learning and development.

2.2.1 E Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.2.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates that the partners have co-developed a clear, systematic process for sharing and using clinical educator observation and assessment data using a continuous improvement cycle to make improvements to the clinical experience.	• The EPP **consistently** works with district partner(s) to meet minimum expectations for clinical educators as outlined in the Educator Preparation Policy (5.504). • The EPP presents evidence of a **clear** process for how partners co-select high-quality clinical educators. • The EPP presents evidence of a **clear** process for development and implementation of criteria and protocols for preparing high-quality clinical educators to	• The EPP **inconsistently** works with district partner(s) to meet minimum expectations for clinical educators as outlined in the Educator Preparation Policy (5.504). • The EPP presents evidence of a process for how partners co-select clinical educators. • The EPP presents evidence of a process for development and implementation of criteria and protocols for preparing high-quality clinical educators to ensure that they are provided	• Clinical educators are **not** or are **rarely** observed and provided actionable feedback using identified assessment tools and protocols. **or** • Clinical educators are observed and provided feedback using assessment tools and protocols; however, related data is **rarely** shared with partners.

	ensure that they are provided sufficient growth opportunities (e, g., orientation) to support candidates. • Clinical mentors and clinical supervisors are observed and provided actionable feedback using tools and protocols on performance of mentor and supervisor roles and responsibilities. • The partners develop plans for sharing and using clinical educator observation and/or assessment data to modify selection criteria and determine future assignments of candidates. • The EPP demonstrates plans for tracking clinical educator assignment to candidates and a process for analyzing connections between clinical educator assignments and program completer in-service impact on pre-K-12 student learning and development.	sufficient growth opportunities (orientation, etc.) to support candidates. • Clinical mentors are observed and provided **limited** actionable feedback using tools and protocols on performance of mentor roles and responsibilities. • Clinical supervisors are observed and provided **limited** actionable feedback using tools and protocols on performance of supervisor roles and responsibilities.	

Component 2.2 Clinical Educators

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both EPP- and school-based, who demonstrate a positive impact on candidates' development and diverse pre-K-12 student learning and development.

Indicator 2.2.2 Development and Support of Clinical Educators

2.2.2 A-D Narrative Prompts:
A. How do the EPP and district partner(s) demonstrate that clinical educators are provided and participate in professional learning opportunities designed to help them continuously improve practices related to their roles and responsibilities?
B. How do the EPP and district partner(s) develop plans for offering appropriate support to ineffective clinical educators?
C. If support efforts are unsuccessful, how do the EPP and district partner(s) demonstrate a mutually agreed-upon process is in place to identify and remove ineffective clinical educators?
    • *How does the partnership determine retention or non-retention of clinical educators?*
    • *Provide examples of ongoing support and professional learning opportunities that improve the quality of clinical educators who are retained*.
D. How does the EPP and district partner(s) co-develop plans to implement a shared process to use data to maintain a pool of effective clinical educators?
    • *How does the EPP and district partner(s) share and use development and retention clinical educator data to make improvements to the overall clinical experience?*

2.2.2 E Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.2.2, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP and its district partner(s) co-developed a clear, systematic process for sharing and using clinical educator preparation and retention data in a continuous improvement cycle for clinical experiences; • The partnership's preparation and retention criteria and protocols for clinical educators includes evidence of demonstrated competencies related to feedback, coaching, assessment, and progress monitoring; or • The EPP and its district partner(s) use collaboratively-developed strategies to develop and retain high-quality clinical educators, both EPP- and school-based.	• The EPP and district partner(s) develop and implement criteria and protocols for professionally developing high-quality clinical educators. • The EPP and district partner(s) develop plans to offer appropriate support to ineffective clinical educators. • The EPP and district partner(s) demonstrate a mutually agreed-upon process is in place to identify and remove ineffective clinical educators. • The EPP and district partner(s) co-develop plans to implement a shared process to use data to develop and maintain a pool of effective clinical educators.	• The EPP and district partner(s) demonstrate that professional development (EPP or district-led) activities, related to roles and responsibilities of clinical educators, are **reactionary** rather than provide support for continuous improvement of mentors and/or supervisors. • The EPP and district partner(s) **do not have** a mutually agreed-upon process to identify, support, develop, and remove ineffective clinical educators. • The EPP or district partner(s) **do not develop** plans to implement a shared process for developing and maintaining a pool of effective clinical educators.	• The EPP and its district partner(s) **do not have** a process for developing and retaining effective clinical educators, OR the process is **unilaterally developed** and implemented by only one entity.

Component 2.3 Clinical Experiences

The EPP works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse pre-K-12 students' learning and development as presented in Standard 1.

Indicator 2.3.1 Design of High-Quality Clinical Experiences (Depth, Breadth, Diversity, Coherence, and Duration)

2.3.1 A-D Narrative Prompts:

A. In what ways does the EPP work with district partner(s) to design clinical experiences to ensure a developmentally appropriate progression for candidates across the continuum that leads to a positive impact on student learning?

B. How does the EPP ensure the program is intentionally designed to support candidates as they build knowledge of content and pedagogy throughout preparation?
   - *Describe the relationship between clinical experiences, coursework, and candidate assessments.*

C. Describe the opportunities candidates have to observe and practice in a wide variety of settings (e.g., within and across schools, during different times of day, across different types of instruction).
   - *How does the EPP ensure candidates are provided opportunities to demonstrate their effectiveness and positive impact on diverse pre-K-12 students' learning and development?*

D. Clearly explain the expectations for the duration of clinical experiences.
   - *How does the EPP ensure the requirements of the duration of clinical experiences are met?*

2.3.1 E Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.3.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP **meets all expectations** for this indicator. **And** • The EPP includes evidence that **clearly demonstrates** alignment to theory and practice; or • Partners use data from clinical experiences, coursework, candidate assessment, and impact on student learning, using a continuous improvement cycle, to make changes to the design (depth	• The EPP **engages** district partner(s) in the design of coherent clinical experiences that demonstrate a clear, well-defined sequence to ensure developmental progression across the continuum of clinical experiences (i.e., field experiences and clinical practice). • Through an **intentional** programmatic design (i.e., the relationship between clinical experiences, coursework, and candidate assessments) the	• The EPP has **limited engagement** with district partner(s) in the design of coherent clinical experiences that demonstrate a clear, well-defined sequence to ensure developmental progression across the continuum of clinical experiences (i.e., field experiences and clinical practice). • Through an **inconsistent** programmatic design, the EPP supports candidates as they build knowledge of content and	• The EPP **does not engage** district partner(s) to design coherent clinical experiences that demonstrate a clear, well-defined sequence to ensure developmental progression across the continuum of clinical experiences (i.e., field experiences and clinical practice). • The EPP **does not** intentionally design programs to support candidates as they build knowledge of content and

and coherence) of clinical experiences.	partners support candidates as they build knowledge of content and pedagogy throughout preparation. • Candidates have **consistent** opportunities to observe and practice in a wide variety of settings. • For **all** programs, the EPP has **clearly defined** expectations for the duration of clinical experiences, including the minimum number of hours or days for both field experiences and clinical practice. • The EPP works with district partner(s) to **consistently** meet minimum expectations for clinical experiences as outlined in the Educator Preparation Policy (5.504).	pedagogy throughout preparation. • Candidates have **inconsistent** opportunities to observe and practice in a wide variety of settings. • For **most** programs, the EPP has clearly defined expectations for the duration of clinical experiences, including the minimum number of hours or days for both field experiences and clinical practice. • The EPP works with district partner(s), but **inconsistently** meets minimum expectations for clinical experiences as outlined in the Educator Preparation Policy (5.504).	pedagogy throughout preparation. • Candidates **do not** have opportunities to observe and practice in a wide variety of settings. • The EPP **has not** defined expectations for the duration of clinical experiences, including the minimum number of hours or days (as required) for both field experiences and clinical practice. • The EPP **does not** work with district partner(s) to meet minimum expectations for clinical experiences as outlined in the Educator Preparation Policy (5.504).

Component 2.3 Clinical Experiences

The EPP works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse pre-K-12 students' learning and development as presented in Standard 1.

Indicator 2.3.2 Clinical Experience Assessments

2.3.2 A-B Narrative Prompts:

A. Describe the key points within programs in which candidates will engage in multiple performance-based assessments during clinical experiences.

B. Define the purpose of each performance-based assessment and describe how the intended outcomes will measure increasing levels of candidate competency.

- *How do the performance-based assessments measure candidates' knowledge, skills, and professional dispositions associated with positively impacting student learning?*

2.3.2 C Optional File Upload: Upload an additional exhibit referenced in the narrative response to 2.3.2, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • EPPs regularly review the design of the performance-based assessments for candidates within clinical experiences.	• The EPP demonstrates evidence of the key points within programs in which candidates will engage in **multiple** performance-based assessments during clinical experiences. • The EPP defines the purpose of **each** performance-based assessment and how the intended outcomes will measure increasing levels of candidate competency (i.e., candidates' knowledge, skills, and professional dispositions associated with positively impacting student learning).	• The EPP demonstrates **inconsistent** evidence of the key points within programs in which candidates will engage in performance-based assessments during clinical experiences. • The EPP **inconsistently** defines the purpose of performance-based assessments and how the intended outcomes will measure increasing levels of candidate competency (i.e., candidates' knowledge, skills, and professional dispositions associated with positively impacting student learning).	• The EPP **does not** demonstrate evidence of the key points within programs in which candidates will engage in performance-based assessments during clinical experiences. • The EPP **does not** define the purpose of the performance-based assessment and how the intended outcomes will measure increasing levels of candidate competency (i.e., candidates' knowledge, skills, and professional dispositions associated with positively impacting student learning).

2023-24
Tennessee Comprehensive Review Handbook
for Educator Preparation Providers

Standard 3

Standard 3 – Candidate Recruitment, Progression, and Support

Introduction to the Standard

Standard 3 addresses the need for EPPs to engage in strategic recruitment of candidates who meet Tennessee's diverse employment needs and to support candidate success from admission through completion. Doing this well requires systematically developing the whole candidate by assessing both academic and non-academic attributes, including professional skills and dispositions.

Standard 3 communicates the importance of deliberate recruitment plans and goals to select high-quality candidates who reflect the diversity of Tennessee's pre-K–12 students and prepare these candidates to meet students' needs. The EPP is responsible for setting high standards for candidate monitoring through intentional, well-defined, and evidence-based progression gateways in an effort to increase the likelihood that candidates will positively impact pre-K–12 student learning prior to recommendation for licensure.[4]

Recruitment and selection efforts should have an intentional focus on providing diversity in the educator workforce that is reflective of the diversity of Tennessee students. Diversity in educator workforce has been shown to contribute to student achievement.

Exhibits

Specific criteria for required exhibits are provided in the Component and Indicator Detail section below. Standard 3 exhibits can be found in Appendix A.3. Some indicators may prompt EPPs to supply optional exhibits in support of the corresponding narrative prompt for the component. Note that optional exhibits may be limited.

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[4] See Component and Indicator Detail for Standard 3 for more information regarding candidates completing job-embedded clinical practice.

Standard 3 Components[5] and Indicator Detail

This information provides definitions of terms, highlights specific Tennessee considerations, and details the integration of Annual Reports data related to the recruitment, progression, and support of candidates for each of the Standard 3 components. EPPs should review this information carefully as they compile the evidence needed to adequately meet Standard 3 expectations.

Standard 3 Candidate Recruitment, Progression, and Support

The EPP demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The EPP demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Component 3.1 Recruitment

The EPP presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The EPP demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of Tennessee's pre-K-12 students.

Recruitment plans, according to CAEP's definition, are documentation that an EPP periodically examines the employment landscape—to identify shortage areas, openings, forecasts, and related information—in the community, state, regional, or national market for which the EPP is preparing completers.

Recruitment of an increasingly diverse and strong pool of candidates is strategic and informed by evidence and knowledge of employer needs in Tennessee and within the field of pre-K–12 education more broadly. During the 2021-22 academic year, Tennessee's pre-K–12 student population was 40.0 percent non-white.[6] The EPP has an explicit focus on recruitment of individuals from under-represented groups (i.e., males, racial/ethnic, and those from hard-to-staff/shortage fields).

EPPs ensure that candidates for admission to educator preparation programs meet admission requirements. Candidates for admission to a baccalaureate-level educator preparation program shall, at a minimum, have achieved a postsecondary grade point average (GPA) of 2.75 at the time of admission (per state board rule 0520-02-04-.08). Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, achieve an overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited higher education institution. Candidates for admission to preparation programs must have obtained a 21 ACT, 1080 SAT, or passed all Praxis Core exams.

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[5] Standard and component language is adapted from CAEP Standards (Council for the Accreditation of Educator Preparation, 2022) and has been edited to include Tennessee-specific expectations for educator preparation providers seeking state-only approval. Tennessee's standards are aligned to the CAEP standards to ensure fairness for providers who elect to complete the national accreditation process by CAEP in lieu of state approval.

[6] Tennessee Department of Education, Tennessee State Report Card (2021-22)

EPPs must report GPA data for the three most recent cohorts of admitted candidates prior to beginning the self-study. To meet expectations, 95 percent of candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, achieve an overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited higher education institution.

As a result of ongoing collaboration between the Department and EPP and district partnerships, Tennessee has an explicit focus on collaborative recruitment practices. EPP recruitment goals are co-developed with the EPP's primary district partner, directly informing the EPP's recruitment plan. The recruitment plan includes a documented set of strategies focused on the recruitment of candidates for preparation. The vision for recruitment plans includes, but is not limited to:

- Evidence of a needs assessment to inform recruitment efforts
- Data-driven formative and summative goals to increase the number of candidates for preparation within particular areas of need (e.g., high-needs endorsement or under-represented groups; see section *Annual Reports Data for 3.1 below*)
- Structures and systems to support efforts to target recruitment (e.g., timelines, milestones, and staffing structures)
- A reflective approach that emphasizes continuous improvement when evaluating the effectiveness of the plan

While there is no standard template or guidance for the structure or format of the recruitment plan and corresponding documentation, the expectation is that EPPs and district partners will generate and agree upon the most appropriate structure to formally address the criteria above.

Annual Reports Data for 3.1

The metrics included below use data obtained for completers and educators enrolled in job-embedded preparation programs. As a result, these metrics do not reflect the admitted cohort of candidates for each EPP. For example, this process did not collect GPA data for individuals who were admitted to the preparation program but did not complete the program. Assessing this information could further illuminate the relationship between selection characteristics and successful program completion.

Domain 1: Candidate Recruitment and Selection		

Metric	Annual Reports Expectation	Metric Detail
Percentage of completers from under-represented racial/ethnic groups	Positive growth over time or 22 percent of completers come from under-represented racial/ethnic groups	Percentage of completers in under-represented racial and ethnic categories is calculated by dividing the total number of individuals with a race and ethnicity reported other than *White* by the total number of individuals with a reported race or ethnicity.
Percentage of completers who are male	Positive growth over time or 22 percent of completers are male	Percentage of male completers is calculated by dividing the number of male completers by the total number of individuals with a reported sex.

| Percentage of completers who receive a high-needs endorsement | Positive growth over time or the EPP is in the 75th percentile[7] (or higher) for production of educators who receive a high-needs endorsement | Percentage of completers is calculated by dividing the number of individuals with a high-needs endorsement reported by the total number of individuals with an endorsement reported.

The following endorsement codes are identified as high-needs subject areas:
• English as a Second Language (490);
• Secondary Math (125, 413);
• Secondary Science: Biology (126, 415), Chemistry (127, 416), and Physics (129, 417);
• Spanish (169, 409, 495); and
• Special Education: Modified (460), Comprehensive (461), and Interventionist (144,145). |

Additional information on Annual Reports is available in the [Annual Reports Technical Guide](#).

Component 3.2 Monitoring and Supporting Candidate Progression
The EPP creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The EPP identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The EPP ensures knowledge of and progression through transition points are transparent to candidates. The EPP plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The EPP has a system for effectively maintaining records of candidate complaints, including complaints made to the Department, and documents the resolution.

At admission and throughout the program, the EPP monitors candidate progress and demonstration of non-academic/dispositional ability, which in addition to academic factors, are indicators of candidate success and educator effectiveness post-completion. There is no required instrument for measuring candidate dispositions; rather, EPPs have the autonomy to develop and implement instruments that address non-academic/dispositional ability. Examples of instruments that may be used as part of the EPP's assessment of non-academic/dispositional ability could include the TEAM evaluation rubric, edTPA, and/or EPP-created observational tool.

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[7] This data represents all educators included in Annual Reports cohorts across providers.

Selectivity during preparation refers to the EPP's system, component processes, and data collected and utilized for assessing and monitoring candidate performance which informs EPP decisions about candidate readiness for advancement through program progression. The EPP should utilize multiple forms of assessment, representing all of the following areas:

- **Content knowledge** - the central concepts, tools of inquiry, and structures of a discipline;
- **Pedagogical knowledge** - the broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge;
- **Pedagogical skill** - an educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s);
- **Critical dispositions** - the habits of professional action and moral commitments that underlie an educator's performance;
- **Professional responsibilities** - an educator's abilities to engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others to work effectively with diverse pre-K-12 students and their families. [8]
- **Integration of technology** in all of these domains to support student learning.

Component 3.3 Competency at Completion
The EPP ensures candidates possess academic competency to teach effectively with positive impacts on diverse pre-K-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

The EPP presents evidence of using disaggregated data to verify candidate quality at completion to teach diverse pre-K-12 students. Candidates reach the expected level of proficiency at completion in the areas of content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and ability to integrate technology effectively. The EPP documents candidates' effective teaching, including position impacts on diverse pre-K-12 student learning and development. For candidates completing job-embedded clinical practice, EPPs also ensure that candidates meet minimum requirements prior to recommendation for licensure, as these candidates serve as teachers of record while enrolled in and prior to completing a preparation program.

EPPs must ensure candidates understand expectations of the profession, including standards of practice, relevant laws and policies, and codes of ethics. State legislation (Tennessee Code §49-5-5615) requires EPPs to train candidates on the teacher code of ethics (Tennessee Code §49-5.1001-1004). In addition, the National Association of State Directors of Teacher Education and Certification (NASDTEC)'s Model Code of Ethics for Educators (MCEE) builds on the concepts outlined in the Tennessee Teacher Code of Ethics. EPPs are required to incorporate the MCEE and Tennessee Code of Ethics throughout preparation.

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[8] Definitions from CAEP 2018 Initial-Level Handbook (2018, pp. 41-116) and CAEP 2022 Workbook (2021, p. 16).

Annual Reports Data for 3.3

Metrics in Domain 1 use data obtained for completers and educators enrolled in job-embedded preparation programs. Data that reflect EPP performance on indicators 3.3.2, 3.3.3, 3.3.4, and 3.3.5 are collected and reported in the Annual Reports on Educator Preparation utilizing self-reported data from the EPP. Aligned to state board policy, Annual Reports thresholds allow for a percentage of candidates to be admitted on appeal if they do not meet the minimum admissions assessment requirements. EPPs are required to respond to a narrative prompt only if the EPP does not meet expectations on any indicators for 3.3.

Domain 1: Candidate Recruitment and Selection		
Metric	**Annual Reports Expectation**	**Metric Detail**
Percentage of undergraduate candidates meeting an admissions assessment expectation (ACT, SAT, or Praxis Core)	95 percent of candidates obtained a 21 ACT, 1080 SAT, or qualifying scores all Praxis Core (reading, writing, and math) assessments	N/A
Percentage of candidates meeting the minimum undergraduate GPA expectation	95 percent of candidates were admitted with an undergraduate GPA of 2.75 or higher	Percentage of candidates with 2.75 or higher is calculated by dividing the total number of individuals with a 2.75 or higher undergraduate GPA at the time of admission by the total number of individuals with any undergraduate GPA used for admission.
Average undergraduate GPA	Average undergraduate GPA is 3.00 or higher	Average undergraduate GPA is calculated by dividing the sum total of average undergraduate GPAs by the total number of undergraduate GPAs reported.

Additional information on Annual Reports is available in the Annual Reports Technical Guide.

Rubrics

Standard 3: Candidate Recruitment, Progression, and Support

The EPP demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The EPP demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Component 3.1 Recruitment
The EPP presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The EPP demonstrates efforts to know and address state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of Tennessee's pre-K-12 students.

Indicator 3.1.1 Recruitment
3.1.1 A-C Narrative Prompts: **A.** Describe the process by which the EPP and primary LEA partner developed recruitment goals and progress evidence that focuses on under-represented groups (i.e., racial and/or ethnic, males, and hard-to-staff/shortage fields). • *How are roles and responsibilities identified and communicated?* • *How were dedicated resources (human and fiscal) identified?* • *How are strategies and accompanying goals for recruitment informed by data and aligned to local and/or state needs?* • *How are timelines, including milestones and deliverables/outcomes, determined? How and by whom is progress monitored, measured, and communicated?* • *What processes are in place to support, retain, and improve the proficiencies of under-represented candidates?* **B.** Describe the ways in which the recruitment goals will result in the increased diversity of the candidate pool and target areas of teacher shortage. • *What is the EPP's theory of action to support the rationale for why the proposed activities outlined in the recruitment goals will have a positive impact on increasing the diversity of the candidate pool and target areas of teacher shortage?* • *How is the data used to support additional efforts to increase the recruitment of candidates that meet these areas of need?* **C.** How does the EPP ensure that the goals and progress evidence include a continuous improvement process for recruitment of candidates from all under-represented groups? • *What is the current status of recruitment efforts and where is the EPP in relation to future milestones and benchmarks from the recruitment goals?* • *Describe the process of reviewing the recruitment goals and progress evidence and making adjustments based on outcome data.* • *What evidence demonstrates the allocation of resources toward identified targets and away from low-need employment areas?*
3.1.1.D Required File Upload(s): Recruitment goals and progress evidence; EPP Mission Statement (see component and indicator section above for details).
3.1.1 E Optional File Upload: Upload an additional exhibit referenced in the narrative responses to 3.1.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets all expectations for this indicator.
And
• The EPP has a clearly articulated theory of action that provides the foundation for the recruitment goals and progress evidence.
• The EPP articulates an approach that is unique to its context, addresses specific partner-defined needs, and has preliminary outcome data to show the impact of recruitment targeting the three areas of focus.
	• The recruitment goals and evidence focus on the recruitment of candidates in **all** under-represented areas and addresses **all** of the following:
	   o identifies dedicated resources (human and fiscal),
	   o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
	   o provides timelines and deliverables, and
	   o identifies roles and responsibilities.
	• The EPP and its primary partner have a **formal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.
		• The recruitment goals and evidence **inconsistently** focus on the recruitment of candidates of under-represented areas and **inconsistently** addresses the following:
		   o identifies dedicated resources (human and fiscal), and
		   o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
		   o provides timelines and deliverables, and
		   o identifies roles and responsibilities.
		• The EPP and its primary partner have an **informal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.
			• The recruitment goals and evidence **do not** focus on the recruitment of candidates of under-represented areas **and/or** addresses **none** of the following:
			   o identifies dedicated resources (human and fiscal),
			   o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs,
			   o provides timelines and deliverables, and
			   o identifies roles and responsibilities.
			• The EPP and its primary partner have **no process** for developing and reviewing and making adjustments to the recruitment plan.

Annual Reports Metrics

The rubrics below accompany quantitative metrics from the Annual Reports for components 3.1 and 3.3. Note that 3.3.1 requires EPPs to upload data not currently included on the Annual Reports. EPPs are not required to provide responses to the indicators below, with the exception of 3.3.1, as data from the Department-generated Annual Reports will be used.

If an EPP is falling below expectations on any of the Annual Reports indicators, or on Indicator 3.3.1, the EPP is required to provide a narrative response. The narrative purpose is two-fold. First, the narrative process is intended to engage the EPP in preliminary analysis of issues related to metrics falling below expectations and the identification of potential solutions (i.e., root cause analysis). Second, narrative responses will provide additional context to reviewers and support a broader understanding of the whole EPP, including how performance on these metrics may impact or be influenced by other programmatic areas.

Indicator 3.1.2 Percentage of completers from an under-represented racial/ethnic group
Domain 1 – Candidate Recruitment and Selection; **Metric** – Under-representation – racial and/or ethnic group
Expectation – Candidates belonging to under-represented racial and/or ethnic groups represent at least 22 percent of the cohort OR the percentage of candidates from these groups increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 3.1.3 Percentage of male completers
Domain 1 – Candidate Recruitment and Selection; **Metric** – Under-representation of sex
Expectation – Male candidates represent at least 22 percent of the cohort OR the percentage of male candidates increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 3.1.4 Percentage of completers who receive a high-needs endorsement
Domain 1 – Candidate Recruitment and Selection; **Metric** – High-needs endorsements
Expectation – Production of candidates earning high-needs endorsements places the EPP in the 75 percentile OR the percentage of candidates earning high-needs endorsements increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Required Narrative Prompt only if the EPP does not meet expectations on any Annual Reports indicators for 3.1.
For each Annual Reports indicator that the EPP did not meet expectations, provide a rationale why expectations were not met and potential action steps.

Component 3.2 Monitoring and Supporting Candidate Progression
The EPP creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional responsibilities, and the ability to integrate technology effectively in their practice. The EPP ensures knowledge of and progression through transition points are transparent to candidates. The EPP plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The EPP has a system for effectively maintaining records of candidate complaints and documents the resolution.

- The EPP creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional responsibilities, and the ability to integrate technology effectively in their practice.
- The EPP ensures knowledge of and progression through transition points are transparent to candidates.
- The EPP plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones.
- The EPP has a system for effectively maintaining records of candidate complaints and documents the resolution.

Per State Board rule 0520-02-04-.08, EPPs ensure that candidates for admission to educator preparation programs meet admission requirements. Candidates for admission to a baccalaureate level educator preparation program shall, at a minimum, have achieved a postsecondary grade point average (GPA) of 2.75 at the time of admission. Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, achieve an overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited higher education institution. Candidates for admission to preparation programs obtained a 21 ACT, 1080 SAT, or passed all Praxis Core exams.

Indicator 3.2.1 Monitoring and Supporting Candidate Progression

3.2.1 A-D Narrative Prompts:

A. Describe how the EPP monitors transition points from admission through completion, the quality of candidates, especially in relation to the development of content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional responsibilities, and the ability to integrate technology effectively in their practice.
- *Identify and briefly describe each of the attributes that candidates must demonstrate at admission and during the program progression.*
- *How does the EPP ensure that the measures used to assess candidates' attributes are reliable and valid?*
- *How does the EPP base selection criteria on relevant research and/or investigations the EPP has conducted?*

B. Explain how the EPP ensures knowledge of and progression through transition points.
- *Describe the requirements of each of the transition points in detail, including when each transition point takes place and the assessments used at key points during the program.*
- *What measures are used that are specific to specialty area programs and which are applicable to all candidates?*
- *How does the EPP ensure that all candidates demonstrate integration of technology in all of these domains, as part of its system of candidate assessment and monitoring?*

C. Describe the support mechanisms for candidates not meeting a milestone(s).
- *How does the EPP determine when a support mechanism is needed?*
- *How does the EPP align support mechanisms to candidates' needs?*

D. Describe how the EPP collects complaints and documents the resolution.

3.2.1.E Required File Upload: Dispositional assessment instruments and analyzed data used from admission to completion

3.2.1 F Required File Upload: Upload evidence for the need for candidate support as identified through disaggregated data by race and ethnicity and such other categories.

3.2.1 G Required File Upload: Overview of candidate assessment and monitoring system and processes that support understanding of the narrative by providing a visual representation of how processes are related and when key actions are taken regarding candidate program progression (e.g., outline, flowchart, timelines).

3.2.1 H Optional File Upload: Upload an additional exhibit referenced in the narrative response to 3.2.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates evidence that continuous improvement actions have been taken as a result of analyzing these data, such as: changes in program design or candidate support and intervention.	• The EPP establishes and **consistently** monitors candidates' progression of attributes using defined processes and timelines. • Processes for monitoring candidates' progression are communicated, reviewed, and **routinely** refined based on findings. • The EPP sets high standards and transition points that include **clearly** defined expectations that demonstrate attainment of requisite knowledge and skills. • Disaggregated data are **consistently** collected, analyzed, and used to inform candidate progression throughout the program. • The EPP **clearly** identifies and describes the support mechanisms in place for candidates. • The EPP **clearly** describes a system for maintaining records of candidate progression complaints and the process to document the resolution.	• The EPP **inconsistently** establishes and monitors candidates' progression of attributes using defined processes and timelines. • Processes for monitoring candidates' progression are **inconsistently** communicated, reviewed, and refined based on findings. • The EPP sets standards and transition points that include **inconsistently** defined expectations that demonstrate attainment of requisite knowledge and skills. • Disaggregated data are collected, analyzed, and used to inform candidate progression throughout the program, but may **lack consistency.** • The EPP **inconsistently** identifies and describes the support mechanisms in place for candidates. • The EPP **inconsistently** describes a system for maintaining records of candidate progression complaints and the process to document the resolution.	• The EPP **has not established** and/or **does not monitor** candidates' progression using defined processes or timelines. • Processes for monitoring candidates' progression are **rarely or never** reviewed and/or refined based on findings. • The EPP **does not** set standards and transition points that include defined expectations that demonstrate attainment of requisite knowledge and skills. • Disaggregated data are **not** collected, analyzed, or used to inform candidate progression throughout the program**.** • The EPP **does not** identify or describe the support mechanisms in place for candidates. • The EPP **does not** identify a system for maintaining records of candidate progression complaints or the process to document the resolution.

Component 3.3 Competency at Completion

The EPP ensures candidates possess academic competency to teach effectively with positive impacts on diverse pre-K-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Indicator 3.3.1 Competency at Completion
3.3.1 A-C Narrative Prompts:
A. Describe the multiple sources of evidence the EPP uses to ensure competency to teach effectively through application of content knowledge, foundational pedagogical skills, and technology integration by the end of the program.
• *Describe the assessments used to ensure candidates demonstrate the applicable content knowledge within their endorsement area(s) upon program completion, including those other than required for state licensure.*
• *How does the EPP use multiple sources of evidence to triangulate that candidates are prepared for certification at completion?*
B. Describe how the EPP ensures candidates are proficient in effective teaching and have a positive impact on diverse pre-K-12 student learning and development.
• *Describe the assessments used to ensure candidates demonstrate the ability to positively impact pre-K–12 student learning upon program completion.*
C. Describe how the EPP disaggregates completion data and what has been learned from the analysis across demographic groups.
3.3.1 D Required File Upload: 2 or more sources of evidence and analyzed data the EPP uses to ensure competency to teach effectively through application of content knowledge, foundational pedagogical skills, and technology integration by the end of the program.
3.3.1 E Required File Upload: Assessments and analyzed data used to demonstrate how the EPP assesses, across and within programs, that candidates can teach effectively with positive impacts on pre-K–12 student learning and development.
3.3.1 F Optional File Upload: Upload an additional exhibit referenced in the narrative response to 3.3.1, if desired.

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
• The EPP meets all expectations for this indicator. **And** • The EPP demonstrates evidence that, as a result of analyzing data, actions were taken to drive program improvement.	• The EPP sets **high standards** for candidate content knowledge acquisition **and** candidates' ability to impact student learning upon completion of the program. • The EPP demonstrates a **systematic** documentation process to ensure candidates meet or exceed the high standards related to content	• The EPP **inconsistently** sets standards for candidate content knowledge acquisition and/or candidates' ability to impact student learning upon completion of the program. • The EPP **inconsistently** demonstrates a documentation process to ensure candidates meet the standards related to content knowledge acquisition	• There is **little to no** evidence to suggest the EPP sets standards for candidate content knowledge and/or candidates' ability to impact student learning upon completion of the program. • The EPP **rarely or never** demonstrates a documentation process to ensure candidates meet the standards related to

		content knowledge acquisition and candidates' ability to impact student learning prior to making recommendations for licensure.
knowledge acquisition and candidates' ability to impact student learning prior to making recommendations for licensure. • Data are **consistently** collected, analyzed, and used to inform candidate progression through completion of the program.	and candidates' ability to impact student learning prior to making recommendations for licensure. • Data are **inconsistently** collected, analyzed, or used to inform candidate progression through completion of the program.	• Data are **not** collected, analyzed, or used to inform candidate progression through completion of the program.

Indicator 3.3.2
Percentage of candidates for admission to post-baccalaureate educator preparation programs meeting the **minimum overall GPA of 2.75** from a completed baccalaureate or post-baccalaureate degree program **or a GPA of 3.00 in the most recent sixty (60) credit hours** earned at a regionally accredited higher education institution
Data are not supplied by the Department. EPPs must submit data as part of completing the self-study to meet expectations.

3.3.2 Required File Upload: Submit the last three cohorts of admissions GPA data for post-baccalaureate programs including GPA from a completed baccalaureate, post-baccalaureate degree program, and/or in the most recent sixty (60) credit hours earned at a regionally accredited higher education institution.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP demonstrates, through submission of at least three cohorts of admissions data for post-baccalaureate programs, that candidates meet the expectation more than 95 percent of the time.	The EPP demonstrates, through submission of at least three cohorts of admissions data for post-baccalaureate programs, that candidates meet the expectation at least 95 percent of the time.	The EPP demonstrates, through submission of at least three cohorts of admissions data for post-baccalaureate programs, that candidates meet the expectation less than 95 percent of the time.

Indicator 3.3.3 Percentage of undergraduate candidates meeting an admissions assessment expectation
Domain 1 – Candidate Recruitment and Selection; **Metric** – Admission Assessment
Expectation – 95 percent of undergraduate candidates obtained a qualifying score on an approved admissions assessment (ACT, SAT, or Praxis Core)

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 3.3.4 Percentage of candidates for admission to baccalaureate level educator preparation programs meeting minimum postsecondary GPA of 2.75 at the time of admission to a program		
Domain 1 – Candidate Recruitment and Selection; **Metric** – Minimum Undergraduate GPA		
Expectation – 95 percent of undergraduate candidates admitted with a minimum GPA of 2.75		
Exceeds Expectations	**Meets Expectations**	**Below Expectations**
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 3.3.5 Average undergraduate GPA		
Domain 1 – Candidate Recruitment; **Metric** – Minimum Undergraduate GPA		
Expectation – Average GPA is at or above 3.0		
Exceeds Expectations	**Meets Expectations**	**Below Expectations**
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.
Required Narrative Prompt only if the EPP does not meet expectations on any indicators for 3.3 *For each indicator which the EPP did not meet expectations, provide a rationale for why expectations were not met.*		

2023-24
Tennessee Comprehensive Review Handbook
for Educator Preparation Providers

Standard 4

Standard 4 – Program Impact

Introduction to the Standard

Standard 4 addresses the results of preparation when candidates enrolled in job-embedded preparation programs and program completers are employed in positions for which they are prepared. Through EPP Annual Reports produced by the Department, data are presented to support and, in some cases, fulfill the expectations of evidence presented for Standard 4. Data include impact data obtained through the Tennessee Value-added Assessment System (TVAAS) for program completers employed in Tennessee public schools in a tested grade and subject; observation data collected through Tennessee's state-wide evaluation system; and results from the Tennessee educator and district surveys. The standard emphasizes the impact on pre-K–12 student learning as measured by multiple metrics and as noted by CAEP, draws from the principles of the Baldrige Education Criteria, which stipulate that any organization providing education services must know the results of those services.

The key concepts for Standard 4 are the same as the components:
- Completer effectiveness on pre-K–12 student learning growth and application in pre-K-12 classrooms the professional knowledge, skills, and dispositions [component 4.1];
- Satisfaction of employers [component 4.2]; and
- Satisfaction of completers [component 4.3].

Fortunately, Tennessee is rich with data to support EPPs in documenting the outcomes and impact of program completers and educators enrolled in programs with a job-embedded clinical practice. While CAEP does not expect EPPs to present data demonstrating the positive impact of educators enrolled in a program while serving as the teacher of record, Tennessee includes these educators in all analyses as they generate evaluation and value-added growth data. Through the TNCompass licensure system, EPPs have the ability to flag an educator who is off-track in meeting program requirements. These educators are excluded from calculations for components 4.1.

CAEP expects EPPs to demonstrate familiarity with evidence to support data presented for components 4.1, such as:
1. Sources of pre-K–12 data and the psychometric soundness of assessments taken by students
2. Pre-K–12 student data characteristics, including the:
    a. Proportion of educators for which pre-K–12 student growth measures are available
    b. Degree of attrition
    c. Process by which student data are linked to individual teachers
3. Data reporting practices, including:
    a. Level of disaggregation of data
    b. Business rules for reporting
    c. Availability of disaggregated data to provide comparisons for educators teaching English learners and students in a special education program

For the purpose of the Tennessee Comprehensive Review Process, EPPs are not required to demonstrate familiarity with these concepts; however, EPPs are encouraged to review resources provided by both SAS and the Department regarding TVAAS, TEAM evaluation, and disaggregated data presented in the EPP Annual Reports Insights Tool and the TVAAS portal. More information about TVAAS and TEAM evaluation can be found [here](#).

The EPP Annual Reports Performance Report data provide all necessary evidence to determine if EPPs meet expectations for components 4.1. In addition, the EPP Annual Reports Insights Tool data provide some (though limited at this point in time) data to support components 4.2 and 4.3. As noted in the exhibits and rubric sections below, EPPs are required to supplement data provided by the Department to meet expectations of components 4.2 and 4.3.

Standard 4 measures include elements of a [Measures of Effective Teaching (MET)](#) study. The study found a strong correlation between these measures and pre-K–12 student learning. Teacher observation evaluations and student surveys can inform questions about the completer's teaching behaviors and interactions with students. Components 4.2 and 4.3 examine satisfaction of completers and employers with preparation—again providing key information for EPPs to use in analyzing the results of their preparation courses and experiences.

Exhibits

Specific criteria for required exhibits are provided in the Component and Indicator Detail section below. Some indicators may allow EPPs to supply optional exhibits to support the preceding narrative response, though optional exhibits may be limited.

Standard 4 Component[9] and Indicator Detail

This information provides definitions of terms, highlights specific Tennessee considerations, and details the integration of state-recognized and primary partnership agreements. EPPs should review this information carefully as they compile the evidence needed to adequately meet Standard 4 expectations.

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.

Component 4.1 Completer Effectiveness
The EPP demonstrates program completers:
>   A. **effectively contribute to pre-K-12 student-learning growth AND**
>   B. **apply in pre-K-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.**

In addition, the EPP includes a rationale for the evidence provided.

Teacher evaluation in Tennessee consists of constructive feedback for educators through multiple observations and pre- and post-conferences. Using the indicators of the TEAM rubric, educators work together to identify what is working well in the classroom (area of reinforcement), where there is room for improvement (area of refinement), and options for professional development to support continued growth. The TVAAS measures student growth year over year in Tennessee, regardless of whether the student is proficient on the state assessment. In calculating a TVAAS score, a student's performance is compared relative to the performance of his or her peers who have performed similarly on past assessments.

Tennessee has utilized the value-added assessment system since the early 1990s, providing data to district leaders, school leaders, and directly to educators. In 2010, through the First to the Top Act, TVAAS was incorporated into Tennessee's teacher evaluation system. That year, EPPs in Tennessee began receiving information about the performance of their completers on value-added assessments through the production of the Teacher Preparation Report Card. Originally produced by the Tennessee Higher Education Commission (THEC), this report is now produced by the State Board of Education with support from the Department. Since 2017, the Department has produced Annual Reports. Data within Domain 5 on the Annual Reports Performance Reports investigate performance on TVAAS ratings.

Through the Insights Tool component of Annual Reports, data have been used by EPPs to better understand areas of strength and need for further investigation into specific aspects of program design (e.g., endorsement program areas, clinical pathways, and program types). Through the Annual Reports Performance Report component of the Annual Reports, specific metrics and corresponding thresholds are directly tied to the program approval process.

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[9] Standard and component language is adapted from CAEP Standards (Council for the Accreditation of Educator Preparation, 2022) and has been edited to include Tennessee-specific expectations for educator preparation providers seeking state-only approval. Tennessee's standards are aligned to the CAEP standards to ensure fairness for providers who elect to complete the national accreditation process by CAEP, which can inform state approval.

Annual Reports Data for 4.1

Metrics in Domain 5 include data obtained for completers and educators enrolled in job-embedded preparation programs who have taught a tested grade and subject and generated data in the TVAAS system during the applicable period. The Annual Reports Performance Report includes one metric that assesses the performance of educators on student growth indicators for tested grades and subjects, as reported by TVAAS. Data from the three most recent cohorts of EPP program completers and educators enrolled in job-embedded preparation programs are matched with available TVAAS data to generate the metric. If the n count is lower than 10 and the annual report is unavailable, the EPP can access the SAS portal for specific completer data. Additional information regarding Annual Reports is available in the Annual Reports Technical Guide.

Metrics in Domain 5 also include data obtained for completers and educators enrolled in job-embedded preparation programs who have been observed on the TEAM evaluation rubric, whose data have been recorded in the TNCompass database, and who have received an LOE rating. The Annual Reports Performance Report includes the LOE rating and a metric that assesses the overall performance on the observation rubric.

Domain 5: Completer Effectiveness and Impact		
Metric	**Annual Reports Expectation**	**Metric Detail**
Percentage of TVAAS ratings at or above 3	Percentage of TVAAS ratings of 3 or higher meets or exceeds the state average	This metric is calculated by dividing the total number of individuals with a TVAAS rating of 3 or higher by the total number of individuals who held a license and had a TVAAS rating in the state evaluation database.
Metric	**Annual Reports Expectation**	**Metric Detail**
Percentage of level of overall effectiveness (LOE) ratings at or above 3	85 percent of LOE ratings are 3 or higher	This metric is calculated by dividing the total number of LOE ratings of 3 or higher obtained by individuals in cohorts 1, 2, and 3 by the total number of LOE ratings obtained by individuals from cohorts 1, 2, and 3 who held a license and had an LOE in the state evaluation database.
Percentage of observation ratings at or above 3	90 percent of observation ratings are 3 or higher	This metric is calculated by dividing the total number of observation ratings of 3 or higher obtained by individuals in cohorts 1, 2, and 3 by the total number of observation ratings obtained by individuals from cohorts 1, 2, and 3 who held a license and had an observation rating in the state evaluation database.

Additional information on Annual Reports is available in the Annual Reports Technical Guide.

Component 4.2 Satisfaction of Employers
The EPP demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse pre-K-12 students and their families.

The focus of component 4.2 is employer satisfaction with completers' preparation. Since 2016, the Department has included an employer satisfaction module on the annual district survey, released in the fall to all districts in Tennessee. This module includes summative questions focused on perceptions related to the quality of educators prepared by Tennessee EPPs as well as more detailed questions reflecting the quality of the partnership between the EPP and district. Data obtained from this survey have been presented on the EPP Annual Reports Insights Tool since 2017. Challenges with response rates and ensuring the most appropriate district contact is completing the survey have resulted in limitations related to how these survey results can be used for accountability purposes; however, many EPPs have found these data to be useful.

Questions on the annual district survey are limited in their ability to gauge district satisfaction with completers' preparation and are primarily focused on measuring district engagement with the EPP in activities that would constitute a strong partnership. While this information is highly useful, EPPs will need to supplement data obtained from the Department to ensure the review team has a strong understanding of employer satisfaction with the quality of program completers. Examples of supplemental data may include information derived from EPP-developed district or school surveys, focus groups, or interviews. In addition to evidence submitted by EPPs through the self-study, review teams may survey employers (district- and school-based staff) while on-site.

Annual Reports Data for 4.2

In addition to survey data, CAEP identifies educator retention data as a metric associated with employer satisfaction. The Annual Reports Performance Report includes one metric that measures the retention rate of program completers and job-embedded candidates following initial employment.

Domain 3: Employment and Retention		
Metric	**Expectation**	**Metric Detail**
Percentage of completers employed for at least two years	85 percent of completers are employed for at least two years.	This metric is calculated by dividing individuals employed for two years by the number of individuals who were employed for one year, with the potential to be employed a second year.

Component 4.3 Satisfaction of Completers
The EPP demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Beginning in 2016, as a part of the annual Tennessee Educator Survey released each spring, the Department included a series of questions aimed at measuring candidates' perceived satisfaction with early career educator preparation. Educators self-identified as early career teachers (with fewer than five years of experience) and responses were matched to the EPP where each educator was prepared. Data obtained from this survey was included on the EPP Annual Reports Insights Tool beginning in 2017. It is not currently included as a measure on the Annual Reports Performance Report. Historically, EPPs independently survey candidates and program completers to gauge satisfaction and perceived preparedness for the classroom. To adequately meet the expectations of component 4.3, the information provided on the Insights Tool and any EPP-developed and analyzed candidate satisfaction data should be included as evidence.

Rubrics

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.

Component 4.1 Completer Effectiveness

The EPP demonstrates program completers:

- effectively contribute to pre-K-12 student-learning growth

AND

- apply in pre-K-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.

In addition, the EPP includes a rationale for the evidence provided.

Annual Reports Metrics

The rubrics below accompany quantitative metrics from the Annual Reports for components 4.1. If an EPP is falling below expectations on any of the Annual Reports indicators, the EPP is required to provide a narrative response for that indicator. The purpose for the narrative is two-fold. First, the narrative process is intended to engage the EPP in preliminary root cause analysis; and second, narrative exhibits will provide additional context to reviewers and support a broader understanding of the whole EPP, including how performance on these metrics may impact or be influenced by other programmatic areas.

Indicator 4.1.1 Percentage of TVAAS ratings at or above 3

Domain 5 – Effectiveness and Impact; **Metric** – TVAAS Ratings

Expectation – The percentage of program completers and candidates enrolled in job-embedded preparation programs who obtain TVAAS ratings of 3 or higher meets or exceeds the state average.

Exceeds Expectations	Meets Expectations	Below Expectations
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Required Narrative Prompt only if the EPP does not meet expectations on Annual Reports indicator for 4.1.

For each Annual Reports indicator which the EPP did not meet expectations, provide a rationale why expectations were not met.

Indicator 4.1.2 Percentage of level of overall effectiveness (LOE) ratings at or above 3		
Domain 5 – Effectiveness and Impact; **Metric** – Level of Overall Effectiveness (LOE) Ratings **Expectation** – 85 percent of LOE ratings are level 3 or higher		
Exceeds Expectations	**Meets Expectations**	**Below Expectations**
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.
Indicator 4.1.3 Percentage of observation ratings at or above 3		
Domain 5 – Effectiveness and Impact; **Metric** – Observation Ratings **Expectation** – 90 percent of observation ratings are level 3 or higher		
Exceeds Expectations	**Meets Expectations**	**Below Expectations**
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.
Required Narrative Prompt only if the EPP does not meet expectations on any Annual Reports indicators for 4.1. For each Annual Reports indicator which the EPP did not meet expectations, provide a rationale why expectations were not met.		

Component 4.2 Satisfaction of Employers

The EPP demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse pre-K-12 students and their families.

Indicator 4.2.1 Evidence of Employer Satisfaction

4.2.1 A-G Narrative Prompts:

A. Describe the design and methodology for implementation of all EPP-developed employer satisfaction surveys, interviews, and/or focus groups.

B. Provide details on the response rate(s) and characteristics of respondents (e.g., participating districts, representativeness of districts compared to all employing districts).

C. Using available employer satisfaction data (no more than three years old), summarize the satisfaction of employers and/or partner districts in the following areas:

- Quality of completers hired from the EPP
- Completer ability to:
    - deliver high-quality **instruction** (e.g., understanding subject matter, providing differentiated instruction, motivating students)
    - **plan** and assess effectively (e.g., create strong instructional plans and assess student understanding and application of content)
    - create a positive **environment** for learning (e.g., managing student behavior, promote a positive atmosphere, set clear expectations)

D. How do results from these tools demonstrate that employers are satisfied with program completers from the EPP in the areas outlined above (instruction, planning, and environment)?

E. What are areas of strength and areas of opportunity identified by the data?

F. How do responses vary (e.g., by specialty area program, clinical type, or program type)?

G. How are data shared with EPP faculty and staff and considered in decisions made regarding programmatic changes?

4.2.1 H Required File Upload: Annual Reports Data: Partner survey data from Insights Tool, if available.

4.2.1 I Optional File Upload(s): Upload an additional exhibit (or exhibits) referenced in the narrative response to 4.2.1, if desired. This may include EPP-deployed employer satisfaction surveys, employer interviews and focus groups, or employer case studies.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets all expectations for this indicator.
And
• The EPP demonstrates evidence that actions have been taken as a result of analyzing these data.
	• The EPP **clearly** describes the design and methodology of implementation of employer satisfaction data collection.
	• The EPP **clearly** provides details of response rate and details of respondents.
	• Survey data and information gathered through employer interviews and/or focus groups indicate employers are **mostly satisfied** with:
	  o the quality of new teachers hired from the EPP;
	  o completer ability to deliver high-quality instruction;
	  o completer ability to plan and assess effectively; and
	  o completer ability to create a positive environment.
	• The EPP analyzes these data **annually** to determine areas of strength and opportunity and how responses may vary by specific program design characteristic.
	• Employer satisfaction data **are shared** with faculty and staff to make programmatic changes.
		• The EPP **inconsistently** describes the design and methodology of implementation of employer satisfaction data collection.
		• The EPP **inconsistently** provides details of response rate and details of respondents.
		• Survey data and information gathered through employer interviews and/or focus groups indicate employers are **somewhat satisfied** with:
		  o the quality of new teachers hired from the EPP;
		  o completer ability to deliver high-quality instruction;
		  o completer ability to plan and assess effectively; and
		  o completer ability to create a positive environment.
		• The EPP analyzes these data **inconsistently** to determine areas of strength and opportunity and how responses may vary by specific program design characteristic.
		• Employer satisfaction data are **inconsistently shared** with faculty and staff to make programmatic changes.
			• The EPP **does not** describe the design and methodology of implementation of employer satisfaction data collection.
			• The EPP **does not** provide details of response rate and details of respondents.
			• Survey data and information gathered through employer interviews and/or focus groups indicate employers are **mostly unsatisfied** with:
			  o the quality of new teachers hired from the EPP;
			  o completer ability to deliver high-quality instruction;
			  o completer ability to plan and assess effectively; and
			  o completer ability to create a positive environment.
			• The EPP **rarely** analyzes these data to determine areas of strength and opportunity **or** how responses may vary by specific program design characteristic.
			• Employer satisfaction data are **not shared** with faculty and staff to make programmatic changes.

Indicator 4.2.2: Percentage of completers and job-embedded candidates employed for at least two years		
Domain 2 – Employment and Retention; **Metric** – Retention Rate		
Expectation – 85 percent of program completers and candidates enrolled in job-embedded preparation programs are employed for at least two years.		
Exceeds Expectations	**Meets Expectations**	**Below Expectations**
The EPP met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The EPP met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.
Required Narrative Prompt only if the EPP does not meet expectations on any Annual Reports indicators for 4.2. For each Annual Reports indicator which the EPP did not meet expectations, provide a rationale why expectations were not met.		

Component 4.3 Satisfaction of Completers

The EPP demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Indicator 4.3.1: Evidence of Satisfaction of Completers

4.3.1 A-H Narrative Prompts:

A. Describe the design and methodology for implementation of all EPP-developed completer satisfaction surveys, interviews, and/or focus groups.

B. Provide details on the response rate(s) and characteristics of respondents (e.g., participating completers, representativeness of respondents compared to all program completers).

C. Using data available through the Annual Reports Insights Tool and/or any EPP-developed completer surveys, summarize how program completers perceive coursework, clinical experiences, and coaching/mentoring have effectively prepared them for the classroom.

D. Using available completer satisfaction data (no more than three years old), summarize how well completers perceived the EPP prepared them to:
   - deliver high-quality **instruction** (e.g., understanding subject matter, providing differentiated instruction, motivating students)
   - **plan** and assess effectively (e.g., create strong instructional plans and assess student understanding and application of content)
   - create a positive **environment** for learning (e.g., managing student behavior, promote a positive atmosphere, set clear expectations)

E. How do results from these tools demonstrate that completers feel like the EPP adequately prepared them in the areas outlined above (instruction, planning, and environment)?

F. What are areas of strength and areas of opportunity identified by the data?

G. How do responses vary (e.g., by specialty area program, clinical type, or program type)?

H. How are data shared with EPP faculty and staff and considered in decisions made regarding programmatic changes?

4.3.1 I Required File Upload: Annual Reports Data: Completer satisfaction data from Insights Tool, if available.

4.3.1 J Optional File Upload: Upload an additional exhibit referenced in the narrative response to 4.3.1, if desired.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

• The EPP meets all expectations for this indicator.
And
• The EPP demonstrates evidence that actions have been taken as a result of analyzing these data.
	• The EPP **clearly** describes the design and methodology of implementation of completer satisfaction data collection.
	• The EPP **clearly** provides details of response rate and details of respondents.
	• Completers perceive that program coursework, clinical experiences, and coaching/mentoring **effectively** prepared them to succeed in the classroom.
	• Survey data and information gathered through focus groups and/or interviews indicate completers perceive the EPP has **adequately** prepared them to:
	    o deliver high-quality instruction;
	    o plan and assess effectively; and
	    o create a positive environment.
	• The EPP analyzes these data **annually** to determine areas of strength and opportunity and how responses may vary by specific program design characteristic.
	• Completer satisfaction data **are shared** with faculty and staff to make programmatic changes.
		• The EPP **inconsistently** describes the design and methodology of implementation of completer satisfaction data collection.
		• The EPP **inconsistently** provides details of response rate and details of respondents.
		• Completers perceive that program coursework, clinical experiences, and coaching/mentoring **somewhat** prepared them to succeed in the classroom.
		• Survey data and information gathered through focus groups and/or interviews indicate completers perceive the EPP has **somewhat** prepared them to:
		    o deliver high-quality instruction;
		    o plan and assess effectively; and
		    o create a positive environment.
		• The EPP analyzes these data **inconsistently** to determine areas of strength and opportunity and how responses may vary by specific program design characteristic.
		• Completer satisfaction data are **inconsistently shared** with faculty and staff to make
			• The EPP **does not** describe the design and methodology of implementation of completer satisfaction data collection.
			• The EPP **does not** provide details of response rate and details of respondents.
			• Completers perceive that program coursework, clinical experiences, and/or coaching/mentoring **rarely** prepared them to succeed in the classroom.
			• Survey data and information gathered through focus groups and/or interviews indicate completers perceive the EPP has **insufficiently** prepared them to:
			    o deliver high-quality instruction;
			    o plan and assess effectively; and/or
			    o create a positive environment.
			• The EPP **rarely** analyzes these data to determine areas of strength and opportunity **or** how responses may vary by specific program design characteristic.
			• Completer satisfaction data are **not shared** with faculty and staff to make programmatic changes.

		programmatic changes.	

Appendix A

Some indicators may prompt EPPs to supply optional exhibits in support of the corresponding narrative prompt for the component. Note that optional exhibits may be limited.

A.5 Exhibits for Standard 5			
5.1	5.1.1	**Required Narrative Response**	(**prompts A-D**)
	5.1.1.E	**Required File Upload**	Upload 1-3 artifacts referenced in the 5.1.1 narrative that document QAS capabilities (what the QAS *can* do) that support EPP quality and strategic evaluation. Possible sources of evidence may include graphic representations of QAS and/or crosswalk of all measures included in the QAS.
	5.1.1.F	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 5.1.1, if desired.*
5.2	5.2.1	**Required Narrative Response**	(**prompts A-B**)
	5.2.1.C	**Required File Upload**	Provide 1-2 exhibits referenced in the 5.2.1 narrative responses that support the EPP's case that the QAS relies on measures that are relevant, verifiable, representative, cumulative, and actionable.
	5.2.1.D	**Required File Upload**	Provide 1-2 exhibits referenced in the 5.2.1 narrative responses that support the EPP's case that interpretations of data are valid and consistent.
	5.2.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 5.2.1, if desired.*
5.3	5.3.1	**Required Narrative Response**	(**prompts A-C**)
	5.3.1.D	**Required File Upload**	Provide 1-2 additional exhibits referenced in the narrative response to 5.3.1, to support the examples of program improvement insights resulting from past collaboration with stakeholders.
	5.3.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 5.3.1, if desired.*
5.4	5.4.1	**Required Narrative Response**	(**prompts A-C**)
	5.4.1	**Required File Upload**	N/A
	5.4.1.D	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 5.4.1, if desired.*

A.1 Exhibits for Standard 1

1.1	1.1.1	**Required Narrative Response**	(**prompts A-C**)
	1.1.1.D	**Required File Upload**	Artifacts supporting narrative response such as key candidate assessments with results and subsequent analyses (e.g., candidate and/or pre-K–12 student pre- and post-assessments, candidate major content exams, pre-service exit measures, dispositional assessments, assessments of understanding of professional responsibilities).
	1.1.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 1.1, if desired.*
1.2	1.2.1	**Required Narrative Response**	(**prompts A-B**)
	1.2.1.C	**Required File Upload**	Artifacts supporting narrative response such as key candidate assessments with results and subsequent analyses (e.g., candidate and/or pre-K–12 student pre- and post-assessments, candidate major content exams, pre-service exit measures, dispositional assessments, assessments of understanding of professional responsibilities).
	1.2.1.D	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 1.2, if desired.*
1.3	1.3.1	**Required Narrative Response**	(**prompts A-C**)
	1.3.1.D	**Required File Upload**	Artifacts supporting narrative response such as key assessments, observational instruments, and resultant data that are used to evaluate candidates' knowledge and proficiency of evidence-based instructional practices and measurement of student progress.
	1.3.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 1.3, if desired.*
1.4	1.4.1	**Required Narrative Response**	(**prompts A-B**)
	1.4.1.C	**Required File Upload**	Artifacts supporting narrative response such as key assessments, observational instruments, and resultant data that are used to evaluate candidates' knowledge and proficiency of evidence-based instructional practices and measurement of student progress.
	1.4.1.D	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 1.4.1, if desired.*

A.2 Exhibits for Standard 2

2.1.1	2.1.1	**Required Narrative Response**	(**prompts A-D**)
	2.1.1.E	**Required File Upload**	State-recognized partnership agreement(s) with at least one, but no more than three, district partners or at least one MOU/MOA that addresses the requirements of the state-recognized agreement
	2.1.1.F	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.1.1, if desired.*
2.1.2	2.1.2	**Required Narrative Response**	(**prompts A-I**)
	2.1.2.J	**Required File Upload**	Primary-partnership agreement with at least one, but no more than three, district partners
	2.1.2.K	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.1.2, if desired.*
2.2.1	2.2.1	**Required Narrative Response**	(**prompts A-D**)
	2.2.1	**Required File Upload**	N/A
	2.2.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.2.1, if desired.*
2.2.2	2.2.2	**Required Narrative Response**	(**prompts A-D**)
	2.2.2	**Required File Upload**	N/A
	2.2.2.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.2.2, if desired.*
2.3.1	2.3.1	**Required Narrative Response**	(**prompts A-D**)
	2.3.1	**Required File Upload**	N/A
	2.3.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.3.1, if desired.*
2.3.2	2.3.2	**Required Narrative Response**	(**prompts A-B**)
	2.3.2	**Required File Upload**	N/A
	2.3.2.C	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 2.3.2, if desired.*

A.3 Exhibits for Standard 3

3.1	3.1.1	**Required Narrative Response**	(**prompts A-C**) * **Only required if** the provider does not meet expectations on any Annual Reports indicators for 3.1
	3.1.1.D	**Required File Upload**	Recruitment goals and progress evidence. EPP Mission Statement.
	3.1.1.E	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 3.1.1, if desired.*
	3.1.2	State-Supplied Annual Reports	
	3.1.3	State-Supplied Annual Reports	
	3.1.4	State-Supplied Annual Reports	
3.2	3.2.1	**Required Narrative Response**	(**prompts A-D**)
	3.2.1.E	**Required File Upload**	Dispositional assessment instruments and analyzed data used from admission to completion
	3.2.1.F	**Required File Upload**	Upload evidence for the need for candidate support as identified through disaggregated data by race and ethnicity. and such other categories.
	3.2.1.G	**Required File Upload**	Overview of candidate assessment and monitoring system and processes that support understanding of the narrative by providing a visual representation of how processes are related and when key actions are taken regarding candidate program progression (e.g., outline, flowchart, timelines).
	3.2.1.H	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 3.2.1, if desired.*
3.3	3.3.1	**Required Narrative Response**	(**prompts A-C**) ***Only required if** the EPP does not meet expectations on any indicators for 3.3**:** For each indicator which the EPP did not meet expectations, provide a rationale for why expectations were not met
	3.3.1.D	**Required File Upload**	2 or more sources of evidence and analyzed data the EPP uses to ensure competency to teach effectively through application of content knowledge, foundational pedagogical skills, and technology integration by the end of the program.
	3.3.1.E	**Required File Upload**	Assessments and analyzed data used to demonstrate how the EPP assesses, across and within programs, that candidates can teach effectively with positive impacts on pre-K–12 student learning and development.
	3.3.1.F	*Optional File Upload*	*Upload an additional exhibit referenced in the narrative response to 3.3.1, if desired.*
	3.3.2	**Required File Upload**	Admissions GPA data
	3.3.3	State-Supplied Annual Reports	
	3.3.4	State-Supplied Annual Reports	
	3.3.5	State-Supplied Annual Reports	

A.4 Exhibits for Standard 4			
4.1	4.1.1	State-Supplied Annual Reports	
	4.1.2	State-Supplied Annual Reports	
	4.1.3	State-Supplied Annual Reports	
	4.1.1.A	**Required Narrative Response**	***Only required if** the EPP does not meet expectations on any Annual Reports indicators for 4.1**.**
4.2	4.2.1	**Required Narrative Response**	(**prompts A-G**)
	4.2.1.H	**Required File Upload**	Annual Reports Partner survey data from Insights Tool, if available.
	4.2.1.I	*Optional File Upload*	*Upload an additional exhibit (or exhibits) referenced in the narrative response to 4.2.1, if desired. This may include EPP-deployed employer satisfaction surveys, employer interviews and focus groups, or employer case studies.*
	4.2.2	State-Supplied Annual Reports	
4.3	4.3.1	**Required Narrative Response**	(**prompts A-H**)
	4.3.1.I	**Required File Upload**	Annual Reports Completer satisfaction data from Insights Tool, if available.
	4.3.1.J	*Optional File Upload*	*Upload an additional exhibit (or exhibits) referenced in the narrative response to 4.3.1, if desired.*