

# Tennessee Comprehensive Review Handbook Crosswalk

## Introduction

The Tennessee Comprehensive Review (TNCR) Handbook was generated to support educator preparation providers (EPPs) that are preparing for an upcoming state-managed comprehensive review. This state-managed process was derived from using the Council for the Accreditation of Educator Preparation (CAEP) standards. When developing the TNCR handbook, some standards and components were edited to include Tennessee-specific expectations.

This document provides a crosswalk between the 2020-21 TNCR Handbook and 2023-24 TNCR Handbook. Additional details regarding the expectations for each standard can be found in the Component and Indicator sections of the TNCR Handbook.

<b>Standard 5 – Quality Assurance System and Continuous Improvement</b>	
<b>2020-21</b>	<b>2023-24</b>
<p><b>Standard 5</b> - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on pre-K-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on pre-K-12 student learning and development.</p>	<p><b>Standard 5</b> - 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.</p>

<p><b>Component 5.1 Quality and Strategic Evaluation</b> The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.</p>	<p><b>Component 5.1 Quality Assurance System</b> 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.</p>
<p><b>Component 5.2 Quality and Strategic Evaluation</b> The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>	<p><b>Component 5.2 Data Quality</b> 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.</p>
<p><b>Component 5.5 Continuous Improvement – Stakeholder Involvement</b> The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p><b>Component 5.3 Stakeholder Involvement</b> 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.</p>
<p><b>Component 5.3 Continuous Improvement – Provider Performance Assessment</b> The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.</p> <p><b>Component 5.4 Continuous Improvement – Measures of Completer Impact</b> Measures of completer impact, including available outcome data on pre-K–12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction.</p>	<p><b>Component 5.4 Continuous Improvement</b> 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.</p>

**Standard 1 – Content and Pedagogical Knowledge**

2020-21	2023-24
<p><b>Standard 1</b> - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>	<p><b>Standard 1</b> - 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.</p>
<p><b>Component 1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.</p>	<p><b>Component 1.1 The Learner and Learning</b> 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.</p>
<p><b>Component 1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.</p> <p><b>Component 1.3 Candidate Assessment</b> Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments (e.g., literacy assessment [Teaching Reading: Elementary Education or Reading across the Curriculum: Elementary, specialty area assessments], Principles of Learning and Teaching (PLT), and edTPA).</p>	<p><b>Component 1.2 Content</b> 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.</p>

<p><b>Component 1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.</p> <p><b>Component 1.2 Research and Evidence</b> Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their pre-K-12 students' progress and their own professional practice.</p> <p><b>Component 1.5 Technology throughout Preparation</b> Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>	<p><b>Component 1.3 Instructional Practice</b> 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.</p>
<p><b>Component 1.1 Candidate Knowledge, Skills, and Professional Dispositions</b> Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.</p> <p><b>Component 3.6 Selection at Completion</b> Before it recommends any completing candidate for licensure, the provider documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</p>	<p><b>Component 1.4 Professional Responsibility</b> 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.</p>

<b>Standard 2 – Clinical Partnerships and Practice</b>	
<b>2020-21</b>	<b>2023-24</b>
<p><b>Standard 2</b> - The provider ensures that effective partnerships and high-quality clinical practice 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.</p>	<p><b>Standard 2</b> - 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.</p>
<p><b>Component 2.1 Partnerships for Clinical Practice</b> Partners co-construct mutually beneficial pre-K-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p>	<p><b>Component 2.1 Partnerships for Clinical Preparation</b> Partners co-construct mutually beneficial pre-K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.</p>
<p><b>Component 2.2 Clinical Educators</b> Partners co-select, prepare, observe, and provide actionable feedback to support and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and pre-K-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional</p>	<p><b>Component 2.2 Clinical Educators</b> 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.</p>

<p>development, observation and/or evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p>	
<p><b>Component 2.3 Clinical Experiences</b>          The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all pre-K–12 students.</p>	<p><b>Component 2.3 Clinical Experiences</b>          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.</p>

### Standard 3 – Candidate Recruitment, Progression, and Support

2020-21	2023-24
<p><b>Standard 3</b> - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment through admission, in the progression of courses and clinical experiences, and through decisions that ensure that completers are prepared to teach effectively and are recommended for licensure. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.</p>	<p><b>Standard 3</b> - 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.</p>
<p><b>Component 3.1 Recruitment of Diverse Candidates who Meet Employment Needs</b> The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates increasingly reflects the diversity of Tennessee’s pre-K–12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.</p>	<p><b>Component 3.1 Recruitment</b> 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.</p>
<p><b>Component 3.3 Additional Selectivity Factors</b> Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic attributes and dispositions predict candidate performance in the program and effective teaching.</p>	<p><b>Component 3.2 Monitoring and Supporting Candidate Progression</b> 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</p>

<p><b>Component 3.4 Selectivity During Preparation</b> The provider sets high standards, clearly defines program progression, and monitors candidate advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidate development of content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.</p>	<p>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.</p>
<p><b>Component 3.2 Candidates Demonstrate Academic Achievement</b> Providers 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.</p> <p><b>Component 3.4 Selectivity During Preparation</b> The provider sets high standards, clearly defines program progression, and monitors candidate advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidate development of content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.</p>	<p><b>Component 3.3 Competency at Completion</b> 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.</p>



**Component 3.5 Selection at Completion**

Before it recommends any completing candidate for licensure, the provider presents multiple forms of evidence that the candidate has reached a high standard for content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains in the fields where licensure is sought and can teach effectively with positive impacts on pre-K-12 student learning and development.

**Component 3.6 Selection at Completion**

Before it recommends any completing candidate for licensure, the provider documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

<b>Standard 4 – Program Impact</b>	
<b>2020-21</b>	<b>2023-24</b>
<p><b>Standard 4</b> - The provider demonstrates the impact of its completers on pre-K-12 student learning and development, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>	<p><b>Standard 4</b> - 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.</p>
<p><b>Component 4.1 Impact on Pre-K-12 Student Learning and Development</b> The provider documents, using multiple measures that program completers contribute to an expected level of student learning growth. Multiple measures include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported pre-K-12 impact measures, and any other measures employed by the providers.</p> <p><b>Component 4.2 Indicators of Teaching Effectiveness</b> The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p><b>Component 4.1 Completer Effectiveness</b> The EPP demonstrates program completers:  <ul style="list-style-type: none"> <li>A. effectively contribute to pre-K-12 student-learning growth AND</li> <li>B. apply in pre-K-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.</li> </ul>           In addition, the EPP includes a rationale for the evidence provided.</p>
<p><b>Component 4.3 Satisfaction of Employers</b> The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with pre-K-12 students.</p>	<p><b>Component 4.2 Satisfaction of Employers</b> 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.</p>

**Component 4.4 Satisfaction of Completers**

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**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.