

**TENNESSEE STATE BOARD OF EDUCATION
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
TENNESSEE WESLEYAN UNIVERSITY
FEBRUARY 5, 2021**

PART I. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Full Approval, Minor Stipulations

CAEP STANDARDS

CAEP Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Met
2. Clinical Partnerships and Practice	Met
3. Candidate Quality, Recruitment, and Selectivity	Met
4. Program Impact	Met
5. Provider Quality Assurance and Continuous Improvement	Met

PART II. EPP AREAS FOR IMPROVEMENT and STIPULATIONS

Minor Stipulations

STANDARD 3: Candidate Quality, Recruitment, And Selectivity

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 positive impact on all P-12 students’ learning and development.

Minor Stipulations	Rationale
3.1: The focus of the recruitment plan fails to address intentional strategies for attracting underrepresented racial ethnic candidates and male candidates. No evidence of an increase in percentage of male candidates presented.	Metrics related to candidates belonging to underrepresented racial ethnic and male candidates fall below stated expectations.

STANDARD 4: Program Impact

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.

Minor Stipulations	Rationale
4.1: According to state requirement for TVAAS expectations on annual reports, the EPP fell below expectation both 2017 and 2018 performance reports.	The EPP did not meet expectations on annual reports and a downward trend is identified (2017=50% compared to 59% state average; 2018=43.8% compared to 61.2% state average). There is no evidence of an action plan to address this downward trend.
4.4: Sharing of data (satisfaction of completers) and annual analysis of data for program improvement was not supported by evidence.	The EPP has provided inadequate evidence of utilizing completer data to impact program improvement.

STANDARD 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-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 P-12 student learning and development.

Minor Stipulations	Rationale
Multiple Components: Multiple areas related to data collection and analysis were identified as negatively impacting continuous improvement.	Concerns regarding data collection and analysis in the following areas: <ul style="list-style-type: none"> • inter-rater reliability • development of plan to ensure interpretation of assessment results

	<ul style="list-style-type: none">• regular analysis of completer impact on P-12 students• whole faculty data analysis to inform program changes• inconsistent collection of surveys for completers and employers
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EPP Major Stipulations

None

PART III. STATE SPECIALTY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

Early Childhood Education pre-K-3 (UG and PB)
Elementary Education K-5 (UG and PB)
English 6-12 (UG and PB)
Mathematics 6-12 (UG and PB)
Biology 6-12 (UG and PB)
Chemistry 6-12 (UG and PB)
History 6-12 (UG and PB)
Music – Vocal/General K-12 (UG and PB)
Physical Education K-12 (UG and PB)
Special Education Interventionist K-8 (UG and PB)

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

SAP Minor Stipulations

None

SAP Major Stipulations

None