

**TENNESSEE STATE BOARD OF EDUCATION  
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS  
LEMOYNE-OWEN COLLEGE  
FEBRUARY 4, 2022**

**PART IA. EDUCATOR PREPARATION PROVIDER (EPP)**

Department Recommendation: Probationary Approval, Major 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	Not Met

**PART IB. CAEP ACCREDITATION DECISIONS**

Probationary accreditation is granted at the initial licensure level.

**PART II. EPP AREAS FOR IMPROVEMENT and STIPULATIONS**

**EPP Areas for Improvement**

**STANDARD 1: Content and Pedagogical Knowledge**

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.

Areas for Improvement	Rationale
1.3 The EPP provided limited evidence that candidates apply content and pedagogical knowledge as reflected in outcome assessments.	Limited data were provided to show the use of assessments to demonstrate candidates can apply content and pedagogical knowledge based on standards.
1.4 The EPP provided limited evidence to ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.	The EPP provided insufficient evidence of candidate mastery and commitment that afford all students' access to rigorous college- and career-ready standards.

**STANDARD 3: Candidate Quality, Recruitment, and Selectivity**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Areas for Improvement	Rationale
3.2 The EPP provided limited evidence that their candidates' performance on a nationally-normed assessment is in the top 50% of those assessed.	The EPP provided raw Praxis Core scores, but there was no evidence of statistical analysis of the data to demonstrate a mean score above the 50th percentile.
3.3 The EPP provided insufficient evidence that it monitors candidates' attributes and dispositions beyond academic ability from admissions through program completion.	The EPP provided limited data and analysis of candidate dispositions.
3.5 The EPP provided limited evidence that candidates can teach effectively with positive impacts on P-12 student learning and development.	The EPP provided insufficient evidence of how assessments demonstrate candidates' impact on P-12 student learning and development.
3.6 There is limited evidence measuring EPP candidates' understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	The EPP included assignments and courses that cover these topics, but provided limited assessment data to demonstrate that candidates understand the expectations of the profession.

**STANDARD 4: Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Areas for Improvement	Rationale
4.1 The EPP provided limited data on completers' impact on P-12 students' learning and development.	The EPP provided insufficient evidence that completers contribute to an expected level of student-learning growth.
4.2 The EPP provided insufficient evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	The EPP provided inconsistent evidence that completers demonstrate teaching effectiveness with P-12 learners.

4.4 The EPP provided limited evidence of program completers' satisfaction with their preparation.	The alumni survey instrument is limited in providing information about completers' perception of their preparation.
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**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.

Areas for Improvement	Rationale
5.3 The EPP provided limited evidence of regular and systematic assessment of performance against goals or relevant standards.	There was insufficient evidence that the EPP analyzes data to make programmatic improvements.
5.5 The EPP provided limited evidence to demonstrate how stakeholders are involved in program evaluation.	The EPP presented forms used to engage stakeholders but was unable to present sufficient data on how stakeholders offer suggestions for improvement.

**EPP Stipulations**

**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.

Stipulations	Rationale
5.1 The EPP does not have a functional QAS that organizes and analyzes multiple measures to monitor candidate progress and provider effectiveness.	The EPP provided descriptions of the procedures and protocols of its QAS but did not document a systematic analysis of data to show that it can function effectively. The QAS is not currently functioning and has shown serious deficiencies in its ability to organize and share candidate and program data.
5.2 The EPP's multiple measures are not relevant, actionable, comprehensive, purposeful, and coherent. The EPP did not provide data on their EPP-created assessments.	No evidence was provided to show how the EPP created assessments aligned with CAEP Sufficiency Criteria.

**PART III. STATE SPECIATY AREA PROGRAMS (SAPs)**

Department Recommendation (Initial Level): Full Approval

English 6-12 (UG and PB)  
 Mathematics 6-12 (UG and PB)

**PART IV. SAP MINOR and MAJOR STIPULATIONS**

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

<b>Minor Stipulations</b>	<b>Rationale</b>
Early Childhood Education pre-K-3 (undergraduate): Alignment of standards to program	There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Early Childhood Education pre-K-3 (post-baccalaureate): Alignment of standards to program	There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Elementary Education K-5 (undergraduate): Alignment of standards to program	There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Elementary Education K-5 (post-baccalaureate): Alignment of standards to program	There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.

Department Recommendation (Initial Level): Probationary Approval, Major Stipulations

<b>Major Stipulations</b>	<b>Rationale</b>
Biology 6-12 (undergraduate): Alignment of standards to program	The program is not aligned to the 2020 National Science Teaching Association Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505 .
Biology 6-12 (post-baccalaureate): Alignment of standards to program	The program is not aligned to the 2020 National Science Teaching Association Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Chemistry 6-12 (undergraduate): Alignment of standards to program	The program is not aligned to the 2020 National Science Teaching Association Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Chemistry 6-12 (post-baccalaureate): Alignment of standards to program	The program is not aligned to the 2020 National Science Teaching Association Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
History 6-12 (undergraduate): Alignment of standards to program	The program is not aligned to the 2020 National Council for the Social Studies Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.

History 6-12 (post-baccalaureate): Alignment of standards to program	The program is not aligned to the 2020 National Council for the Social Studies Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Government 6-12 (undergraduate): Alignment of standards to program	The program is not aligned to the 2020 National Council for the Social Studies Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Government 6-12 (post-baccalaureate): Alignment of standards to program	The program is not aligned to the 2020 National Council for the Social Studies Teacher Preparation Standards as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Visual Arts K-12 (undergraduate): Alignment of standards to program	The 2012 National Art Education Association Standards were used; however, the 2020 standards need to be aligned as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Visual Arts K-12 (post-baccalaureate): Alignment of standards to program	The 2012 National Art Education Association Standards were used; however, the 2020 standards need to be aligned as required by Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505.
Special Education Interventionist K-8 (undergraduate): Alignment of standards to program	The Core Council for Exceptional Children Standards were addressed; however, the specialty sets in learning disabilities and behavior disorders were not included as required by the Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505. There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Special Education Interventionist K-8 (post-baccalaureate): Alignment of standards to program	The Core Council for Exceptional Children Standards were addressed; however, the specialty sets in learning disabilities and behavior disorders were not included as required by the Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505. There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Special Education Interventionist 6-12 (undergraduate): Alignment of standards to program	The Core Council for Exceptional Children Standards were addressed; however, the specialty sets in learning disabilities and behavior disorders were not included as required by the Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505. There was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
Special Education Interventionist 6-12 (post-baccalaureate): Alignment of standards to program	The Core Council for Exceptional Children Standards were addressed; however, the specialty sets in learning disabilities and behavior disorders were not included as required by the Tennessee Literacy and Specialty Area Standards Policy for Educator Preparation 5.505. There

	was a lack of clarity in the alignment of standards to course activities/assessments with all standards being covered in each course.
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