

**TENNESSEE STATE BOARD OF EDUCATION  
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS  
UNIVERSITY OF TENNESSEE, CHATTANOOGA  
JULY 24, 2020**

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

Department Recommendation: Full Approval, Minor Stipulations

**CAEP STANDARDS**

<b>CAEP Standards</b>	<b>Action Recommendation</b>
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 IB. CAEP ACCREDITATION DECISIONS**

Accreditation is granted at the initial licensure level.  
Accreditation with stipulations is granted at the advanced 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
<b>1.5:</b> The EPP provided insufficient evidence that candidates in all programs model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning.	During interviews with secondary candidates, it was reported that many do not have opportunities to model and apply technology as it relates to student engagement. In addition, in interviews with related programs (theatre, foreign language, health and PE), and music, faculty and candidates reported that they have little opportunity to model and apply technology.

#### STANDARD 2: Clinical Partnerships and Practice

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.

Areas for Improvement	Rationale
<b>2.2:</b> The EPP provided insufficient evidence that data are shared and used to inform improvement of clinical practice.	The EPP did not provide sufficient evidence to demonstrate how data is shared with its partners and used collaboratively to make program decisions.

#### STANDARD 3: Clinical Partnerships and Practice

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.

Areas for Improvement	Rationale
<b>3.1:</b> The EPP provided limited evidence of a complete recruitment plan.	The recruitment plan does not include baseline data, measureable goals, or specific timelines for five years. Recruitment results are not recorded, monitored, and used in planning and modification of recruitment strategies.

#### 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
<p><b>5.1:</b> The EPP provided limited evidence as to how data are systematically collected, analyzed, and interpreted.</p>	<p>There is evidence that data from multiple measures are included in the QAS, including a monitored checkpoint system to assist both faculty and candidates in managing progress through the program. Evidence regarding a system to assess completer achievements was not presented, nor was evidence presented regarding data on the EPP's operational effectiveness.</p>
<p><b>5.2:</b> The EPP provided minimal documentation of verifiable, cumulative, relevant actions based on data-based evidence.</p>	<p>There is limited documentation that the data are consistently analyzed or assessments are consistently utilized across programs.</p>
<p><b>5.3:</b> The EPP does not regularly and systematically use data for continuous improvement across all programs.</p>	<p>There is insufficient evidence that the EPP regularly and systematically reviews available data against goals and standards.</p>
<p><b>5.5:</b> Minimal evidence was provide as to how data are used in program decision-making, resource allocation, and setting of present and future priorities.</p>	<p>There was insufficient evidence of meaningful stakeholder involvement in decision-making, program evaluation, or selection and implementation of changes for improvement.</p>

**EPP Stipulations**

None

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

Department Recommendation (Initial Level): Full Approval

- Early Childhood Education pre-K-3/Special Education Early Childhood pre-K-3 (UG and MAT)
- French 6-12/French pre-K-12 (UG and MAT)
- Spanish 6-12/Spanish pre-K-12 (UG and MAT)
- Latin 6-12/Latin pre-K-12 (UG and MAT)
- English 6-12 (MAT)
- Mathematics 6-12 (UG and MAT)
- Biology 6-12 (UG and MAT)
- Chemistry 6-12 (UG and MAT)
- Physics 6-12 (UG and MAT)
- Earth Science 6-12 (UG and MAT)
- History 6-12 (UG and MAT)
- Government 6-12 (UG and MAT)
- Economics 6-12 (UG and MAT)
- Geography 6-12 (UG and MAT)
- Physical Education K-12/ Health and Wellness (UG and MAT)
- Visual Arts K-12 (UG and MAT)
- Theater K-12 (UG and MAT)
- Music – Vocal/General K-12 (UG and MAT)
- Music – Instrumental/General K-12 (UG and MAT)
- Special Education Interventionist K-8 (UG and MAT)
- School Social Worker pre-K-12 (UG and MAT)

Department Recommendation (Advanced Level): Full Approval

- School Counselor pre-K-12 (MAT)
- School Psychologist pre-K-12 (MAT)

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

**SAP Minor Stipulations**

None

**SAP Major Stipulations**

None