

**TENNESSEE STATE BOARD OF EDUCATION
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
 ACTION REPORT
 Fisk University
 AUGUST 4, 2023**

PART I. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Denial of Approval

TENNESSEE COMPREHENSIVE REVIEW (TNCR) STANDARDS

Tennessee Comprehensive Review (TNCR) Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Not Met
2. Clinical Partnerships and Practice	Not Met
3. Candidate Quality, Recruitment, and Selectivity	Not Met
4. Program Impact	Not Met
5. Provider Quality Assurance and Continuous Improvement	Not Met

PART II. EPP MINOR STIPULATIONS and MAJOR STIPULATIONS

EPP Minor Stipulations

None.

EPP Major Stipulations

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.

Major Stipulations	Rationale
1.1 – The EPP does not ensure that candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels for the learner and learning, content, instructional practice, and professional responsibility.	Key assessments used to monitor candidate progression during the review cycle were not provided. Data regarding candidates’ performance on key assessments that monitor progression were not provided.
1.2 – The EPP does not ensure that candidates use research and evidence to develop an understanding of the teaching profession and measure their pre-k-12 students’ progress and their own professional practice.	Evidence that candidates use research and evidence to develop an understanding of the teaching profession was not provided. No data were provided to demonstrate candidate performance on the use of research and evidence to inform teaching.
1.3 – The EPP does not ensure candidates apply content and pedagogical knowledge.	Annual report data or EPP generated data were not provided, and the absence of annual report data were not addressed.
1.4 – The EPP does not ensure candidates demonstrate the skills and commitment that afford all pre-K-12 students access to rigorous instruction aligned to college- and career ready standards.	Evidence was not provided that the EPP prepares candidates across disciplines to deliver developmentally appropriate instruction to diverse learners.
1.5 – The EPP does not ensure candidates model and apply technology standards as they design, implement, and assess learning and enrich professional practice.	Although a future key assessment linked to the International Society for Technology in Education (ISTE) standards was provided, no evidence or data were provided to demonstrate how current candidates model and apply technology standards.

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 a positive impact on all pre-K–12 students’ learning and development.

Major Stipulations	Rationale
2.1 – The EPP does not demonstrate that partners co-constructed mutually beneficial pre-K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.	Evidence was not provided to show a co-construction of clinical practice, mutually agreeable expectations for candidate entry, preparation and exit, coherence across the preparation, and shared accountability.
2.2 – The EPP does not demonstrate partners co-select, prepare, observe, and provide actionable feedback to support and retain high-quality clinical educators.	The EPP and its district partner(s) do not have a process for developing and retaining effective clinical educators.

<p>2.3 – The EPP does not demonstrate that they work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration.</p>	<p>There is no evidence that EPP engages 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).</p>
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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 through admission, the progression of courses and clinical experiences, and through decisions 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.

Major Stipulations	Rationale
<p>3.1 – The EPP does not provide evidence for plans and goals to recruit and support completion of high-quality candidates, reflects the diversity of Tennessee’s pre-K-12 students, and address needs for hard-to-staff schools and shortages.</p>	<p>The EPP does not provide evidence of an adequate recruitment plan with goals to support completion of high-quality candidates from a broad range of backgrounds. The EPP also does not detail a formal or informal process it has with the primary partner for developing and reviewing the recruitment plan and adjusting based on outcomes.</p>
<p>3.2 – The EPP does not ensure that candidates admitted to the EPP meet admission requirements.</p>	<p>The EPP does not provide evidence of GPA scores for current candidates in the program. No Praxis, edTPA scores, or other key assessment data were provided for current candidates. Additionally, no data were provided on how admitted candidates are performing on entrance requirements.</p>
<p>3.3 – The EPP does not establish and monitor attributes and dispositions throughout the program.</p>	<p>Dispositional assessment instruments used at admission and throughout the program were not provided, therefore, there was no evidence of assessment data that are used at admission or throughout the program. Also, no clear structure for monitoring dispositional assessments was described. Additionally, the EPP did not address how the relationship between non-academic/dispositional data and outcome data such as candidate observation data, Praxis scores, GPA, edTPA, etc. are analyzed. Information is not provided about how the EPP plans to use dispositional data to drive programmatic change and assess completer effectiveness.</p>

3.4 – The EPP does not demonstrate program progression and monitor candidate advancement from admission through completion and the ability for candidates to teach to college- and career-ready standards.	No evidence was provided for progression transition points, an incorporated technology lesson plan, past candidate demonstration of integration of technology, and how data are collected, analyzed, or used to inform candidate selectivity throughout the program.
3.5 – The EPP does not present multiple forms of evidence that candidates have reached a high standard for content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology.	No evidence was provided for the six key assessments, standards for candidate content knowledge, candidates’ ability to impact student learning upon completion of the program, or a documented process for ensuring candidates meet standards related to content knowledge or student learning impact.
3.6 – The EPP does not document that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	No evidence was provided supporting professional expectations for all programs and evidence displaying the point in the candidates’ program where they receive information related to ethics, laws, and policy.

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.

Major Stipulations	Rationale
4.1 - The EPP does not provide evidence that program completers contribute to an expected level of student learning growth using multiple measures.	There was no evidence that program completers contribute to an expected level of student-learning growth.
4.2 – The EPP does not provide evidence to demonstrate teacher effectiveness.	There was no evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
4.3 - The EPP does not provide evidence to show employers’ satisfaction.	There was no evidence that the EPP demonstrates that employers are satisfied with the completers’ preparation for their assigned responsibilities working with pre-K-12 students.
4.4 - The EPP does not provide evidence to demonstrate completers’ satisfaction.	There was no evidence the EPP demonstrates program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

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
5.1 - There is insufficient evidence the Quality Assurance System (QAS) contains multiple measures that monitor candidate progress, completer achievements, and provider operational effectiveness.	Although an institution-wide Quality Assurance System (QAS) was shared, it is not clear how the QAS had been applied to the EPP. It was also unclear how multiple measures specific to the EPP contributed to the institution-wide QAS system.
5.2 – The EPP does not provide a QAS that relies on verifiable, representative, cumulative, and actionable measures.	Evidence was not provided demonstrating how the QAS relies on relevant, verifiable, representative, cumulative, and actionable measures and produces empirical evidence that interpretations of data are valid and consistent. A plan for future key assessments was provided, but key assessments and data were not provided for the review period.
5.3 – The EPP does not provide evidence that it 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.	The EPP does not provide sufficient evidence that demonstrated the EPP uses the QAS for program improvement.
5.4 – The EPP does not provide measures of completer impact.	The EPP does not provide sufficient measures of completer impact, analysis of these measures, and how information about these measures is shared with stakeholders.
5.5 – The EPP does not assure that stakeholders are involved in program evaluation, improvement, and identification of models of excellence.	The EPP does not provide sufficient evidence that appropriate stakeholders, such as employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

PART III. STATE SPECIALTY AREA PROGRAMS (SAPs)

All SAP programs were approved less than three (3) years before the time of the review and were not required to be reviewed during this comprehensive review.

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

SAP Minor Stipulations

Not applicable.

SAP Major Stipulations

Not applicable.