

**TENNESSEE DEPARTMENT OF EDUCATION  
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS REVIEW  
RECOMMENDATIONS**

**JOHNSON UNIVERSITY  
February 16, 2024**

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

Department Recommendation: Probationary Approval, Major Stipulations

**TNCR STANDARDS**

<b>TNCR Standards</b>	<b>Action Recommendation</b>
1. Content and Pedagogical Knowledge	Met – Minor Stipulation
2. Clinical Partnerships and Practice	Met – Minor Stipulation
3. Candidate Quality, Recruitment, and Selectivity	Met – Minor Stipulation
4. Program Impact	Not Met – Major Stipulations
5. Provider Quality Assurance and Continuous Improvement	Not Met – Minor Stipulations

**PART II. EPP MINOR STIPULATIONS and MAJOR STIPULATIONS**

**EPP Minor 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.

Minor Stipulations	Rationale
The EPP provided inconsistent evidence that candidates demonstrate the skills and commitment that afford all pre-K–12 students access to rigorous instruction aligned to college- and career-ready standards (e.g., SPA (content) standards, pedagogical standards, literacy standards, and state initiatives such as RTI <sup>2</sup> and Teaching Literacy in TN) (Standard 1.4).	Standards alignments submitted were not consistently aligned to the standards identified in SBE policy 5.505 and faculty were not consistently able to identify the standards taught in their courses.

**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.

Minor Stipulations	Rationale
There is limited evidence that the EPP collaboratively works with their partners to co-select, prepare, observe, and provide actionable feedback to support and retain high-quality educators (Standard 2.2).	The EPP did not provide sufficient evidence that they work with their partners to co-select, prepare, observe, and provide actionable feedback for clinical educators.

**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.

Minor Stipulations	Rationale
The EPP provided a limited recruitment plan with the EPP’s primary partner for increasing high quality and diverse candidates is needed and should include timelines, responsibilities, and deliverables (Standard 3.1).	A formal plan with the EPP’s primary partner was not provided and interviews did not provide additional evidence that a formal plan is in place.
Although the Educator Disposition Assessment (EDA) dispositional data is used on an individual	Educator Disposition Assessment (EDA) dispositional data is used on an individual basis,

basis, the EPP provided limited evidence that dispositional data is used to examine the relationship between non-academic dispositional data and impact data collectively as well as to make programmatic changes to improve completer effectiveness (Standard 3.3).	but the EPP confirmed that the data has not been analyzed collectively to make programmatic changes.
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**Standard 5: Provider Quality Assurance and Continuous Improvement**

The provider maintains a quality assurance system (QAS) 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
The QAS, in its use of measures that are relevant, verifiable, representative, cumulative, and actionable, does not consistently use interpretations of data that are valid and consistent, and therefore is unable for analyses and interpretations of data to be unambiguous (Standard 5.1).	The EPP’s QAS current use of data has not established mechanisms to ensure the validity and reliability of data and therefore unable to make unambiguous interpretations to be shared among stakeholders, or potentially to be used for data- driven decision making toward continuous improvement of the program.
Performance results related to program strength and growth are not systematically analyzed over time and there is limited demonstration that the provider tests innovations and the effects of criteria (selectivity at admission, during preparation, and at completion) on subsequent candidate progress and completion in a formal, systematic structure (Standard 5.3).	Limited evidence showed that performance results related to strength and growth and data analyses were testing innovations or measuring candidate progress and completion.
Limited evidence was presented that reliable and valid analysis is taking place of the data from measures of completer impact, nor is there consistent evidence that such measures have been externally benchmarked, shared widely and acted upon in decision-making related to programs, and future direction (Standard 5.4).	While there was evidence of data summarized, there was no evidence to support that deep analysis has taken place with regard to determining the reliability and validity of the data on completer impact, nor that benchmarking has been implemented and that the data and analysis is shared widely and acted upon in decision-making related to programs and future direction.
The provider has limited demonstration of appropriate stakeholder involvement in continuous improvement processes (Standard 5.5).	The EPP acknowledged that not all data measures are shared among stakeholders, due to not having completed 3- cycles of data or is limited to informal decision-making. The QAS does address a process for sharing but does not

	articulate at what point stakeholders are involved, or engage, in the process of decision-making.
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**EPP Major Stipulations**

**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
The EPP did not demonstrate, 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 (Standard 4.3).	The EPP reported multiple difficulties meeting standard 4.3, including COVID interruptions, lack of robust response rate, and lack of three (3) cycles of data collected.
The provider did not demonstrate, 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 their preparation was effective (Standard 4.4)	The EPP reported multiple difficulties meeting standard 4.4, including COVID interruptions, lack of robust response rate, and lack of three (3) cycles of data collected.

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

Department Recommendation (Initial Level): Full Approval

- Early Childhood Education pre-K-3 – Post-Baccalaureate
- Elementary Education K-5 – Post-Baccalaureate
- English 6-12 – Post-Baccalaureate
- Mathematics 6-12 – Post-Baccalaureate
- Biology 6-12 – Post-Baccalaureate
- History 6-12 – Post-Baccalaureate
- Psychology 9-12 – Post-Baccalaureate
- Sociology 9-12 – Post-Baccalaureate
- Music – Vocal/General K-12 - Undergraduate
- English as a Second Language pre-K-3 – Post-Baccalaureate
- Special Education Interventionist K-8 – Post-Baccalaureate
- Special Education Gifted pre-K-12 – Post-Baccalaureate

Department Recommendation (Advanced Level): Full Approval

School Counselor pre-K-12 – Post-Baccalaureate

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

**SAP Minor Stipulations**

None.

**SAP Major Stipulations**

None.