

**TENNESSEE DEPARTMENT OF EDUCATION  
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAM REVIEW RECOMMENDATION  
TENNESSEE STATE UNIVERSITY  
February 16, 2024**

**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.  
Probationary accreditation is granted at the advanced level.

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

**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Areas for Improvement	Rationale
The EPP provided limited evidence of candidate abilities relative to the learner and learning (Standard 1.1).	The EPP provided limited evidence of InTASC 1, 2, and 3 in their assessment alignment or data analysis. Data were presented inconsistently and did not allow for comparison across programs or analysis or trends over time.
The EPP provided limited evidence of candidate abilities relative to content and pedagogical knowledge (Standard 1.2).	The EPP provided limited evidence of InTASC 4 and 5 in their assessment alignment or data analysis. Data were presented inconsistently and did not allow for comparison across programs of analysis of trends over time.
The EPP provided limited evidence of candidate abilities relative to instructional practice, including technology integration (Standard 1.3).	The EPP provided limited evidence of InTASC 6, 7 and 8 in their assessment alignment or data analysis. Data were presented inconsistently and did not allow for comparison across programs of analysis of trends over time.
The EPP provided limited evidence of candidate abilities relative to professional responsibilities (Standard 1.4).	The EPP provided limited evidence of InTASC 9 and 10 in their assessment alignment or data analysis. Data were presented inconsistently and did not allow for comparison across programs of analysis of trends over time.

**Standard 2: Clinical Partnerships and Practice**

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Areas for Improvement	Rationale
The EPP provided insufficient evidence that partners co- construct mutually beneficial P-12 school and community arrangements for clinical preparation or share responsibility for continuous improvement of candidate preparation (Standard 2.1).	Discussions indicated that while conversations take place with partners about the preparation of candidates, there was little documentation of how this generated actionable feedback.

**Standard 3: Candidate Recruitment, Progression, and Support**

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Areas for Improvement	Rationale
The EPP provided limited data for transition points from admission to completion ensuring	The EPP provided some data for transition points (e.g., EdTPA, Praxis Content, GPA). However,

candidates were developing content knowledge as they progress toward completion (Standard 3.2).	other data were not evident (e.g., Praxis CORE, Admission Interview, and Signature Formative Assessment). Data for TEAM Observations were not disaggregated by gender and race. No analyses were provided describing any disparities.
The EPP provided limited evidence to demonstrate candidate quality on completion (Standard 3.3).	Further information, data, and analysis were needed from the EPP for competency at completion. Data for TEAM Observations were not disaggregated by gender and race and some candidates may not have been evaluated by this assessment. No analyses were provided describing any disparities. The Transition Plan was insufficient.

**Standard 4: Program Impact**

The provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Areas for Improvement	Rationale
The EPP provided limited evidence that program completers effectively contribute to P-12 student-learning growth or apply professional knowledge, skills, and dispositions corresponding with teaching effectiveness (Standard 4.1).	The Addendum provided 3 cycles of data. Data were partially analyzed, but not disaggregated. It was unclear how the EPP utilized the data available.
The EPP provided limited evidence that employers were satisfied with completers' preparation (Standard 4.2).	The EPP provided data to assess this component, but had not analyzed, disaggregated, or used the data to make decisions.
The EPP provided limited evidence that completers were satisfied with their preparation (Standard 4.3).	The EPP provided data addressing satisfaction of completers within the TDOE Report Cards. Three years of aggregated data were provided but were not analyzed, and the use of data to drive continuous improvement was unclear.

**Standard 5: Quality Assurance System and Continuous Improvement**

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained, and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Areas for Improvement	Rationale
The EPP provided limited evidence of a functioning Quality Assurance System (Standard 5.1).	The EPP was re-developing and piloting a Quality Assurance System and had provided insufficient data. The EPP did not document systematic collection or analysis of data to show that it can function effectively.

The EPP provided limited evidence of stakeholder involvement in program evaluation and continuous improvement (Standard 5.3).	EPP faculty and partners spoke to EPP efforts to involve stakeholders in the Quality Assurance System. The EPP provided limited documentation of stakeholder involvement.
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### EPP Stipulations

#### Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained, and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Stipulations	Rationale
The EPP did not provide evidence of data quality (Standard 5.2).	The EPP did not provide evidence of a Quality Assurance System reliant on relevant, verifiable, representative, cumulative, and actionable measures.
The EPP did not provide evidence that it regularly and systematically assessed performance against goals, tracked results over time, tested innovations, documented modifications, or used results to improve program elements and processes (Standard 5.4).	The EPP did not document the processes to systematically review, analyze, and interpret data to identify patterns across programs, use data for continuous improvement, and test innovations or modifications.

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

Department Recommendation (Initial Level): Full Approval  
None.

Department Recommendation (Advanced Level): Full Approval  
None.

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

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

Minor Stipulation	Rationale
<b>Early Childhood Education</b> (Undergraduate & Post-Baccalaureate): Although the EPP included some standards alignment, the EPP did not include a standards alignment for the post-baccalaureate student teaching pathway. The standards alignment matrix for the post-baccalaureate job-embedded program (JEP) licensure pathway was incomplete and did not align to the NAEYC standards.	No standards alignment matrix was submitted for the post-baccalaureate student teaching licensure pathway. The standards alignment for the post-baccalaureate job-embedded pathway included five (5) of eleven (11) courses listed on the program of study. No evidence was provided for alignment of the coursework and assessments to the NAEYC standards.

<p><b>Elementary Education K-5</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were addressed, the EPP did not include separate standards alignment matrices for the post-baccalaureate student teaching pathway and JEP pathway. The EPP did not provide standards alignment for content area standards such as NCTM.</p>	<p>One (1) standards alignment matrix was submitted for the post-baccalaureate licensure instead of for each of the two (2) post-baccalaureate pathways. No evidence was provided for alignment of the coursework and assessments to the content area CAEP K-6 standards.</p>
<p><b>English 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were provided, the EPP did not align the two (2) post-baccalaureate licensure pathways with standards. The EPP did not specify that it aligned to the NCTE standards and did not align to the InTASC standards.</p>	<p>No matrices were provided for two (2) post-baccalaureate licensure pathways. Evidence was not provided for alignment of the coursework and assessments to the current NCTE standards or to InTASC standards in undergraduate licensure pathway.</p>
<p><b>Mathematics 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards are addressed, the EPP did not align to the current NCTM standards in the graduate licensure pathways. The EPP did not align to the TN Middle and Secondary Education Literacy Standards for in the graduate licensure pathways.</p>	<p>Evidence was not provided for alignment of the coursework and assessments to the current NCTM standards and to the TN Middle and Secondary Education Literacy Standards for in the graduate licensure pathways.</p>
<p><b>Biology 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were addressed, the EPP did not provide a program alignment for the post-baccalaureate programs (student teaching and job-embedded pathways).</p>	<p>At the conclusion of the review, there is no evidence to corroborate post-baccalaureate program alignment to the expectations outlined in State Board Policy 5.505.</p>
<p><b>Chemistry 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were addressed, the EPP did not provide a program alignment for the post-baccalaureate programs (student teaching and job-embedded pathways).</p>	<p>At the conclusion of the review, there is no evidence to corroborate post-baccalaureate program alignment to the expectations outlined in State Board Policy 5.505.</p>
<p><b>History 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were addressed, the EPP did not provide program alignment matrices for the undergraduate programs of study, which correlate courses and clinical experiences to the expectations of State Board Policy 5.505. Program alignment matrices should be provided for the post-baccalaureate programs (student teaching and job-embedded pathways) including documentation of clinical experience progression.</p>	<p>The current undergraduate program alignment matrix does not correlate specific courses and clinical experiences to the requisite standards outlined in policy. At the conclusion of the review, there is no evidence to corroborate expected program alignment as outlined in State Board Policy 5.505.</p>
<p><b>History 6-12 &amp; Government 6-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some standards were addressed, the EPP did not provide program alignment matrices for the undergraduate</p>	<p>The current undergraduate program alignment matrix does not correlate specific courses and clinical experiences to the requisite standards outlined in policy. At the conclusion of the review,</p>

<p>programs of study, which correlate courses and clinical experiences to the expectations of State Board Policy 5.505. Program alignment matrices should be provided for the post-baccalaureate programs (student teaching and job-embedded pathways) including documentation of clinical experience progression.</p>	<p>there is no evidence to corroborate expected program alignment as outlined in State Board Policy 5.505.</p>
<p><b>Music – Vocal/General K-12</b> (Undergraduate &amp; Post-Baccalaureate): Although clinical experiences were somewhat addressed, the EPP did not address the diversity of clinical placements related to grade bands.</p>	<p>Limited evidence of diversity of placement for elementary, middle, or high school placement.</p>
<p><b>Music – Instrumental/General K-12</b> (Undergraduate &amp; Post-Baccalaureate): Although clinical experiences were somewhat addressed, the EPP did not address the diversity of clinical placements related to grade bands.</p>	<p>Limited evidence of diversity of placement for elementary, middle, or high school placement.</p>
<p><b>Physical Education K-12</b> (Undergraduate &amp; Post-Baccalaureate): Although some information was provided about the courses, the EPP did not provide course descriptions for the program.</p> <p>Although clinical experience was addressed, the EPP did not address the diversity of clinical placement related to grade bands.</p> <p>The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.</p>	<p>A link to the school website was provided where courses could be found, but no document with the course descriptions for the courses required for these programs is provided.</p> <p>No evidence of diversity of placement for elementary, middle, or high school placement.</p> <p>The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.</p>
<p><b>English as a Second Language</b> (Post-Baccalaureate – additional endorsement): Although some clinical experiences were addressed, the EPP did not identify clinical experiences and the evaluation for clinical experiences for ESL.</p> <p>The EPP provided a limited alignment to all required standards.</p>	<p>Clinical experiences for ESL were not included. Supervision and evaluation for clinical experiences were not provided.</p> <p>It is unclear which standards were aligned.</p>
<p><b>CTE-A</b> (Post-Baccalaureate): Although some clinical experiences were addressed, the EPP did not identify clinical experiences for all of the pathways.</p> <p>The EPP provided a limited alignment to the required standards and courses.</p>	<p>Clinical experiences are not addressed for all pathways.</p> <p>The standards alignment did not address all required standards in policy 5.505 and all of the required courses.</p>

The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.	The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.
<b>CTE-O (Post-Baccalaureate):</b> Although some clinical experiences were addressed, the EPP did not describe the design and structure of clinical experiences.	The design and structure of clinical experiences are not addressed.
The EPP provided a limited alignment to the required standards and courses and did not address program components.	The standards alignment did not address all required standards in policy 5.505 and the program components.
The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.	The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.
<b>Special Education Interventionist K-8 (Post-Baccalaureate):</b> The EPP provided a limited alignment to the required standards and courses and did not address program components.	The standards alignment did not address all required standards in policy 5.505 and the program components.
The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.	The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.
<b>Visual Arts K-12 (Undergraduate &amp; Post-Baccalaureate):</b> The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.	The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.
<b>Health and Wellness K-12 (Undergraduate &amp; Post-Baccalaureate):</b> The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.	The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.

Department Recommendation (Advanced Level):

Full Approval, Minor Stipulations

Specialty Area Program	Team Findings
<b>Reading Specialist Pre-K-12 (Post-Baccalaureate):</b> Although some information was provided about the courses, the EPP did not provide course descriptions for the program.	A link to the school website was provided where courses could be found, but no document with the course descriptions for the courses required for these programs is provided.

<p>The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.</p>	<p>The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.</p>
<p><b>School Counselor Pre-K-12 (Post-Baccalaureate):</b> The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.</p>	<p>The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.</p>
<p><b>Speech Language Pathologist Pre-K-12 (Post-Baccalaureate):</b> The EPP provided a limited alignment to the required standards and courses and did not address program components.</p> <p>The EPP did not provide a statement describing how this program is producing educators who are effectively educating students and meeting the needs of the partner districts.</p>	<p>The standards alignment did not address all required standards in policy 5.505 and the program components.</p> <p>The provided data does not support that the EPP is producing educators who are effectively educating students and meeting the needs of the partner districts for these programs.</p>