

**TENNESSEE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION PROVIDER STATUS CHANGE RECOMMENDATION
MARYVILLE COLLEGE
FEBRUARY 16, 2024**

Department Recommendation: EPP and specialty area program status change from Full Approval, Minor Stipulations to Full Approval

EPP Status Change

Educator Preparation Rule 0520-02-04 states EPPs with full approval, minor stipulations status, if the EPP has adequately addressed the areas in need of improvement, the Department may recommend to the State Board removal of the minor stipulations for the remainder of the approval period of the EPP. To be eligible for the removal of the minor stipulations, the EPP must submit to the Department a plan for addressing the areas in need of improvement; the plan is subsequently reviewed and approved by the Department. The Department requires annual progress monitoring where the EPP submits evidence to demonstrate progress is made towards the action plan goals.

Context

On July 24, 2020, the State Board of Education (SBE) took action regarding the approval status of the Maryville College Educator Preparation Provider (EPP), the School of Education. The action was preceded by a state-managed comprehensive review process, which included an October 20-22, 2019, on-site visit conducted by a state review team and subsequent post-visit procedures.

The EPP outcome of board action was full approval, minor stipulations. The Maryville College final report cited three (3) minor stipulations across two (2) of the five (5) CAEP standards. Within three (3) months of the SBE vote, Maryville College worked with TDOE to develop and implement an action plan focused on the following minor stipulations:

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, in the progression of courses and clinical experiences, and through decisions that ensure 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.

Minor Stipulations	Rationale
3.1 Plan for recruitment: A documented, strategic recruitment plan should be developed that will identify fiscal and human resources as well as approaches to be used and linked directly to increasing diverse candidates and candidates for high needs areas in the education program.	The plan is currently in the beginning stages and lacks details related to resources, benchmarks, timelines, action steps, and a formal process with school partners to review and improve the plan based on outcomes.

Standard 5: Provider Quality, Continuous Improvement, and Capacity

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on pre-K–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 pre-K–12 student learning and development.

Minor Stipulations	Rationale
<p>5.3 and 5.4 Establish a firm plan for data management that will result in more efficient and timely analysis and synthesis of data for the purpose of program management and data decision-making.</p>	<p>The current database for tracking candidates’ progress is cumbersome and requires significant work to extract reports. Inefficiency in the system results in delay in acquiring data to be used in decision-making for program improvement. Changes in faculty/staff made it difficult to keep data retrieval and analysis fully accurate and timely. The plan for upgrading the data management system should include adequate training so that all faculty/staff will be able to access data in a timely and efficient manner.</p>

Action Plan and Progress Monitoring

In response to the SBE Educator Preparation Rule 0520-02-04 requirement, the EPP developed the content of the action plan, which included goals, strategies, timelines, and performance measures. The plan was reviewed and approved by the Department and the EPP began implementation of the action plan immediately.

From September 2021 – June 2023, the Department conducted a series of three (3) progress monitoring reviews to gauge the implementation of the action plan. Over the course of these reviews, the EPP provided descriptions and supporting evidence that significant progress was achieved in addressing each of the three (3) minor stipulations cited in the final report.

Conclusions

Based on the outcomes of the aforementioned progress monitoring reviews, the Department concluded that the EPP meets expectations in the areas in need of improvement and recommends removal of the minor stipulations. The EPP is recommended for a status change to full approval.