

**TENNESSEE STATE BOARD OF EDUCATION
ACTION REPORT
FOR
BETHEL UNIVERSITY**

JULY 22, 2016

Background: On July 24, 2015, the State Board of Education considered Department of Education recommendations concerning the approval status of the Bethel University School of Education. The board deferred action pending the results of the Bethel University first-time National Council for Accreditation of Teacher Education (NCATE) review. During the April 30, 2016-May 3, 2016 meeting, the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) decided to grant NCATE accreditation for two years at the initial teacher preparation and advanced preparation levels to the School of Education at Bethel University. The accreditation decision was made despite citing two not met NCATE Standards. The department action recommendations below are based on the approval options delineated in the Tennessee Educator Preparation Policy 5.504.

PART I. PROFESSIONAL EDUCATION UNIT

Unit Action Recommendation: Denial of Approval

PART II. NCATE UNIT STANDARDS

NCATE Standards		Action Recommendation	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Professional Dispositions	Not Met	Not Met
2	Assessment System and Unit Evaluation	Not Met	Not Met
3	Field Experiences and Clinical Practice	Met	Met
4	Diversity	Met	Met
5	Faculty Qualifications, Performance, and Development	Met	Met
6	Unit Governance and Resources	Met	Met

PART III. UNIT MAJOR STIPULATIONS

Standard 1 - Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1	Except for the Leadership Excellence program, candidate performance data aligned to institutional or professional standards are not available for all key assessments the unit has identified for each program.
2	Some candidate performance data provided by the unit lack sufficient information to determine the degree to which candidates are meeting institutional expectations.
3	The unit lacks candidate performance or unit operations data based on systematic use of graduate and employer follow-up studies.

Standard 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The unit does not consistently measure candidate growth using key assessments that are aligned with institutional and professional standards for all initial programs and the Teacher Excellence program at the advanced level.
2	Evaluation of the unit assessment system does not systematically and consistently include the professional community beyond the unit, particularly practitioners and school partners.
3	The unit's assessment process does not consistently disaggregate data by programs at the initial level and the Teacher Excellence program at the advanced level.
4	The unit lacks comprehensive, integrated assessment and evaluation measures to monitor candidate performance and to manage and improve operations and programs.
5	The unit does not consistently take steps to eliminate bias in its assessments or establish fairness, accuracy, and consistency of assessment procedures and unit operations.
6	The unit does not consistently and systematically collect, aggregate, summarize, analyze, and use candidate assessment data to improve candidate performance and unit operations.
7	The unit does not have a consistent system in place to manage candidate complaints and their resolution.

Standard 3 - Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

1	The unit does not involve school partners in designing, delivering, and evaluating field experiences and clinical practice.
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Standard 4 - Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with diverse faculty members.
2	The unit has not demonstrated good-faith efforts to increase faculty from diverse ethnic/racial groups.

Standard 6 - Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1	Insufficient technological resources are available to support the collection and analysis of data related to the unit assessment system.
2	There is no workload policy to ensure that teaching loads do not exceed 12 hours per semester for undergraduate and 9 hours per semester for graduate faculty.

PART IV. CONSEQUENCES OF DENIAL

The Bethel University School of Education may no longer recommend candidates for licensure. The School of Education will be allowed to recommend candidates who can complete the program within twelve months from the date of the denial of approval. The School of Education should work with candidates who are unable to complete the program within twelve months to provide options for transfer to another Educator Preparation Provider. The School of Education may not apply for conditional approval for at least three years from the date of denial.