

**TENNESSEE STATE BOARD OF EDUCATION
EDUCATOR PREPARATION PROVIDER STATUS CHANGE
TENNESSEE WESLEYAN UNIVERSITY
August 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 February 5, 2021, the State Board of Education (SBE) took action regarding the approval status of the Tennessee Wesleyan University Educator Preparation Provider (EPP). The action was preceded by a state-managed comprehensive review process, which included a February 2020, 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 Tennessee Wesleyan University final report cited multiple minor stipulations across three (3) of the five (5) CAEP standards. Within three (3) months of the SBE vote, Tennessee Wesleyan University worked with TDOE to develop and implement an action plan focused on the following minor stipulations:

EPP Minor Stipulations from the 2020 Comprehensive Review

STANDARD 3: Candidate Quality, Recruitment, and Selectivity

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 positive impact on all P-12 students' learning and development.

Minor Stipulations	Rationale
3.1: The focus of the recruitment plan fails to address intentional strategies for attracting underrepresented racial ethnic candidates and male candidates. No evidence of an increase in percentage of male candidates presented.	Metrics related to candidates belonging to underrepresented racial ethnic and male candidates fall below stated expectations.

STANDARD 4: Program Impact

The provider demonstrates the impact of its completers on pre-K-12 student learning and development, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Minor Stipulations	Rationale
4.1: According to state requirement for TVAAS expectations on annual reports, the EPP fell below expectation both 2017 and 2018 performance reports.	The EPP did not meet expectations on annual reports and a downward trend is identified (2017=50% compared to 59% state average; 2018=43.8% compared to 61.2% state average). There is no evidence of an action plan to address this downward trend.
4.4: Sharing of data (satisfaction of completers) and annual analysis of data for program improvement was not supported by evidence.	The EPP has provided inadequate evidence of utilizing completer data to impact program improvement.

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 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
Multiple Components: Multiple areas related to data collection and analysis were identified as negatively impacting continuous improvement.	Concerns regarding data collection and analysis in the following areas: • inter-rater reliability; • development of plan to ensure interpretation of assessment results 3 regular analysis of completer impact on P-12 students; • whole faculty data analysis to inform program changes; and • inconsistent collection of surveys for completers and employers

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 November 2021 – November 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 major 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.