

**TENNESSEE STATE BOARD OF EDUCATION  
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS  
ACTION REPORT  
BRYAN COLLEGE  
JULY 24, 2020**

**PART I. EDUCATOR PREPARATION PROVIDER - EPP**

Department Recommendation: Probationary Approval, Major Stipulations

**CAEP STANDARDS**

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

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

**EPP Minor Stipulations**

None

**EPP Major 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.

Major Stipulation	Rationale
<b>1.1:</b> The EPP did not provide evidence of clear progression points for candidates. There is a need to develop clear progression points defining when progression levels occur within and across programs. Progression points should align course content and clinical practice to support candidate understanding of the ten InTASC standards. The EPP will also want to document candidate understanding of the four InTASC categories and how this understanding is clearly measured at the appropriate progression levels using multiple indicators or measures.	This type of progression is essential for monitoring, analyzing, and reporting the multiple measures that can monitor candidate progression.

**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.

Major Stipulation	Rationale
<b>4.1.1, 4.2.1.A, 4.2.1.B, and 4.3.2:</b> The EPP is falling below expectations on several Annual Report metrics including percentage of TVAAS ratings at or above 3, percentage of level of overall effectiveness (LOE) ratings at or above 3, percentage of observation ratings at or above 3, and percentage of completers and job-embedded candidates employed for at least two years.	Data from the department-generated Annual Reports show that each of the four listed metrics that correspond with standard 4 fell below expectations.

**STANDARD 5: Provider Quality Assurance and Continuous Improvement**

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.

<b>Major Stipulation</b>	<b>Rationale</b>
<p><b>5.1, 5.2, 5.3, 5.4, and 5.5:</b> The EPP does not have a quality assurance system that consistently analyzes data, makes programmatic decisions based on data analysis, and that shares data with stakeholders. Additionally, the EPP does have a formal system for ensuring interpretations of data are reliable and valid. Finally, the EPP does not have a well-established system for monitoring student progression throughout the program.</p>	<p>Developing a quality assurance system and determining personnel to monitor, analyze and report the multiple measures identified by the EPP is needed in order to ensure the EPP can monitor operational effectiveness and engage in continuous improvement. Clear progression points will help the EPP identify when multiple measures will be delivered, collect data on candidates at each stage, and monitor candidate progression throughout the program. In order to effectively make improvements based on data, the EPP will need to develop a system for ensuring interpretations of data are reliable and valid and that there is input from stakeholders.</p>

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

Department Recommendation (Initial Level): Full Approval

Elementary Education K-5 (UG)  
History 6-12 (UG)  
English 6-12 (UG)  
Music-Vocal/General K-12 (UG)  
Music-Instrumental/General K-12 (UG)  
Physical Education K-12 (UG)  
Mathematics 6-12 (UG)

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

**SAP Minor Stipulations**

None

**SAP Major Stipulations**

None