

**TENNESSEE STATE BOARD OF EDUCATION  
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS  
 ACTION REPORT  
 RHODES COLLEGE  
 JULY 22, 2022**

**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**

**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.

<b>Minor Stipulations</b>	<b>Rationale</b>
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<p><b>1.1 and 1.4:</b> The EPP did not ensure that all programs are accurately and meaningfully aligned to current standards for educator preparation, as outlined in component requirements and SBE policy (5.504 and 5.505) and the EPP did not provide a regular and systematic process for measuring candidates understanding of required standards.</p>	<p>No evidence was provided for alignment to all relevant and required standards for EPPs in TN. Without a clear and accurate standards alignment, the EPP will be unable to ensure that standards are clearly addressed and measured.</p>
<p><b>1.5:</b> The EPP did not provide clear evidence that candidates' integration of technology standards are modeled and applied across the domains of content knowledge, pedagogical knowledge, pedagogical content knowledge, and pedagogical skill.</p>	<p>Within and across programs, the EPP should clearly demonstrate how candidates' model and apply technology standards as they design, implement, and assess learning experiences. In addition, the EPP should employ a clear process for collecting and analyzing data that indicate opportunities resulting in candidate knowledge and skills applicable to technology standards.</p>

**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, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Minor Stipulations	Rationale
<p><b>3.1:</b> Evidence and interviews did not confirm that the EPP and Shelby County Schools have a formal process for developing and reviewing the recruitment plan or that they have made adjustments based on outcomes.</p>	<p>A process appears to be outlined in the primary partnership and reviewing this process together will ensure implementation and support the recruitment of high-quality candidates.</p>
<p><b>3.3:</b> Evidence and interviews did not confirm an established process where dispositional characteristics are monitored and reviewed systematically and routinely nor that the relationship between dispositions and outcome/impact data are routinely analyzed. In addition, interviews did not confirm that programmatic changes are informed by dispositional data.</p>	<p>The current process involves monitoring dispositions whenever a candidate encounters a problem area rather than monitoring dispositions and collecting data for all candidates across the program, even those who are meeting or exceeding expectations. Dispositional data, and the reliability and validity of the measures, need to establish how dispositional factors predict candidate performance in the program and effective teaching.</p>

**EPP Major Stipulations**

**STANDARD 4: Program Impact**

The provider demonstrates the impact of its completers on P-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
<p><b>4.1:</b> The EPP does not currently document, using multiple measures, that program completers contribute to an expected level of student-learning growth.</p>	<p>The EPP has a plan to implement this documentation and data collection; however, its past practice leading up to the site visit was unable to show that program completers contribute to student learning and growth.</p>
<p><b>4.2:</b> The EPP cannot currently demonstrate, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p>The EPP has a plan to implement data collection that will allow them to demonstrate this in the future; however, its past practice leading up to the site visit did not include data collection that would allow the EPP to show that program completers effectively apply the expected knowledge, skills, and dispositions.</p>
<p><b>4.3:</b> The EPP was unable to demonstrate, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with pre-K–12 students.</p>	<p>The EPP has a plan to implement data collection that will allow them to demonstrate employer satisfaction in the future; however, its past practice leading up to the site visit did not include employer satisfaction data.</p>
<p><b>4.4:</b> The EPP did not demonstrate, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job and that their preparation was effective.</p>	<p>The EPP has a plan to implement data collection that will allow them to demonstrate completer satisfaction in the future; however, its past practice leading up to the site visit did not include completer satisfaction data.</p>

**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.

Major Stipulations	Rationale
<p><b>5.2</b> The QAS does not currently ensure that it relies on relevant, verifiable, representative, cumulative, actionable measures and does not fully produce empirical evidence that interpretations of data are valid and consistent.</p>	<p>The EPP has a plan for quality assurance; however, its past practice leading up to the site visit has not included a process for ensuring analyses are conducted accurately nor that data align to measures of performance to inform program evaluation and continuous</p>

	improvement. In addition, evidence does not indicate that interpretations of data are valid and consistent; that assessment instruments are aligned with the constructs being measured; that scoring mechanisms are clearly aligned to assessment requirements; those interpretations of assessment results are unambiguous; nor that data generated from assessments are complete and accurate.
<b>5.5</b> The EPP does not assure that appropriate stakeholders, including alumni, employers, practitioners, school, and community partners (or other stakeholders as defined by the EPP) are involved in program evaluation, improvement, and identification of models of excellence.	The QAS is a work in progress, with some processes being planned but not yet enacted. A more refined QAS, which includes all aspects of component 5.5 will enable the EPP to better engage in continuous improvement that involves a wide range of stakeholders.

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

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

- Elementary Education K-5 (UG and PB)
- English 6-12 (UG and PB)
- Government 6-12 (UG and PB)
- History 6-12 (UG and PB)
- Mathematics 6-12 (UG and PB)
- Biology 6-12 (UG and PB)
- Chemistry 6-12 (UG and PB)
- Physics 6-12 (PB)
- Spanish 6-12 (UG and PB)
- Russian 6-12 (UG and PB)
- German 6-12 (UG and PB)
- Latin 6-12 (UG and PB)
- Chinese 6-12 (UG and PB)
- French 6-12 (UG and PB)

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

**SAP Minor Stipulations**

<b>Minor Stipulations</b>	<b>Rationale</b>
The Elementary K-5 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Elementary K-5 program.
The English 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the English 6-12 program.

The Government 6-12 program is not aligned to the correct social studies content standards and the current literacy standards.	The correct social students content standards and current literacy standards were not provided for the Government 6-12 program.
The History 6-12 program is not aligned to the correct social studies content standards and the current literacy standards.	The correct social students content standards and current literacy standards were not provided for the History 6-12 program.
The Mathematics 6-12 program is not aligned to the correct math content standards and the current literacy standards.	The correct math content standards and current literacy standards were not provided for the Math 6-12 program.
The Biology 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Biology 6-12 program.
The Chemistry 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Chemistry 6-12 program.
The Physics 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Physics 6-12 program.
The Spanish 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Spanish 6-12 program.
The Russian 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Russian 6-12 program.
The German 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the German 6-12 program.
The Latin 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Latin 6-12 program.
The Chinese 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the Chinese 6-12 program.
The French 6-12 program is not aligned to the current literacy standards.	Current literacy standards were not provided for the French 6-12 program.

**SAP Major Stipulations**

None