

**TENNESSEE STATE BOARD OF EDUCATION
EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
CHRISTIAN BROTHERS UNIVERSITY
FEBRUARY 10, 2023**

PART IA. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Full Approval, Minor Stipulations

CAEP STANDARDS

CAEP Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Met
2. Clinical Partnerships and Practice	Met
3. Candidate Recruitment, Progression, and Support	Met
4. Program Impact	Met
5. Quality Assurance System and Continuous Improvement	Met

PART IB. CAEP ACCREDITATION DECISIONS

Accreditation is granted at the initial licensure level.

PART II. EPP AREAS FOR IMPROVEMENT and STIPULATIONS

EPP Areas for Improvement

CAEP STANDARD 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates’ reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Areas for Improvement	Rationale
The EPP provided limited evidence of how Learner and Learning is addressed. (component R1.1)	The data and transition plan met some but not all of the criteria specified in Appendix B of the CAEP Revised 2022 Standards Workbook. The R1.1 Transition Plan in the Addendum included data sources that have been updated and retagged to reflect current CAEP standards. General statements for implementation provided neither details of steps nor the specific personnel needed to complete the plan. The transition plan did not identify appropriate analyses that will be conducted with the data/evidence and did not indicate how appropriate interpretations are likely to be made. There was no information about steps to determine how the EPP-created assessments will meet the CAEP sufficiency level. Interview data indicated a plan to revise the current reliance on a large number of EPP- created assessments.
The EPP provided limited evidence of how Content is addressed. (component R1.2)	The data and transition plan met some but not all of the criteria specified in Appendix B of the CAEP Revised 2022 Standards Workbook. The R.1.2 Transition plan in the Addendum included data sources that have been updated and retagged to reflect current CAEP standards. Neither timeline nor resources are specifically addressed in the transition plan. The transition plan did not identify appropriate analyses that will be conducted with the data/evidence and how appropriate interpretations are likely to be made, such as steps for how all course-embedded assessment rubrics will be aligned to new CAEP standards. There is no information about steps to determine how the EPP- created assessments will meet the CAEP sufficiency level. Interview data indicated a plan to revise the current reliance on a large number of EPP-created assessments.

<p>The EPP provided limited evidence of how Instructional Practice is addressed. (component R1.3)</p>	<p>The data and transition plan provided met some of the criteria specified in Appendix B of the CAEP Revised 2022 Standards Workbook. The R.1.3 Transition plan in the Addendum included data sources that have been updated and retagged to reflect current CAEP standards. Timeline and Resources did not specify the personnel, technology, and other resources needed with all semesters/years until full implementation for each component ("Must be in place by Fall 2024."). Data quality and identification of analyses strategies from course-embedded assessments are not included. There is no information about steps to determine how the EPP- created assessments will meet the CAEP sufficiency level. Interview data indicated a plan to revise the current reliance on a large number of EPP-created assessments.</p>
<p>The EPP provided limited evidence of how Professional Practice is addressed. (component R1.4)</p>	<p>The data and transition plan provided met some but not all of the criteria specified in Appendix B of the CAEP Revised 2022 Standards Workbook. The R.1.4 Transition plan in the Addendum included data sources that have been updated to reflect current CAEP standards. Timeline and resources are incomplete in the text as noted by portions such as "???" Timeline and Resources did not specify the personnel, technology, and other resources needed with all semesters/years until full implementation for each component. Data quality and identification of analyses strategies from course-embedded assessments are not included. There is no information about steps to determine how the EPP- created assessments will meet the CAEP sufficiency level. Interview data indicated a plan to revise the current reliance on a large number of EPP-created assessments.</p>

CAEP STANDARD 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Areas for Improvement	Rationale
The EPP provided insufficient evidence that partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaboration, and shared responsibility for continuous improvement of candidate preparation. (component R2.1)	There was insufficient evidence that partners co-construct and share responsibility for continuous improvement. Stakeholders indicated inconsistent understanding of Program Evaluation and Assessment Committee (PEAC) responsibilities and number of meeting times. Minutes and recommendations for improvement were not provided. There is limited evidence of sharing of data, data analysis, recommendations, and plans to measure change. The EPP instead relied on informal measures.

CAEP STANDARD 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Areas for Improvement	Rationale
The EPP provided limited evidence to ensure candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development. (component R3.3)	Passing Praxis prior to graduation did not appear to be a consistent practice. Measures of candidates' direct impact on student learning do not appear to be assigned to or understood by candidates or faculty. Data of actual impact were not provided.

CAEP STANDARD 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Areas for Improvement	Rationale
The EPP provided limited evidence the Quality Assurance System (QAS) is sustainable. (component R5.1)	The EPP provided limited evidence the Quality Assurance System (QAS) is sustainable. (component R5.1) Data were not stored in a manner that allows it to be shared regularly.
The EPP provided insufficient evidence of data quality for all EPP-created assessments. (component R5.2)	The technology rubric was not accurately aligned to standards. New faculty were not trained on the technology rubric or the dispositions assessment. Not all data sets were complete.
The EPP provided limited evidence of how the EPP involves Advisory group members and faculty who were stakeholders in program design, evaluation,	Advisory group members and faculty who were interviewed provided conflicting information

and continuous improvement processes. (component R5.3)	about the role of PEAC and its scheduled activities.
The EPP provided insufficient evidence the EPP regularly, systematically and continuously documents modifications or innovations and the effects on EPP outcomes. (component R5.4).	Although exhibits and interviews provided examples of data-based changes and continuous improvement process, there was no evidence of how the EPP plans to monitor the effects of the changes.

EPP Stipulations

None.

PART III. STATE SPECIATY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- 120 Elementary Education K-5
- 159 English 6-12
- 121 English 6-8
- 126 Biology 6-12
- 127 Chemistry 6-12
- 129 Physics 6-12
- 123 Science 6-8
- 133 History 6-12
- 124 Social Studies 6-8
- 442 Instructional Leadership
- 144 Special Education Interventionist K-8
- 145 Special Education Interventionist 6-12

Department Recommendation (Advanced Level): Full Approval

- 442 Instructional Leadership pre-K-12

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

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

Minor Stipulations	Rationale
Early Childhood pre-K-3: The EPP did not align to the current National Association for the Education of Young Children (NAEYC) standards.	Evidence was not provided for alignment of the coursework and assessments to the current NAEYC standards. There does not appear to be systems and structures in place to identify and align to current standards.
Mathematics 6-8 and 6-12: The EPP did not align to the current National Council of Teachers of Mathematics (NCTM) standards.	Evidence was not provided for alignment of the coursework and assessments to the current NCTM standards. There does not appear to be systems and structures in place to identify and align to current standards.

Visual Arts K-12: The EPP did not align to the current National Art Education Association's National Visual Arts (NAEA) standards.	Evidence was not provided for alignment of the coursework and assessments to the current NAEA standards. There does not appear to be systems and structures in place to identify and align to current standards.
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Department Recommendation (Advanced Level): Full Approval, Minor Stipulations

Reading Specialist pre-K-12: The EPP did not align to the most recent International Literacy standards.	Evidence was not provided for alignment of the coursework and assessments to the current International Literacy standards and the systems. There does not appear to be systems and structures in place to identify and align to current standards.
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