

**TENNESSEE STATE BOARD OF EDUCATION
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
 ACTION REPORT
 BETHEL COLLEGE
 AUGUST 4, 2023**

PART I. EDUCATOR PREPARATION PROVIDER (EPP)

Department Recommendation: Probationary Approval, Major Stipulations

TENNESSEE COMPREHENSIVE REVIEW (TNCR) STANDARDS

Tennessee Comprehensive Review (TNCR) Standards	Action Recommendation
1. Content and Pedagogical Knowledge	Met
2. Clinical Partnerships and Practice	Met
3. Candidate Quality, Recruitment, and Selectivity	Met
4. Program Impact	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.

Minor Stipulations	Rationale
The provider does not demonstrate a clear process for collecting and analyzing data that indicates opportunities result in candidates' knowledge and skills applicable to technology standards. (Standard 1.5)	The EPP does not provide a clear routine and process for collecting data on candidates' knowledge and skills applicable to technology standards. The EPP does not provide evidence or data for job-embedded candidates' knowledge and skills applicable to technology standards.

STANDARD 2: Clinical Partnerships and Practice

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 a positive impact on all pre-K–12 students' learning and development.

Minor Stipulations	Rationale
There is limited evidence to support high-quality clinical partnerships for job-embedded candidates (Standard 2.1).	While the EPP provides adequate evidence 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 a positive impact on all pre-K–12 students' learning and development for traditional, undergraduate candidates, there is limited evidence to support that job-embedded candidates are afforded the same supports and opportunities.
There is limited evidence that the EPP works with partners to co-select, prepare, observe, and provide actionable feedback to support and retain high-quality clinical educators, both provider- and school-based for initial-license candidates (Standard 2.2).	Partnership agreements with districts that support job-embedded candidates are not present. Even for the undergraduate traditional program (which has current partnership agreements), it was unclear if collaboration is occurring between the EPP and partner districts.
There is limited evidence of high-quality clinical experiences for job-embedded candidates (Standard 2.3).	It is unclear if job-embedded candidates have a trajectory of courses and aligned clinical placements. It is not clear what requirements are in place for job-embedded candidates in terms of the relationship between clinical placements and coursework.

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
Data are not collected from employers of job-embedded candidates to ensure employer satisfaction (Standard 4.3).	The provider is 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 job-embedded completers' preparation for their assigned responsibilities in working with pre-K–12 students.

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.

Minor Stipulations	Rationale
There is limited evidence of a clear process for analyzing and/or reporting cycles of data and a clear process for using multiple measures for improving provider operational effectiveness. (Standard 5.1)	There is limited evidence for a clear process for analyzing and reporting cycles of data for both undergraduate and graduate programs. There is insufficient evidence for a clear process for using multiple measures for improving provider operational effectiveness for both undergraduate and graduate programs.
There is limited evidence the <u>Quality Assurance System (-QAS)</u> relies on processes for ensuring convergence and consistency and data alignment to measures of performance. (Standard 5.2)	There is limited evidence the <u>Quality Assurance System (-QAS)</u> consistently relies on processes for ensuring convergence and consistency and data alignment to measures of performance.

EPP Major Stipulations

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>There is insufficient evidence the QAS interpreted data for decision making is relevant to the provider’s goals. There is insufficient evidence performance results related to program strength and growth are systematically tracked and analyzed over time. There is insufficient evidence of testing of innovations and the effects of selection criteria (Standard 5.3)</p>	<p>There is insufficient evidence the QAS interpreted data is used for decision making relevant to the provider’s goals for both undergraduate and graduate programs. There is insufficient evidence results related to program strength and growth are systematically tracked and analyzed over time for both undergraduate and graduate programs. There is insufficient evidence for testing innovations and the effects of selection criteria for both undergraduate and graduate programs.</p>
<p>There is insufficient evidence the provider clearly demonstrates that the measures of completer impact (Standard 5.4).</p>	<p>There is insufficient evidence for clear summarization and analysis of measures of completer impact for both undergraduate and graduate programs with cycles of data. There is insufficient evidence of sharing of measures of completer impact for both undergraduate and graduate programs with cycles of data within and outside of the institution. There is insufficient evidence for use of measures of completer impact to make decisions related to program changes and/or resource allocation for both undergraduate and graduate programs with cycles of data.</p>

PART III. STATE SPECIATY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- Elementary Education K-5 (Undergraduate and Post-Baccalaureate)
- English 6-12 (Undergraduate and Post-Baccalaureate)
- Mathematics 6-12 (Undergraduate and Post-Baccalaureate)
- Biology 6-12 (Undergraduate and Post-Baccalaureate)
- Chemistry 6-12 (Undergraduate and Post-Baccalaureate)
- History 6-12 (Undergraduate and Post-Baccalaureate)
- Music – Vocal/General K-12
- Music – Instrumental/General K-12
- Special Education Interventionist K-8
- Special Education Interventionist 6-12
- Physical Education K-12

Department Recommendation (Initial Level): Full Approval

- Instructional Leadership pre-K-12

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

SAP Minor Stipulations

None.

SAP Major Stipulations

None.