

**TENNESSEE STATE BOARD OF EDUCATION
 EDUCATOR PREPARATION PROVIDER AND SPECIALTY AREA PROGRAMS
 ACTION REPORT
 WELCH COLLEGE
 FEBRUARY 4, 2022**

PART I. 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 Quality, Recruitment, and Selectivity	Met
4. Program Impact	Met
5. Provider Quality Assurance and Continuous Improvement	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
<p>1.1 The EPP did not provide evidence that candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels.</p>	<p>Candidates’ understanding of the 10 InTASC standards, through assessment data (within program and preservice exit assessments, both provider-developed and state licensure assessments) was not evident in the provider’s ability to make data-driven decisions based on InTASC standard data.</p>
<p>1.5 The EPP provided limited evidence that candidates model and apply technology standards.</p>	<p>Candidate modeling and application of technology standards as they design, implement, and assess learning experiences was not evident in all aspects of candidate development. Explicit use of the ISTE Educator and ISTE Student Standards (or similar technology standards) should be aligned with candidate development.</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.

Minor Stipulations	Rationale
<p>5.2 The provider did not provide a quality assurance system that relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>	<p>QAS reliance upon processes for ensuring convergence and consistency analyses is needed to ensure the EPP can monitor effectiveness and engage in continuous improvement. Interrater reliability for key assessments is essential.</p>
<p>5.5 The provider did not assure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p>Evidence is needed to ensure appropriate stakeholders (i.e., alumni, employers, practitioners, school and community partners, and others defined by the provider) are consistently involved in program evaluation.</p>

EPP Major Stipulations

None

PART III. STATE SPECIATY AREA PROGRAMS (SAPs)

Department Recommendation (Initial Level): Full Approval

- Early Childhood Education pre-K-3 (UG and PB)
- Elementary Education K-5 (UG and PB)
- English 6-12 (UG and PB)

Biology 6-12 (UG and PB)
History 6-12 (UG and PB)
Music – Vocal/General K-12 (UG and PB)
Music – Instrumental/General K-12 (UG and PB)
Physical Education K-12 (UG and PB)

PART IV. SAP MINOR STIPULATIONS and MAJOR STIPULATIONS

SAP Minor Stipulations

None

SAP Major Stipulations

None