

**TENNESSEE STATE BOARD OF EDUCATION  
 PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA PROGRAMS  
 ACTION REPORT  
 JOHNSON UNIVERSITY  
 APRIL 21, 2017**

**PART I. PROFESSIONAL EDUCATION UNIT**

Unit Action: State Probationary Approval, Major Stipulations  
 (Initial and Advanced Levels)

**NCATE UNIT STANDARDS**

NCATE Standards	Action Recommendation	
	Initial	Advanced
Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
Assessment System and Unit Evaluation	Not Met	Not Met
Field Experiences and Clinical Practice	Met	Met
Diversity	Met	Met
Faculty Qualifications, Performance, and Development	Met	Met
Unit Governance and Resources	Met	Met

## **PART II. UNIT MAJOR STIPUATIONS**

### **STANDARD 1 – Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. The unit lacks sufficient evidence that candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress (initial and advanced levels).
2. With the exception of the counseling program, the unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit (initial and advanced levels).

### **STANDARD 2 - Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

3. The unit does not have a system for collecting and analyzing data on applicant qualifications, candidate performance, and graduate performance. It does not evaluate and improve the performance of candidates, the unit, and its programs on the bases of the data that it does collect (initial and advanced levels).

### **STANDARD 4 - Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

4. The unit does not ensure that candidates have the proficiencies and dispositions that will enable them to work effectively with diverse students and families, including those who are diverse because of exceptionalities (initial and advanced levels).
5. In on-campus and distance learning programs, not all candidates participate in field experiences or clinical practices with students who have disabilities or who represent diverse ethnic/racial, gender, language, or socioeconomic groups (initial and advanced levels).

**PART III. STATE SPECIATY AREA PROGRAMS**

Full Approval Action:

Elementary Education K-5 (MAP)  
English as a Second Language PreK-12 (Additional Endorsement)  
Physical Education K-12  
M.A. Post-Baccalaureate Program: Secondary 6-12/9-12  
M.A. Post-Baccalaureate Program: World Languages PreK-12  
Gifted Education PreK-12 (Additional Endorsement)

Full Approval Minor Stipulations Action:

Early Childhood Education PreK-3  
Elementary Education K-5  
Elementary Education K-5/English as a Second Language PreK-12  
School Counselor P-12

**PART III. STATE SPECIATY AREA PROGRAMS MINOR STIPULATIONS**

Early Childhood Education PreK-3, Elementary Education K-5, and Elementary Education K-5/English as a Second Language PreK-12

1. Standard alignment matrices include inconsistencies and errors.

School Counselor P-12

2. Standard alignment matrices include errors, particularly some standards being addressed by elective courses.

**PART IV. CONSEQUENCES OF ACTIONS PROBATIONARY APPROVAL, MAJOR STIPULATIONS**

The unit must submit to the TDOE a plan for addressing the areas in need of improvement within three months of the SBE action. Depending on the nature of the stipulations, a focused review will take place within one to three years after the program is issued probationary approval.

In addition, the unit may not enroll new candidates in the program until the deficiencies have been adequately addressed as determined by the TDOE. In each annual report for the following three years, the unit must specifically report on the progress made in identified areas.