

2017/2021 EPP Literacy Standards for Instructional Leader Programs

2017 Standards	2021 Standards
1. Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to cultivate a literacy rich environment.	Instructional Leader Candidates shall: (a) Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to support teachers in: <ol style="list-style-type: none"> 1. Effective instruction in foundational literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension. 2. Differentiating instruction for students with advanced reading skills and students with significant reading deficiencies. 3. Identify the characteristics of dyslexia and provide effective instruction for teaching students with these characteristics using evidence-based, multisensory interventions.
b. Demonstrate a foundational understanding of the impact and process of literacy acquisition and child development as it relates to the uniqueness of each student (e.g. culture, socioeconomic status, ability) and be able to support instruction that responds to these differences.	
c. Create and support a school culture and environment that: <ol style="list-style-type: none"> 1. Sees language diversity as a strength; 2. Values and uses diverse literacy resources; and 3. Provides all readers with access to highly effective teachers. 	
d. Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.	
e. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.	
f. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.	
7. Identify purposeful and appropriate data-driven assessments based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions.	(g) Identify purposeful and appropriate data-driven assessments (including screeners, diagnostic, and progress monitoring) based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions and improve reading instruction for students.
h. Use, and recognize the importance of, outcome data in developing and implementing school structures and policies that support student growth in literacy. Specifically, leaders should be prepared to facilitate teams in the analysis and interpretation of relevant literacy data to inform decision making (e.g., intervention selection, intervention placement, professional development goals, etc.).	
9. Support the development and planning of professional learning activities that are grounded in effective practices of literacy.	(i) Support the development and planning of professional learning activities that are grounded in effective evidence-based practices of literacy and high-quality instructional materials.

j. Ensure professional learning opportunities for educators related to literacy are grounded in formative and summative data, differentiated, builds capacity of all educators, and are on-going and sustainable.	
	(k) Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.
	(l) Support teachers to implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students' strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.
	(m) Support teachers to use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.
	(n) Demonstrate knowledge of core concepts of development, such as brain development and architecture, toxic stress, "serve and return" interaction, and resilience. Candidates must also be familiar with Adverse Childhood Experiences (ACEs), strategies to deescalate, and secondary traumatic stress.
	(o) Demonstrate knowledge of trauma informed discipline practices to ensure students can access reading instruction, including principles such as: <ol style="list-style-type: none"> 1. Effective and engaging instruction and classroom/behavior management. 2. Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs. 3. Holding students accountable without compromising school safety, respect, and dignity. 4. Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.

	<ul style="list-style-type: none"> 5. Building positive relationships with students and referring students to appropriate mental health supports when needed. 6. Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action. 7. Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices. 8. Offering students an opportunity to learn from their mistakes to reengage the student in learning.
	<p>(p) Demonstrate knowledge of effective trauma informed discipline policies, that:</p> <ul style="list-style-type: none"> 1. Balance accountability with an understanding of traumatic behavior; 2. Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school; 3. Minimize disruptions to the educational environment with an emphasis on positive behavioral supports and behavioral intervention plans; 4. Create consistent rules and consequences; and 5. Model respectful, non-violent relationships.