Literacy Rubric for Middle and Secondary ELA Program Proposals

Question 1: Program Sequence
Describe how the literacy program sequence demonstrates coherence and increases in complexity and depth over time. **Optional Attachments:** Course syllabi, program/course/module sequences

Meets Expectations	Approaching Expectations	Below Expectations
• The program sequence is designed to become **increasingly** complex in order to support candidates' development of literacy knowledge and practice. Concepts related to the standards are introduced, reinforced, assessed, and integrated within practice as the program grows in complexity. • Program objectives reflect what candidates are able to do on their own without assistance and what proximal level they might attain through the guidance of the instructor. • Candidates are provided opportunities to build deep literacy content knowledge *while* applying this knowledge in practice.	• The program sequence is designed to become **somewhat** complex in order to support candidates' development of literacy knowledge and practice. Concepts related to the standards are introduced, reinforced, and assessed. • Program objectives **somewhat** reflect what candidates are able to do on their own without assistance and what proximal level they might attain through the guidance of the instructor. • Candidates are provided **some** opportunities to build deep literacy content knowledge *while* applying this knowledge in practice.	• The program sequence is **not** designed to become complex in order to support candidates' development of literacy knowledge and practice. • Program objectives **do not** reflect what candidates are able to do on their own without assistance **and/or** what proximal level they might attain through the guidance of the instructor. • Candidates are provided **very few** opportunities to build deep literacy content knowledge *while* applying this knowledge in practice **or** the opportunities are isolated from one another.

☐ If program sequence varies across cohorts, a rationale for how candidates will be provided opportunities (with increasing complexity of assignments and clinical experiences) to deepen their understanding of literacy knowledge and application is provided.

Question 2: Clinical Experiences[1]
Describe how the clinical experiences are designed to build on each other in ways that support candidate developmental understanding of teaching literacy.
Optional Attachments: Clinical experience descriptions or handbook, candidate assignments and/or assessments

Meets Expectations	Approaching Expectations	Below Expectations
Clinical experiences are designed with a gradual release of responsibility, which **should include**, but are not limited to, **clear** opportunities for candidates to: • Observe classroom instruction and team collaboration meetings • Engage in co-planning, co-teaching, and co-assessing for students with mentor teachers and candidate peers • Analyze instructional materials, resources, and curriculum with consideration to students' needs and abilities • Independently enact practices that are founded in evidence and/or strong instructional pedagogy with the whole class, small groups, and one-on-one • Independently create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students	Clinical experiences are **somewhat** designed with a gradual release of responsibility, which should include, but are not limited to, **somewhat clear** opportunities for candidates to: • Observe classroom instruction and team planning meetings • Engage in co-planning, co-teaching, and co-assessing for students with mentor teachers and candidate peers • Analyze instructional materials, resources and curriculum with consideration to students' needs and abilities • Independently enact practices that are founded in evidence and/or strong instructional pedagogy with the whole class, small groups, and one-on-one • Independently create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students	Clinical experiences are **not** designed with a gradual release of responsibility **and/or** there is evidence missing that would indicate that clinical experiences build on each other in ways that support candidates' developmental understanding of teaching literacy.

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[1] Clinical experiences include any time candidates spend in the field (e.g., early field experiences, observation, student teaching).

Question 3: Candidate Assessments

Other than the edTPA and Praxis assessments, submit at least two candidate assessments listed in part one **and** describe how these assessments are aligned with the EPP literacy standards. Responses must include how candidates will demonstrate the ability to: (a) analyze, select, and use complex texts for instruction; (b) implement literacy assessments and analyze and interpret data to inform instruction; (c) deeply engage with the Tennessee Academic Standards to analyze and/or create units of study; and (d) engage students in an iterative writing process focused on textual evidence.

Required Attachments: Course/module and clinical experience assignments and assessments, assessment scoring mechanisms

Meets Expectations	Approaching Expectations	Below Expectations
Other than edTPA[2] and Praxis, candidate assessments[3] and narrative responses **clearly** address **each** of the following criteria:	Other than edTPA and Praxis, candidate assessments and narrative responses address **some, but not all,** of the following criteria:	Other than edTPA and Praxis, candidate assessments and narrative responses address **few or none** of the following criteria:
A. At least one of the submitted assessments requires candidates **to analyze, select, and use complex texts for instruction.** Evidence from this assessment needs to include how candidates will: - Engage with multiple complex texts to understand the considerations for high-quality literature (e.g. thematically rich issues, rich language, complex plots), literary nonfiction, and/or informational text used to research and support an argument - Analyze a wide range of complex texts in print, digital, and/or multiple media formats for complexity and alignment to instructional goals, and provide rationales for text selection - Select texts that are representative of diverse cultural and linguistic experiences of students - Pair appropriately complex texts with a variety of high-quality, developmentally	**A.** At least one of the submitted assessments requires candidates **to analyze, select, and use complex texts for instruction.** Evidence from this assessment needs to include how candidates will: - Engage with multiple complex texts to understand the considerations for high-quality literature (e.g. thematically rich issues, rich language, complex plots), literary nonfiction, and/or informational text used to research and support an argument - Analyze a wide range of complex texts in print, digital, and/or multiple media formats for complexity and alignment to instructional goals, and provide rationales for text selection - Select texts that are representative of diverse cultural and linguistic experiences of students - Pair appropriately complex texts with a variety of high-quality, developmentally	**A.** At least one of the submitted assessments requires candidates **to analyze, select, and use complex texts for instruction.** Evidence from this assessment needs to include how candidates will: - Engage with multiple complex texts to understand the considerations for high-quality literature (e.g. thematically rich issues, rich language, complex plots), literary nonfiction, and/or informational text used to research and support an argument - Analyze a wide range of complex texts in print, digital, and/or multiple media formats for complexity and alignment to instructional goals, and provide rationales for text selection - Select texts that are representative of diverse cultural and linguistic experiences of students - Pair appropriately complex texts with a variety of high-quality, developmentally

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[2] This is in reference to the official edTPA portfolio submitted for scoring; assessments that support candidate preparation of edTPA can and should be used.

[3] One candidate assessment can be used to show evidence of more than one of the criteria.

appropriate instructional practices, such as interactive think-aloud and modeling, asking varied and high-quality questions, and/or facilitating student-led discussions	appropriate instructional practices, such interactive think-aloud and modeling, asking varied and high-quality questions, and/or facilitating student-led discussions	appropriate instructional practices, such interactive think-aloud and modeling, asking varied and high-quality questions, and/or facilitating student-led discussions
B. At least one of the submitted assessments requires candidates to **implement quality literacy assessments AND analyze and interpret data to inform instruction.** Evidence from this assessment needs to include how candidates will: • Analyze and interpret the contexts, uses, and limitations of literacy assessments and/or evaluation tools in a variety of categories (e.g., screening, diagnostic, curriculum-based, progress monitoring, formative or benchmark, and summative or outcome) • Analyze, create, and/or implement culturally relevant and responsive assessments to address the strengths and needs of all students • Describe how data from literacy assessments supports planning and differentiated instruction • Identify data-based trends that surface patterns related to students who are not progressing and provide a wide range of texts and instruction responsive to identified needs • Using multiple forms of evidence, make evidence-based judgments to identify learning needs, and set measurable and explicit goals for students • Communicate literacy assessment information effectively to various audiences (e.g., other professionals, administrators, students, and parents)	**B.** At least one of the submitted assessments requires candidates to **implement quality literacy assessments AND analyze and interpret data to inform instruction.** Evidence from this assessment needs to include how candidates will: • Analyze and interpret the contexts, uses, and limitations of literacy assessments and/or evaluation tools in at least one category (e.g., screening, diagnostic, curriculum-based, progress monitoring, formative or benchmark, and summative or outcome) • Analyze, create, and/or implement culturally relevant and responsive assessments to address the strengths and needs of all students • Describe how data from literacy assessments supports planning and differentiated instruction • Identify data-based trends that surface patterns related to students who are not progressing and provide a wide range of texts and instruction responsive to identified needs • Using multiple forms of evidence, make evidence-based judgments to identify learning needs, and set measurable and explicit goals for students • Communicate literacy assessment information effectively to various audiences (e.g., other professionals, administrators, students, and parents)	**B.** At least one of the submitted assessments requires candidates to **implement quality literacy assessments AND analyze and interpret data to inform instruction.** Evidence from this assessment needs to include how candidates will: • Analyze and interpret the contexts, uses, and limitations of literacy assessments and/or evaluation tools in at least one category (e.g., screening, diagnostic, curriculum-based, progress monitoring, formative or benchmark, and summative or outcome) • Analyze, create, and/or implement culturally relevant and responsive assessments to address the strengths and needs of all students • Describe how data from literacy assessments supports planning and differentiated instruction • Identify data-based trends that surface patterns related to students who are not progressing and provide a wide range of texts and instruction responsive to identified needs • Using multiple forms of evidence, make evidence-based judgments to identify learning needs, and set measurable and explicit goals for students • Communicate literacy assessment information effectively to various audiences (e.g., other professionals, administrators, students, and parents)

C. At least one of the submitted assessments requires candidates to **deeply engage with the Tennessee Academic Standards to analyze and/or create units of study.** Evidence from this assessment needs to include how candidates will: • Develop mastery of literacy content knowledge (i.e., EPP standard one) required to become effective teachers of literacy • Recognize the vertical progression of the Tennessee Academic Standards and articulate how the standards in previous and subsequent grades may support students' overall literacy development • Analyze and/or develop purposefully sequenced text sets that support students' conceptual understandings • Design and use rigorous tasks that integrate multiple standards that allow students to demonstrate mastery of the grade-level expectations and build students' conceptual knowledge	**C.** At least one of the submitted assessments requires candidates to **deeply engage with the Tennessee Academic Standards to analyze and/or create units of study.** Evidence from this assessment needs to include how candidates will: • Develop mastery of literacy content knowledge (i.e., EPP standard one) required to become effective teachers of literacy • Recognize the vertical progression of the Tennessee Academic Standards and articulate how the standards in previous and subsequent grades may support students' overall literacy development • Analyze and/or develop purposefully sequenced text sets that support students' conceptual understandings • Design and use rigorous tasks that integrate multiple standards that allow students to demonstrate mastery of the grade-level expectations and build students' conceptual knowledge	**C.** At least one of the submitted assessments requires candidates to **deeply engage with the Tennessee Academic Standards to analyze and/or create units of study.** Evidence from this assessment needs to include how candidates will: • Develop mastery of literacy content knowledge (i.e., EPP standard one) required to become effective teachers of literacy • Recognize the vertical progression of the TN Academic Standards and articulate how the standards in previous and subsequent grades may support students' overall literacy development • Analyze and/or develop purposefully sequenced text sets that support students' conceptual understandings • Design and use rigorous tasks that integrate multiple standards that allow students to demonstrate mastery of the grade-level expectations and build students' conceptual knowledge
D. At least one of the submitted assessments requires candidates to **engage students in an iterative writing process focused on textual evidence.** Evidence from this assessment needs to include how candidates will: • Describe the value of writing as a process and not just a product and develop a plan for how students will engage in the iterative writing process • Support students in utilizing well-chosen, relevant, and sufficient evidence that support claims in an analysis, description, or explanation, of substantive topics or texts	**D.** At least one of the submitted assessments requires candidates to **engage students in an iterative writing process focused on textual evidence.** Evidence from this assessment needs to include how candidates will: • Describe the value of writing as a process and not just a product and develop a plan for how students will engage in the iterative writing process • Support students in utilizing well-chosen, relevant, and sufficient evidence that support claims in an analysis, description, or explanation, of substantive topics or texts	**D.** At least one of the submitted assessments requires candidates to **engage students in an iterative writing process focused on textual evidence.** Evidence from this assessment needs to include how candidates will: • Describe the value of writing as a process and not just a product and develop a plan for how students will engage in the iterative writing process • Support students in utilizing well-chosen, relevant, and sufficient evidence that support claims in an analysis, description, or explanation, of substantive topics or texts

• Analyze writing samples representing all ability levels • Provide substantial and relevant feedback that supports students' understandings of developing quality writing pieces	• Analyze writing samples representing all ability levels • Provide substantial and relevant feedback that supports students' understandings of developing quality writing pieces	• Analyze writing samples representing all ability levels • Provide substantial and relevant feedback that supports students' understandings of developing quality writing pieces

Question 4: Student Difference

As it relates to literacy, how will the EPP provide opportunities for candidates to demonstrate and apply knowledge of student differences (including, but not limited to, cultural, linguistic, ability) as a source of strength in society to be encouraged and not discouraged?
Optional Attachments: Course/module and/or clinical experience assignments and assessments

Meets Expectations	Approaching Expectations	Below Expectations

• The EPP provides evidence of at least **two** opportunities for candidates to adequately demonstrate and apply knowledge of student difference, including but not limited to, cultural, linguistic, and ability as a sources of strength in society to be encouraged and not discouraged.
 • Responses **clearly** describe opportunities for candidates that:
   o Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency
   o Encourage differentiated literacy instruction to meet students' varied needs
   o Use students' cultural and linguistic histories as a resource for literacy development and instruction
   o Challenge deficit thinking and/or socio-cultural biases related to student differences
   o Support a development of cultural knowledge, self-awareness, and strategies for advocacy within a diverse community
	• The EPP provides evidence of at least **one** opportunity for candidates to adequately demonstrate and apply knowledge of student difference, including but not limited to, cultural, linguistic, and ability as a sources of strength in society to be encouraged and not discouraged.
	 • Responses **somewhat** describe opportunities for candidates that:
	   o Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency
	   o Encourage differentiated literacy instruction to meet students' varied needs
	   o Use students' cultural and linguistic histories as a resource for literacy development and instruction
	   o Challenge deficit thinking and/or socio-cultural biases related to student differences
	   o Support a development of cultural knowledge, self-awareness, and strategies for advocacy within a diverse community
		• The EPP **does not** provide evidence of opportunities for candidates to adequately demonstrate and apply knowledge of student difference.
		 • There is **little or no evidence** of opportunities for candidates to:
		   o Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency
		   o Encourage differentiated literacy instruction to meet students' varied needs
		   o Use students' cultural and linguistic histories as a resources for literacy development and instruction
		   o Challenge deficit thinking and/or socio-cultural biases related to student differences
		   o Support a development of cultural knowledge, self-awareness, and strategies for advocacy within a diverse community