Early, Elementary, and SPED Program Proposal Template for EPP Literacy Standards Implementation

Introduction

In April 2017, the Tennessee State Board of Education approved new literacy standards for educator preparation for early, elementary, and special education that must be included in the specialty area programs[1]. The EPP literacy standards are tightly aligned with Tennessee's Read to be Ready initiative, student academic standards, special education framework, and the RTI[2] framework.

This one-time proposal process is required for all initial licensure early, elementary, and special education programs. The process is designed to allow EPPs to demonstrate how the programs align to teaching literacy in Tennessee[2].

EPPs are encouraged to streamline the proposal process and submit a single proposal that addresses multiple programs in ways that make sense (e.g., if the early and elementary programs have more overlaps than distinctions, combine the programs when completing the matrix and answering the questions).

Timeline

- **April 15, 2018:** Proposals for early, elementary, and special education programs due – submission instructions forthcoming
- **May 30, 2018:** Notification of approval or revision
- **June 30, 2018:** EPP revisions due (round 1)
- **July 15, 2018:** EPP revisions due (round 2)
- **Fall 2018:** EPP implementation of standards

Proposal Components

There are two main components of the proposal. Directions for completing each of these parts can be found below.

Part One: Standards Alignment

A. **EPP Courses/Modules:** In the first column on the table below, replace the language of literacy or non-literacy specific course/module with the name of the courses or modules that incorporate the new EPP literacy standards. Use one row for each course or module. Add or remove rows as necessary.

B. **Course/Module Sequence:** In the second column, indicate when candidates will take this course/module within the program sequence (e.g. junior year—fall semester; year one—first semester). If course/module sequence varies, include the options in the table.

C. **EPP Literacy Standards:** In the middle column, list the EPP literacy standard and indicator (e.g., 2.1, 4.3, etc.) within the applicable course or module. Standards and indicators can be listed more than once. All standards and their indicators should be present within this column.

D. **Candidate Assessments:** In the right column, list the candidate assessments that will be used to assess candidates' proficiency of the literacy standards (e.g., Individual Child Project; content knowledge quizzes; edTPA portfolio: Elementary Literacy). The same assessment can be listed for more than one course/module.

---

[1] Early and elementary endorsements include early development and learning pre-K–K, special education early childhood pre-K–3, early childhood pre-K–3, and elementary education K-5. Special education endorsements include: comprehensive K–12, interventionist K–8, and interventionist 6–12.

[2] Teaching literacy in Tennessee communicates a statewide strategy; it is not limited to the *Teaching Literacy in Tennessee* document.

	Course/Module Timing	EPP Literacy Standards (1-5)	Candidate Assessments
Name of Literacy Course/Module			
Name of Literacy Course/Module			
Name of Literacy Course/Module			
Name of Non-Literacy Specific Course/Module			

Part Two: Comprehensive Questions

Address each of the questions below.

1. **Program Sequence** (narrative response limited to 1500 words)

Effective literacy preparation that provides coherence across program goals, across coursework and field experiences, and across theory, research, and practice is essential to teachers' acquisition and application of pedagogical knowledge.[3] Highly successful programs are designed to bring subject matter learning together with content pedagogy and core ideas are scaffolded across courses.[4]

Describe how the literacy program sequence demonstrates coherence and increases in complexity and depth over time.

If program sequence varies across cohorts, provide a rationale for how candidates will be provided opportunities to deepen their understanding of literacy knowledge and application.

2. **Clinical Experiences** (each narrative response limited to 1000 words)
Describe how the clinical experiences are designed to build on each other in ways that support candidate developmental understanding of teaching literacy. If not adequately described in responses to question 3, explain how the program ensures implementation standards are addressed.

3. **Candidate Assessments** (each narrative response limited to 1000 words per assessment description)
Other than the edTPA and Praxis assessments, submit 2-4 candidate assessments (and any scoring mechanisms, such as a rubric) listed in part one AND describe how these assessments are aligned with teaching literacy in Tennessee.
Responses must include how candidates will demonstrate the ability to:
      a. engage in deep literacy content knowledge with complex texts
      b. select complex texts for instruction
      c. use complex texts to support students' vocabulary and knowledge acquisition
      d. create daily and end-of-unit tasks

4. **Student Difference** (narrative response limited to 750 words)
As it relates to literacy, how will the EPP provide opportunities for candidates to demonstrate and apply knowledge of student difference (including, but not limited to, cultural, linguistic, ability) as a source of strength in society to be encouraged and not discouraged? Describe 2-3 examples of evidence that will be collected from the candidates that will demonstrate these outcomes.

5. **Professional Learning** (narrative response limited to 250 words)
Provide at least two examples of how the EPP ensures that candidates will engage in professional learning about literacy during the preparation program. Responses may include but are not limited to:
      • collaboration with peers (e.g., other candidates, school-based educators), school-based assessment team members, and reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties and/or English Learners
      • engagement within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices
      • communication of literacy assessment information to various audiences (e.g., other professionals, administrators, students, parents)

---

[3] ILA & NCTE, 2017

[4] Darling-Hammond, 2006

TN Department of
Education

Attachment Guidelines

Narrative responses are required for each of the five comprehensive questions. Additional evidence is REQUIRED for question #3. Additional evidence is NOT required for questions #1, 2, 4, and 5; however, EPPs may decide to include additional evidence to support the narrative responses.

For attachments regarding the comprehensive questions, proposals must follow the guidelines outlined below:

Comprehensive Questions	Attachment Guidelines
Question 1: Program Sequence	Up to two attachments allowed; attachments should not exceed four pages total.
Question 2: Clinical Experiences	Up to two attachments allowed; attachments should not exceed four pages total.
Question 3: Candidate Assessments	Up to two attachments allowed; attachments should not exceed four pages total.
Questions 4: Student Difference	Up to two attachments allowed; attachments should not exceed four pages total.
Question 5: Professional Learning	Up to two attachments allowed; attachments should not exceed four pages total.