

# ELA Middle and Secondary Program Proposal Template for EPP Literacy Standards Implementation

## Introduction

In July 2017, the Tennessee State Board of Education approved new educator preparation literacy standards for middle and secondary education programs. The educator preparation provider (EPP) literacy standards are tightly aligned with the Tennessee ELA Academic Standards, Tennessee's Read to be Ready initiative, the special education framework, and the RTI2 framework. This one-time proposal process is required for all initial licensure core academic middle and secondary programs. This proposal is specifically designed for middle and secondary English and Language Arts (ELA) programs.

## Key Dates

- **January 28, 2019:** Proposals for middle and secondary ELA programs due
- **March 11, 2019:** Notification of meets expectations or need for revisions
- **April 2019:** EPP revisions due (round 1)
- **June 2019:** EPP revisions due (round 2)
- **Fall 2019:** EPP implementation of standards

## Proposal Components

There are three main components of the proposal: Identification of Endorsements, Standards Alignment, and Comprehensive Questions. Directions for completing each of these parts can be found on the following pages.

## Contacts

For questions related to literacy proposal content and EPP Literacy Standards implementation, please contact [Annie.Insana@tn.gov](mailto:Annie.Insana@tn.gov) or [Lindsey.Nelson@tn.gov](mailto:Lindsey.Nelson@tn.gov)

If you have technical questions related to the use of this Adobe Acrobat form, please contact [Shaye.Olmstead@tn.gov](mailto:Shaye.Olmstead@tn.gov).

For information regarding specialty area program approval, please contact [Martin.Nash@tn.gov](mailto:Martin.Nash@tn.gov).

## Part One: Identification of Endorsements

Indicate the endorsements resulting from approved specialty area programs described in this proposal. Please remember to clearly specify differences between programs in Part 3 narrative responses.

<b>Single Endorsements</b> <i>(as approved by TDOE)</i>	<b>Level</b>	<b>Clinical Type</b>
Middle Grades English/Language Arts 6-8 (121)	Undergraduate	Student Teaching
	Post-Bacc.	Internship Job-Embedded Student Teaching
Secondary English 6-12 (159)	Undergraduate	Student Teaching
	Post-Bacc.	Internship Job-Embedded Student Teaching

## Part Two: Standards Alignment

### ***Instructions***

On the following page(s), please list all the courses/modules addressed by this proposal. Complete all fields associated with each course/module named. The following descriptions apply to the required fields for each course/module:

- A. EPP Courses/Module Name:** Provide the name of the course or module that incorporates the new EPP literacy standards. Use one row for each course/module.
- B. Course/Module Timing:** 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:** Select the EPP literacy standard indicators addressed by each course/module. Standards and indicators can be listed more than once.
- D. Candidate Assessments:** List the titles of 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: Secondary English Language Arts). The same assessment can be listed for more than one course/module.
- E. Literacy Specific/Non-Literacy Specific:** Select the appropriate option for the course/module named in the same row. Literacy-specific courses/modules focus on supporting candidates' development of literacy content knowledge and pedagogy, whereas non-literacy specific courses may integrate EPP literacy standards, but primarily focus on content areas outside of literacy such as assessment/RTI<sup>2</sup>, science, math, etc.

Part Two: Standards Alignment (continued)

<b>Course/Module Name:</b> _____							Literacy Specific
<b>Course/Module Timing:</b> _____							Non-Literacy Specific
<b>EPP Literacy Standards</b>							
1.1	1.2	1.3	1.4	1.5	1.6	1.7	
2.1	2.2	2.3	2.4				
3.1	3.2	3.3	3.4	3.5	3.6		
4.1	4.2	4.3	4.4	4.5	4.6	4.7	
5.1							
<b>Candidate Assessments</b> <i>(titles only):</i>							

<b>Course/Module Name:</b> _____							Literacy Specific
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<b>EPP Literacy Standards</b>							
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Part Two: Standards Alignment *(continued)*

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## Part Three: Comprehensive Questions

Complete 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.<sup>1</sup> Highly successful programs are designed to bring subject matter learning together with content pedagogy and core ideas are scaffolded across courses.<sup>2</sup>

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

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

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<sup>1</sup> ILA & NCTE, 2017

<sup>2</sup> Darling-Hammond, 2006



## Part Three: Comprehensive Questions (*continued*)

### **2. Clinical Experiences** (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.

## Part Three: Comprehensive Questions (*continued*)

**3. Candidate Assessments** (each narrative response limited to 1500 words per assessment description) Other than the edTPA and Praxis assessments, submit at least two candidate assessments (and any scoring mechanisms, such as a rubric) listed in part two 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 TN Academic standards to analyze and/or create units of study, and
- d. engage students in an iterative writing process focused on textual evidence.

**Narrative Response 3a:**

## Part Three: Comprehensive Questions (*continued*)

**3. Candidate Assessments** (each narrative response limited to 1500 words per assessment description) Other than the edTPA and Praxis assessments, submit at least two candidate assessments (and any scoring mechanisms, such as a rubric) listed in part two 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 TN Academic standards to analyze and/or create units of study, and
- d. engage students in an iterative writing process focused on textual evidence.

**Narrative Response 3b:**

## Part Three: Comprehensive Questions (*continued*)

**3. Candidate Assessments** (each narrative response limited to 1500 words per assessment description) Other than the edTPA and Praxis assessments, submit at least two candidate assessments (and any scoring mechanisms, such as a rubric) listed in part two 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 TN Academic standards to analyze and/or create units of study**, and
- d. engage students in an iterative writing process focused on textual evidence.

### Narrative Response **3c**:

## Part Three: Comprehensive Questions (*continued*)

**3. Candidate Assessments** (each narrative response limited to 1500 words per assessment description) Other than the edTPA and Praxis assessments, submit at least two candidate assessments (and any scoring mechanisms, such as a rubric) listed in part two 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 TN Academic standards to analyze and/or create units of study, and
- d. **engage students in an iterative writing process focused on textual evidence.**

**Narrative Response 3d:**

## Part Three: Comprehensive Questions (*continued*)

### **4. Student Difference** (narrative response limited to 1000 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.