

Non-ELA Middle and Secondary, Career and Technical Education, and Pre-K-12 Program Proposal Guidelines for EPP Literacy Standards Implementation

Introduction

In July 2017, the Tennessee State Board of Education approved new literacy standards for educator preparation for non-ELA middle and secondary education, career and technical education, and pre-K-12 education that must be included in the specialty area programs. This one-time proposal process is required for all programs leading to initial licensure. **This proposal is specifically designed for non-ELA middle and secondary, career and technical education, and all pre-K-12 programs.** Specific endorsements for each program area can be found below.

	Middle/Secondary (excluding ELA, Special Populations, and Instructional Leader)
Middle	Mathematics, Science, Social Studies
Secondary	Biology, Chemistry, Computer Science, Earth Science, Economics, Geography, Government, History, Mathematics, Physics, Psychology, Sociology, Speech Communication
	Career and Technical Education (literacy proposal reviews for occupational CTE programs will be included in the broader SAP review process)
Academic	Agricultural, Agriscience, Business Education, Family and Consumer Science, Marketing
	Pre-K-12 (excluding Special Education Vision, Special Education Hearing, School Audiologist, Reading Specialist, School Counselor, School Social Worker, School Psychologist, School Speech-Language Pathologist, and Gifted)
Fine Arts	Dance, Instrumental/General Music, Theatre, Visual Arts , Vocal/General Music
Physical Education	Health and Wellness, Physical Education
World Languages	American Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, Other World Languages
Library Specialist	Library Information Specialist

Timeline

- **Feb. 22, 2019:** Proposals due
- **April 22, 2019:** Notification of meets expectations or need for revisions
- **May 2019:** EPP revisions due (round 1)
- **July 2019:** EPP revisions due (round 2)
- **Fall 2019:** EPP implementation of standards

Proposal Overview

The department has determined how the endorsements will be addressed on a single proposal. Please follow the guidelines listed below to determine the number of proposals to complete. If EPPs offer initial licensure at the undergraduate and post-baccalaureate level, a combined proposal may be submitted for those programs (e.g., middle grades math undergraduate and post-baccalaureate programs should be addressed on proposal 1). **All proposal templates are linked below.**

Proposal 1	Middle and Secondary: Math Mathematics
Proposal 2	Middle and Secondary: Science Science Biology Chemistry Earth Science Physics Computer Science
Proposal 3	Middle and Secondary: Social Studies Social Studies Economics Geography Government History Speech Communication Sociology Psychology
Proposal 4	Career and Technical Education: Academic Agricultural Agriscience Business Education Family and Consumer Science Marketing
Proposal 5	Pre-K-12: Fine Arts Dance Instrumental/General Music Theatre Visual Arts Vocal/General Music
Proposal 6	Pre-K-12: Physical Education Health-Science Physical Education

<p>Proposal 7</p>	<p>Pre-K-12: World Languages American Sign Language Arabic Chinese French German Greek Japanese Latin Russian Spanish Other World Languages)</p>
<p>Proposal 8</p>	<p>Pre-K-12: Library Information Specialist Library Information Specialist</p>

Rationale/Literature

Both content-area literacy and disciplinary literacy approaches are instrumental to student learning (Chauvin & Theodore, 2015). Content-area literacy focuses on the ability to use reading and writing to learn the subject matter in a discipline. Disciplinary literacy focuses on how reading and writing are used in the discipline being studied. Successful readers use general reading skills and strategies such as summarizing, predicting, re-reading, etc. and also pay close attention to discipline-specific content, reasoning, and knowledge-production processes (Goldman, 2012). Applying literacy in sophisticated ways in the disciplines involves unique or highly specialized skills not likely to be developed in English language arts (International Literacy Association, 2015). The research supports the shift in approach from content-area to disciplinary literacy, as the latter focuses on literacy skills within the disciplines, which brings to life a much richer schoolwide curriculum as students learn how to use literacy for different purposes in various subject areas (Lent, 2017).

Proposal Components

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

Part One: Standards Alignment

To demonstrate standards alignment, complete the standards matrix template (sent to literacy leads). One matrix is required for each proposal.

The standards are already listed on the left side of the matrix. In each column, indicate the name of the courses that will address each of the five standards (e.g., EDUC 473 Disciplinary Literacy) and the name of the clinical experiences in which each standard will be integrated (e.g., EDPR 401 Early Field Experience for Secondary Teachers). Only include the courses and clinical experiences that align to the literacy standards. Be sure to list courses and field experiences for **all endorsements** required for this proposal.

Next, place a check mark to indicate where each standard will be integrated into each course and clinical experience. The table below provides an example of a completed matrix.

Indicator	EDUC 473 Disciplinary Literacy	EDUC 401 Methods for Secondary Teachers	EDUC 402 Methods for Secondary Teachers	EDPR 401 EFE for Secondary Teachers
Candidate Focus				
Standard 1 – Candidates will attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies and how they apply to discipline-specific instruction and learning for K-12 students.		x	x	
Standard 2 – Candidates will understand discipline-specific academic vocabulary and demonstrate the ability to communicate using vocabulary accurately and effectively.			x	
Student Focus				
Standard 3 – Candidates will demonstrate the ability to prepare K-12 students to acquire and comprehend information through reading, viewing, listening, speaking, and writing connected to discipline-specific sources.	x			x
Standard 4 – Candidates will demonstrate the ability to prepare K-12 students to effectively engage in communication of discipline-specific information through reading, viewing, listening, speaking, and writing.		x		
Implementation Standard				
During clinical experiences, candidates must demonstrate that they are proficient in preparing students to acquire, comprehend, and communicate discipline-specific information through reading, viewing, listening, speaking, and writing.	x	x	x	x

Part Two: Comprehensive Questions

Instructions: Complete each of the prompts below.

- 1. Provide at least two opportunities for candidates to attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies essential to their endorsement area** (e.g., building background knowledge specific to the discipline, deconstructing complex discipline-specific text structures, mapping graphic and mathematical representations against explanations in the text, posing discipline-specific questions, providing evidence to support and evaluate claims).

(narrative response limited to 1500 words)

- 2. Provide at least two examples¹ of opportunities that are provided for candidates to acquire both academic and discipline-specific vocabulary, AND communicate using this vocabulary accurately and effectively.**

(narrative response limited to 1500 words)

- 3. Describe how clinical experiences are structured to support candidates' ability to prepare K-12 students to acquire, comprehend, and communicate discipline-specific information through reading, viewing, listening, speaking, and writing.**

(narrative response limited to 1500 words)

¹ If two or more endorsements are addressed on this proposal, examples must be from two different endorsement areas.