

EPP Literacy Standards for Instructional Leader Programs/Tennessee Instructional Leader Standards (TILS) Crosswalk

Introduction

This document reflects a standards alignment of the EPP Literacy Standards for Instructional Leader Programs ([Educator Preparation Policy 5.504](#) beginning on page 43) and the [Tennessee Instructional Leadership Standards \(TILS\) 5.106](#).

Crosswalk by Standard

EPP Literacy Standards for Instructional Leader Programs	Tennessee Instructional Leadership Standards (TILS)
<p>1. Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to cultivate a literacy rich environment.</p>	<p>A.2 Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.</p>
<p>2. 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.</p>	<p>A.3 Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth.</p> <p>A.4 Empowers educators to develop and execute interventions to address each student’s learning needs, grounded in multiple sources of data (academic, social, and/or emotional).</p> <p>B.5 Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status.</p>
<p>3. Create and support a school culture and environment that:</p> <ul style="list-style-type: none"> a. Sees language diversity as a strength, b. Values and uses diverse literacy resources, and c. Provides all readers with access to highly effective teachers. 	<p>B.2 Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.</p>

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<p>4. Through a shared vision, collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement.</p>	<p>A.1 Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.</p> <p>A.2 Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.</p> <p>A.3 Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth.</p> <p>B.1 Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for a culture conducive to teaching and learning.</p>
<p>5. Employ effective human and fiscal resources that align to the shared vision and evidence-based goals related to literacy.</p>	<p>A.2 Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.</p> <p>C.4 Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the <i>Tennessee Standards for Professional Learning</i> (Professional Development Policy 5.200).</p> <p>D.1 Strategically and equitably utilizes community resources and partners to support the school’s shared mission, vision, and goals.</p> <p>D.4 Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.</p>

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<p>6. Modify scheduling, staffing, and instructional groupings as a means to maximize student growth in literacy.</p>	<p>B.2 Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.</p> <p>D.3 Establishes, communicates, and enforces a set of standard operating procedures and routines that are equitable, culturally responsive, and aligned with district, state, and federal policy.</p>
<p>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.</p>	<p>A.3 Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth.</p> <p>A.4 Empowers educators to develop and execute interventions to address each student’s learning needs, grounded in multiple sources of data (academic, social, and/or emotional).</p>
<p>8. 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.).</p>	<p>A.1 Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.</p> <p>A.3 Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth.</p> <p>A.5 Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.</p> <p>C.6 Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i>.</p> <p>D.2 Includes a diverse set of educators and stakeholders in school improvement decisions.</p>

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<p>9. Support the development and planning of professional learning activities that are grounded in effective practices of literacy.</p>	<p>C.1 Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.</p> <p>C.6 Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i>.</p>
<p>10. 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.</p>	<p>C.1 Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.</p> <p>C.3 Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.</p> <p>C.4 Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the <i>Tennessee Standards for Professional Learning</i>.</p> <p>C.7 Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.</p>