

# Instructional Leader Program Proposal Template for EPP Literacy Standards Implementation

## Introduction

In April 2017, the State Board of Education approved new educator preparation literacy standards for instructional leader programs. The EPP literacy standards are tightly aligned with the [Tennessee Instructional Leader Standards \(TILS\)](#). This one-time proposal process is required for all initial licensure instructional leader programs.

## Timeline

- **January 28, 2019:** Proposals for instructional leader programs due
- **March 11, 2019:** Notification of meeting 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 two main components of the proposal: standards alignment and comprehensive questions. Directions for completing each part can be found below.

### Part One: Standards Alignment

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

- Instructional Leader Core Courses:** Provide the name of all instructional leader core courses or modules that incorporate the new EPP literacy standards. Use one row for each course/module.
- EPP Literacy Standards:** Select the EPP literacy standards addressed by each course/module. Then select whether this standard is introduced, reinforced, assessed, and/or integrated within practice. Select N/A if this standard is not applicable.
- Candidate Assessments:** List the titles of candidate assessments that will be used to assess candidate proficiency of the literacy standards (e.g. capstone project, data-analysis summaries, case study analyses). The same assessment can be listed for more than one course/module.

**Part One: Standards Alignment**

A. Instructional Leader Core Courses	B. EPP Literacy Standards <i>Please select whether each standard is introduced, reinforce assessed, integrated into practice, or N/A.</i>		C. Candidate Assessments
	Standard 1	Standard 6	
	Standard 2	Standard 7	
	Standard 3	Standard 8	
	Standard 4	Standard 9	
	Standard 5	Standard 10	
	Standard 1	Standard 6	
	Standard 2	Standard 7	
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## Part Two: Comprehensive Questions

**Instructions:** Complete each of the prompts below.

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

Effective 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.

Describe how the instructional leader program sequence demonstrates coherence and increases in complexity and depth over time, with a particular focus on how candidates are provided opportunities to develop knowledge of literacy content, strategies, and assessments throughout the program.

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<sup>1</sup> [ILA & NCTE, 2017](#)

**2. School Culture and Environment** (narrative response limited to 1500 words)

Describe how candidates will be provided opportunities to determine the characteristics of a literacy-rich environment and create and support a literacy-rich school culture and environment that is responsive to student differences.

**3. Data-Informed Vision and Goals** (each narrative response limited to 1500 words)

Submit 1-2 candidate assessments (and any scoring mechanisms, such as a rubric) and describe how these assessments require candidates to identify and use purposeful and appropriate data-driven assessments based on student literacy data. Responses must include how the candidates will demonstrate the ability to:

- a. analyze and interpret relevant literacy data for all students, and**
- b. collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement for all students.**

**Narrative Response 3a.**

**3. Data-Informed Vision and Goals** (each narrative response limited to 1500 words)

Submit 1-2 candidate assessments (and any scoring mechanisms, such as a rubric) and describe how these assessments require candidates to identify and use purposeful and appropriate data-driven assessments based on student literacy data. Responses must include how the candidates will demonstrate the ability to:

- a. analyze and interpret relevant literacy data for all students, and
- b. collaboratively develop evidence-based literacy goals for the purpose of increasing student achievement for all students.

**Narrative Response 3b.**

**4. Data-Informed Resources** (narrative response limited to 1500 words)

Submit at least one candidate assessments (and any scoring mechanisms, such as a rubric) and describe how these assessments require candidates to employ and manage resources to support literacy goals, and maximize student growth in literacy.