

Proposal Five: Pre-K-12 Fine Arts Template 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 all pre-K-12 fine arts education programs.**

Timeline

- **Feb. 22, 2019:** Proposals due
- **April 22, 2019:** Notification of meeting 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 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 or Lindsey.Nelson@tn.gov

If you have technical questions related to the use of this Adobe Acrobat form, please contact Shaye.Olmstead@tn.gov.

For information regarding specialty area program approval, please contact Martin.Nash@tn.gov.

Part One: Identification of Endorsements

Indicate the endorsements resulting from approved specialty area programs described in this proposal. If any fine arts endorsements are offered as part of a dual endorsement program, please indicate the other endorsement area below. Please remember to clearly specify differences between programs in Part 3 narrative responses.

| Endorsement <i>(as approved by TDOE)</i> | Level | Clinical Type |
|---|--------------------|----------------------|
| Dance Pre-K-12 | Undergraduate | Student Teaching |
| | Post-Baccalaureate | Internship |
| | | Job-Embedded |
| | | Student Teaching |
| Endorsement is part of a dual endorsement program with: | | |
| Instrumental/General Music Pre-K-12 | Undergraduate | Student Teaching |
| | Post-Baccalaureate | Internship |
| | | Job-Embedded |
| | | Student Teaching |
| Endorsement is part of a dual endorsement program with: | | |
| Theatre Pre-K-12 | Undergraduate | Student Teaching |
| | Post-Baccalaureate | Student Teaching |
| | | Internship |
| | | Job-Embedded |
| Endorsement is part of a dual endorsement program with: | | |
| Visual Arts Pre-K-12 | Undergraduate | Student Teaching |
| | Post-Baccalaureate | Student Teaching |
| | | Internship |
| | | Job-Embedded |
| Endorsement is part of a dual endorsement program with: | | |
| Vocal/General Music Pre-K-12 | Undergraduate | Student Teaching |
| | Post-Baccalaureate | Student Teaching |
| | | Internship |
| | | Job-Embedded |
| Endorsement is part of a dual endorsement program with: | | |

Part Two: Standards Alignment

To demonstrate standards alignment, complete the standards matrix template linked [here](#). 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.

| | | | | | | | | | | |
|--------------------------------|--|---|---------------------------------|--------------------------------------|--|--|--|--|--|--|
| Course Name: | EDUC 401 Methods for Sec. Teachers | EDUC 402 Methods II for Sec. Teachers | | EDUC 473 Disciplinary Literacy | | | | | | |
| Clinical Name: | | | EDUC 200 Student Teaching | | | | | | | |
| Candidate Focus | | | | | | | | | | |
| Standard 1 | X | X | | X | | | | | | |
| Standard 2 | | X | | | | | | | | |
| Student Focus | | | | | | | | | | |
| Standard 3 | | | X | | | | | | | |
| Standard 4 | X | | | | | | | | | |
| Implementation Standard | | | | | | | | | | |
| | X | X | X | X | | | | | | |

Part Three: Comprehensive Questions

Instructions: Complete each of the prompts below.

- 1. Provide examples of 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)



Part Three: Comprehensive Questions

Instructions: Complete each of the prompts below.

- 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)

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



Part Three: Comprehensive Questions

Instructions: Complete each of the prompts below.

- 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)