

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.

The EPP program is designed to become increasingly complex in order to support candidates' development of literacy knowledge and practice. This can be seen as candidates' progress throughout the EPP program. Throughout the program, the introduction literacy concepts and skills, the reinforcement of literacy concepts and skills, the assessment of literacy concepts and skills, and the integration of literacy concepts and skills within practice can be seen in an increasing complexity throughout the coursework. This can be specifically seen in ENG 252 Language and Literacy, ENG 237 Children's Literature, ENG 251 English Acquisition, and EDU 338 Reading and Writing.

These courses increase in complexity to support candidate's development of literacy knowledge and practice. Concepts related to the standards are introduced, reinforced, assessed and integrate within practice as the teacher candidates matriculate through the program.

Teacher candidates begin knowledge of literacy and language development during their first education EDU- 230 Foundations of Education which also has a field experience component. Teachers candidates take this course during the third semester sophomore year. In this course the teacher candidates complete three assessments which begin their understanding of literacy and language development. The assessments include the following:

Reflective Paper: The purpose of this assessment in the teacher candidates' literacy and language development is to allow teacher candidates develop the habit of mind of reflecting on how pedagogical practices impact P-12 students' literacy learning. Teacher candidates' will receive feedback on their self-reflection paper at the end of your field experience which serves as substantive feedback to improve future pedagogical practices as they move through the EPP (**See Evidence 1a: Reflective Paper**).

Community Profile Project: This assessment is designed for the teacher candidates to examine their school community. It is very important to understand the background of their school, their students and community in which they complete beginning field experiences. This assessment will allow the teacher candidates to discuss the population, employment, education, crime, health, transportation facilities/resources and physical environment and the impact it has on literacy and language development (**See Evidence 1b: Community Profile Project**).

Article Critiques: The teacher candidates will be assigned two article critiques regarding public education, economic inequality, and race in the public schools. with the critiques the teacher candidates will discuss how each of these factors have an impact on literacy and language development (**See Evidence 1c: Article Critique**).

During teacher candidates fourth semester sophomore year, candidates are exposed to the literacy skills and concepts in ENG 252- Language and Literacy, and EDU 231- Technology for education. In ENG 252- Language and Literacy the beginning understanding of the science of teaching reading is introduced, including skills such as phonological awareness, phonics, vocabulary, comprehension and fluency is introduced. The course further focuses on the teaching of reading and writing in the various content areas of grades K-3. Emphasis is placed on the language acquisition of small children, integration of reading instruction across all subject matter areas and appropriate accommodations for students who are experiencing difficulties in reading. During this beginning literacy specific course, candidates have the opportunity to develop beginning content knowledge of students' language and literacy development by developing mini lessons on the five pillars of reading.

During this same semester, candidates are enrolled in EDU 231- Technology for Education which allows for an introduction to using technology as an instructional literacy tool, as well as a source for data collection to assess the five pillars of reading. In this course, candidates complete a digital story telling activity (**See Evidence 1d: *Digital Storytelling***).

As candidates move into their beginning junior year, courses such as ENG 237- Children's Literature and EDU 232- Curriculum and Instruction and EDU 330 Classroom Management offer opportunities for a deeper understanding of literacy development. For example, in course ENG 237- Children's Literature teacher candidates analyze a survey of children's and young adult literature in preparation for elementary and middle school teaching and children's librarianship. The best of picture books and prose for children are introduced. Emphasis is placed on implementation of an effective literature program in elementary and middle grades and the integrating of technology into the literature program. In course EDU 232- Curriculum and Instruction, teacher candidates plan for early childhood curriculum development. Emphasis is placed on integrated learning and appropriate instructional methods in the content areas of language/literacy, math, science, and social studies. During and upon completion of the course students will: 1. demonstrate understanding of the educational implications of preschool/kindergarten children's levels of physical, cognitive, emotional, and social development 2) demonstrate understanding of the educational implications of individual differences in children, including differences in learning styles 3) demonstrate comprehension of the role of theory, concepts, skills, resources, materials, and assessment in teaching the content areas of science, language/literacy, math, and social studies in the preschool and kindergarten classrooms 4) demonstrate the ability to use appropriate methods of evaluating children's knowledge and skills in the areas of science, language/literacy, math, and social studies and 5) identify professional organizations, standards, and government documents that guide instruction in Early Childhood Education settings.

Lastly, in course EDU 330- Classroom Management, teacher candidates learn the importance of routines and procedures as it related to implementing literacy stations and guide reading groups.

In sixth semester junior year, candidates take ENG 251- English Acquisition. In this course they will engage in developing a more complex understanding of how students develop literacy and language acquisition. With that understanding, the candidate can more effectively assess and evaluate literacy learning. They learn and practice effective instruction for language and literacy development. Candidates engage in peer teaching demonstrations and group project presentations that candidates to test their working content knowledge, understanding of language and literacy development and the incorporation of technology. Candidates also gain depth and breadth of language development of second language learners, apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing, identify the political, social, and cultural issues related to language teaching, design and implement effective daily lesson plans which meet the needs of ELL students within the context of the regular classroom, evaluate, adapt and employ appropriate instructional materials, media, and technology for ELL in the content areas at the elementary level, and be able to differentiate between characteristics of language acquisition and language/learning disability, especially hearing and language.

Lastly, teachers enroll in what we call the Content Methods Block- which is level II field experiences. During content courses, EDU 333- Teaching Elementary Social Studies, EDU 334 Teaching Elementary Science, EDU 337- Teaching Elementary Math and EDU 338- Reading and Writing students are reflective on theories and instructional practices involve with cross curriculum integration between reading and the specific content.

As candidates move into their senior year, PSY 330 Exceptional Learner, EDU 340- Multicultural Settings, EDU 338- Reading and Writing, and EDU 332- Tests and Measurements add a layer of complexity to the content knowledge and methodological practices of the candidates. During field experiences, candidates will have the opportunity to make evidence-based, informed instructional decisions. The completion of lesson plan designs and pre-and post-assessments will be used to set measurable goals, implement culturally relevant instruction in small groups, and give the candidate a deeper knowledge base. These requirements will be completed with the support of the college faculty and cooperating teacher.

In the final semester, in courses EDU 420- Student Teaching Seminar and EDU 430- Enhanced Student Teaching, teacher candidates will be presented with opportunities to develop a more complex understanding of content knowledge, various assessment tools, and culturally relevant unit plan design with the purpose of making evidence-based judgments specific within the RT12 framework during clinical hours. Candidates have the opportunity to complete a cumulative activity using information about the learning-teaching context and student individual differences to set learning goals and objectives aligned with the Literacy Standards Plan, and instruction and assessment aligned with state assessments. Candidates will be required to:

- set significant, challenging, varied, and appropriate learning goals and objectives.
- use multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
- design instruction for specific learning objectives and contexts and student characteristics and needs.
- use an understanding of individual and group motivation and behavior to create a safe

learning environment.

- use regular and systematic evaluations of student learning to make instructional decisions.
- use assessment data to profile student learning and communicate information about student progress and achievement.
- reflect on his or her instruction and student learning in order to improve teaching practice.
- utilize the electronic portfolio in the exit conference as credible evidence of the ability to facilitate learning by meeting the Teacher Work Sample (TWS) standards which culminate the clinical practice experience.

The overarching theme of the EPP program is to develop effective literacy teaching. The completion of the eleven courses with literacy standards serves as the catalyst for developing effective literacy instructors.

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. If not adequately described in responses to question #3, explain how the program ensures implementation standards are addressed.

Candidates are given a gradual release of responsibility as they move from senior year first semester to their final semester, co-planning, co-teaching and co-assessing to primary in the content course field experiences. In the beginning course of EDU 230- Foundations of Education, teacher candidates observe and reflect on best teaching practices to the ending of clinical experience in EDU 430- Student Teaching, when the teacher candidates implement the same practices, the program design builds on candidates' understanding of literacy knowledge and implementation. During EDU 230- the students begin to develop literacy and language development by completing 20 hours of field experience. During this time the teacher candidate completes a field experience journal, documenting all various element of literacy development principles (*See Evidence 2a: Journal Reflection- Course Outline EDU 230*).

During this stage of development, the teacher candidate's role during clinical experiences is to arrange tasks and activities in a way that promotes student development of language and literacy understanding. Therefore, the teacher candidate must be aware of the learning intentions, know when P-12 students are successful in attaining those intentions, have sufficient understanding of the P-12 student's prior understanding as he or she comes to the task, and know enough about the content to provide meaningful and challenging experiences so there is purposeful, progressive development. Throughout the literacy coursework, the EPP offers opportunities for literacy to be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy -the passage of P-12 students through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the teacher candidate has to change accordingly.

Activities within the Field Experience courses (ENG 252- Language and Literacy, EDU 231- Technology for Education, ENG 237- Children’s Literature, EDU 232- Curriculum and Instruction, ENG 251- English Acquisition, PSY 330- Exceptional Learner, EDU 340- Multicultural Settings, EDU 338- Reading and Writing, EDU 332- Tests and Measurements) include:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assisting with logistical classroom routines.
 - Preparing instructional materials.
 - Preparing and managing the physical or online environment.
 - Assessing student papers, exams, quizzes.
 - Providing students with appropriate feedback, praise, and positive reinforcement.
 - Facilitating/chaperoning field trips.
 - Investigating research associated with appropriate teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with cooperating teacher or peer.
 - Creating implementing lesson plans and assessment strategies associated with classroom instruction.
- Professional Interactions
 - Attending extracurricular or co-curricular events.

Planning, teaching and assessing are exclusively done by the candidate teacher. Activities within the clinical experience (EDU 420- Student Teaching Seminar, and EDU 430- Enhanced Teaching) include:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assisting with logistical classroom routines
 - Preparing instructional materials
 - Prepare and manage the physical or online environment.
 - Assessing student papers, exams, quizzes.
 - Providing students with appropriate feedback, praise, and positive reinforcement.
 - Facilitating/chaperoning field trips.
 - Investigating research associated with appropriate teaching and learning strategies.
 - Completing Action Research Plan and Teacher Work Sample. (*See Evidence 2b: Teacher Work Sample Assignment and Rubric*)
- Classroom Instruction

- Delivering complete presentations to students.
- Facilitating small group work in class, library, or other settings.
- Supervising groups during learning centers.
- Tutoring individual or small groups of students.
- Team teaching with cooperating teacher.
- Teaching independent of cooperating teacher.
- Managing classroom environment independent of the cooperating teacher
- Professional Interactions
 - Attending extracurricular or co-curricular events.
 - Attending professional meetings.
 - Attending parent-teacher meetings.

Teacher candidates employ literacy strategies and concepts throughout the program which are impactful for P-12 students. The teacher candidate develops an understanding which promotes a coherent curriculum that helps P-12 students acquire basic skills as well as the strategies needed to tackle challenging tasks.

- 3. Candidate Assessments (each narrative response limited to 1000 words per assessment description) Other than the edTPA and Praxis assessments, submit 2-4 candidate assessments (and any scoring mechanisms, such as a rubric) listed in part one AND describe how these assessments are aligned with teaching literacy in Tennessee. Responses must include how candidates will demonstrate the ability to:**
- a. engage in deep literacy content knowledge with complex texts**
 - b. select complex texts for instruction**
 - c. use complex texts to support students' vocabulary and knowledge acquisition**
 - d. create daily and end-of-unit tasks**

Narrative Response 3a:

Teacher candidates engage in deep literacy content knowledge with complex text. The following examples of high quality literature reflect what teacher candidates will use when considering the use of complex text with P-12 students:

- Biographies
- Autobiographies
- Memoirs
- Journals
- Letters
- Fictional work in short stories, novels, novellas, or graphic novels
- Plays
- Poetry
- Newspaper and magazine articles
- Radio or television interviews
- Historical documents
- Speeches
- Essays

- Lab reports
- Periodicals
- Technical manuals
- Reports
- Video
- Audio

Across the disciplines, teacher candidates engage P-12 students to question, examine, analyze, compare, scrutinize, and probe—which represent some of the mental processes required to engage fully with complex text. In technical subjects—science, social studies, math, physical education—teacher candidates will offer opportunities for P-12 students to experience a variety of traditional complex texts.

In course EDU 333- Elem Social Studies, one assessment that candidates complete A specific assessment a teacher candidate could complete is a social studies assignment in which the P-12 student analyzes political cartoons (*See Evidence 3a.1: Political Cartoon Instrument and Rubric*).

Political cartoons use imagery and text to comment on a contemporary social issue. They may contain a caricature of a well-known person or an allusion to a contemporary event or trend. By examining the pictorial elements of the cartoon, along with the textual elements, P-12 students understand the message of the cartoon. This will lead the reader to understanding the cartoonist's goal in persuading the reader to think a certain way about a current issue.

- 3. Candidate Assessments (each narrative response limited to 1000 words per assessment description) Other than the edTPA and Praxis assessments, submit 2-4 candidate assessments (and any scoring mechanisms, such as a rubric) listed in part one AND describe how these assessments are aligned with teaching literacy in Tennessee. Responses must include how candidates will demonstrate the ability to:**
- a. engage in deep literacy content knowledge with complex texts**
 - b. select complex texts for instruction**
 - c. use complex texts to support students' vocabulary and knowledge acquisition**
 - d. create daily and end-of-unit tasks**

Narrative Response 3b:

One of the most important aspects of teaching literacy in the classroom is text selection, the process by which teacher candidates choose what their students will read. For teacher candidates, text selection comes to choosing something that will engage students and motivate them to read. What students read shapes how well they read and how well they comprehend the topic in far more ways than what might at first seem obvious. When choosing a complex text, teacher candidates will consider the following areas of complexity:

- Quantitative complexity:
 - Readability is an average, so it's possible a selection from the text is more or less complex than the text as a whole.
 - A text is complex if it's above students' independent reading level.
 - When considering readability measures use Lexile levels
- Qualitative complexity:
 - a) The levels of meaning/purpose and the ease with which they are identified
 - b) The amount of figurative language used in the text
 - c) The conformity of the text to genre expectations
 - d) The organization of the text and amount of supportive text features
 - e) The match between language used by the text (including vocabulary and word choice) and language used by the students
 - f) The register (formal to informal) used in the text
 - g) The demands the text places on the reader's knowledge
 - h) A qualitatively complex text may be challenging in one or more of these domains, including language use or a reader's background knowledge.
- Reader characteristics/task considerations:
 - Based on the reader's capabilities, a text can be complex regardless of its quantitative or qualitative characteristics.
 - Student motivation affects complexity.
 - How students are asked to respond to a text influences complexity.

During EDU 332- Reading and Writing teacher, candidates complete the following close reading assignment to demonstrate their ability to select complex text for P-12 instruction.

The Close Reading Assignment Lesson Plan (*See Evidence 3b.1: Close Reading Lesson Plan Assignment and Rubric*) allows the teacher candidates, not only to select complex texts, but, also, allows P-12 students to read complex texts independently. Teacher candidates use scaffolding instruction as a model in which they support P-12 students and gradually release responsibility to the student. In this lesson plan, the teacher candidates begin by modeling, offering P-12 students the highest level of support. As instruction continues and the teacher monitors students' learning progress, he/she gradually releases responsibility to the students, guiding students' progress and eventually observing as they practice the skill independently. Candidates can scaffold Close reading with these instructional strategies.

- Shared reading
- Interactive read aloud
- Comprehension Toolkit lessons
- QAR
- Literature circles
- Questioning the author
- Reciprocal teaching
- Connecting to themes/essential questions
- Post-its
- Think sheets

Development and implementation of a Close Reading Assignment Lesson Plan specifically aligns with the Tennessee Literacy Standard:

- 1.5. Range of Texts and Text Complexity. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to: a. Read and comprehend complex literary and informational texts independently and proficiently; b. recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization;

A second specific assessment that teacher candidates will complete is annotating text which is introduced in course ENG 237 Children Literature. The teacher candidates will be required to read 30 children's books from various genres and record the books in an annotated bibliography. The teacher candidates will demonstrate their ability to identify characteristics and elements of a variety of literary genres. In addition, the teacher candidate will identify and apply professional guidelines for selecting literature and identify appropriate techniques for encouraging students to respond to literature in a variety of ways. Some books selected will encourage learning about diverse cultural groups. For each book read, teacher candidates will list the title, author, summary, number of pages, genre, type/theme/award, their response to the text, and ideas for classroom use that support the knowledge, skills, and attitudes to be learned across the curriculum.

Annotated Text Assignment and Rubric: (*See Evidence 3b.2: Annotated Text Assignment and Rubric*).

The Complex Text Annotated Selection List specifically aligns with the Tennessee Literacy Standard:

1.5. Range of Texts and Text Complexity. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to: a. Read and comprehend complex literary and informational texts independently and proficiently; b. recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization;

- 3. Candidate Assessments (each narrative response limited to 1000 words per assessment description) Other than the edTPA and Praxis assessments, submit 2-4 candidate assessments (and any scoring mechanisms, such as a rubric) listed in part one AND describe how these assessments are aligned with teaching literacy in Tennessee. Responses must include how candidates will demonstrate the ability to:**
- a. engage in deep literacy content knowledge with complex texts**
 - b. select complex texts for instruction**
 - c. use complex texts to support students' vocabulary and knowledge acquisition**
 - d. create daily and end-of-unit tasks**

Narrative Response 3c:

With emphasis on text complexity, teacher candidates determine the big idea of a text by reading closely to analyze the qualitative elements of text complexity. This includes levels of meaning, structure, language, and knowledge demands. Of the qualitative elements, vocabulary usually contributes the most to text complexity. In efforts to provide opportunities for teacher candidates to support vocabulary and knowledge acquisition, the following are taught in the coursework with emphasis on practice in the field:

- Frayer Models, Semantic features, KIM, and other vocabulary strategies, construction of word walls and word banks
 - Before reading a text, identify key content vocabulary and vocabulary that may be difficult for P-12 learners, such as phrasal verbs and prepositional phrases. Pre-teach essential vocabulary words and phrases through word walls and Frayer models with an opportunity to draw word representations.
- Use instruction methods such as visuals, semantic, and mnemonic strategies which involves explicit vocabulary and knowledge acquisition, which typically are Tier I and II words.

- Use instruction methods such as context clues which involves implicit vocabulary and knowledge acquisition, which typically are Tier III words
- Use of technology to connect images to vocabulary
 - The use of regalia to make the meaning of objects clear, physically demonstrate verb phrases
 - The use of role-play and the use relevant film-clips to illustrate vocabulary.
- Support students' meta-cognition around vocabulary.
- The development of whole-class vocabulary with focus on common roots and affixes or by key academic vocabulary.
- Utilize dyslexic strategies, such as multisensory Learning, assistive technology and tools, cloze strategy

To demonstrate support of vocabulary and knowledge acquisition, the teacher candidates will use a previous assignment *Complex Text Annotated Selection List Assignment and Rubric (3b.2)* as a springboard to develop a vocabulary list from one of their complex text selections. Utilizing the vocabulary list, the candidate will develop a lesson plan (*See Evidence 3c.1 Lesson Plan*) to be used with their P-12 learners. The teacher candidates will use this lesson as a teaching demonstration during a formal field experience observation. The development and implementation of this lesson plan specifically address the following Tennessee Literacy Standard:

Standard 3: Curriculum and Instruction. Educator candidates shall: 3.11. Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.

With emphasis on vocabulary and knowledge acquisition, the teacher will conduct a presentation on instructional strategies, including anchor charts. In course EDU 338 Reading and Writing, candidates will develop an Interactive Strategy Notebook. Teacher candidates will develop literacy strategies for the big 5- which includes vocabulary. The Strategy Notebook would include strategies for building academic vocabulary for English native language speakers as well as second language learners.

The development and implementation of the effective vocabulary instructional strategies specifically address the following Tennessee Literacy Standard:

Standard 3: Curriculum and Instruction. Educator candidates shall: 3.12 Create and implement culturally relevant and responsive instruction and assessments to address the

strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.

- 3. Candidate Assessments (each narrative response limited to 1000 words per assessment description) Other than the edTPA and Praxis assessments, submit 2-4 candidate assessments (and any scoring mechanisms, such as a rubric) listed in part one AND describe how these assessments are aligned with teaching literacy in Tennessee.**

Responses must include how candidates will demonstrate the ability to:

- a. engage in deep literacy content knowledge with complex texts**
- b. select complex texts for instruction**
- c. use complex texts to support students' vocabulary and knowledge acquisition**
- d. create daily and end-of-unit tasks**

Narrative Response 3d:

Throughout the clinical experience, the teacher candidates' daily and end-of unit tasks can be seen in the *Teacher Work Sample (TWS)* (**See Evidence 3d.1: Teacher Work Sample Assignment and Rubric**). This assessment of the teacher candidates' ability to create daily and end-of unit tasks is composed of several individual assignments conducted over a 15-week clinical teaching experience. The TWS demonstrates seven teaching processes identified by research and best practice as fundamental to improving student learning, including:

- Contextual Factors- The teacher candidates use information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- Learning Goals -The teacher candidate set significant, challenging, varied and appropriate learning goals.
 - Significance, Challenge and Variety
 - Clarity
 - Appropriateness for students
 - Alignment with national, state or local standards
- Assessment Plan -The teacher candidates use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
 - Alignment with learning goals and instruction
 - Clarity of criteria for performance
 - Multiple modes and approaches
 - Technical soundness
 - Adaptations based on the individual needs of students
- Design for Instruction -The teacher candidates design instruction for specific learning goals, student characteristics and needs, and learning contexts.
 - Alignment with learning goals
 - Accurate representation of content
 - Lesson and unit structure

- Use of a variety of instruction, activities, assignments and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
- Use of technology
- Instructional Decision-Making - The teacher candidates use ongoing analysis of student learning to make instructional decisions.
 - Sound professional practice
 - Adjustments based on analysis of student learning
 - Congruence between modifications and learning goals
- Analysis of Student Learning - The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
 - Clarity and accuracy of presentation
 - Alignment with learning goals
 - Interpretation of data
 - Evidence of impact on student learning
- Reflection and Self-Evaluation - The teacher reflects on his or her instruction and student learning in order to improve teaching practice.
 - Interpretation of student learning
 - Insights on effective instruction and assessment
 - Alignment among goals, instruction and assessment
 - Implications for future teaching
 - Implications for professional development

Teacher candidates are required to teach a 3-4 lesson mini-unit for their TWS (*See Evidence Lesson Plans 3c.1*). Before they teach the unit, contextual factors will be described, learning goals based on state or district content standards will be described, an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) will be created, and plan for instruction will be developed for the min-lessons. While teaching the unit and afterwards, the teacher candidates will analyze P-12 student learning and then reflect upon and evaluate their teaching as related to student learning.

The TWS provides substantial evidence that the teacher candidates are ready to begin their professional careers as educators. The development of the TWS will provide the teacher candidates with authentic experiences designed to develop in their “teacher’s way of thinking.” More importantly, the TWS process will help promote and document the development of a professional habit to naturally think about the processes that will best ensure P-12 students’ learning. Compiling the TWS provides the teacher candidates with a valuable professional growth experience and documentation of their ability to impact the learning of students.

This assignment specifically addresses Tennessee Literacy Standard:

Standard 4: Assessment and Evaluation. Educator candidates shall: 4.1. Describe how literacy assessment connects to and supports planning appropriate and differentiated instruction within the classroom and within the RTI2 framework. 4.2. Select and implement literacy assessment and evaluation tools appropriately and for different purposes (e.g., screening, diagnostic, curriculum based, progress monitoring, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

- 4. Student Difference (narrative response limited to 750 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**

Throughout teacher candidates program, opportunities will be provided to allow demonstration and application of knowledge of student differences. Teacher candidates acquire knowledge of the unique skills that each P-12 child brings to the classroom in order to effectively target instruction towards students' learning needs. This can be seen in the course PSY 330- Exceptional Learners. During this course teacher candidates' complete evaluations of P-12 learners' profiles to develop a diagnostic assessment with benchmark. In course EDU 340- Multicultural Settings, candidates will be provided with an overview of the diverse educational needs, challenges, opportunities, and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Candidates will explore the history of public schools in urban areas, the characteristics of the urban child, as well as effective teaching strategies for working with students who are identified as "at risk." This course will address the competencies, tools, and instructional strategies to effectively create positive classroom environments and assist in student achievement. An example of evidence is the teacher candidates' assignment: Classroom Management Plan (*See Evidence 4a: Management Plan*) and *Cultural Paper and Group Presentation*.

Further, as candidates understand the P-12 student population is ever evolving, so do the needs of the classroom. Therefore, the EPP prioritizes efforts to promote diversity and equity within their coursework to emphasis equitable classrooms. Subsequently, the following strategies are encouraged throughout the field and clinical experiences (e.g., EDU 420 and EDU 430:

Class Norms - An important part of promoting equity and diversity is setting norms in the teacher candidates' classroom that promote inclusion and openness. They are asked to be explicit about the way their class will be respectful to each other; and share ideas, opinions and values. The teacher candidates teach P-12 students how to disagree respectfully and use Restorative Practices to promote self-awareness, self-management, relationship skills, and responsible decision-making. They challenge negative stereotypes immediately and openly and create class norms together with P-12 students to give students ownership over their community. They are flexible and ready to amend and refine norms as needed. Evidence of this can be seen in the Electronic Portfolio section of Classroom Management (***See Evidence 4b: Electronic Portfolio***). The teacher candidates' documents of artifacts demonstrate the use of restorative practices and equitable classroom norms.

Culturally Relevant Teaching - Culturally relevant, or responsive, teaching emphasizes academic excellence, cultural competence, and social and political analysis and activism. This pedagogy provides a framework for exposing teacher candidates to diverse cultures in deep, meaningful ways and prioritizes academic excellence for all students. This framework is also unique because of its emphasis on social justice and activism. Students are required to participate in a minimum of two activities with Student-Tennessee Education Association (STEA) which serves as a gateway toward activism within their professional career. Additionally, development and implementation of the adopted instructional design is evidence the teacher candidate supports culturally relevant instruction.

Purposeful Planning - An important part of promoting equity and diversity in the teacher candidates' classroom is purposeful planning. Evidence of purposeful planning can be seen in the **Teacher Work Sample**. The beginning element of the TWS involves the teacher candidates discussing the contextual factors of their students. Later in the Assessment Plan of the TSW, those contextual factors are used to explain underlying considerations for instruction (***See Evidence Teacher Work Sample 3d.1***).

Community Involvement - Teacher candidates realize P-12 students and their families have a wealth of knowledge to share about themselves. During clinical teaching, the teacher candidates develop a Family Involvement Plan. The plan requires written and oral communication with parents with the intention of establishing rapport with the P-12 students and their parents.

- 5. Professional Learning (narrative response limited to 750 words) Provide at least two examples of how the EPP ensures that candidates will engage in professional learning about literacy during the preparation program. Responses may include, but are not limited to: • collaboration with peers (e.g., other candidates, school-based educators), school-based assessment team members, and reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties and/or English Learners • engagement within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices • communication of literacy assessment information to various audiences (e.g., other professionals, administrators, students, parents).**

The EPP provides multiple opportunities for the teacher candidates to engage in professional learning opportunities throughout the program.

- Collaboration with peers - During content reading, the students work together with in-service teachers to develop activities for *Read for the Record* and *Read Across America*. The teacher candidates implement the literacy based activities the day of the special event.
- Dyslexia Training- During the student teaching experience, teacher candidates will engage in professional development on campus in the area of Dyslexia.
- Assessment Team - Working collaboratively, the teacher candidates are given the opportunity for assess a P-12 student using multiple assessments tools (i.e. Running Record, Phonological Awareness Test PAT, and High Frequency Word Test). Each team of teacher candidates will then use the data to develop an assessment plan with benchmarks for literacy progression of the P-12 student.
- Evidence Based Inquiry - As a component of the Teacher Work Sample, the teacher candidates design lesson plans and a unit plan based on collected pre-assessment data.

The data will be used to make informed instructional decisions about literacy practices for the P-12 students.

- Communication of Literacy Assessment Information - Working collaboratively, the teacher candidates will develop and submit a proposal to present a poster session at a state or national conference with the emphasis on literacy. Such conferences include Research Association of Minority Professors (RAMP), Memphis Association of Education of Young Children (MAEYC), and National Black Child Development Institute (NBCDI).
- Professional Organizations and Participation- The teacher candidates will be required to become members of Student-Tennessee Education Association (STEA). The teacher candidates will attend the STEA Spring Symposium, during which they will interact with professional literacy experts in presentation sessions.

1a: Reflective Paper

1b: Community Profile Project

1c: Article Critique

1d: Digital Storytelling

2a: Journal Reflection

2b: Teacher Work Sample Assignment and Rubric

3a.1: Political Cartoon Instrument and Rubric

3b.1: Close Reading Lesson Plan Assignment and Rubric

3b.2: Annotated Text Assignment and Rubric

3c.1 Lesson Plan

3d.1: *Teacher Work Sample* Assignment and Rubric

4a. Management Plan

4b. Electronic Portfolio