

## EPP Signed Assurance: Literacy Standards Guidance for EPPs

### Overview

The [Tennessee Literacy Success Act of 2021](#) (TLSA) requires the Tennessee Department of Education (TDOE) to develop and submit to the State Board of Education for approval, foundational literacy skills standards, for use by Educator Preparation Providers (EPP) for instruction of candidates seeking a license to teach students in kindergarten through grade three (K-3) and for those seeking an instructional leader license. At a minimum, these standards must include:

- How to effectively teach foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension without using “MSV” (meaning, syntax, visual) cueing or pictorial cueing as a differentiated learning approach;
- How to use instructional supports and learning access points for students with significant reading deficiencies and students with advanced reading skills without the use of guided reading or leveled readers for direct and small group instruction;
- Dyslexia identification and providing effective instruction for teaching students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies;
- How to implement reading instruction using high-quality instructional materials (HQIM);
- Behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access reading instruction; and
- How to administer universal reading screeners to students and use the resulting data to improve reading instruction for students.

In July 2021, the SBE adopted foundational skills standards that outline these requirements (see [Literacy and Specialty Area Standards policy 5.505](#)). The Tennessee Literacy Success Act requires all EPPs to provide training on reading instruction focused primarily on the foundational literacy skills standards by August 1, 2022. To support EPPs with this undertaking, TDOE has collaborated with stakeholders to develop several resources (see page 5) to aid with this process.

TDOE recognizes the ambitious timeline and has developed an assurance process for EPPs to demonstrate how they will integrate the foundational skills standards in their respective licensure programs. In addition, over the course of the next few years, the department will engage substantively with EPPs in efforts to ensure all EPP faculty and staff who engage in preparing educators in these areas are adequately prepared and supported. This may include program audits with feedback, EPP networking opportunities, and open EPP training opportunities currently available to districts and schools.

EPPs with approved licensure programs in the following endorsement areas are required to participate in this assurance process:

- Early Childhood Education (Pre-K-3)
- Integrated Early Childhood Education (Birth-K or Pre-K-3)
- Elementary Education (K-5)
- Special Education Interventionist (K-8)
- Special Education Comprehensive (K-12)
- Instructional Leader (Pre-K-12)

EPPs must adhere to the following timeline to ensure compliance with requirements of the Tennessee Literacy Success Act and SBE policy:

- April 18, 2022** TDOE releases signed assurance process requirements
- May 31, 2022** EPPs submit responses to signed assurance requirements to TDOE
- July 30, 2022** TDOE will review all assurances and provide feedback and next steps

### Assurance Instructions

To begin the process, EPP head administrators must first complete the [EPP Signed Assurance Contact form](#). Once the form is completed the Signed Assurance Request for Evidence (RFE) will be available in TNAtlas.

There are three required sections of the assurance:

- EPP Head Administrator attestation page
- Completion of matrices demonstrating alignment between courses and clinical experiences with the standards (matrix will be emailed once the EPP Signed Assurance Contact form is completed)
- Demonstration of plans regarding how EPPs will integrate the EPP foundational skills standards within applicable programs

#### Section One:

Complete the required [EPP Head Administrator attestation page](#).

#### Section Two:

Complete the department-generated spreadsheet, custom to each EPP, to demonstrate alignment between courses and clinical experiences with the 2021 EPP literacy standards for each applicable licensure program. Provide links to course names and descriptions and list the names of key assessments used in courses and/or clinical experiences within the columns of the spreadsheet.

#### Section Three:

Provide narrative responses to demonstrate the EPP’s plans regarding the integration of each component of the new literacy standards within preparation for **each** applicable licensure program (i.e., differentiate responses as applicable to address each approved program area). Narrative responses may be accompanied by files or samples of evidence (e.g., weekly schedule, syllabi, candidate assessments) to support understanding of the response. Respond to the following TLSA requirements:

<b>TLSA Requirement</b>	<b>Does Not Meet</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: <b>foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension</b>	The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. Further the narrative	The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative clearly	The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation. Further, the narrative provides clear explanation and assurances of how the EPP will ensure that cueing is not used in

<p><b>without using “MSV” (meaning, syntax, visual) cueing or pictorial cueing as a differentiated learning approach.</b></p>	<p>does not provide assurances of how the EPP will ensure that cueing is not used in instruction of teaching candidates.</p>	<p>addresses how the EPP will ensure that cueing is not used in instruction of teaching candidates.</p>	<p>instruction of teaching candidates.</p>
<p>Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: <b>instructional supports and learning access points for students with significant reading deficiencies and students with advanced reading skills without use of guided reading or leveled readers for direct and small group instruction.</b></p>	<p>The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative does not clearly identify or communicate any content that addresses students with significant reading deficiencies and students with advanced reading skills. The narrative used guided reading skills or leveled readers in its description.</p>	<p>The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative clearly describes the methods for teaching candidates how to identify and support students with significant reading deficiencies and students with advanced reading skills. The narrative does not use guided reading skills or leveled readers in its description.</p>	<p>The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation. The narrative clearly identifies a robust teaching sequence focused on the needs of students with significant reading deficiencies and students with advanced reading skills and how coursework will teach teaching candidates how to address students with these designations. The narrative clearly identifies how guided reading skills or leveled readers are not appropriate in their course work.</p>
<p>Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: dyslexia identification and providing effective instruction for teaching students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies.</p>	<p>The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative does not clearly identify or communicate any content that addresses dyslexia identification</p>	<p>The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative has a sufficient explanation on how content that addresses dyslexia identification and</p>	<p>The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation. The narrative clearly identifies a robust teaching sequence focused on identification of students with dyslexia and the needs of students with characteristics of dyslexia. Research is</p>

	or appropriate research.	dyslexia research within their courses.	grounded in the narrative of this section.
Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: How to implement reading instruction using high-quality instructional materials.	The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative does not clearly identify how high-quality instructional materials will be incorporated into their teacher preparation coursework.	The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative clearly identifies how high-quality instructional materials will be incorporated into their teacher preparation coursework and clearly showcases how candidates will engage with HQIM.	The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation.
Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: Behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access reading instruction.	The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative does not clearly identify or communicate any content that applies trauma-informed teaching and learning practices.	The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses either through use of EPP Innovation course content or EPP-developed content. The narrative clearly addresses how the EPP will ensure that candidates are well versed in trauma-informed practices to create trauma-informed classroom environments.	The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation. The narrative clearly identifies a robust teaching sequence focused on trauma-informed concepts and trauma-informed discipline practices in order to effectively engage students in learning.
Narrative addresses how the EPP will effectively teach the following to teaching candidates in their program: How to	The narrative does not sufficiently show how the EPP will incorporate these concepts into existing courses or new courses	The narrative sufficiently shows how the EPP will incorporate these concepts into existing courses or new courses	The narrative shows how the EPP will incorporate EPP Innovation course content to meet this expectation.

<p>administer universal reading screeners to students and use the resulting data to improve reading instruction for students.</p>	<p>either through use of EPP Innovation course content or EPP-developed content. The narrative does not clearly address how instruction on universal reading screeners will occur.</p>	<p>either through use of EPP Innovation course content or EPP-developed content. The narrative addresses how instruction on universal reading screeners will occur, and clearly discusses how the instruction will focus on use of data to improve instruction.</p>	
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**Resources:**

[EPP Signed Assurance Companion Document](#)

[2017/2021 EPP Literacy Standards Comparison Table for Early Childhood, Elementary, and Special Education programs](#)

[2017/2021 EPP Literacy Standards Comparison Table for Instructional Leader programs](#)

[EPP Literacy Standards Alignment: UTK Foundational Skills Instruction Modules for Early Childhood \(pre-K-K and pre-K-3\) and Elementary Education K-5 programs](#)

[EPP Literacy Standards Alignment: UTK Foundational Skills Instruction Modules for Special Education Interventionist K-8 programs](#)

[EPP Literacy Standards Alignment: Deans for Impact High-Quality Instructional Materials Modules for Elementary Education K-5 \(math\) and English 6-12](#)

[EPP Literacy Standards Alignment: UTK Trauma-Informed Instruction Modules for Early Childhood Education pre-K-3, Elementary Education K-5, Special Education Interventionist K-8, and Instructional Leadership programs](#)

Visit the Resources section on the [Literacy in Educator Preparation](#) webpage for access to the EPP Innovation Grant modules.