branched framework for the quality preparation of educators: a diagnostic tool focused on early literacy



branch alliance for educator diversity

Peachtree City, GA

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NOTE: Authors are listed in alphabetical order



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**Table of Contents**

[Community of Learners 3](#_Toc128581831)

[Sample Community of Learners Look Fors: What does a high-quality equity-focused early literacy EPP look like? 4](#_Toc128581832)

[Data Empowered 6](#_Toc128581833)

[Sample Data Empowerment Look Fors: What does a high-quality equity-focused early literacy EPP look like? 7](#_Toc128581834)

[Intersectional Content 9](#_Toc128581835)

[Sample Intersectional Content Look Fors: What does a high-quality equity-focused early literacy EPP look like? 10](#_Toc128581836)

[Practice-Based Approach 12](#_Toc128581837)

[Sample Look Fors: What does a high-quality equity-focused early literacy EPP look like? 13](#_Toc128581838)

[Inclusive Instruction 15](#_Toc128581839)

[Sample Inclusive Instruction Look Fors: What does a high-quality equity-focused early literacy EPP look like? 17](#_Toc128581840)

[Equitable Experiences 18](#_Toc128581841)

[Sample Equitable Experiences Look Fors: What does a high-quality equity-focused early literacy EPP look like? 19](#_Toc128581842)

NOTE: Performance levels on the Diagnostic Tool are cumulative. In other words, if you rate the program at a level 2, it means the program exemplifies level 1 ***and*** 2. If rated a 3, the program exemplifies level 1, 2, ***and*** 3, and so on.

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| **Community of Learners** | PRINCIPLE 1: Quality educator preparation is catalyzed by a broad-based Community of Learners. The Educator Preparation Provider (EPP) establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Leadership** | Leadership is positive and supportive without clear connections to standards of practice or the community-based fieldwork. | Program Leadership requires programs to address literacy standards within coursework.  | Program Leadership maintains a structure to conduct annual program assessment focused on continuous improvement leading to improved teacher candidate performance on literacy-based standards.  | Program Leadership is knowledgeable of literacy standards in preservice and in-service teaching and ensures meaningful connections to the local community. Stakeholders are intentionally and consistently engaged in the development of programs.  |
| **Professional Collaboration****Shared Responsibility Collective Efficacy****Collegiality and Collectivism** | Program faculty/instructors independently develop courses to teach literacy to teacher candidates and meet to share ideas across courses. Faculty engage in professional/faculty learning communities to improve their literacy-based instruction.  | Literacy subject matter experts across campus are identified and sought to teach courses, collaborate, and guest lecture to expand the notion of literacy.  | A stakeholder/advisory group is in place and consistently engaged to provide insight from the field and serve as a critical friend group to surface innovations in early literacy instruction and address dilemmas related to teaching literacy and the preparation of teacher candidates.  | Program faculty and community partners collectively identify literacy priorities and skills within the community and leverage that expertise to build coursework and projects that reflect literacy activities within and beyond schools across local communities. |
| **Organizational Growth** | The program analyzes the performance of candidates on literacy-based signature assignments and performance assessments with attention to the patterns of strengths and challenges in implementing literacy instruction.  | The program analyzes and compares the performance of diverse groups of candidates on literacy-based signature assignments and performance assessments to ensure equitable performance and instruction that is culturally and ability responsive.  | The program engages stakeholders in data discussions and seeks their input about candidate performance as well as to development of signature literacy assignments that provide program meaningful and authentic insight into their candidates’ ability to provide culturally and ability responsive literacy instruction. | The program builds into its annual program assessment processes unique data that provide insight into their candidates’ ability to balance evidence-based literacy instruction and strategic analysis of systemic inequities in literacy instruction across student intersectional identities.  |

**Community of Learners**

Quality educator preparation is catalyzed by a broad-based ***Community of Learners***. The Educator Preparation Provider (EPP) establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration.

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| **Indicator**  | **Description**  |
| **Leadership** | EPP leaders have the authority and autonomy to make decisions about key elements of the EPP’s operations. |
| **Shared****Responsibility**  | The EPP builds long-term, trust-based relationships with arts and sciences faculty members, PK-12 partners, community-based organizations, local businesses, and other groups for the purposes of building a collective vision and fostering a sense of joint ownership and shared responsibility for candidate learning.  |
| **Professional** **Collaboration** | The EPP establishes clear agreements with internal and external stakeholders on expectations, roles, and responsibilities and creates frequent opportunities to engage in high-quality dialogue focused on identifying common challenges, analyzing relevant data, and testing out solutions to strengthen the quality and effectiveness of the preparation program. |
| **Organizational****Learning** | Educators seek out, generate, and apply high-quality research and/or best practices to teaching practice, course revision, and program and curriculum development on a regular basis.  |
| **Collegiality and****Collectivism** | The EPP’s professional learning structure and expectations promote collaboration and collegiality to improve candidate performance and program effectiveness.  |
| **Growth Mindset**  | Educators embrace a growth mindset, believing that one’s most basic abilities can be developed through dedication and hard work; intelligence and talent are just the starting point.  |
| **Collective****Efficacy**   | EPPs along with internal and external stakeholders believe in their ability to collectively positively impact PK-12 learning through the preparation of high-quality equity minded educators.  |

## **Sample Community of Learners Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program, PK-12 partners, and other key stakeholders co-create the design of the literacy program and determine literacy priorities.
* The design and literacy priorities utilize aspects of Universal Design for Learning that provide flexibility, voice, and choice.
* Collaboration ensures representation from families and community to guide and adjust current practices and develop, implement, and evaluate the success of new initiatives/goals.
* The program engages stakeholders in the development of signature assignments/assessments that meet the needs of culturally and linguistically diverse students and differently abled students.
* The program engages PK-12 partners and other key stakeholders in analysis of Teacher Candidate (TC) performance on signature assessments and high-stakes assessments (e.g., certification exams) to identify and respond to strength areas and areas in need of improvement.
* Stakeholders engage in collaborative programmatic decisions that impact TC’s success on licensure assessments.

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Data Empowered** | PRINCIPLE 2: Quality Preparation is Data Empowered. The EPP has an active culture of inquiry, utilizing an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, moves through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Data Quality****Assurance** | The program routinely collects program data related to early literacy outcomes within the program and the institutional level.  | The program routinely collects program and student data related to early literacy beyond what is necessary for compliance within the program and the institution level.  | The program uses a set of principles, standards and practices aligned to early literacy that ensure data are complete, unique, valid, timely, consistent, and used appropriately. | The program uses a systematic process for data governance that includes a comprehensive listing of available data pertaining to early literacy, detailing where, when, and from whom the data can be obtained. (e.g., State Certification Exams, Science of Teaching Reading Exam).  |
| **Formative Assessment****Evaluation of Instruction** | The program has developed early literacy assessments. There are specifics on when the assessments are administered, who developed each, and how each assessment is used.  | Common assessments for EC-6 literacy courses are implemented to yield data that helps better prepare candidates for State Certification Exams.  | The program uses a planned and collaborative process to review and calibrate assessments related to early literacy. These teams include practicing early literacy teachers.  | The program triangulates multiple sources of data critically, honestly, and collaboratively to evaluate and revise early literacy instructional practices.The program utilizes systematic evaluation tools for continuity. |
| **Data Analysis and Interpretation****Innovation and Systemic Change** | The program has a system for analyzing data related to literacy courses.  | The program has an intentional and structured way for analyzing data related to early literacy.  | The program engages in data discussions pertaining to early literacy that consider root causes, systemic inequities, contextual factors, beliefs, biases, and assumptions, and set the state for program improvement.  | The program uses an ongoing, systematic, and collaborative protocol that allows for asset-based exploration of bright spots and areas in need of improvement related to early literacy program outcomes and objectives.  |

**Data Empowered**

Quality Educator preparation is ***Data Empowered***. The EPP has an active culture of inquiry, utilizing an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, moves through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken.

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| **Indicators** | **Description** |
| **Data Quality** | The EPP routinely gathers valid and reliable attitudinal, observational, and outcome data on candidate performance, program quality, and EPP operations, as well as on PK-12 school system feedback and graduate performance.  |
| **Data Analysis and Interpretation** | The EPP created frequent opportunities to engage a broad base of stakeholders in exploring data together and engaging in open, honest, and collaborative dialog to analyze and interpret results, while acknowledging the limitations of data-informed practice.  |
| **Evaluation of Instruction** | The EPP triangulates multiple sources of data to evaluate and improve instruction both within individual courses and practice-based assignments and across programs and EPP areas of focus.  |
| **Formative Assessment** | The EPP implements culturally responsive data practices to monitor candidate progress toward mastery of intended competencies and progression through the program in ways that enable both the provider and candidates to reflect upon indicators of progress and to improve over time.   |
| **Quality Assurance**  | The EPP uses data to assess whether programs are achieving desired outcomes (program quality) and to benchmark program performance against comparable programs offered by other institutions.   |

## **Sample Data Empowerment Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program has a systematic, inclusive process for capturing, analyzing, interpreting, and acting upon candidate performance data that includes PK-12 and other key stakeholders.
* The program maintains an equity focus in designing assessments and analyzing data and ensures the use of culturally responsive data practices to monitor candidate success.
* The program uses data collected from the teacher certification exam (e.g., Science of Teaching Reading Exam) and other sources to inform course/program revisions and provide additional support for teacher candidates.
* The program examines multiple years of candidate performance data to proactively identify, reflect on, and act upon trends to better prepare TCs to teach early literacy.
* The program provides TCs with a comprehensive and critical understanding of assessments used in early literacy including universal screening, diagnostic assessments, progress monitoring and formative assessments.
* TCs have an opportunity to understand how teacher reflection **on** and **of** practice informs their instructional approaches to best support children’s early literacy development.

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Intersectional Content** | PRINCIPLE 3: Quality educator preparation is grounded in Intersectional Content. Before program completion, candidates demonstrate mastery of content related to learners, learning, the subject matter, content knowledge for teaching, pedagogical knowledge, assessment, and engagement with families and communities. Such knowledge is dynamic, constructed and overlapping. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Coherent****Standards Aligned****Content Knowledge****Use of Knowledge for Teaching** | The early literacy content and assessments are aligned to state PK-12 English Language Arts, and College Readiness Standards.  | The early literacy content and assessments are aligned with accrediting bodies as appropriate as well as other national standards (e.g., National Reading Panel (NRP) components of reading, etc.), and clearly support the Science of Reading (SOR) research-based approach to teaching reading. | The program faculty, PK-12 partners, and other key stakeholders develop a set of candidate competencies that encompass literacy and assessment content that candidates should know and demonstrate upon completion of the preparation program.  | The program ensures the curriculum is a living document. It regularly maps the curriculum to ensure coherence and responsiveness to PK-12 and the multiple communities served. recognizes the importance of continuous improvement and responsiveness to PK-12 school systems and the multiple communities served. |
| **Curriculum Literacy** | The program models and requires candidates to create digital and print literacy materials, resources, and lesson plans based on the SOR. | The program models for candidates the use of PK-12 curriculum within coursework.  | The program uses and models the use of research-based and SOR-aligned reading programs, digital and print literacy materials, and assessments to ensure candidates are well-equipped to distinguish high-quality literacy materials based on SOR research, theories, and developmental appropriateness. | The program considers curriculum literacy (i.e., the ability to identify and remedy deficiencies in the curriculum) as essential to effective teaching and provides candidates with opportunities to review, critique, and utilize high-quality curricula throughout the program.  |
| **Cultivates a Critical Orientation** | The program builds candidate understanding of diversity, equity, and inclusion in literacy teaching and learning. | The program provides opportunities for candidates to demonstrate the ability to create asset-based literacy lessons and activities that consider diversity, equity, and inclusion (DEI). | The EPP provides opportunities for candidates to critically analyze and reflect on literacy activities and assignments and defend the selection of asset-based literacy materials, activities, and resources based on DEI. | The EPP fosters equity and asset-based literacy practices throughout the program to ensure candidates are able to articulate the role of bias, inequities, power, and privilege in the literacy classroom.  |

\* e.g., Scarborough’s Rope, Ehri’s Stages, Four-part Processing Model, The Reading Brain, and the Simple View of Reading.

**Intersectional Content**

Quality educator preparation is grounded in ***Intersectional Content***. Before program completion, candidates demonstrate mastery of content related to learners, learning, subject matter, content knowledge for teaching, pedagogical knowledge, assessment, and engagement with families and communities. Such knowledge is dynamic, constructed, and overlapping.

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| **Indicators** | **Description** |
| **Coherent** | The EPP purposefully sequences the components of its educator preparation programs to facilitate learning, ensuring they are aligned across lessons, courses, and experiences; and reflective of the actual demands and expectations of in-service practice. |
| **Standards Aligned** | The EPP’s courses and experiences are built around a defined set of competencies for teaching to rigorous grade-level college and career ready standards for learning and are aligned with professional, state, and national content standards. |
| **Content Knowledge** | The EPP scaffolds coursework and learning experiences to build candidates’ mastery of subject matter knowledge, and pedagogical content knowledge and skills that situate instructional moves within the content area. |
| **Use of Knowledge in Teaching** | The EPP scaffolds coursework and learning experiences to build candidates’ mastery of specialized knowledge for teaching that combines subject matter knowledge, pedagogical knowledge, knowledge about learning, learners, families, and communities, and their understanding of the social, political, cultural, and physical environments in which learning is situated to unpack content in ways that make it accessible and learnable by others.  |
| **Curriculum Literacy** | The EPP ensures that candidates have precise understanding of grade- level standards that they can use to evaluate the intent and features of a standards-aligned curriculum and to navigate and/or adapt curricula without reducing rigor. |
| **Cultivates a Critical Orientation** | The EPP cultivates an equity lens in candidates as conscientious consumers of educational research and resources (i.e., scripted curricula, textbooks, and instructional materials) by prioritizing the abilities to critically analyze, add to, or challenge the perspectives articulated. |

## **Sample Intersectional Content Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program ensures that practices are aligned with early literacy practices in the field (i.e., Science of Reading, oral language development, evidence-based practices that support multilingual PK-12 students).
* The program faculty, PK-12, and other key stakeholders collaboratively develop candidate competencies that encompass skills, literacy and assessment content, and dispositions that candidates must demonstrate upon completion of the program.
* The program faculty ensure the introduction, purposeful practice, and use of evidence-based, high-quality curriculum throughout all coursework. Practice opportunities are scaffolded and allow students to actively demonstrate and build upon their funds of knowledge.
* The program provides access to asset-based approaches in early literacy.
* The program provides numerous opportunities to build relationships and literacy knowledge and affirms and validates teacher candidates’ identity and interests.
* TCs have access to a wide variety of field experiences (e.g., co-taught, diverse, inclusion...) that model the use of high-quality, evidence-based literacy practices.
* TCs have opportunities to critically evaluate early literacy curriculum, materials, and assessments to ensure representation of multiple dimensions of diversity (e.g., socioeconomic, racial, ethnic, linguistic...).

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Practice-Based Approach** | PRINCIPLE 4: Quality educator preparation is experiential and Practice-Based. The EPP purposefully engages candidates in direct experience of teaching (practice) and focused reflection, in order to increase knowledge, develop skills, clarify values, and develop the capacity to contribute to diverse communities. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Modeling****Scaffolded Experiences Authentic****Diverse Setting** | The program embeds video and/or live observations and demonstrations of research-based reading activities, including tactile and kinesthetic activities for phonological awareness, phonics, fluency, vocabulary, and early comprehension skills.  | The program and PK-12 clinical educators model research-based reading activities in diverse, inclusive settings and explicitly bridges research that supports the Science of Reading (SOR) to practice.\*  | The program engages candidates in literacy-based microteaching, simulation, or purposeful practice that require explicit attention to diversity, equity, and inclusion prior to being placed in intentionally sequenced field experiences in diverse settings including PK-12 and community settings.  | The program collaborates with diverse PK-12 partners to co-design sequential and intentional literacy-based field experiences in a variety of settings as well as development of an observation tool and plan for quality literacy supervision with high expectations and actionable feedback. |
| **Competency-Based****Coaching & Feedback** | The program integrates structured methods for timely feedback from literacy faculty and PK-12 partners specifically qualified in literacy. | The program and PK-12 partners provide consistent literacy coaching and modeling to candidates on the essential competencies and components of literacy (e.g., SOR, phonological awareness, phonics, fluency, vocabulary, and comprehension) during field experiences. | The program and PK-12 partners offer opportunities for candidates to make connections between literacy content and pedagogy learned in courses, field experiences, and during shared professional development and literacy events. | The program and PK-12 partners engage in asset-based, actionable, bi-directional feedback sessions that include personal reflection and considers diverse perspectives that may challenge understandings of cultural and literacy learning norms and values. |
| **Focused Reflection** | Program faculty and candidates reflect on their literacy pedagogical content knowledge and their ability to implement research-based literacy practices allowing for identification of strengths and opportunities to improve based on their reflections. | Program faculty and candidate reflections include a comprehensive analysis of how literacy teaching and learning experiences contribute to their understanding of key literacy concepts and theories, themselves, and the students they teach. | Program faculty and candidate reflections include detailed and SOR-based next steps and strategies for improving teaching and learning for themselves and for the students they teach. | Program faculty and candidate reflections include recognition of personal biases, values/beliefs, stereotypes, preconceptions, and/or assumptions about people, literacy, and literacy pedagogy and consider alternative perspectives, consequences actions, and identify new ways of thinking about literacy instruction. |

\* e.g., Scarborough’s Rope, Ehri’s Stages, the Four-part Processing Model, The Reading Brain, and the Simple View of Reading.

**Practice-Based Approach**

Quality educator preparation is experiential and incorporates a ***Practice-Based Approach***. The EPP purposefully engages candidates in direct experience of teaching (practice) and focused reflection, in order to increase knowledge, develop skills, clarify values, and develop the capacity to contribute to diverse communities.

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| **Indicators** | **Description** |
| **Competency-Based** | The EPP offers candidates opportunities to learn, practice, fine-tune, and demonstrate mastery of a defined set of competencies, including core instructional practices, they will enact when teaching to support PK-12 student learning. |
| **Modeling** | The EPP offers candidates multiple and varied course-embedded opportunities to engage in demonstrations of accomplished teaching across the curriculum – use of video, case-based instruction, live observation, microteaching, and simulations – thereby making the work of teaching explicit. |
| **Scaffolded Experiences** | The EPP scaffolds multiple and varied field/clinical experiences, beginning early in the program and increasing in level of expectation for candidate performance, thereby allowing candidates to develop skill fluency and decision-making abilities prior to entering settings in which mistakes can be costly. |
| **Authentic and Diverse Settings** | The EPP requires candidates to perform real-world tasks in authentic settings that demonstrate the meaningful application of essential knowledge and skills and that connect to the candidates’ personal experiences and/or professional aspirations. |
| **Coaching and Feedback** | The EPP promotes an explicit coaching model that focuses on individual strengths and needs, engages in close observation utilizing performance-based assessment protocols completed by multiple accessors, and yields actionable non-judgmental feedback on performance. |
| **Focused, Critical Reflection** | The EPP offers candidates multiple and varied opportunities to deliberately analyze and reflect upon their practice so as to engage in a process of continuous professional learning and improvement. |
| **Partnerships** | The EPP purposefully engages internal and external stakeholders in shared decision making and design, implementation, and assessment of preparation programs and applied experiences.  |

## **Sample Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program faculty and PK-12 partners model evidence-based literacy instruction and activities in diverse settings.
* The program faculty and PK-12 partners provide literacy coaching for TCs.
* The program ensure course work and field experiences are scaffolded to support TCs’ skill development in early literacy instruction.
* The program provides TCs opportunities to engage with families and communities in meaningful ways.
* The program faculty reflect on their practice and engage in professional development to improve their practice.
* The program provides TCs an opportunity to engage in literacy-based video observation, microteaching, simulations, and purposeful practice of literacy activities consistent with evidence-based literacy practices (SOR)
* The program provides TCs with opportunities to reflect on literacy instruction and assessment that focuses on the whole child.

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Inclusive Instruction** | PRINCIPLE 5: Quality educator preparation fosters Inclusive Instruction. Inclusive instruction minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Such pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma informed care. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Clear Expectations****Asset-Based Feedback****Affective Engagement** | The program outlines clear and appropriate expectations (pedagogical, content, and equity-oriented dispositional) for candidates.  | The program provides opportunities for candidates to engage in literacy learning experiences in varied settings that includes asset-based coaching in collaboration with program and PK-12 faculty. | The program engages in pre-and post-meetings to provide candidates asset-based developmental feedback on their literacy instruction and prompts them to reflect upon their learning and identify action steps for improving literacy instruction. | The program requires collaborative opportunities for literacy instruction amongst candidates in varied diverse settings to increase sense of purpose and efficacy in teaching diverse student populations. |
| **Equity Literacy** | The program provides opportunities for program faculty and candidates to reflect upon and examine their biases as well as biases and inequities in educational environments. | The program builds faculty and candidate capacity to analyze and uncover the effects of institutionalized racism, biases, and inequities in educational environments.  | The program assesses candidates’ ability to integrate culturally and linguistically sustaining literacy-based practices and assessments and apply an equity lens to content, pedagogy, and policy within educational settings (PK-12 and higher education settings).  | The program implements a policy that requires and assesses the usage of culturally and linguistically sustaining literacy-based practices by program faculty and candidates. |
| **Instructional Design****Culturally Sustaining Pedagogies** | The program utilizes anti-bias and culturally sustaining literacy materials (i.e., books, images, resources, etc.) that reflect culturally and linguistically diverse individuals and perspectives.  | The program integrates varied opportunities for candidates to engage with diverse children and families beyond the classroom context and evaluates culturally sustaining literacy instruction developed by candidates.  | The program designs and models literacy instruction that allows candidates to utilize funds of knowledge, cultural capital, and multiple identities to make connections between cultural, academic, and emotional assets students bring to the literacy learning environment. | The program collaborates with PK-12 partners in providing varied opportunities for candidates to develop culturally and linguistically sustaining literacy instruction in diverse communities and providing asset-based actionable feedback to candidates.  |

**Inclusive Instruction**

Quality educator preparation fosters ***Inclusive Instruction***. Inclusive pedagogy minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Such pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma informed care.

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| **Indicator**  | **Description**  |
| **Clear****Expectations** | The EPP establishes, articulates, codifies, develops, monitors, and evaluates clear expectations for the high-quality instruction of both university- and school-based teacher educators. |
| **Equity Literacy** | University- and school-based teacher educators know what diversity, inclusion and equity are; understand why it is an essential aspect of a teacher’s preparation; and are equipped to effectively integrate cultural and linguistic competence content into courses they teach, clinical experiences, and other learning opportunities. |
| **Instructional****Design** | The EPP establishes clear agreements with internal and external stakeholders on expectations, roles, and responsibilities and creates frequent opportunities to engage in high-quality dialogue focused on identifying common challenges, analyzing relevant data, and testing out solutions to strengthen the quality and effectiveness of the preparation program.  |
| **Culturally****Sustaining****Pedagogies** | University- and school-based teacher educators model the use of culturally sustaining pedagogies that recognize the diversity of candidates and take intentional steps to enable all candidates to access course content, to fully participate in learning activities, and to demonstrate their knowledge and strengths in assessment. |
| **Affective****Engagement** | University- and school-based teacher educators help candidates to draw connections between preparation tasks and candidate’s affective attraction to the profession (i.e., candidate’s sense of purpose). |
| **Growth Mindset**  | Educators embrace a growth mindset, believing that one’s most basic abilities can be developed through dedication and hard work; intelligence and talent are just the starting point.  |
| **Asset-Based Feedback** | University- and school-based teacher educators offer candidates constructive, improvement-oriented critiques, within the context of appreciative, strength-oriented feedback, thereby capitalizing on the strong suits of candidates while encouraging their improvement in well-defined, standards-aligned areas.  |

## **Sample Inclusive Instruction Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program exemplifies an asset-based approach to literacy instruction.
* The program values the funds of knowledge families and communities possess; families and communities are represented through readings, course materials, and purposeful practice opportunities. There is evidence of diverse voices, scholars, and materials.
* The program provides opportunities for candidates to see culturally responsive and sustaining instruction in action in PK-12 settings and higher education settings and exposes TCs to multiple perspectives through instruction, materials, and communication styles.
* The program assesses TCs’ use of culturally responsive and sustaining pedagogy.
* The program faculty further their equity literacy through professional development and proactively respond to address bias, racism, and inequity in education settings (higher education and PK-12).

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Equitable Experiences** | PRINCIPLE 6: Quality educator preparation ensures Equitable Experiences for all candidates. The EPP provides a multi-layered, holistic system of candidate-specific research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and the identification of candidate-specific needs. These academic and social supports are regularly provided and actively monitored to determine whether activities are effective in meeting candidates’ needs and enabling their achievement. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator (s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Ethic of Care****Advising****Strong Relationship** | The program advises candidates with course selection and understanding of course sequence for literacy requirements. | The program ensures advisors identify and guide candidates towards out of classroom resources and engagements that will nurture and support the candidate’s success in understanding early literacy and passing teacher certification exams.  | The program engages in open-ended dialogue about cultural biases, inequities, and systemic and personal barriers related to early literacy instruction and provides learning opportunities for program faculty, staff, and candidates on these topics.  | The program positions advising as an act of advocacy in helping candidates bridge demands (academic and personal) to ensure candidate success in progression and completion of the program.   |
| **Recruitment and Selection** | The program works with PK-12 partners to identify areas of needs related to early literacy (ex: bilingual teachers, dyslexia specialist, etc.).   | The program utilizes quantitative and qualitative measures to select a diverse pool of candidates wanting to pursue EC-6 certification. | The program implements candidate onboarding and orientation and feedback processes with regard to literacy coursework and field experiences.   | The program and PK-12 partners have a process in place and offer varied pathways to systematically attract diverse and multilingual candidates to meet PK-12 needs in early literacy instruction.   |
| **Induction Support** | The program provides clear communication of course progression requirements and prerequisites as they relate to early literacy. | The program offers integrated academic support services related to early literacy knowledge and practice based on individual candidate data and relevant historical data.   | The program recognizes, discusses, and adapts cultural biases and inequitable structures/resources that may challenge candidates from attaining postsecondary credentials and career advancement that leads to becoming early literacy teachers.  | The program establishes strong relationships with PK-12 partners and other key stakeholders to build candidates’ ownership of their learning and has structures in place to provide induction support and mentoring opportunities in early literacy that includes candidates and in-service early literacy teachers.  |

**Equitable Experiences**

Quality educator preparation ensures ***Equitable Experiences*** for all candidates. The EPP provides a multi-layered, holistic system of candidate-specific research-based supports, just- in-time interventions, and enrichment experiences that are informed by data and identification of candidate-specific needs. These academic and social supports are regularly provided and actively monitored to determine whether activities are effective in meeting candidates’ needs and enabling their achievement.

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| **Indicator**  | **Description**  |
| **Ethic of Care** | The EPP embraces an ethic of care for all candidates by giving priority and attention to the needs of those that they serve.   |
| **Recruitment and Selection** | The EPP recruits, selects, prepares, and retains diverse, high potential candidates that possess the knowledge, skills, and dispositions to meet the needs of diverse PK-12 students.   |
| **Advising** | The EPP positions advising as more than course selection and reciting university policy, but also as an act of advocacy in helping candidates bridge the demands of their academic and personal lives.   |
| **Strong Relationships** | The EPP takes intentional steps towards ensuring that all candidates have an opportunity to develop personal bonds with faculty and candidates that decrease feelings of isolation, serve as a social support system, and promote persistence.   |
| **Induction Support** | The EPP facilitates candidates’ smooth transition from pre-service to in-service by offering graduates induction support throughout the first three years of teaching.   |

## **Sample Equitable Experiences Look Fors: What does a high-quality equity-focused early literacy EPP look like?**

* The program collaborates with Institutional Advisors to ensure prospective TCs receive accurate information regarding program entrance requirements.
* The program has a transparent and systematic process to ensure TCs’ timely progression and completion of program including completion of certification exams.
* The program provides TCs with clear and accessible information on program sequence and progression in a timely manner.
* The program has a process to monitor TCs’ progression and has structures in place to provide necessary supports and assess the success of those efforts.
* The program faculty strive to build strong relationships with TCs.
* The program works collaboratively with PK-12 to identify areas of need and collectively work to recruit diverse candidates.
* The program and District Partners collaboratively provide induction support to ensure retention of diverse novice teachers.

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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