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NCTE/NCATE Program Standards

Program for Initial Preparation of Teachers of
Secondary English Language Arts
Grades 7–12

Prepared by

National Council of Teachers of English (NCTE)

The NCTE Guidelines, now called Program Standards, were first approved by NCATE in April 1987; this revision was approved in October 2003. The Program Standards apply to all initial programs for the preparation of secondary English language arts teachers, Grades 7–12. Standards are required for use beginning with program report submissions in Spring 2005.

Institutions seeking NCATE accreditation are required to respond to the curriculum sections of the NCTE *Guidelines for the Preparation of Teachers of English Language Arts* (1996) no longer available. Refer to the *Guidelines for the Preparation of Teachers of English Language Arts (2006)* which replaces it. These Standards, though, will remain in force until NCATE requires a revision.

Introduction

This document contains standards for prospective teachers who seek to complete English language arts teacher preparation programs at the initial secondary level. In line with NCATE's move to candidate performance as a measure of "high-quality teacher preparation," NCTE has developed standards on candidate performance designed around scoring guides which guide judgments about the quality of evidence and assessments used to measure that performance. The standards are a frame of reference for analysis of candidate performance for initial licensure and certification of English language arts teachers, grades 7–12. There are two types of standards: a programmatic standard and multiple candidate performance standards. The programmatic standard is designed to assure that there is a program in place which provides the experiences and resources necessary to prepare English language arts teacher candidates effectively. The candidate performance standards focus directly on what English language arts teacher candidates should know and be able to do.

Who should respond to these program standards?

Institutions which offer initial English language arts programs to prepare secondary teachers, grades 7–12, must respond to these program standards. **A separate program review document must be submitted for each program to be reviewed.**

Instructions for Preparing the Program Report

The NCATE program report for English language arts must be submitted electronically using the report form available on the NCATE website.

Before using the report form, all preparers are required to read and use the *Guide for Preparing the NCTE/NCATE English Language Arts Teacher Report* available along with other resources at www.ncte.org/cee/ncate/program .This guide explains how to prepare the report and indicates the type and kind of evidence NCTE reviewers expect.

If there are any questions about these standards or submission of the program report, please contact:

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NCTE/NCATE STANDARDS
for
Initial Preparation of Teachers of Secondary English Language Arts
Grades 7–12

This document contains standards for prospective teachers who seek to complete English language arts teacher preparation programs at the initial secondary level. There are two types of standards: a programmatic standard and multiple candidate performance standards. The programmatic standard is designed to assure that there is a program in place which provides the experiences and resources necessary to prepare English language arts teacher candidates effectively. The candidate performance standards focus directly on what English language arts teacher candidates should know and be able to do.

The Programmatic Standard (1.0 ELA Candidate Program Structure) addresses the nature of English language arts, including overall structure, nature of field experiences, qualifications of program faculty members, and the program's candidate performance assessment system. Documentation demonstrating compliance with this standard could include, but is not limited to, (a) a brief description of the English language arts teacher preparation program from catalogs and/or other sources; (b) the required course of study for English language arts candidates, including both English and education and/or other courses with catalog descriptions, course outlines, and/or syllabi; (c) brief descriptions of qualifications of English language arts program faculty members; (d) a detailed description of the program's candidate performance assessment system with appropriate aggregated candidate performance data; (e) other information that might help reviewers better understand the program. A scoring guide for the assessment of the programmatic standard is provided.

Candidate Performance Standards describe the specialized knowledge, dispositions/attitudes, and performances needed to teach English language arts successfully to adolescents. These standard categories include 2.0 ELA Candidate Attitudes, 3.0 ELA Candidate Knowledge, and 4.0 ELA Candidate Pedagogy. For these categories of standards, English language arts teacher preparation programs must demonstrate, with assessment information, that degree candidates are proficient in the full scope of the standards and show evidence of positive effects on student learning. Such information could include, but is not limited to, (a) representative performance tasks complete with assessment process, criteria and aggregated performance data where appropriate; (b) reference to English course content; (c) benchmark/gateway performances with aggregated student data keyed to specific NCTE/NCATE Standards. Scoring guides for the assessment of candidate performance standards and a sample evidence matrix are provided.

NCTE/NCATE STANDARDS
for
Initial Preparation of Teachers of Secondary English Language Arts
Grades 7–12

1.0 ELA Candidate Program Structure

Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
1.1	Complete a program without a clear conceptual framework and with little specific attention to ELA;	Complete a program of study reflecting a framework that encompasses both the content and practice appropriate for ELA teachers;	Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA;
1.2	Explore little theory and current practice related to English language arts in their preparation and meet only limited performance requirements in field experiences, including less than 10 weeks of student teaching;	Explore both theory and practice in their ELA preparation and meet performance requirements in a range of field experiences, including a minimum of ten weeks of student teaching in ELA classrooms, that are supervised and assessed as a part of the overall preparation program by ELA licensed teachers;	Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers;
1.3	Work with college, university, and school faculty in English and education who demonstrate through the courses they teach and their professional development activities that they are not current in their content knowledge and in their practice of effective pedagogy and attitudes appropriate to	Work with college, university, and school faculty in English and education who demonstrate through the courses they teach and their professional development activities that they are current in their content knowledge and in their practice of effective pedagogy and attitudes	Work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to

NOT ACCEPTABLE	ACCEPTABLE	TARGET
preparing ELA teachers;	appropriate to preparing ELA teachers;	the preparation of ELA teachers;
1.4 Perform within a program that bases decisions about candidate's continuation and completion of the program on unclear performance assessments and without the benefit of a systematic candidate performance assessment system;	Meet performance criteria within an assessment system that assesses candidates' performances at appropriate transition points throughout the ELA program;	Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates.

2.0 ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, CANDIDATES

NOT ACCEPTABLE	ACCEPTABLE	TARGET
2.1 Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning;	Create an inclusive and supportive learning environment in which all students can engage in learning;	Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;
2.2 Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures;	Use ELA to help their students become familiar with their own and others' cultures;	Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;
2.3 Demonstrate inconsistency in reflective practice and seldom pursue professional growth and collaboration with colleagues and involvement with appropriate professional organizations;	Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates;	Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration

NOT ACCEPTABLE	ACCEPTABLE	TARGET
		with the academic community, professional organizations, and others;
2.4 **Engage in few practices designed to assist students in developing habits of critical thinking and judgment;**	**Use practices designed to assist students in developing habits of critical thinking and judgment;**	**Design and implement instruction and assessment that assist students in developing habits of critical thinking;**
2.5 **Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;**	**Make meaningful connections between the ELA curriculum and developments in culture, society, and education;**	**Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;**
2.6 **Demonstrate little evidence of promoting the arts and humanities in the learning of their students;**	**Engage their students in activities that demonstrate the role of arts and humanities in learning;**	**Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.**

3.0 ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES

NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.1.1 **Demonstrate a limited knowledge of students' language acquisition and development processes;**	**Use knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning;**	**Integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance their students' learning;**
3.1.2 **Demonstrate little under-standing of how reading,**	**Demonstrate how reading, writing, speaking, listening,**	**Design, implement, and assess instruction that**

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
	writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience;	viewing, and thinking are interrelated in their own learning and in their students' learning of ELA;	engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA;
3.1.3	Demonstrate little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language;	Demonstrate an awareness in their teaching of the impact of cultural, economic, political, and social environments on language;	Use both theory and practice in helping students under-stand the impact of cultural, economic, political, and social environments on language;
3.1.4	Show a lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;	Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity;
3.1.5	Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms;	Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching;	Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning;
3.1.6	Exhibit a lack of knowledge of English grammars and their application to teaching;	Use their knowledge of English grammars in teaching students both oral and written forms of the language;	Incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;
3.1.7	Show little knowledge of semantics, syntax, morphology, and phonology or their	Use their knowledge of semantics, syntax, morphology, and phonology in teaching their	Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own

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NOT ACCEPTABLE	ACCEPTABLE	TARGET
applications to teaching;	students how to use oral and written language;	effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.2.1	Demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing;	Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;	Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;
3.2.2	Show infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression;	Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching;	Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;
3.2.3	Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy;	Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes;	Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy;
3.2.4	Use writing, visual images, and speaking for a variety of audiences and purposes;	Demonstrate, through their own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes;	Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.2.5	Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts;	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities;	Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.3.1	Show limited ability to respond to and interpret what is read;	Respond to and interpret, in varied ways, what is read, teaching their students how to do this as well;	Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;
3.3.2	Show a lack of knowledge of ways to discover and create meaning from texts;	Discover and create meaning from texts and guide students in the same processes;	Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and under-standings to make meaning of texts;
3.3.3	Use few strategies to comprehend, interpret, evaluate, and appreciate texts;	Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;	Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.

3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.4.1	Use a limited number of writing strategies to generate meaning and clarify understanding;	Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;	Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;
3.4.2	Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;	Produce different forms of written discourse and understand how written discourse can influence thought and action;	Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
	Show little knowledge of, or use of, a variety of teaching applications for:	Know and use a variety of teaching applications for:	Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for:
3.5.1	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
3.5.2	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
3.5.3	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.5.4	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	A range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.6.1	Exhibit a lack of understanding of the influence of media on culture and on people's actions and communication;	Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning;	Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
3.6.2	Show little understanding of how to construct meaning from media and nonprint texts;	Show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes;	Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts;
3.6.3	Demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction;	Incorporate technology and print/nonprint media into their own work and instruction;	Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.7.1	Show a lack of knowledge of the major sources of	Use major sources of research and theory related	Reflect on their own teaching performances in light of

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
	research and theory related to English language arts;	to English language arts to support their teaching decisions;	research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate;
3.7.2	**Show little evidence of using teacher-researcher models of classroom inquiry in their preparation program;**	**Use teacher-researcher models of classroom inquiry to inform their own study and teaching;**	**Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.**

4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
4.1	**Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;**	**Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;**	**Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA;**
4.2	**Demonstrate limited ability to design instruction to meet the needs of all students and provide for students' progress and success;**	**Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work;**	**Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;**
4.3	**Use few interdisciplinary teaching strategies and**	**Integrate interdisciplinary teaching strategies and**	**Work with teachers in other content areas to help**

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
	materials;	materials into the teaching and learning process for students;	students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines;
4.4	Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;
4.5	Demonstrate limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;
4.6	Show limited ability to enable students to respond critically to different media and communications technologies;	Engage students in critical analysis of different media and communications technologies;	Engage students in critical analysis of different media and communications technologies and their effect on students' learning;
4.7	Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication;	Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication;	Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;
4.8	Demonstrate limited ability to engage students in making meaning of texts through personal response;	Engage students in making meaning of texts through personal response;	Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;

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4.9	Demonstrate limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students;
4.10	Use assessment in instruction by: • Failing to use formal and informal assessment activities and instruments to evaluate student work; • Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others;	Integrate assessment consistently into instruction by: • Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; • Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences;	Integrate assessment consistently into instruction by: • Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; • Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; • Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; • Explaining to students, parents, and others concerned with education how students are assessed.