

DRAFT

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12

1-18-11

I. Candidates must demonstrate knowledge of English language arts subject matter content that specifically includes literature, writing, and language.

Element 1: Candidates are familiar with texts—print and non-print, classic and contemporary, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates can compose a range of formal and informal texts taking into consideration the relationship among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and digital media to compose multimodal discourse.

Element 3: Candidates know the conventions of English language (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand first and second language acquisition; and they recognize the influence of English language history on ELA content.

II. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a wide range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that integrate reading, writing, speaking, listening, viewing, and visually representing.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theories of the teaching and learning of reading and that utilize a variety of instructional strategies.

Element 4: Candidates design a wide range of reading assessments (e.g., interest inventories, individual reading inventories, standardized assessments, and other authentic assessments) that provide data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to comprehend and interpret print and non-print texts.

III. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies for a variety of purposes and audiences.

Element 2: Candidates design assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

IV. Candidates design, implement, assess and reflect on instruction that engages students and builds sustained learning of English Language Arts for both academic and personal purposes.

Element 1: Candidates design and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge of students' linguistic and cultural backgrounds.

Element 2: Candidates design, implement, and sustain integrated English Language Arts instruction that engages students and helps them become more competent readers, writers, listeners, speakers, and viewers.

Element 3: Candidates design and administer relevant assessments of integrated English Language Arts to communicate with students about their performance in ways that actively involve them in learning; candidates use evidence from assessments to reflect on and make adjustments to instruction.

Element 4: Candidates understand the purposes and characteristics of different kinds of teaching resources (including contemporary technologies and digital media) to select or create instructional materials consistent with what is currently known about student learning in English Language Arts.

Element 5: Candidates use their knowledge of theory, research, and practice in English Language Arts to reflect and make decisions during and after teaching about the instructional process, student understanding, student engagement, and student achievement.

V. Candidates use knowledge of theories and research about diversity, equity, student identities, and schools as institutions to enhance students' opportunity to learn in English Language Arts.

Element 1: Candidates use knowledge of theories and research to respond instructionally to students' local and national histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunity to learn in ELA.

Element 2: Candidates respond instructionally to how ELA classrooms are historically and culturally institutionalized (e.g., literary canons, ability grouping in reading, linguistic and socioeconomic bias) in ways that may create barriers to student learning based on students' identities.

VI. Candidates are ready to interact knowledgeably with students, parents, and colleagues based on social needs and institutional roles, engage in leadership and collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates engage in and reflect on a variety of experiences related to English Language arts that demonstrate understanding of and readiness for leadership, collaboration, and community engagement with students, parents, and colleagues (e.g., ELA professional development programs, ELA-related clubs and extracurricular organizations, professional organizations, and community activities); candidates actively model literate and ethical practices in ELA.