



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE Secondary English Language Arts Standards

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE Secondary English Language Arts (ELA) standards adapted from the [National Council of Teachers of English \(2021\)](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state secondary English language arts subject area program review. In completing this form, the EPP should describe how its secondary English language arts program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE secondary English language arts program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title and contact information (email and phone number in the box below)
Submission date (in the box below)	

EPP Notification: OSSE will notify the EPP of its state approval status within 60 calendar days of the subject area program review.

OSSE Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE secondary English language arts standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours
	<i>EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP meets each of the standards and components below. Please refer to the evidence the EPP provides in the next column.</i>		
Standard 1: Learners and Learning in ELA - Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction to engage grade 7–12 learners in ELA.			
Component 1.1 - Candidates gather and interpret comprehensive data on learners’ individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA.			
Component 1.2 - Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners’ identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.			
Component 1.3 - Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).			
Standard 2: ELA Content Knowledge - Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.			
Component 2.1 - Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that			

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represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.			
Component 2.2 - Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).			
Component 2.3 - Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of 3 languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.			
Standard 3: Instructional Practice: Planning for Instruction in ELA - Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.			
Component 3.1 - Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.			

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Component 3.2 - Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.			
Standard 4: Instructional Practice: Implementing Instruction in ELA - Candidates implement planned coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.			
Component 4.1 - Candidates implement coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.			
Component 4.2 - Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.			
Component 4.3 - Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).			

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Standard 5: Professional Responsibility of ELA Teachers - Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.			
Component 5.1 - Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.			
Component 5.2 - Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.			
Component 5.3 - Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.			
Component 5.4 - Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.			