

English Language Arts

Standard 1: Program Structure			
Description	Indicators	Map to Field Experiences/ Map to Curriculum and Course Experiences	Assessment Strategies
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service English language arts teachers.	Candidates complete a program of study reflecting a frame-work that encompasses both the content and practice appropriate for ELA teachers		
	Candidates 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		
	Candidates work with 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 appropriate to preparing ELA teachers		
	Meet performance criteria within an assessment system that assesses candidates' performances at appropriate transition points throughout the ELA program		

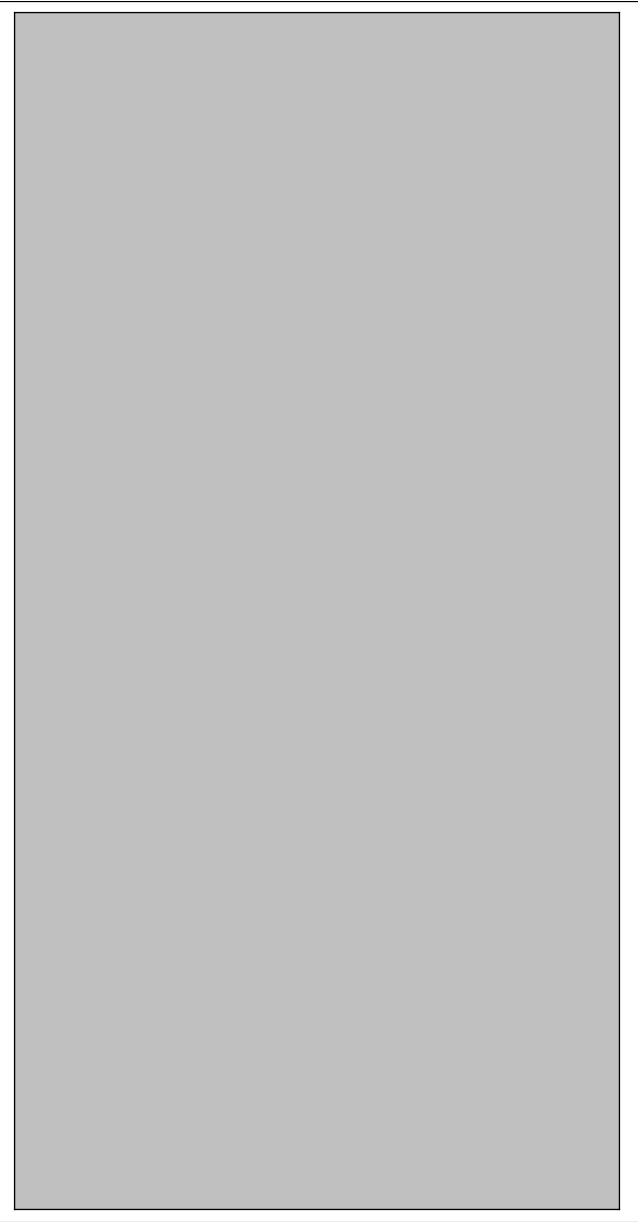
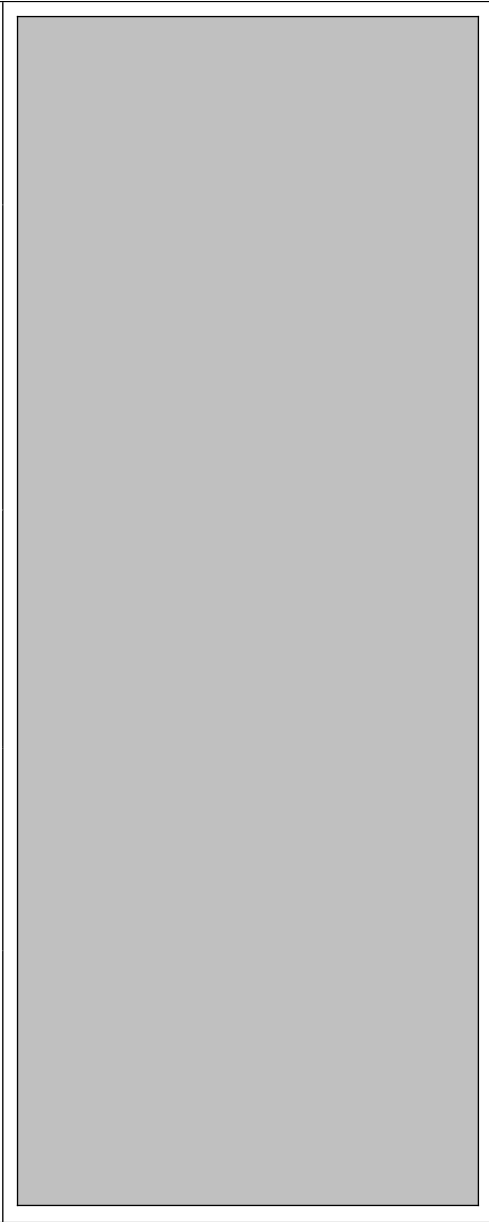
Standard 2: Candidate Attitudes

Description	Indicators	Map to Field Experiences/ Map to Curriculum and Course Experiences	Assessment Strategies
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.	Candidates create an inclusive and supportive learning environment in which all students can engage in learning.		
	Candidates use ELA to help their students become familiar with their own and others' cultures.		
	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.		
	Candidate use practices		

	designed to assist students in developing habits of critical thinking and judgment.		
	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.		
	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning		

Standard 3: Candidate Knowledge
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and non-print media; technology; and research theory and findings.

Description	Indicators	Map to Field Experiences/ Map to Curriculum and Course Experiences	Assessment Strategies
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	Use knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning;		
	Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA;		

	<p>Demonstrate an awareness in their teaching of the impact of cultural, economic, political, and social environments on language;</p>		
	<p>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;</p>		
	<p>Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching;</p>		
	<p>Use their knowledge of English grammars in teaching students both oral and written forms of the language;</p>		
	<p>Use their knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language;</p>		

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

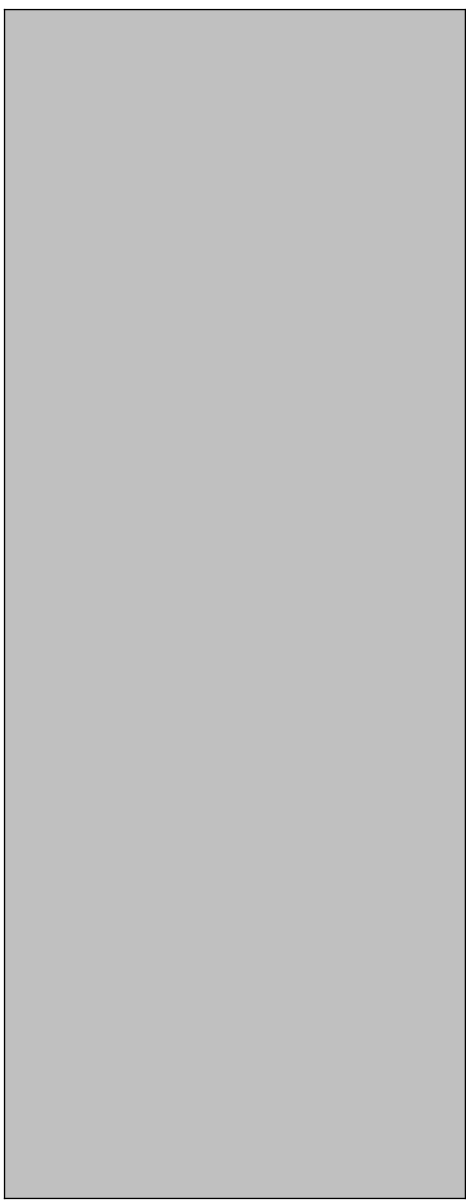
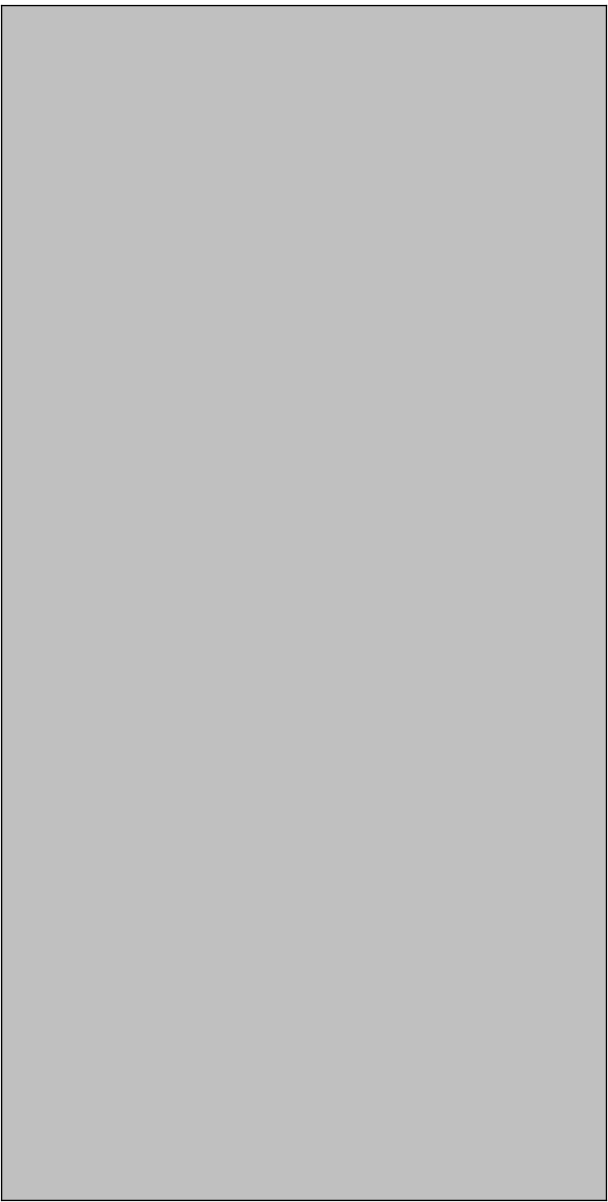
Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;


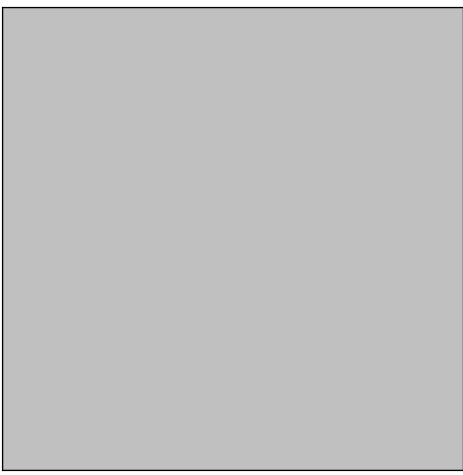

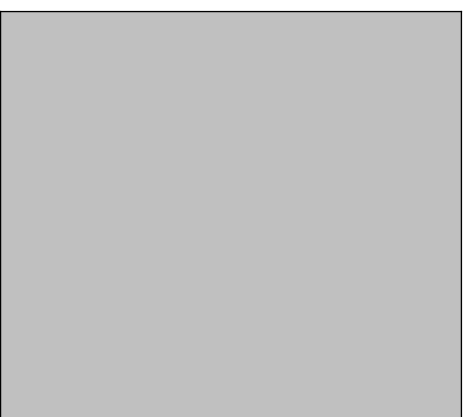


Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching;

Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes;

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;

Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and non-print texts and by assisting their students in such activities;



<p>3.3 Candidates demonstrate their knowledge of reading processes.</p>	<p>Respond to and interpret, in varied ways, what is read, teaching their students how to do this as well;</p>		
	<p>Discover and create meaning from texts and guide students in the same processes;</p>		
	<p>Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;</p>		
<p>3.4 Candidates demonstrate knowledge of different composing processes.</p>	<p>Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;</p>		
	<p>Produce different forms of written discourse and understand how written discourse can influence thought and action;</p>		
<p>3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.</p>	<p>Know and use a variety of teaching applications for: Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;</p>		


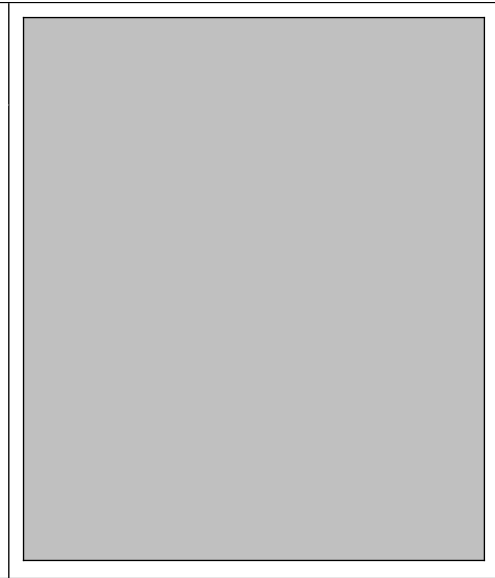
	<p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;</p>		
	<p>Numerous works specifically written for older children and younger adults;</p> <p>A range of works of literary theory and criticism;</p>		
<p>3.6 Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.</p>	<p>Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning;</p>		
	<p>Show an ability to construct meaning from media and non-print texts, and to assist students in learning these processes;</p>		
	<p>Incorporate technology and print/non-print media into their own work and instruction;</p>		
<p>3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.</p>	<p>Use major sources of research and theory related to English language arts to support their teaching decisions;</p>		

	Use teacher-researcher models of classroom inquiry to inform their own study and teaching;		
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Standard 4: Candidate Pedagogy

Description	Indicators	Map to Field Experiences/ Map to Curriculum and Course Experiences	Assessment Strategies
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	Candidates 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.		
	Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.		
	Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.		

	<p>Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.</p>		
	<p>Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.</p>		
	<p>Candidates engage students in critical analysis of different media and communications technologies.</p>		
	<p>Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>		
	<p>Candidates engage students in making meaning of texts through personal response.</p>		
	<p>Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a</p>		

	wide range of print and non-print texts.		
	Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.		