NCTE Guideline

A guideline found to be consistent with
NCTE positions on education issues

NCTE Standards for the Initial Preparation of Teachers of English Language Arts 7–12 (Initial Licensure)

Approved by the NCTE Executive Committee

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National Council of Teachers of English®

LEARNERS AND LEARNING IN ELA

Standard 1: 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).

ELA CONTENT KNOWLEDGE

Standard 2: 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 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

languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

INSTRUCTIONAL PRACTICE: PLANNING FOR INSTRUCTION IN ELA

Standard 3: 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.

● 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.

INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA

Standard 4: 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).

PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS

Standard 5: 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.

<u>Glossary</u>

Antiracist/antibias instruction: The original statement on antiracism to support teaching and learning was drafted by member volunteers and published by NCTE in 2007, updated in 2018, and thus is the language the Council specifically uses in an encompassing manner to combat all forms of discrimination. Antiracism is a verb. "Racism consists of two principal components: difference and power. It is a mindset that sees a "them" that is different from an "us." Racism in America is the systematic mistreatment and disenfranchisement of people of color who currently and historically possess less power and privilege than white Americans. In modern times, there has arisen a "cultural racism" that allows for ethnic groups that cannot always be distinguished from the majority, in terms of physical features, but are nevertheless subject to the same kinds of biases as those who have been traditionally marked as a different race. Racism, then, and other forms of discrimination continue to be a part of American society, continuing to affect all students and their education (Moore, Manning, & Villanueva, (2018 https://ncte.org/statement/antiracisminteaching/). Antiracist instruction asks English language arts teachers to follow four recommendations: 1) "actively identify and challenge individual or systemic acts of racism and other forms of discrimination and bigotry in educational

institutions and within our profession, exposing such acts through external communications and publications; 2) express strong declarations of solidarity with people of diverse human and cultural backgrounds to eradicate forms of racism, bias, and prejudice in spaces of teaching and learning; 3) promote not only cultural diversity and expanding linguistic knowledge, but explicitly push for antiracism by participating in ongoing professional development for educators to succeed in countering racism and other forms of bigotry; 4) support the enforcement of laws and policies that provide sanctions against racial and ethnic discrimination in education. Also, advocate for legislative reform that will lead to policies that provide sanctions against discrimination in education based on race, ethnicity, gender, religious affiliation, sexual orientation, class, mental and physical abilities, nationality, migrant, immigrant, and refugee status" (Moore, Manning, & Villanueva, 2018 https://ncte.org/statement/antiracisminteaching/). The term antibias is added to antiracist to make clear, following overwhelming feedback from the standards vetting process, that discrimination in any form is the concern of future English teachers and those who work to prepare them.

Constructs of adolescence/ts: Adolescence is a historically-situated category that is raced, classed, gendered, and heteronormative and that leaves out youth who are nonwhite, non–middle class, non-male-identifying, and queer. This notion that there are often problematic single stories of adolescence/ts and that adolescence itself is a construct, as explained in scholarship by Petrone, Sarigianides, and Lewis (2014): "As much as gender, race, class, and sexuality reflect socially constructed categories of accrued, and often problematic meanings, so, too, does adolescence represent a social category of significations currently viewed as 'true' but understandable as constructed. By constructed, we mean that how adolescence and youth are understood is always contingent on and constituted through social arrangements and systems of reasoning available within particular historical moments and contexts. The idea of adolescence as a construct works against essentializing young people as adolescents and against locating young people's experiences as primarily constitutive within biological imperatives or seemingly natural psychological processes. Instead, a [Youth Lens] builds on scholarship that seeks to understand the socially constructed nature of adolescence and how the experiences of young people are always mediated by the discourses, practices, and policies involving them" (p. 508–509).

Curating: Digital curation is the pulling together, sifting through, selecting, preserving and archiving of print or digital texts (Turner & O'Byrne 2020). https://ncte.org/statement/nctes-definition-literacy-digital-age/

Educational community members: Members of an educational community include constituents inside and outside an educational organization (i.e., a school), such as parents, local citizens, administrators, teachers, students, nonprofits, businesses, and local colleges/universities.

ELA-related learning communities: Specific learning communities--ranging from informal to formal and from entirely digital to face-to-face—exist for the education and edification of ELA teachers, many times by connecting members across perceived or real divides. A Twitter chat, the National Council of Teachers of English or the National Writing Project, a literacy-focused community organization, or a weekly meet-up of ELA teachers all serve as examples.

Funds of knowledge: Students come into classrooms with intellectual knowledge about their cultures, homes, and communities that can be used as an asset in their learning. (González, Moll, & Amanti, 2005). https://ncte.org/statement/expandingopportun/

Grammar systems: While "grammar" is generally used to describe the structure of a language, "grammar systems" expand that definition to include prescriptive (traditional school grammar), operational grammar (grammar that native speakers use "naturally" but do not know the rules), and descriptive grammar (grammar as it is commonly used, even when it contradicts formal prescriptive grammar). Teachers of ELA need to understand these different grammars and how they relate to the ways that we communicate in reading and writing (Weaver, 2008). https://ncte.org/statement/expandingopportun/

Knowledge of ELA: This includes pedagogical content knowledge (Ball, Thames, & Phelps, 2008; Grossman, 1990; Pasternak et al., 2018; Shulman, 1987) and theories related to and akin to the English language arts.

Variety and range of texts—including young adult literature: It is important for teachers of English language arts to have knowledge of literatures representing print and non-print texts, media texts, informational and nonfiction, classic and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes. https://ncte.org/statement/ipoc/;

https://ncte.org/statement/righttoreadguideline/;
https://ncte.org/statement/chiladollitguideline/;
https://ncte.org/statement/diverse-books/

Inclusive learning environments: An inclusive learning environment is one in which all learning community members are valued for their differences. Teacher candidates know their students' individual identities, or strive to do so; appropriately pronounce names; model language choices that respect everyone; differentiate instruction and provide examples that cross diversities; support respect for all members of the learning community; and recognize that equality is not always equitable.

Identities: Social and cultural identities are constructed by others and self to include ability, age, appearance, class, culture, ethnicity, exceptionality, gender expression, health, immigration status, languages/dialects, national origin, race, sexual orientation, and spiritual beliefs.

Language and languaging: In previous standards, the term *language* has referred to that part of ELA curriculum that focuses on the structures of the English language and an understanding of grammar, usage, and mechanics. More simply, we have traditionally used language to refer to the way we speak, hear, read, or write to communicate in academic settings. In the disciplines of linguistics and language education these traditional views of language have shifted in recent years. Becker (1988) argued that language is more than a code or a system of rules or structures. *Languaging,* a verb rather than a noun, refers to the act of fluidly thinking, writing, and speaking that occurs when one moves between languages (including dialects, pidgins, creoles, informal and academic language). *Languaging* is a social practice and is enmeshed in systems of power, and thus, can be oppressive or liberating, depending on the positioning of speakers and their agency" (Garcia & Wei, 2014, p. 9). It is important for teachers of English language arts to understand this evolving view of language and languaging in order to meet the needs of all their students, especially those who are multilingual.

Range of sources: Teacher candidates need to consider formal and informal feedback from cooperating teachers, other experienced teachers who observe them teaching, university field supervisors, school administrators, and students as they reflect on their planning and instruction and make curricular and instructional choices. This begins the process of becoming a member of a professional learning community. (https://ncte.org/statement/proflearning/)

Readiness for leadership, professional learning, and advocacy: For teacher candidates, leadership is primarily informal and should address the process in which teacher candidates engage with students in their field experience classrooms and beyond; identify with and contribute to a community of teacher learners; develop a mindset for lifelong learning; and influence their own and others' professional practice with the aim to affect learning and increase student achievement, keeping each individual learner's needs at the forefront and advocating for their needs (Katzenmeyer & Moller, 2001; Pasternak, Rigoni & Roberts, 2012; York-Barr & Duke, 2004). Leadership can be discerned through participation in a climate of openness, shared decision-making and collaboration, and sustaining a sphere of influence across stakeholders.

Standards-aligned: This phrase refers to ELA (content, academic, learning) standards that have been adopted, usually at the state level. Generally, classroom teachers are expected to demonstrate an explicit alignment of their curricular plans with these standards.

References for Glossary

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