

NCTE 2021 Standards Crosswalk with NCTE 2012 Standards

The following table provides an overview of the changes in the standards from 2012 to 2021.

2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7–12	2021 NCTE Standards for the Initial Preparation of Teachers of English Language Arts, Grades 7–12
<p>Standard 1 (Content Knowledge: Reading and Literature) Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.</p>	<p>Standard 2: (Content Knowledge: ELA) Candidates demonstrate and apply knowledge and theoretical perspectives of ELA including those pertaining to texts, composition, language, and languaging.</p>
<p>Standard 2 (Content Knowledge: Writing and Language) Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</p>	
<p>Standard 3 (Content Pedagogy: Planning Literature and Reading Instruction in ELA) Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.</p>	<p>Standard 3 (Instructional Practices: Planning for Instruction) Candidates demonstrate and apply their knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/bias instruction and assessment.</p>
<p>Standard 4 (Content Pedagogy: Planning Composition Instruction in ELA) Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p>	

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<p>Standard 5 (Learners and Learning: Implementing Instruction in ELA) Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.</p>	<p>Standard 1: Learners and Learning in ELA Candidates demonstrate and apply knowledge of learners and learning to foster inclusive learning environments and plan antiracist/bias instruction to engage learners in ELA.</p> <p>Standard 4: Implementing Instruction in ELA Candidates implement planned antiracist/bias ELA instruction to motivate and engage all learners.</p>
<p>Standard 6 (Professional Knowledge and Skills in ELA: Social Justice, Diversity, Equity) Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English language arts.</p>	<p>Content from Standard 6 of the 2012 standards has been embedded in each of the new standards.</p>
<p>Standard 7 (Professional Knowledge and Skills in ELA: Relationships and Leadership) Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p>	<p>Standard 5: Professional Responsibilities of ELA Teachers Candidates reflect on their ELA practice, use knowledge to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.</p>