006.38 English Language Arts.

006.38A Grade Levels: 7-12

006.38B Endorsement Type: Field

006.38C Persons with this endorsement may teach English Language Arts courses ~~and direct curricular and cocurricular activities in composition/language, language arts including literature, speech, theatre, mass communication, journalism and reading, grammar, and writing, and communication~~ in grades 7 through 12.

006.38D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours including a minimum of 36 semester hours of content coursework in literature, writing, language, communication, theater, journalism, and digital literacies; and a minimum of 9 semester hours of pedagogical content coursework in literature, grammar, composition, and reading/literacy skills and strategies.

006.38E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the professional education course work based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (April 2012 draft), candidates preparing to teach English Language Arts will meet the following standards:

Ad Hoc Draft

Standard 1. Candidates must demonstrate knowledge of English language arts (ELA) subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1. Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts, 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; they are able to use literary theories to interpret and critique a range of texts.

Element 2. Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

Standard 2. 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.

Element 1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, content, audience, context, and purpose; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3. Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Standard 3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Ad Hoc DRAFT #3 6.1.12

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 various forms of media—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 range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students comprehension and interpretation of print and non-print texts.

Element 6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Standard 4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Ad Hoc DRAFT #2 6.1.12

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 in different genres for a variety of purposes and audiences.

Element 2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current theory and research. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

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.

Ad Hoc DRAFT #2 - 6.1.12

Standard 5. 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.

Element 1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help all students participate actively in their own learning in ELA.

Element 3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own writing.

Element 4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Standard 6. 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.

Element 1. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international 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' opportunities to learn in ELA.

Standard 7. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in

Ad Hoc DRAFT #3 6.1.12

leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1. Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 8. Candidates demonstrate basic knowledge in communication, journalism, and theatre.

Element 1. Candidates understand and apply the principles of interpersonal and public communication for a variety of purposes and settings.

Element 2. Candidates model an understanding of the production, range, and influence of responsible journalism and mass communication in contemporary culture, including legal and ethical practices.

Element 3. Candidates articulate the basic principles of creative interpretation including voice control and projection, movement, and acting techniques.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

~~A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards for grades eight and twelve.~~

~~B. Demonstrate knowledge and understanding of the English language, including being able to:~~

~~1. demonstrate an understanding of language acquisition and development;~~

~~2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;~~

~~3. recognize the impact of cultural, economic, political, and social environments upon language;~~

Ad Hoc DRAFT #3 6.1.12

~~4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;~~

~~5. demonstrate an understanding of how and why the English language evolves;~~

~~6. demonstrate an understanding of English grammars;~~

~~7. demonstrate an understanding of syntax and phonology; and~~

~~8. demonstrate an understanding of the various purposes for which language is used.~~

~~C. Demonstrate knowledge and understanding of reading processes, including being able to:~~

~~1. describe reading and writing development;~~

~~2. teach basic skills and strategies in reading and writing;~~

~~3. teach students to use reading and writing as tools for learning;~~

~~4. motivate readers and writers using a wide variety of methods and materials;~~

~~5. match reading materials with students abilities;~~

~~6. involve parents in cooperative efforts and programs;~~

~~7. demonstrate how to respond to and interpret literature in different ways;~~

~~8. demonstrate how to discover and create meaning from texts, including non-print media;~~

~~9. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and~~

~~10. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.~~

~~D. Demonstrate knowledge and understanding of different composing processes, including being able to:~~

~~1. use a wide range of writing strategies to generate meaning and to clarify understanding;~~

~~2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;~~

~~3. demonstrate how written discourse can influence thought and action; and~~

~~4. revise, edit, and proofread written text.~~

~~E. Demonstrate knowledge and understanding of an extensive range of literature, including being able to:~~

~~1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:~~

Ad Hoc DRAFT #3 6.1.12

~~a. literature from a range of cultures;~~

~~b. literature from a range of genres;~~

~~c. literature by authors of both genders;~~

~~d. literature by authors of color;~~

~~e. literature written specifically for older children and young adults; and~~

~~f. works of literary theory, history, and criticism.~~

~~F. Demonstrate knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to:~~

~~1. recognize the influence of media on culture and on people's actions and communication;~~

~~2. describe the historical, ethical, and legal issues central to communication; and~~

~~3. demonstrate an understanding of and the ability to use current technologies in communication.~~

~~G. Demonstrate methods for conducting research and analyzing information.~~

~~H. Demonstrate an understanding of management and budgeting skills as they apply to curricular and cocurricular communication activities.~~

~~I. Demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, performance theory, and public address.~~

~~J. Demonstrate an understanding of and be able to apply the principles of basic acting; play direction; and theatre design and technology.~~

~~K. Clinical Experiences. The prospective teacher should have clinical experiences in cocurricular activities related to (1) journalism and mass communications, (2) speech, and (3) theatre.~~

Need to add Ad Hoc Committee names and notes

Ad Hoc DRAFT #3 6.1.12