PLANNING LITERATURE AND READING INSTRUCTION IN ELA

Planning of standards-based, coherent, relevant learning experiences utilizing a range of texts (across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that meet the needs of all learners.

Design of authentic assessments (formal and informal, formative and summative) of reading and the study of literature that demonstrates understanding of learner development and address interpretive, critical, and evaluative abilities.

Planning of standards-based, coherent, relevant learning experiences that reflect knowledge of theory and research about the teaching and learning of reading and utilize individual and collaborative approaches and a variety of reading strategies.

Design or selection of appropriate reading assessments that inform instruction by providing data about students' interests, reading proficiencies, and reading process.

Instructional planning that incorporates knowledge of language (structure, history, conventions) to facilitate students' comprehension and interpretation of print/non-print texts.

Instructional planning that reflects curriculum integration and interdisciplinary teaching methods and materials.

Guides learners to think critically and provide reasons for the judgments they make in reference to art work.

PLANNING COMPOSITION INSTRUCTION IN ELA

Planning of standards-based, coherent, relevant composing experiences (oral, written, visual) indicated understanding of theory, research, and practice. Individual and collaborative approaches and contemporary technologies used; understanding of writing processes and strategies in different genres indicated.

Designs of assessments of writing promote students' development as writer and are appropriate and consistent with current research and theory. Response to student drafts and finished pieces encourages students' growth as writers over time.

Design of instruction in conventions relates to the strategic use of language conventions in the context of students' writing.
Instructional design incorporates students’ home and community languages to enable them to develop control over rhetorical choices and languages practices.

LEARNERS AND LEARNING: IMPLEMENTING ELA INSTRUCTION

Instruction shows understanding of ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistics and cultural backgrounds.

Creation of inclusive learning environments uses data about students’ individual differences, identities, and funds of knowledge for literacy learning that contextualize curriculum and instruction and provides for students’ participation in their own learning in ELA.

Differentiated instruction based on students’ self-assessment and formal and informal assessments; candidates communicate with students about performance in ways that involve them in their own learning.

Selection, creation, and use of a variety of instructional strategies and teaching resources (including contemporary technologies and digital media).

PROFESSIONAL KNOWLEDGE AND SKILLS

Planning and implementation of instruction to promote social justice and critical engagement with issues related to maintaining a diverse, inclusive, and equitable

Instructional planning is responsive to students’ local, national, and international histories, individual identities, and language/dialect as they affect students’ opportunity to learn ELA.

Modeling of literate and ethical practices in ELA teaching; engage in/reflect on a variety of experiences related to ELA.

Engagement in and reflection on a variety of experiences related to ELA that demonstrate understanding of an readiness for leadership, collaboration, ongoing professional development, and community engagement.