# English Language Arts Standards

Based on the National Council of Teachers of English (NCTE) [Standards for the Initial Preparation of Teachers of English Language Arts 7–12.](https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf)

## 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.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1.1 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. |  |  |  |
| 1.2 Apply and demonstrate knowledge of how the constructs of adolescence and adolescents and learners’ identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA. |  |  |  |
| 1.3 Apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media). |  |  |  |

## 2. Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2.1 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. |  |  |  |
| 2.2 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). |  |  |  |
| 2.3 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. |  |  |  |

## 3. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3.1 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. |  |  |  |
| 3.2 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. |  |  |  |

## 4. Candidates implement planned coherent, relevant, standards aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4.1 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. |  |  |  |
| 4.2 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. |  |  |  |
| 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). |  |  |  |

## 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.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5.1 Reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA. |  |  |  |
| 5.2 Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice. |  |  |  |
| 5.3 Apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. |  |  |  |
| 5.4 Demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. |  |  |  |

## Applicable stipulations: Check the [License with Stipulations Handbook](https://dpi.wi.gov/sites/default/files/imce/licensing/pdf/three-year-license-stipulations-handbook.pdf#page=11) for any statutory stipulations applicable to this license.

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