**English Education Program Standards**

**Standard 1: Knows and teaches English as a subject matter**

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| **The intern:** |
| **a. Content knowledge:** Both short and long-term planning show evidence of knowledge and skills in reading, literature study, writing, and language study appropriate for the students taught |
| **b. Purpose and coherence:** Both short and long-term planning show attention to connections among texts, activities, and assessments. Goals for learning are evident to both students and observers |
| **c. Promotes independent learning**: Models and coaches the search for and use of current information, technology, and other resources to help students become independent inquirers in the English language arts. |
| **d. Teaches for understanding**: Creates learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about the English language arts. |

**Standard 2: Works with students as individuals**

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| **The intern:** |
| **a. Clearly communicates** with all students. Communicates high expectations to all students and also communicates what students need to do to achieve those expectations. |
| **b. Adapts the curriculum**: Applies knowledge of human development and learning. Gets information from parents and colleagues to adapt the curriculum to students.  |
| **c. Employs multiple strategies**: Employs a range of strategies to enable all students to learn and succeed in and out of school. |
| **d. Seeks relevance & authenticity**: Shows students why what they are doing today matters beyond today. Demonstrates the relevance, purpose, and function of English language arts, making connections to the world beyond the classroom. |
| **e. Includes, accommodates & differentiates** instruction for each student, considering maturity, history, interests, achievement, and learning styles; cultural, racial, social and ethnic affiliations; exceptional needs and abilities; and home/native language. |

**Standard 3: Assesses student learning**

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| **The intern:** |
| **a. Sets measurable goals:** Articulates clear objectives across different time scales (year, semester, unit, lesson). |
| **b. Assesses students as individuals.**  Offers special testing arrangements to students who need them, employs multiple formative and summative assessments of learning to adjust plans and instruction in response to students’ interests, strengths, backgrounds, actions, and learning.  |
| **c. Adjusts based on ongoing assessment**: Based on class interaction and other formative measures, adjusts organization and instruction to improve fit between instructional strategies and learning goals |
| **d. Technologically enhances assessment:** Applies available technology to facilitate a variety of effective assessment and evaluation strategies. |

**Standard 4: Organizes a class**

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| **The intern:** |
| **a. Structures participation to engage students** in substantive interaction with English language arts (ELA) and with each other |
| **b. Promotes safe and inclusive environment;** promotesrespect for differences; articulates shared values and expectations. Uses diverse cultural approaches to foster interaction and community. |
| **c. Promotes intellectually engaging environment** that supports and respects inquiry, curiosity, and risk-taking.  |
| **d. Teaches students to productively participate in classroom community**; articulates connections between quality of classroom organization/participation and ELA learning goals; sensitizes students to needs of classmates; teaches and models how to make appropriate responses to others. |
| **e. Organizes activity:** Employs routines where desirable, organizes and introduces activities and technologies so that students are prepared for them and can carry them out successfully. Makes good use of time. |

**Standard 5: Uses space and technologies in a classroom**

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| **The intern:** |
| **a. Designs the classroom** as a safe, functional, attractive, and motivating physical environment **to promote learning**; Capitalizes on classroom space and design to promote learning |
| **b. Uses multiple modes to technologically enhance learning:** Employs multiple literacies, materials and available media technology to enhance learning environment and curriculum. Uses technologies to maximize student learning. |
| **c. Provides access to available technology** for all students; actively seeks ways to get all students to work with available technology and other resources to reach learning goals. |
| **d. Monitors technological issues:** Exercises and models alertness to equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools. Attends to issues of plagiarism, censorship, equal access, etc. |
| **e. Teaches care of the room:** Teaches, and models, care of the classroom equipment, materials, and other resources  |

**Standard 6: Joins a faculty and school**

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| **The intern:** |
| **a. Attends to policies**: identifies and balances various policy options (e.g., school disciplinary, curricular, and/or assessment policy) and demands to maximize student benefit, including communicating to students and their families. |
| **b. Forges a school-based practice**: works with school, department, and / or team colleagues to assess and improve school goals, policies, curriculum, and instruction; set expectations aligned with those; and use the resources of the school to support student learning. |
| **c. Participates in accountability**: participates actively and sensitively in school assessment, evaluation, and accreditation processes, and uses findings to improve practice. |
| **d. Fosters learning communities**: with colleagues, seeks and uses research, theory, and other professional and collegial resources to learn about students, curriculum, and pedagogy, and to design goals, curriculum, and classroom practice. |

**Standard 7: Engages guardians and community**

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| **The intern:** |
| **a. Guards students’ welfare:** Recognizes and responds to signs of family situations that threaten students’ well-being. |
| **b. Respectfully engages parents and guardians:** Respects diverse family structures, treats parents and guardians with respect, works with them to set expectations and support student learning, communicates assessment data clearly and sensitively. |
| **c. Uses community resources in teaching and/or curriculum:** Uses knowledge of these resources to support student growth and achievement. |
| **d. Practices language awareness:** Uses knowledge of community/ies language practices in planning, teaching, and assessment. |

**Standard 8: Engages with profession of teaching as a reflective learner**

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| **The intern:** |
| **a. Meets a teacher's responsibilities:** accepts and meets a teacher’s legal and ethical responsibilities (e.g., student retention, corporal punishment, truancy, least restrictive environment, child abuse, managing conflict, first aid, health, and communicable disease). |
| **b. Cultivates a teacher’s manner:** participates constructively in the school community, modeling the best of human qualities including honesty, respect, & fairness, and adapting appearance, demeanor, and communication to each situation. |
| **c. Negotiates working relationships**: negotiates one’s identity and commitments in interaction with important others. Especially, seeks responsive, demanding, and supportive relationships with students. |
| **d. Teaches responsibly**: Habitually and systematically reflects on one’s teaching; applies relevant theory and multiple sources of information (including professional organizations) to assess curriculum practice and results to improve student learning.  |