SECONDARY ENGLISH/LANGUAGE ARTS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations (SOE). Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

Transformation (SOE). Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Identity Development (SOE). Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understanding Differences (SOE). Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

English Language (NCTE 3.1, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the English language.

Literacy (NCTE 3.2, 4.5, 4.7, IPTS 1, 7, ISBE ELA 4, 29, 30). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the practices of oral, visual, and written literacy.

Speech Foundations (ISBE ELA 19, 20, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the communication processes and the importance of effective communication including adapting communication to the listener(s), situation and/or setting.

Speech - Diversity and Ethics (ISBE ELA 21, 23, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of communication in relation to ethical issues, including issues of diversity.

Speech – Listening (ISBE ELA 26, 27, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of listening skills and identification and management of barriers to listening

Speech – Oral Presentations (ISBE ELA 22, 24, 25, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of evaluation of oral messages, uses of oral messages, and management of anxiety.

Reading Processes (NCTE 3.3, 4.8, 4.9) , IPTS 1, ISBE ELA 2, 5, 6, 7, 8). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of reading processes.

Composing Processes (NCTE 3.4, IPTS 1, IBSE ELA 13, 14, 15, 16, 17, 18). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of different composing processes.

Knowledge of Literature (NCTE 3.5, IPTS 1 ISBE ELA 11, 12) . Demonstrates knowledge of an extensive range of literature.

Teaching Literature (NCTE 3.5, IPTS 1 ISBE ELA 11, 12) . Demonstrates the capabilities, and dispositions to organize and provide instruction of an extensive range of literature.

Media and Technology (NCTE 3.6, IPTS 1 ISBE ELA 28) . Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the range and influence of print and nonprint media and technology in contemporary culture.

English Theory and Research (NCTE 3.7, IPTS 1). Demonstrates knowledge of research theory and findings in English language arts.

Dispositions (NCTE 2.0). Adopts and strengthens professional attitudes needed by English language arts teachers.

Human Development and Learning (IPTS 2). Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Students (IPTS 3). Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Learning Environment (NCTE 4.4 IPTS 5). Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Planning for Instruction. (NCTE 4.1, 4.2, 4.3, 4.6, 4.10, IPTS 6). Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (IPTS 4, 7 ISBE ELA 1, 3, 10). Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

Assessment (IPTS 8 ISBE ELA 9). Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Disabilities (IPTS core). Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Technology (IPTS core) . As appropriate for the discipline, enables students to learn about and to use technology.

Technology II (IPTS core). Understands and uses technology to enhance his/her teaching

For T&L Students

Inquiry (SOE). Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

Collaboration (IPTS 9). Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Reflection and Professional Growth (IPTS 10). Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Professional Conduct (IPTS 11). Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being