NEW/REVISED PROGRAM <u>ENGLISH</u> EDUCATION

(2021 Standards Eff. Fall 2023)

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the "Continuing Application".)

Please check the area below that applies:

    a. New program to Educator Preparation Unit   ☐

    b. Program previously determined not recognized   ☐

    c. Program previously dropped or put on hiatus   ☐

    d. Program previously determined recognized with conditions by a SPA with conditions other than data   ☐

    e. Program resubmitting for initial approval due to revised standards ☐

    f. Program resubmitting due to significant changes within the program ☐

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.

- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:** _____

2. **Program Name:** _____

3. **Program Compiler:** _____

4. **Date of Submission:** _____

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A <u>NEW</u> PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

☐ Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

☐ Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

☐ Program Plan of Study that provides:

- Coursework required of all candidates

- Clear information about the sequence in which candidates take courses

- Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) **AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:**

Standard	Course(s)	Course Description(s)
Standard 1: LEARNERS AND LEARNING IN ELA **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.**		
1.1 Candidates 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 Candidates apply and demonstrate knowledge of how the constructs of adolescence/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 Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).		

Standard	Course(s)	Course Description(s)
Standard 2: ELA CONTENT KNOWLEDGE *Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.*		
2.1 Candidates 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 Candidates 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 Candidates 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.		
Standard 3: INSTRUCTIONAL PRACTICE: PLANNING FOR INSTRUCTION IN ELA *Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.*		

Standard	Course(s)	Course Description(s)
3.1 Candidates 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 Candidates 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.		
Standard 4: INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA *Candidates implement planned coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.*		
4.1 Candidates 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 Candidates 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.		

Standard	Course(s)	Course Description(s)
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).		
Standard 5: PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS *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.*		
5.1 Candidates 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 Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.		
5.4 Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.		