

EARLY ADOLESCENCE

ENGLISH LANGUAGE ARTS STANDARDS



Standard I: Knowledge of Students

Accomplished English language arts teachers acquire knowledge about their students to advance students' learning in the English language arts and to prepare students for successful participation in the world.

Standard III: Learning Environment

Using their understanding of the ways in which physical and relational factors combine in the classroom, accomplished English language arts teachers purposefully design inclusive learning environments that engage, challenge, and support student learning.

Standard V: Reading and Viewing

Accomplished English language arts teachers engage their students in reading and viewing a wide range of texts. Teachers support all students in developing the dispositions and proficiencies necessary for comprehending, analyzing, evaluating, and appreciating the texts.

Standard VII: Speaking and Listening

Accomplished English language arts teachers equip students to become effective communicators by strengthening their speaking and listening skills for various purposes within a broad range of contexts.

Standard IX: Inquiry

Through inquiry, accomplished English language arts teachers foster dispositions in students to examine multiple perspectives; promote a process that prompts students to ask critical questions; encourage students to act on what they have learned; and equip students with the tools needed to examine, organize, manage, and analyze information.

Standard XI: Collaboration

Accomplished English language arts teachers collaborate to improve instruction and student learning, advance the knowledge and practice of the field, enhance their professional identities, and foster collaboration in their classrooms and beyond.



Standard II: Fairness, Equity, and Diversity

Accomplished English language arts teachers practice fairness and equity because of their commitment to the acceptance and appreciation of others. Accomplished teachers use a variety of strategies and materials to address disparities among students and provide meaningful learning opportunities that meet the diverse needs of all learners.

Standard IV: Instructional Design and Implementation

Accomplished English language arts teachers use their knowledge of students, their discipline, and pedagogy to design and implement instruction that promotes the learning of all students.

Standard VI: Writing and Producing

Accomplished English language arts teachers provide instruction in the processes, skills, and knowledge about writing that their students will need to effectively produce a variety of texts for a range of audiences and purposes.

Standard VIII: Language Study

Accomplished English language arts teachers develop their students' appreciation of the functional and aesthetic aspects of language and expand their students' capacity to use language effectively.

Standard X: Assessment

Accomplished English language arts teachers create and select valid assessment tools as part of an ongoing process of monitoring and evaluating student learning. Teachers use assessment results to provide meaningful feedback to students, engage students in self-assessment, shape instructional decisions, and communicate to various stakeholders.

Standard XII: Advocacy

Accomplished English language arts teachers advocate for their students, for the content of English language arts, and for their profession.



WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Literary Genres
- II. Teaching Reading
- III. Teaching Writing

Component 2: Differentiation in Instruction

-Select four student work samples from two students. Two samples are responses to print and nonprint text, and two samples are responses to writing prompts.

-Provide the assignments/prompts as well as the rubrics or scoring criteria you used to evaluate the student work.

-Submit a Written Commentary with your analysis of the submitted student responses that shows how you support and analyze students' growth and development as readers/interpreters of text and as writers.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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