

**Standards for the Preparation of
Teachers of
English (BA)**



Michigan State Board of Education

Approved

April 13, 2000

1.0 Standards for the Structure of the English Teacher Education Program

1.1 The English teacher education program will model effective pedagogical practices and provide opportunities for analysis of pedagogy, reflection on pedagogy, and implementation of effective pedagogy in pre-service teachers' own planning and instruction.

1.2 The English teacher education program will embody a philosophy consistent with the Michigan Curriculum Framework (its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards).

1.3 The English teacher education program will maintain an articulated and coordinated curriculum involving content, pedagogy, and professionalism, that is aligned with standards from NCATE, Michigan Council of Teachers of English (MCTE), NCTE/IKRA Standards, and Michigan's Guidelines for the Professional Development of Teachers of English Language Arts.

1.4 The English teacher education program will promote curriculum integration and cross-disciplinary applications.

1.5 The English teacher education program will provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with varied populations.

1.6 The English teacher education program will maintain a system of evaluation that includes demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and abilities.

2.0 Standards for Professionalism

2.1 English teachers demonstrate professional practices when they respect the worth, contributions, abilities, language of all learners.

2.2 English teachers demonstrate professional practices when they help students understand their own and others' cultures, abilities, and language.

2.3 English teachers demonstrate professional practices when they develop students' effective use of oral, written, and visual literacy in their daily lives.

2.4 English teachers demonstrate professional practices when they develop students' effective use of critical thinking.

2.5 English teachers demonstrate professional practices when they promote students' appreciation of and engagement in a wide variety of media and genre.

2.6 English teachers demonstrate professional practices when they engage regularly in professional growth, through participation in conferences and other

professional development opportunities; the reading and/or writing of professional materials; and the reading, writing, or performing of literary pieces.

2.7 English teachers demonstrate professional practices when they work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the English language arts.

2.8 English teachers demonstrate professional practices when they join and participate in professional organizations, such as the Michigan Council of Teachers of English, the National Council of Teachers of English, the Michigan Reading Association, the International Reading Association, the Michigan Association of Speech Communication, the Journalism Education Association, the Whole Language Umbrella; and the Michigan Association for Media in Education.

3.0 Standards for Knowledge of Content and Curriculum

3.1 Meaning and Communication

3.1.1 English teachers will know and understand the instructional application of the elements of effective communication in a variety of rhetorical situations and the use of appropriate communication modes and behaviors.

3.1.2 English teachers will know and understand the instructional application of the acquisition and development processes of first and second language learners in speaking, reading, and writing.

3.1.3 English teachers will know and understand the instructional application of the integrated nature of the English language arts (listening, speaking, reading, writing, critical thinking, viewing, and visually representing).

3.1.4 English teachers will know and understand the instructional application of a variety of communication models and an awareness of the interdependence of their components.

3.1.5 English teachers will know and understand the instructional application of the history and evolution of the English language.

3.1.6 English teachers will know and understand the instructional application of the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people.

3.1.7 English teachers will know and understand how students' culture and language can influence their learning and literacy.

3.2 Literature and Understanding

3.2.1 English teachers will know and understand the instructional application of literature as oral, written, enacted, and visual texts that reflect cultures, values,

and perspectives.

3.2.2 English teachers will know and understand the instructional application of a wide variety of quality contemporary and classic (works which have been widely recognized over time for their excellence) literature appropriate for different developmental levels and student needs, including multicultural/world literature, literature by women, and literature for young adults.

3.2.3 English teachers will know and understand the instructional application of key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts.

3.2.4 English teachers will know and understand the instructional application of the use of oral, visual, enacted, and written texts to explore and address important issues and problems in communities beyond the classroom.

3.2.5 English teachers will know and understand the instructional application of varied critical approaches to textual analysis.

3.2.6 English teachers will know and understand the instructional application of the historical/social contexts of and relationships among texts.

3.2.7 English teachers will know and understand the instructional application of the varied purposes for reading that foster life-long reading practices.

3.2.8 English teachers will know and understand the instructional application of issues of censorship.

3.3 Genre and Craft of Language

3.3.1 English teachers will know and understand the instructional application of grammars and conventions of English, e.g., morphology, phonology, semantics, and syntax.

3.3.2 English teachers will know and understand the instructional application of differences between descriptive and prescriptive conventions of usage.

3.3.3 English teachers will know and understand the instructional application of the diversity of language uses, patterns, and dialects in spoken, written, and visual discourse.

3.3.4 English teachers will know and understand the instructional application of the effects of style, voice, and language choices as determined by context, purpose, and audience in print and non-print texts.

3.3.5 English teachers will know and understand the instructional application of the characteristics, forms, and appropriate use of a variety of genre, e.g., narration, drama, poetry, exposition, and persuasion.

3.3.6 English teachers will know and understand the instructional application of the appropriate use of a variety of artistic and stylistic techniques and devices.

3.3.7 English teachers will know and understand the instructional application of writing processes, including inventing, revising, and publishing.

3.4 Skills and Processes

3.4.1 English teachers will demonstrate a mastery of and understand the instructional application of the effective use of the English language, both written and oral, in a variety of rhetorical contexts, including the mechanical and technical conventions of standard written and spoken English (e.g. grammar, punctuation, and spelling).

3.4.2 English teachers will demonstrate a mastery of and understand the instructional application of independent reading and viewing and the critical consideration of texts with reasonable comprehension and interpretation.

3.4.3 English teachers will demonstrate a mastery of and understand the instructional application of the use of research and reference resources for inquiry-based learning in literacy education.

3.4.4 English teachers will demonstrate a mastery of and understand the instructional application of critical standards for analyzing and assessing the craft, aesthetics, and significance of their own, students' and other authors' texts.

3.4.5 English teachers will demonstrate a mastery of and understand the instructional application of the processes of and strategies for reading and writing.

4.0 Standards for Pedagogy (Instruction and Assessment)

4.1 Instructional Design

4.1.1 English teachers will be able to examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recording, and software which support the teaching of English language arts.

4.1.2 English teachers will be able to design and sequence literature, writing, and language assignments which support standards-based integrated units of instruction.

4.1.3 English teachers will be able to set meaningful goals as part of short and long term planning for literacy instruction.

4.1.4 English teachers will be able to plan for literacy instruction to accommodate the range of learners and different learning needs.

4.1.5 English teachers will be able to plan instruction that takes into account students' personal backgrounds and experiences, students' prior curricular

experiences in language and literacy, and students' cross-disciplinary curricular experiences.

4.2 Instructional Strategies

4.2.1 English teachers will be able to use discussion for a variety of purposes, e.g., to engage students in literacy tasks, to develop interpretations and understanding of multiple points of view, to promote critical thinking, and to promote an understanding of their own and others' perspectives and experiences.

4.2.2 English teachers will be able to ask questions as a means of probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem-solving, facilitating recall of information, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

4.2.3 English teachers will use small group work and collaborative learning to facilitate critical thinking as students construct meaning in the English language arts, i.e., peer revision, collaborative group writing, dramatic performance, readers' theatre, and literature discussion groups.

4.2.4 English teachers will be able to work with students individually through such activities as conferencing and facilitating independent projects.

4.2.5 English teachers will be able to present or explain information to support literacy learning, i.e., assignments, criteria for evaluation, information about an author or period, terms or concepts in language, rhetorical strategies, revision strategies, etc.

4.2.6 English teachers will be able to create environments that support respectful approaches to individual differences in culture, race, gender, religion, ethnicity, and heritage.

4.2.7 Teachers will be able to model the use of technology as an effective component of learning for conducting research and for the processes of writing.

4.2.8 English teachers will be able to use means to encourage student goal-setting, reflection, meta-cognitive understanding, and assessment.

4.3 Assessment Strategies

4.3.1 English teachers will be able to respond effectively and constructively on an ongoing basis to student's literacy efforts, i.e., student's contributions to discussion, writing, and oral presentations.

4.3.2 English teachers will be able to design rubrics appropriate for literacy tasks.

4.3.3 English teachers will be able to recognize students' oral and written miscues and their underlying causes as a means of informing curricular choices for individual

and group instruction.

4.3.4 English teachers will be able to design a variety of assessment tools, i.e., essay tests, portfolios, objective measures, individual projects, performance criteria, reflective self-evaluation, etc.

4.3.5 English teachers will be able to interpret and report assessment methods and results to students, administrators, parents, and the public.

4.3.6 English teachers will be able to use assessment results to shape or revise instructional design and/or strategies.

4.3.7 English teachers will be able to use the requirements of state and national assessment programs to inform curricular choices and instructional strategies.