COMPETENCIES FOR SECONDARY ENGLISH LANGUAGE ARTS TEACHERS, GRADES 7-12

In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education (ISTE) standards and High-Quality Instructional Materials (HQIM), the teacher of English Language Arts, grades 7-12, shall also demonstrate knowledge and competencies in the following areas:

1. LEARNERS AND LEARNING IN ELA

NCTE: Standard 1

Standard 1: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, and differentiated 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, cultures, perspectives, and backgrounds affect learning experiences to foster coherent, relevant, inclusive 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).

2. ELA CONTENT KNOWLEDGE

NCTE: Standard 2

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AR ELA K-12 Standards

AR High School CS Courses
Content Cluster 11
CS K8.G5.11.1-11.4

Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives 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.
2.1.1: Candidates exhibit awareness of literary texts, including:
- knowledge of the major works and authors of United States, British, World (including non-Western), and young adult literature
- knowledge of the historical, cultural, and literary contexts of major works and authors of United States, British, and World literature

- understanding of the defining characteristics of primary literary genres (e.g., fiction, non-fiction, poetry, drama)
- knowledge of the defining characteristics of major forms within each primary literary genre (e.g., poetry: ballad, haiku)
- understanding of how textual evidence supports interpretations of a literary text
- understanding of how authors develop themes in a variety of genres
- understanding of how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text
- understanding of how figurative language and structure contributes to the effect of a text
- understanding of how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension
- knowledge of commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling metacognitive practices, active reading)
- familiarity with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts
- understanding of how textual evidence supports interpretation of literary texts

2.1.2: Candidates exhibit awareness of informational texts, including:
- understanding of how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts
- understanding of how word choice contributes to the effect of an informational text
- understanding of rhetorical strategies that authors use to convey purpose and perspective in informational texts
- understanding of methods that authors use to appeal to a specific audience
- understanding of how authors develop and support a written argument
- knowledge of how to interpret media and non-print texts and how they influence an audience
- understanding of how textual evidence supports interpretation of informational texts

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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).

2.2.1: Candidates apply and demonstrate:
- understanding of the distinct characteristics of various modes of writing (e.g., informative, argumentative)
- understanding of how awareness of task, purpose, and audience contribute to effective writing
- understanding of the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions)
- understanding of effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately
- understanding of the components of effective speech and presentation delivery
- knowledge of approaches for instructing students on the effective use of digital media to support and enhance communication
- understanding of commonly used research-based approaches to teaching components of writing
- understanding of the purposes and methods of assessing reading, writing, speaking, and listening
- understanding of the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups)

2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, diction, 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.

2.3.1: Candidates exhibit awareness of language use and vocabulary, including:
- understanding of the conventions of standard English grammar, usage, syntax, and mechanics

- understanding of the use of affixes, context, and syntax to determine word meaning
- understanding of the use of print and digital reference materials to support and enhance language usage
- familiarity with variations in dialect and diction across regions, cultural groups, and time periods
- knowledge of commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners

3. INSTRUCTIONAL PRACTICE: PLANNING FOR INSTRUCTION IN ELA NCTE: Standard 3	*Standard 3: Candidates apply and demonstrate knowledge of theories research, and ELA to plan coherent, relevant, standards-aligned, and differentiated instruction and assessment.* 3.1 Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, 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.
4. INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA NCTE: Standard 4	*Standard 4: Candidates implement planned coherent, relevant, standards-aligned and differentiated ELA instruction and assessment to motivate and engage all learners.* 4.1 Candidates implement coherent, relevant, standards-aligned and differentiated 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. 4.3 Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learnin (e.g., learning management systems, digital communication tools, conferencing, written feedback)

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5. PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS

NCTE: Standard 5

Standard 5: 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.

6. SCIENCE OF READING

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6.1 Candidates exhibit awareness of foundational reading skills

6.2 Candidates exhibit awareness of the development of reading comprehension

6.3 Candidates exhibit awareness of reading assessment and instruction