English

I. Knowing the Content

The professional education program provides evidence that English certification candidates complete a program of English studies the same as the academic area content courses and required electives of a major in a bachelor's degree. The program shall require the candidates to demonstrate a knowledge of and competence in teaching students the English language, literatures and communication processes necessary for a teacher at the secondary level (7-12) including:

I.A. Language / Linguistics including:

- linguistic change, etymology, and processes of word formation,
- variation: dialects, registers (languages used within different groups and settings),
- semantics: ambiguity, euphemism, connotation, denotation, and jargon,
- syntax: word order and sentence structure,
- grammatical/linguistic theories and practice

I.B. Reading / Literature including:

- reading independently: including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and non-fiction works ,
- reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining the author's purpose,
- evaluating a variety of media, including the Internet and film

I.C. Literature including:

- reading, analyzing, interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial, and cultural perspectives,
- historical and cultural contexts of the works and writers,
- literature for adolescents and young adults,
- historical and contemporary literary movements,
- characteristics of literary types, forms, elements, and devices,

I.D. Composition/Writing including**:**

- regard writing as a process: prewriting, determining purpose/ audience, drafting, revising, editing, and publishing,
- practice various types and modes of writing: descriptive and informational pieces, analysis and persuasion, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes,
- evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions,
- skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language,
- understand effective word choice and usage,
- apply technology to composition,
- writing workshop

I.E. Speaking and Listening including:

- contributing to and participating in small and large group discussions and individual and group presentations,
- speaking appropriately in formal situations,
- listening to others for different purposes such as interviewing, extracting information, summarizing, and reflecting,
- practice with audiotape and videotape

I.F. Research and Technology including:

- selecting and defining research topics,
- organizing, summarizing, and presenting the main ideas from research in oral and written form,
- documenting and attributing sources of information, in an appropriate format style,
- accessing information using traditional and emerging resources,
- applying technology to enhance the study of language and literature using computers and media

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in English, have interpersonal skills and demonstrated competence in teaching. The program shall also provide evidence that the criteria and competencies for exit from the English certification program are assessed during the field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment in order to:

- managing the classroom and student behavior,
- creating an environment of respect and rapport,
- communicating challenging learning expectations to each student,
- promoting a safe environment conducive to learning.

II.B. Planning of instruction based upon:

- Pennsylvania Academic Standards,
- subject matter,
- assessment of student needs and potential,
- instructional goals and methods to achieve them,
- local, state and federal mandates,
- knowledge of resources

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

- identifying assessing and building on the students' prior knowledge, experiences, and skills in each content area,

- problem analysis, creativity, problem solving, and decision making skills,
- inquiry, direct instruction and cooperative learning

II.D. Developing, utilizing, and communicating appropriate measurement, assessment and evaluation procedures in the instructional program

III. Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of
Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students