

Crosswalk: Previous versus New English 6-12 Standards

General Information about this Revision:

» The revised standards align with NCTE/NCATE Standards for the Initial Preparation of Teachers of Secondary English Language Arts.

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 1: The teacher of English language arts demonstrates knowledge of a variety of texts, both print and nonprint, and how learners create and discover meaning in a text.</p>	<p>Standard 1: The teacher of English language arts [6-12] demonstrates knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.</p> <p>Standard 3: The teacher of English language arts [6-12] plans instruction and designs assessments for reading and the study of literature to promote learning for all students.</p>	<p>All knowledge and professional skills articulated in the previous standard are present in the new standards 1 and 3.</p>
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 2: The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.</p>	<p>Standard 2: The teacher of English language arts [6-12] demonstrates knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</p>	<p>All concepts articulated in the previous standard are present in the new standard. In addition, the teacher of English language arts must demonstrate knowledge of composition pedagogy, as well as contemporary technologies and/or digital media as tools for composition.</p>
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 3: The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of</p>	<p>Standard 4: The teacher of English language arts [6-12] plans instruction and designs assessments for composing texts (i.e. oral,</p>	<p>While many of the same components are addressed in the previous standard's knowledge and performance benchmarks, the new standard explicitly states that teachers of English</p>

audiences and for different purposes.	written, and visual) to promote learning for all students.	language arts do more than communicate effectively and responsibly; they also design instruction and assess students' ability to compose oral, written, and visual texts.
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 4: The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.	Standard 3: The teacher of English language arts [6-12] plans instruction and designs assessments for reading and the study of literature to promote learning for all students. Standard 4: The teacher of English language arts [6-12] plans instruction and designs assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.	The previous standard combined a range of teaching methods/processes into a single standard while the new standards delineate between reading/literature study and composition. The previous standard's concepts of reading, speaking, listening, thinking, viewing and their interconnections are articulated in the new standard #3. The previous standard's concepts of writing, speaking, listening, and thinking are articulated in the new standard #4.
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None.	Standard 5: The teacher of English language arts [6-12] plans, implements, assesses, and reflects on research-based instruction that responds to students' diverse context-based needs.	The previous standards do not specifically speak to research-based instruction or using student needs to guide instruction. While those concepts may be inferred from the previous standards, they are not explicitly stated.
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None.	Standard 6: The teacher of English language arts [6-12] uses knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English Language Arts.	The previous standards do not explicitly speak to using knowledge of theories and research about social justice, diversity, equity, and student identities to enhance student learning. While those concepts may be inferred from the previous standards, they are not explicitly stated.
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?

None.	Standard 7: The teacher of English language arts [6-12] is prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as a professional educator.	The previous standards articulate the importance of collaboration with colleagues and professional development in the knowledge benchmarks for Standard #4. However, the previous standards do not mention collaboration with students and families. While those concepts may be inferred from the previous standards, they are not explicitly stated.
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