

Kansas Licensure Standards for English Middle Level Educators

****Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

Standard 1: The teachers of English language arts 5-8 demonstrate 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.	
Function 1: The teacher of English language arts 5-8 demonstrates knowledge of literature and multimedia texts.	
Content Knowledge (CK)	Professional Skills (PS)
1.1.1 CK The teacher demonstrates knowledge of texts--print and non-print texts, media texts, classic texts and contemporary texts, including young adult--that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes.	1.1.2 PS The teacher uses literary theories to interpret and critique a range of texts.
Function 2: The teacher of English language arts 5-8 demonstrates knowledge of adolescents as readers.	
Content Knowledge (CK)	Professional Skills (PS)
1.2.1 CK The teacher possesses knowledge of how adolescents read texts and make meaning through interaction with media environments.	1.2.2 The teacher designs instruction that helps adolescents read texts and make meaning through interaction with media environments.

Standard 2: The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Function 1: The teacher of English language arts 5-8 demonstrates knowledge of English language.

Content Knowledge (CK)	Professional Skills (PS)
2.1.1 CK The teacher has knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); principles of language acquisition; the influence of English language history on ELA content; and the impact of language on society.	2.1.2 PS The teacher uses the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).

Function 2: The teacher of English language arts 5-8 demonstrates knowledge of writing skills.

Content Knowledge (CK)	Professional Skills (PS)
2.2.1 CK The teacher shows knowledge of writing as a recursive process.	2.2.3 PS The teacher composes a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.
2.2.2 CK The teacher has knowledge of contemporary technologies and/or digital media as tools for composition.	2.2.4 PS The teacher uses contemporary technologies and/or digital media to compose multimodal discourse.

Function 3: The teacher of English language arts 5-8 demonstrates knowledge of adolescents as language users.

Content Knowledge (CK)	Professional Skills (PS)
2.3.1 CK The teacher possesses knowledge of how adolescents compose texts and make meaning through interaction with media environments.	2.3.2 PS The teacher designs instruction that helps adolescents compose texts and make meaning through interaction with media environments.

Standard 3: The teachers of English language arts 5-8 plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Function 1: The teacher of English language arts 5-8 plans instruction for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)	Professional Skills (PS)
3.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.	3.1.5 PS The teacher plans standards-based, coherent and relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media--and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
3.1.2 CK The teacher has knowledge of standards-based, coherent, and relevant learning experiences in reading.	3.1.6 PS The teacher plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.
3.1.3 CK The teacher has knowledge of language -- structure, history, and conventions.	3.1.7 PS The teacher plans instruction that incorporates knowledge of language--structure, history, and conventions--to facilitate students' comprehension and interpretation of print and non-print texts.
3.1.4 CK The teacher has knowledge of curriculum integration and interdisciplinary teaching methods and materials.	3.1.8 PS The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Function 2: The teacher of English language arts 5-8 designs assessments for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)	Professional Skills (PS)
3.2.1 CK The teacher has knowledge of a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature.	3.2.3 PS The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

3.2.2 CK The teacher has knowledge of appropriate reading assessments.

3.2.4 PS The teacher designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Standard 4: The teachers of English language arts 5-8 plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.

Function 1: The teacher of English language arts 5-8 plans instruction for composing texts that promotes learning for all students

Content Knowledge (CK)	Professional Skills (PS)
4.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.	4.1.4 PS The teacher plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4.1.2 CK The teacher has knowledge of language conventions (grammar, usage, and mechanics).	4.1.5 PS The teacher designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
4.1.3 CK The teacher has knowledge of how audience and purpose influence rhetorical situations and how to integrate students' home and community languages into instruction.	4.1.6 PS The teacher designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Function 2: The teacher of English language arts 5-8 designs assessments for composing texts that promotes learning for all students

Content Knowledge (CK)	Professional Skills (PS)
4.2.1 CK The teacher has knowledge of current research and theory related to a range of assessments.	4.2.3 PS The teacher designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
4.2.2 CK The teacher has knowledge of writing response theory.	4.2.4 PS The teacher responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Standard 5: The teachers of English language arts 5-8 plan, implement, assess, and reflect on research-based instruction that responds to students’ diverse context-based needs.

Function 1: The teacher of English language arts 5-8 plans and implements research-based instruction that is responsive to students’ diverse context-based needs.

Content Knowledge (CK)	Professional Skills (PS)
5.1.1 CK The teacher has knowledge of instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.	5.1.3 PS The teacher plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.
5.1.2 CK The teacher has knowledge of a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.	5.1.4 PS The teacher selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Function 2: The teacher of English language arts assesses and reflects on research-based instruction that is responsive to students’ diverse context-based needs.

Content Knowledge (CK)	Professional Skills (PS)
5.2.1 CK The teacher has knowledge of how to communicate with students about their performance in ways that actively involve them in their own learning.	5.2.4 PS The teacher communicates with students about their performance in ways that actively involve them in their own learning.
5.2.2 CK The teacher has knowledge of how to use data about students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	5.2.5 PS The teacher uses data about students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.
5.2.3 CK The teacher has knowledge of how to differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts.	5.2.6 PS The teacher differentiates instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts.

Standard 6: The teachers of English language arts 5-8 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English Language Arts.

Function 1: The teacher of English language arts 5-8 shows knowledge of theories and research about social justice, diversity, equity, and student identities.

Content Knowledge (CK)	Professional Skills (PS)
6.1.1 CK The teacher has knowledge of instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	6.1.2 PS The teacher plans and implement instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Function 2: The teacher of English language arts demonstrates 5-8 knowledge of how theories and research about social justice, diversity, equity, and student identities enhance students' opportunities to learn in English Language Arts.

6.2.1 CK The teacher has knowledge of instruction that is responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.	6.2.2 PS The teacher plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.
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Standard 7: The teachers of English language arts 5-8 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.

Function 1: The teacher of English language arts 5-8 is prepared to interact and collaborate knowledgeably with students, families, and colleagues.

Content Knowledge (CK)	Professional Skills (PS)
7.1.1 CK The teacher has knowledge of best practices to take on roles as collaborators and contributors to professional learning (E2).	7.1.3 PS The teacher engages in and reflects on a variety of experiences related to ELA collaboration and ongoing professional learning.
7.1.2 CK The teacher has knowledge of best practices for communicating with students and families.	7.1.4 PS The teacher engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for community engagement.

Function 2: The teacher of English language arts 5-8 actively develops as a professional educator.

Content Knowledge (CK)	Professional Skills (PS)
7.2.1 CK The teacher has knowledge of literate and ethical practices in ELA teaching.	7.2.2 PS The teacher engages in and reflects on a variety of experiences related to ELA.