

Standing Requirements

## Outcomes Library

### BA/BS in English Teaching

#### 2. Attitudes for English Language Arts

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Outcome	Mapping
<b>2.1 Create learning environment</b> Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	No Mapping
<b>2.2 Help students become familiar with culture</b> Candidates use ELA to help their students become familiar with their own and others' cultures.	No Mapping
<b>2.3 Demonstrate reflective practice, involvement, and collaboration</b> Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	No Mapping
<b>2.4 Assist students in developing habits of critical thinking and judgment</b> Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	<b>Foundational Studies:</b> 2. Critically evaluate the ideas of others.
<b>2.5 Make connections between curriculum and culture</b> Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	No Mapping
<b>2.6 Engage students in activities</b> Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	No Mapping

#### 3. Knowledge of English Language Arts

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Outcome	Mapping
<b>3.1 Demonstrate knowledge of the English language</b> Candidates demonstrate knowledge of, and skills in the use of, the English language.	No Mapping
<b>3.2 Demonstrate knowledge of oral, visual, and written literacy</b> Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	No Mapping
<b>3.3 Demonstrate knowledge of reading processes</b> Candidates demonstrate their knowledge of reading processes.	No Mapping
<b>3.4 Demonstrate knowledge of different composing processes</b> Candidates demonstrate knowledge of different composing processes.	No Mapping

3.5 Demonstrate knowledge of an extensive range of literature No Mapping

Candidates demonstrate knowledge of, and use for, an extensive range of literature.

3.6 Demonstrate knowledge of print and nonprint media and technology No Mapping

Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

3.7 Demonstrate knowledge of research in English language arts No Mapping

Candidates demonstrate knowledge of research theory and findings in English language arts.

#### 4. Pedagogy for English Language Arts

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

##### Outcome

##### Mapping

4.1 Examine and select resources for instruction No Mapping

Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

4.2 Align goals and strategies with classroom environment No Mapping

Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

4.3 Integrate interdisciplinary teaching strategies and materials No Mapping

Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

4.4 Create environments that promote respect No Mapping

Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

4.5 Engage students in meaningful discussions No Mapping

Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

4.6 Engage students in critical analysis No Mapping

Candidates engage students in critical analysis of different media and communications technologies.

4.7 Emphasize varied uses of language in communication No Mapping

Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

4.8 Engage students in making meaning from texts No Mapping

Candidates engage students in making meaning from texts through personal response.

4.9 Demonstrate that their students can select appropriate reading strategies No Mapping

Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

4.10 Integrate assessment into instruction **Foundational Studies: IIIa. Quantitative Literacy**

Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating

regular opportunities to use a variety of ways to interpret and report  
assessment methods and results to students, parents,  
administrators, and other audiences.

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