

Readopt with amendment Ed 507.24, effective 08/14/2009 (Doc #9525), to read as follows:

Ed 507.24 English Language Arts Teacher For Grades 5-12.

(a) To be certified as an English language arts teacher for grades 5-12, the candidate shall:

- (1) Have at least a bachelor's degree; and
- (2) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 having also met the requirements of (c) below.

(b) For candidates seeking certification under an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as educators in English language arts by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as an English language arts teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:

(1) In the area of language uses, knowledge of:

- a. The cognitive processes by which children acquire and use primary and secondary languages;
- b. The social, cultural, psychological, and economic factors that affect language learning;
- c. The grammatical structures and conventions of standard English usage;
- d. How language changes and develops over time;
- e. How diction, tone, and voice vary according to audience;
- f. How language can convey bias, propaganda, persuasion, and points of view; and
- g. The nature and needs of students whose primary language is not English;

(2) In the area of reading, knowledge of:

- a. The fundamental processes of reading at the literal, inferential, and evaluative levels;
- b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;
- c. The techniques to evaluate students' reading comprehension; and

d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;

(3) In the area of writing, knowledge of:

a. Various modes of writing for a variety of purposes and audiences, including, but not limited to, conducting short as well as more sustained research projects based on focused questions, while demonstrating the understanding of the subject under investigation;

b. Writing as a recursive and multi-step process; and

c. The use of rubrics for holistic and analytic scoring of writing;

(4) In the area of literature, knowledge of:

a. How literature can be a source for exploring and interpreting human experience;

b. The rhetorical and literary elements of literature;

c. Significant developmentally appropriate works and literary movements concerning or authored by people of various shared traditions, beliefs, customs, genders and ethnicities to include:

1. American literature;

2. British literature;

3. World literature;

4. Young adult literature;

5. Literature by and about women; and

6. Literature by and about minorities;

d. How significant works relate to and influence each other in terms of:

1. Genre;

2. Theme or style; and

3. Social and intellectual contexts; and

e. Strategies for analysis, interpretation, and evaluation of various works in the following major genres:

1. Fiction;

2. Non-fiction;
  3. Drama;
  4. Poetry;
  5. Informational texts; and
  6. Media;
- (5) In the area of speaking and listening, knowledge of:
- a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and
  - b. The processes speakers use to adjust a spoken message for different audiences and purposes;
- (6) In the area of media literacy, knowledge of:
- a. How media and technology can be used to present and interpret the human experience;
  - b. How visual and informational media can support or distort messages;
  - c. How to select and use digital resources to support and enhance instruction; and
  - d. How to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations; and
- (7) In the area of language uses pedagogy, the ability to:
- a. Apply and model grammatical rules in reading and writing;
  - b. Explain how the application of grammatical rules affects meaning;
  - c. Show how diction, tone, and voice vary according to audience;
  - d. Trace how English has changed and developed over time;
  - e. Distinguish and appreciate regional, ethnic, and standard dialects;
  - f. Model how language functions in different contexts and how to make effective choices about meaning or style;
  - g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;

h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and

i. Address the literacy needs of students whose primary language is not English;

(8) In the area of reading pedagogy, the ability to:

a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;

b. Design instruction to assist students' comprehension with increasing text complexity;

c. Design instruction to enhance students' strategies to expand their vocabulary;

d. Foster and promote independent and reflective readers who enjoy reading; and

e. Implement a variety of assessments to evaluate, monitor, and adjust instruction;

(9) In the area of writing pedagogy, the ability to:

a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;

b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;

c. Offer constructive and focused response to students' writing;

d. Present authors' works as models to encourage diversity in students' writing;

e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and

f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;

(10) In the area of literature pedagogy, the ability to:

a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;

b. Provide an environment in which students develop and support critical insights in response to literature;

c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or socio-economic conditions as appropriate; and

d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;

(11) In the area of speaking and listening pedagogy, the ability to:

a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;

b. Explain how speakers and listeners establish and maintain contact with their audience;

c. Promote civil and participatory discourse;

d. Guide students to listen critically and speak purposefully and articulately; and

e. Explain how bias, propaganda, persuasion, and point of view are expressed; and

(12) In the area of media literacy pedagogy, the ability to:

a. Guide students to construct and interpret meaning from images and information provided by media and technology;

b. Guide students to select, evaluate, and analyze digital resources critically;

c. Guide students to quote or paraphrase the data and conclusions of others to support claims and reasoning in their work; and

d. Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.

Readopt with amendment and renumber Ed 507.241, effective 08/14/2009 (Doc #9525), as Ed 507.53 to read as follows:

Ed 507.53 English Language Arts Teacher For Grades 5-8.

(a) A candidate for certification as an English language arts teacher for grades 5-8 shall have the skills, competencies and knowledge, gained through a combination of academic and supervised practical experience, as outlined in Ed 507.24(c).

Readopt with amendment Ed 612.05, effective 08/14/2009 (Doc #9525), to read as follows:

Ed 612.05 English Language Arts For Grades 5-12.

(a) The English language arts program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.24(c).

Readopt with amendment and renumber Ed 612.051, effective 08/14/2009 (Doc #9525), as Ed 612.35 to read as follows:

Ed 612.35 English Language Arts For Grades 5-8.

(a) The English language arts program for grades 5- 8 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.24(c).

**Appendix I**

<b>RULE</b>	<b>STATUTE</b>
Ed 507.24	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 507.53	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.05	RSA 186:8, IV; RSA 186:11, X(c)
Ed 612.35	RSA 186:8, IV; RSA 186:11, X(c)