**Transcript Review Worksheet**

**5440- 05 English**

The holder is authorized to teach English in grades 7-12.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** |
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| **Content Knowledge** |  |  |  |  |
| 1. Educators 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.  |  |  |  |  |
| 1.1. Educators are knowledgeable about text—print and non-print texts, various forms of media, multimodal texts, and classic and contemporary texts, including young adult literature—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.  |  |  |  |  |
| 1.2. Educators interpret, analyze, and critique a range of texts, including use of literary theories (e.g. Feminism) and literary devices (e.g. symbolism).  |  |  |  |  |
| 1.3. Educators are knowledgeable about how adolescents read various text types and know how to recommend and select texts that reflect students’ cultures and interests or expose students to new perspectives.  |  |  |  |  |
| 2. Educators demonstrate knowledge of English Language Arts subject matter that specifically includes language and writing as well as knowledge of adolescents as language users.  |  |  |  |  |
| 2.1. Educators can compose a range of formal and informal, written and digital texts taking into consideration the interrelationships among form, audience, context, and purpose.  |  |  |  |  |
| 2.2. Educators are knowledgeable about how adolescent writers compose texts through a recursive process. |  |  |  |  |
| 2.3. Educators can use contemporary technologies to compose text (e.g., various digital platforms, video, etc.)  |  |  |  |  |
| 2.4. Educators know the conventions of English language (grammar, usage, and mechanics) as they relate to various forms, audience, context, and purpose.  |  |  |  |  |
| 2.5. Educators understand the impact of language on society and recognize that language continues to evolve.  |  |  |  |  |
| **Content Pedagogy: Planning Literature and Reading Instruction in ELA** |  |  |  |  |
| 3. Educators plan instruction and design assessments for the reading and study of literature and other text types that promote learning for all students.  |  |  |  |  |
| 3.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, relevant, and authentic learning experiences that utilize a range of texts—across genres, periods, forms, authors, cultures, and various forms of media.  |  |  |  |  |
| 3.2. Educators demonstrate their knowledge of English Language Arts 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.  |  |  |  |  |
| 3.3. Educators design 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 literacy skills.  |  |  |  |  |
| 3.4. Educators utilize a variety of reading strategies to guide students’ comprehension, fluency, analysis, and interpretation.  |  |  |  |  |
| 3.5. Educators design or knowledgeably select appropriate reading assessments to gather data about student interests, reading proficiencies, and reading processes in order to adjust and/or target instruction, flexibly group students, and match students with reading materials.  |  |  |  |  |
| 3.6. Educators can evaluate texts by qualitative and quantitative means (e.g., text features, vocabulary, levels of meaning, structure, literary elements, themes) in order to match text to readers and scaffold and plan instruction.  |  |  |  |  |
| 3.7. Educators integrate curriculum and incorporate interdisciplinary teaching methods and materials.  |  |  |  |  |
| 3.8. Educators plan instruction that facilitates the understanding of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  |  |  |  |  |
| 3.9. Educators plan instruction that facilitates analyses of authors' structural choices for specific parts of a text (e.g., the sentence structure, features of a text, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the text’s overall structure and meaning and aesthetic impact.  |  |  |  |  |
| 3.10. Educators plan learning experiences that foster interest in reading as a way for students to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas.  |  |  |  |  |
| **Content Pedagogy: Planning Writing Instruction in ELA** |  |  |  |  |
| 4. Educators plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. |  |  |  |  |
| 4.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative practices and contemporary technologies.  |  |  |  |  |
| 4.2. Educators employ a variety of instructional approaches to writing processes and strategies to support their intended purpose, audience and modalities.  |  |  |  |  |
| 4.3. Educators apply their understanding of writing as a recursive process by including multiple opportunities for students to confer, reflect, receive feedback and revise their work.  |  |  |  |  |
| 4.4. Educators develop ongoing assessments that are appropriate to the writing task and are consistent with current research and theory.  |  |  |  |  |
| 4.5. Educators provide opportunities and resources that empower students to become independent, engaged writers.  |  |  |  |  |
| 4.6. Educators design instruction in the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing.  |  |  |  |  |
| 4.7. Educators design instruction that enables students to skillfully control their rhetorical choices and language practices for a variety of audiences and purposes.  |  |  |  |  |
| 4.8. Educators design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices.  |  |  |  |  |
| **Understanding and Engaging Learners** |  |  |  |  |
| 5. Educators use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to guide students to think of literacy as a way to construct and discover the self, other, and world as they explore who they are as literate citizens. |  |  |  |  |
| 5.1. Educators value the humanities and provide opportunities for students to identify the impact the humanities have on society.  |  |  |  |  |
| 5.2. Educators value multiple literacies (i.e. musical, critical, media) and encourage students to use their strengths to explore and represent their knowledge.  |  |  |  |  |
| 5.3. Educators help students develop as critical evaluators and consumers of content.  |  |  |  |  |
| 5.4. Educators encourage students to be creators and not just consumers of content.  |  |  |  |  |
| 5.5. Educators create opportunities for self-directed and inquiry-based learning.  |  |  |  |  |
| 5.6. Educators provide multiple pathways for students to learn and demonstrate proficiency of ELA competencies.  |  |  |  |  |
| 5.7. Educators empower students to choose texts and genres to demonstrate proficiency of ELA competencies.  |  |  |  |  |
| 5.8. Educators remain current on Vermont education initiatives and consider how they are applicable to ELA instruction and assessment.  |  |  |  |  |
| **Professional Knowledge and Skills** |  |  |  |  |
| 6. Educators demonstrate evolving knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts. |  |  |  |  |
| 6.1. Educators plan and implement English Language Arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.  |  |  |  |  |
| 6.2. Educators use knowledge of theories and research to plan ELA instruction responsive to students’ local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.  |  |  |  |  |
| 6.3. Educators recognize the value of engaging the broader community and know when and how to link the classroom and community.  |  |  |  |  |
| 7. Educators demonstrate evolving knowledge of how theories and research in pedagogical content knowledge can enhance student’s opportunities to learn in English Language Arts. |  |  |  |  |
| 7.1. Educators are prepared to engage in leadership and collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.  |  |  |  |  |
| 7.2. Educators engage in and reflect on the changing uses and modes of technology related to ELA instruction and assessment.  |  |  |  |  |
| **Additional Requirements** |  |  |  |  |
| A major in English, Comparative Literature, Creative Writing, or the equivalent in undergraduate and/or graduate coursework; |  |  |  |  |
| A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement that requires competency with the Vermont Core Teaching Standards. |  |  |  |  |
| **Praxis II Subject Assessment in English – Test Code 5039.** For information about testing please visit [the ETS website.](http://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-testing-requirements.pdf) |  |  |  |  |