**Teacher Work Sample**

**Alignment and Addendum for NCTE Standards**

**Secondary English Language Arts Teacher Candidates**

In addition to the prompts contained within the *Teacher Work Sample* (TWS*) Guidelines and Directions,* secondary English language arts teacher candidates are to provide evidence (copies of lesson plans, handouts, assignments, assessments, rubrics, narratives, etc.) to ensure that the following are contained within each section.

1. **Contextual Factors** (NCTE V. 1, 2; VI. 2)
2. **Learning Goals** (NCTE III. 1, 2, 3, 4, 5, 6; IV. 1, 2, 3, 4; V. 1, 2, 3, 4; VI. 1, 2 )
3. **Assessment Plan** (NCTE III. 2, 4; IV. 2 V. 2, 3)
* Authentic assessments that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing and representing.
* Reading assessments that inform instruction.
* Assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
1. **Design for Instruction (**NCTE III. 1, 3, 5, 6; IV. 1, 3, 4; V. 1, 3, 4; VI. 1, 2 )
* Learning experiences that utilize a range of different texts--across genres, periods, forms, authors, cultures and various forms of media.
* Learning experiences that demonstrate the role of arts and humanities in learning English language arts.
* Instructional strategies that are motivating and accessible for all students.
* Learning experiences that utilize a variety of reading strategies.
* Instruction that incorporates knowledge of language--structure, history, and conventions.
* Composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and different genres for a variety of purposes and audiences.
* Instruction related to the strategic use of language conventions for different audiences, purposes, and modalities.
* Use of technology and other media.
* Instruction that incorporates students’ home and community languages.
* Instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
* Instruction responsive to students’ local, national, and international histories, individual identities, and language/dialects as the affect students’ opportunities to learn ELA.
* Annotated bibliography of all literature used in the classroom.
1. **Instructional Decision Making** (NCTE)
2. **Analysis of Student Learning** (NCTE)
3. **Evaluation and Reflection** (NCTE VII. 1, 2)
* Membership in a professional group (PSEA, NCTE, Kappa Delta Pi)