

English Language Arts (ELA) Endorsement Specs Sheet



Purpose

This endorsement may be attached to a current Educator License with Elementary (grades K-8), Secondary (grades 6-12), or Special Education (grades K-12) area of concentration. It allows a Utah educator to teach secondary (grades 6-12) English language arts classes and applied/advanced courses in this area (e.g., creative writing, journalism, speech, debate).

Endorsement Type Requirements:

- Professional English Language Arts Endorsement: All requirements met.
- Associate English Language Arts (ELA) Endorsement. I have completed one of the following requirements:
 - Earned a bachelor's or higher degree in English (composition or literature-focused) or Mass Communication
 - Earned a 167 or higher on English Language Arts: Content Knowledge (Praxis 5038 or 5039)
 - Completed at least 3 of the 9 Requirement Areas for the endorsement

Endorsement Requirements:

The English Language Arts (ELA) Endorsement has the following 9 competency areas:

1. Adolescent Literacy Development
 - 1.1 Educator demonstrates knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent literacy and how these inform instructional practice.
 - 1.2 Educator demonstrates and applies knowledge of adolescent learners and learning to foster inclusive learning environments and plan equitable and inclusive instruction to engage learners in ELA.
 - Educator is knowledgeable about how adolescents read and compose texts and make meaning through interaction with media environments.
 - Educators demonstrates and applies knowledge of how the constructs of adolescence/ts and learners' identities affect learning experiences to foster inclusive instruction that critically engages all learners in ELA.
 - Educator selects and implements appropriate instructional strategies and frameworks to promote and support adolescent literacy development.
 - Educator gathers and interprets comprehensive data about learners' individual differences, identities, and funds of knowledge to foster equitable and inclusive learning environments that actively engage all learners in ELA.
2. Critically Interpreting Texts
 - 2.1 Educator demonstrates and applies knowledge and theoretical perspectives about a variety of informational and literary texts—young adult, classic, contemporary, and multimedia—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences and the ways in which they interrelate.

3. Selecting & Teaching Texts

3.1 Educator uses their knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences utilizing a range of informational and literary texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including but not limited to 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.

3.2 Educator demonstrates and applies knowledge about learning processes and reading strategies that involve individually and collaboratively selecting and critically interpreting texts.

3.3 Educator evaluates, selects and/or designs a variety of research-based assessments (informal, formal, formative and summative) of students' reading skills that measure student progress towards learning outcomes and then uses the resulting data to monitor students' progress and help students monitor their own progress toward established goals.

4. Creating Texts

4.1 Educator understands that writing is a recursive, flexible process and can compose a range of formal and informal texts taking into consideration the interrelationships among form, genre, audience, context, purpose, mode, and media.

- Educator demonstrates and applies knowledge and theoretical perspectives of the relationships among form, genre, audience, context, purpose, mode, and media.
- Educator uses contemporary technologies and/or digital media to compose multimodal discourse.

5. Teaching Text Creation

5.1 Educator plans and implements instruction that teaches students to incorporate a recursive, flexible writing and/or design process to make independent choices to analyze and evaluate the appropriateness and effectiveness of their own and others' text creation.

- Educator demonstrates and applies knowledge about learning processes that involve individually and collaboratively creating texts.
- Educator selects and implements appropriate instructional strategies and frameworks to promote and support text creation.
- Educator evaluates, selects and/or designs a variety of research-based assessments (informal, formal, formative and summative) of students' writing skills that measure student progress towards learning outcomes and then uses the resulting data to monitor students' progress and help students monitor their own progress toward established goals.

6. Language & Sociolinguistics Knowledge

6.1 Educator demonstrates knowledge of the historical development and fluidity of the English language and of descriptive linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.

6.2 Educator demonstrates and applies knowledge and theoretical perspectives of language and languaging including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations.

7. Teaching Language & Sociolinguistics

7.1 Educator plans and implements instruction that incorporates knowledge of language—structure, history, culture, environment, and conventions—to facilitate students' comprehension and

interpretation of print and non-print texts and instructional strategies that are motivating and accessible to all students, including but not limited to 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.

7.2 Educator facilitates development of student reading comprehension through grade-level appropriate word study and vocabulary acquisition and instruction.

7.3 Educator evaluates, selects and/or designs a variety of research-based assessments (informal, formal, formative and summative) of students' language and sociolinguistic skills that measure student progress towards learning outcomes and then uses the resulting data to monitor students' progress and help students monitor their own progress toward established goals.

8. Speaking & Listening Knowledge

8.1 Educator demonstrates and applies knowledge of speaking purposes, types, and forms; strategies for organizing speech structure and content, specific to task, audience, and purpose; and tools for effective delivery.

9. Teaching Speaking & Listening

9.1 Educator plans and implements instruction that teaches students to incorporate communication processes to make appropriate and effective communication choices as speakers and listeners and to analyze and evaluate the appropriateness and effectiveness of their own and others' communication.

9.2 Educator designs and facilitates equitable and inclusive dialogue among students in small group and whole class discussion.

9.3 Educator evaluates, selects and/or designs a variety of research-based assessments (informal, formal, formative and summative) of students' speaking and listening skills that measure student progress towards learning outcomes and then uses the resulting data to monitor students' progress and help students monitor their own progress toward established goals.

Each competency area may be earned by taking either university courses, completing the Microcredential(s), or other experiences that demonstrates knowledge, skills, and dispositions as outlined on the application or approved by the USBE Secondary ELA Specialist. Examples of other experiences for specific competencies include participating in the National Writing Project, working as a Speech & Debate coach, passing Praxis 5038 with a 167 score or higher and/or an English, linguistics, or communication majors and minors.

If Taking Utah-Based [University Courses Approved by USBE](#):

1. University courses are reviewed and approved by agreement with USBE.
2. Applicants must earn a C or higher in the course(s) taken.

Overview of Requirement Areas and Approved Competency Paths

Requirement Area #1: Adolescent Literacy Development

Evidence of Competencies:

- Course

or

- Stack of Microcredentials
 - Learning Environments' Impact on Adolescent Literacy Development
 - Instructional Practices' Impact on Adolescent Literacy Development

Requirement Area #2: Critically Interpreting Texts

Evidence of Competencies:

- Courses
 - Young Adult Literature
 - World Literature OR Contemporary (post-Vietnam War)
 - American OR British Literature

or

- English major or English minor (with literature emphasis)

or

- Praxis 5038 or 5039 Exam

Requirement Area #3: Critically Selecting and Teaching Texts

Evidence of Competencies:

- Course

or

- Stack of Microcredentials
 - Selecting Texts
 - Analyzing Texts
 - Creating & Implementing Before, During, & After Reading Strategies
 - Identifying & Teaching Vocabulary
 - Planning Effective Instruction for Literature or Literary Nonfiction
 - Assessing Literature or Literary Nonfiction Learning

Requirement Area #4: Creating Texts

Evidence of Competencies:

- Courses
 - Writing Course #1
 - Writing Course #2 (Focused on non-narrative writing)

or

- English major or minor (with Rhetoric/Composition emphasis) OR Mass Communication, Journalism major or minor

or

- Praxis 5038 or 5039 Exam

or

- National Writing Project (with a professional writing emphasis)

Requirement Area #5: Teaching Text Creation

Evidence of Competencies:

- Course

or

- Stack of Microcredentials
 - Understanding a Range of Informal & Formal Texts for Creation
 - Reflecting the Relationships Among Form, Genre, Audience, & Media
 - Creating Effective Invitations for Student Writing
 - Assessing & Responding to Student Writing
 - Planning & Teaching Using a Range of Strategies for Writing Instruction
 - Supporting Writers' Self-Evaluation & Peer Evaluation of Writing in Process

or

- National Writing Project (with a professional writing emphasis)

Requirement Area #6: Language & Sociolinguistics Knowledge

Evidence of Competencies:

- Course

or

- Linguistics Major or Minor

or

- Praxis 5038 or 5039 exam

Requirement Area #7: Teaching Language & Sociolinguistics

Evidence of Competencies:

- Course

or

- Stack of Microcredentials
 - Planning & Implementing Elements of Language Instruction: History, Culture, & Environment
 - Using Morphology to Improve Reading Comprehension
 - Planning & Implementing Elements of Language Instruction: Structure & Conventions

Requirement Area #8: Speaking & Listening Knowledge

Evidence of Competencies:

- Course

or

- Communication major/minor or Communication teaching major/minor

or

- Praxis 5038 or 5039 exam

or

- Speech/Debate Coach: at least one year of experience

Requirement Area #9: Teaching, Speaking, and Listening

Evidence of Competencies:

- Course

or

- Microcredential Stack
 - Planning, Teaching, and Evaluation Speaking and Listening in ELA
 - Facilitating Equitable & Inclusive Dialogue in Small-Group & Whole-Class Discussion

- Communication teaching major/minor

or

- Speech/Debate Coach: at least one year of experience