# Template for 2042 Single Subject Matter Standards for English Program Narrative

**(For guidance see** [**http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html**](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) **)**

## Category I: Standards Common to All

| **Standard 1: Program Design** | **Narrative responses including examples and link to supporting documentation** |
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| Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. |  |
| The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. |  |
| The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline. |  |

| **Standard 2:** **Program Resources and Support** | **Narrative responses including examples and link to supporting documentation** |
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| The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. |  |
| Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program. |  |

## Category II: Program Standards

| Standard 3: Required Subjects of Study | **Narrative responses including examples and link to supporting documentation** |
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| The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes reflective of the Standards for Single Subject Teaching Credential Programs. |  |
| The program provides the course work and field experiences necessary to teach the specified subject to all students in California’s diverse public school population. |  |
| The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. |  |
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| The program curriculum reflects and builds on the State-adopted English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1997) and Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999)*.* |  |
| The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teachers’ professional career. |  |

| **Standard 4: Extended Studies (see Standards Handbook for guidance)** | **Narrative responses including examples and link to supporting documentation** |
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| The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999). |  |
| Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across content domains. |  |
| The program’s design for extended studies provides prospective teachers with options, including both specialized and comprehensive preparation based on coherent patterns of coursework. |  |

| **Standard 5: Literature and Textual Analysis** | **Narrative responses including examples and link to supporting documentation** |
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| Prospective teachers of English learners are prepared to recognize the power and importance of literature as it reflects the most eloquent statements about the human condition. |  |
| Prospective teachers of English develop an appreciation for our diverse literary heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, or express the creative impulses of human thought. |  |
| The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis. |  |

| **Standard 6: Language, Linguistics and Literacy** | **Narrative responses including examples and link to supporting documentation** |
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| The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. |  |
| Prospective teachers know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. |  |
| Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool. |  |

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| **Standard 7: Composition and Rhetoric** | **Narrative responses including examples and link to supporting documentation** |
| In the program prospective teachers learn and apply a variety of composing processes. |  |
| Prospective teachers of English analyze and compose texts representing a variety of discourse types and demonstrate the ability to use research strategies, text production technologies and presentation methods appropriately in a range of rhetorical contexts. |  |

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| **Standard 8: Communications: Speech, Media and Creative Performance** | **Narrative responses including examples and link to supporting documentation** |
| In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance and creative writing into the language arts curriculum. |  |
| Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms to understand how to use language effectively to communicate ideas and express themselves creatively. |  |