

DRAFT POLICY ADVISORY STATEMENT FOR PARENTS OF ELEMENTARY STUDENTS

The National Council of Teachers of English is committed to the principle that ALL students, regardless of where they go to school, grade level, or ability, are entitled to excellent instruction in the English language arts including reading, writing, literature, and oral expression.

Parents of elementary students have every right to demand that their children receive instruction from highly qualified teachers who:

- Have a broad base of knowledge of literature, including children's and popular literature, which reflects a wide range of cultural perspectives.
- Understand how students learn to read in order to challenge students to engage deeply with a range of texts.
- Understand the research on oral language development and the role of language in learning.
- Understand the research on the important role of grammar in oral language development and effective writing.
- Have a thorough understanding of research and theory on the teaching of writing.
- Are able to challenge students to extend their word knowledge, spelling, and accepted forms of English in order to communicate effectively to a wide range of audiences.
- Can assess students' development as readers, writers, and speakers in order to provide them with instruction that meets students' individual needs.
- In addition to knowledge of their field, have thorough preparation on how to teach effectively. In other words, they must know how to teach as well as what to teach.
- Know how to use a range of new technologies that can expand what students read, the audiences for whom they write, and the resources they have available to them to expand their reading and writing abilities.
- Are respectful of students' culture, language, and background experience.
- Are able to provide excellent instruction to all students regardless of their language background or ability.
- Continue to grow as teachers through participation in regular professional development, by taking university coursework, and routinely reflecting on their teaching practice.

Parents should seek assurances from school administrators that their children's teachers are highly qualified in the area of English language arts.

Additionally, parents should press local and state politicians to insure that the necessary funding is available to hire highly qualified language arts teachers for all students.

**DRAFT POLICY ADVISORY STATEMENT
FOR PARENTS OF MIDDLE- AND HIGH-SCHOOL STUDENTS**

The National Council of Teachers of English is committed to the principle that ALL students, regardless of where they go to school, grade level, or ability, are entitled to excellent instruction in the English language arts including reading, writing, literature, and oral expression.

Parents have every right to demand that their children receive instruction from highly qualified secondary English teachers who:

- Have a broad base of knowledge of literature, including young adult and popular literature, which reflects a wide range of cultural perspectives.
- Understand how students learn to read in order to challenge students to engage deeply with a range of texts.
- Understand the research on the important role of grammar in oral language development and effective writing.
- Have a thorough understanding of research and theory on the teaching of writing.
- Are able to challenge students to extend their word knowledge, spelling, and accepted forms of English in order to communicate effectively to a wide range of audiences.
- Can assess students' development as readers, writers, and speakers in order to provide them with instruction that meets students' individual needs.
- In addition to knowledge of their field, have thorough preparation on how to teach effectively. In other words, they must know how to teach as well as what to teach.
- Know how to use a range of new technologies that can expand what students read, the audiences for whom they write, and the resources they have available to them to expand their reading and writing abilities.
- Are respectful of students' culture, language, and background experience.
- Are able to provide excellent instruction to all students regardless of their language background or ability.
- Continue to grow as teachers through participation in regular professional development, by taking university coursework, and routinely reflecting on their teaching practice.

Parents should seek assurances from school administrators that their children's English teachers are highly qualified.

Additionally, parents should press local and state politicians to insure that the necessary funding is available to hire highly qualified English teachers for all students.

**DRAFT POLICY ADVISORY STATEMENT
SUPPORTING HIGHLY QUALIFIED TEACHERS OF ENGLISH, LANGUAGE ARTS:
FOR THOSE INTERESTED IN INFORMATION & COMMUNICATION
TECHNOLOGICAL LITERACY (ICT)**

The National Council of Teachers of English believes that every student deserves an English language arts teacher who is highly qualified, one that is well qualified to teach and explore information and communication technology (ICT) literacies.

We urge school administrators to consider the following when hiring faculty and when working to develop a staff of English, language arts teachers to meet the definition of “highly qualified.” We also urge those interested in ICT literacies—corporate representatives, national policy advisors, national organizations, state and district-wide technology coordinators—to adopt plans and projects that will increase the percentage of highly qualified English and Language arts teachers based on this definition:

Highly qualified teachers of English language arts:

... must have a broad base of knowledge in literature—including young adult literature, literature from various cultural perspectives, and popular literature both rural and urban in nature—in order to interest and engage students in reading. They should be able to easily locate online library and web-based resources to support the teaching of these literatures.

... must understand how to use online and multimedia technologies and understand the skills involved in producing documents using multimodal formats in order to prepare their students to be effective in today's business and academic cultures and to take advantage of students' previous media experiences.

... must understand how grammar and language structure develops in students who are learning English as a language and when in the writing process it is appropriate to focus on this aspect of language learning. They need, as well, to understand the dangers of relying uncritically on automated grammar and style checkers and automated feedback systems.

... must understand how students learn to read and how to support students in becoming accomplished and independent readers of all texts. They must respect and engage students in the many self-sponsored online writing and reading activities available to them. These venues can and should be systematically integrated into formal classroom reading and research.

... must understand the how to develop in their students a word knowledge, spelling, and accepted forms of English in learning to communicate to various audiences.

... must continually be studying their subject (e.g. continuing to read widely, belong to professional organizations, read relevant research, engage in technology-rich professional development experiences) and be studying the craft of teaching in the community of other professionals who share their goals and understand the particular challenges they face.

... must be writers themselves in order to inspire and teach students to write. They should explore the value of, if not participate in current online writing systems.

... must be skilled in working with individual student writers (e.g. feedback on papers, conferencing with students) and in developing classroom management skills and methodologies that allow student writers

meaningful opportunities to learn to write in class working with peers. These skills should be developed for both face-to-face courses and those conducted online.

... must understand how student writers and readers develop, the signs of progress and concern, so that they can effectively assess students and communicate with parents about student achievement.

To these ends, we believe English/ language arts teachers should...

... be provided with inexpensive and appropriately powerful multimedia computer equipment for at-home professional development in exchange for professional leadership at the local, regional, and national levels.

... be willing to mentor or be mentored by those who understand ICT literacies, and understand that these will often be young colleagues and students.

... be willing to engage in content-specific, technology-rich professional development experiences on an ongoing basis.

... set their own goals for professional development working with school administrators that are appropriate for urban, suburban, or rural teaching environments.

... in conjunction with the school community and professional organizations such as NCTE, write their own technology-rich professional development plans of action after assessing the technical and socio-technical resource environments on which they will have to depend.

... be held responsible for progress in their practices through reporting to the school community regarding findings from their classrooms that demonstrate growth in their students in relation to changes in practices.

... be given the opportunity to work with others in their school communities to gather evidence of student progress and study the effects of their practices over time.

**DRAFT POLICY ADVISORY STATEMENT
SUPPORTING HIGHLY QUALIFIED TEACHERS OF ENGLISH LANGUAGE ARTS
FOR SCHOOL ADMINISTRATORS**

The National Council of Teachers of English believes that every student deserves an English language arts teacher who is highly qualified.

We urge school administrators to consider the following when hiring faculty and when working to develop a staff of English/ language arts teachers to meet the definition of "highly qualified":

Highly qualified teachers of English language arts:

... must have a broad base of knowledge in literature—including young adult literature, literature from various cultural perspectives, and popular literature—in order to interest and engage students in reading.

... must understand how to use multimedia technologies and understand the skills involved in producing documents using multimodal formats in order to prepare their students to be effective in today's business and academic cultures.

... must understand how grammar and language structure develops in students who are learning English as a language.

... must understand how students learn to read and how to support students in becoming accomplished and independent readers of all texts.

... must understand the how to develop in their students a word knowledge, spelling, and accepted forms of English in learning to communicate to various audiences.

... must continually be studying their subject (e.g. continuing to read widely, belong to professional organizations, read relevant research) and be studying the craft of teaching in community with other professionals who share their goals and understand the particular challenges they face.

... must be writers themselves in order to inspire and teach students to write.

... must be skilled in working with individual student writers (e.g. feedback on papers, conferencing with students) and in developing classroom management skills and methodologies that allow student writers meaningful opportunities to learn to write in class working with peers.

... must understand how student writers and readers develop, the signs of progress and concern, so that they can effectively assess students and communicate with parents about student achievement.

To these ends, we believe English/ language arts teachers should...

... set their own goals for professional development working with school administrators.

... write their own professional development plans of action using the resources of the school community and professional organizations such as NCTE.

... be held responsible for progress in their practices through reporting to the school community regarding findings from their classrooms that demonstrate growth in their students in relation to changes in practices.

... be given the opportunity to work with others in their school communities to gather evidence of student progress and study the effects of their practices over time.