

# Internship: NEW English Education

<p><b>SECTION I: PEDAGOGY 1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Meets Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p><b>2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A1; INTASC 1; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.</p>	<p>Meets Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.</p>

<p><b>3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 A1, A2, C3; INTASC 1,2,8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.</p>	<p>Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.</p>	<p>Meets Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.</p>
<p><b>4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C3; INTASC 3, 8; HOLISM)</b></p>	<p>Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.</p>	<p>Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests but may miss opportunities to do this more regularly.</p>	<p>Meets Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.</p>

<p><b>5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>	<p>Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>	<p>Meets Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>
<p><b>6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.</p>	<p>Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.</p>	<p>Meets Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>

<p><b>7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive “down time” or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Meets Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning</p>
<p><b>8. POSITIVELY AFFECTS STUDENTS’ LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</b></p>	<p>Does not meet Target: Intern’s ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Meets Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>

<p><b>SECTION II: CLASSROOM ATMOSPHERE 1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS' INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A3; INTASC 3; HOLISM)</b></p>	<p>Does not meet Target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.</p>	<p>Approaching Target: Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.</p>	<p>Meets Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.</p>
<p><b>2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A3; INTASC 3; KNOWLEDGE, HOLISM)</b></p>	<p>Does not meet Target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Meets Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>

<p><b>3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 C3; INTASC 8; HOLISM)</b></p>	<p>Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.</p>	<p>Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.</p>	<p>Meets Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.</p>
<p><b>SECTION III: REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1; INTASC 9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Meets Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>

<p><b>2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1, D1; INTASC 6,9; KNOWLEDGE)</b></p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Meets Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction: Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>
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<p><b>SECTION IV: PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8; KNOWLEDGE)</b></p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.</p>	<p>Meets Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>
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<p><b>2. PARTNERSHIPS (ED 610.02 D2; INTASC 10; COLLABORATION)</b></p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Meets Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
<p><b>3. PROFESSIONAL DEVELOPMENT (ED 610.02 D1; INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>Approaching Target: Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>Meets Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>



<p><b>4. PROFESSIONAL PRESENTATION (ED 610.02 D2, INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.</p>	<p>Meets Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>
<p><b>5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1, INTASC 9; COMMITMENT)</b></p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Meets Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>

	<p>comply with school policies.</p>		
<p><b>6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D1; INTASC 9; COMMITMENT, HOLISM)</b></p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.</p>	<p>Meets Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.</p>
<p><b>SECTION V: CONTENT AND TEACHING OF ENGLISH LANGUAGE ARTS 1. DEMONSTRATES EXPANSIVE KNOWLEDGE OF TEXT IN PRACTICE (NCTE I).</b></p>	<p>Does Not Meet: Plans curriculum and instruction around single or small range of texts, which tend to be canonical literature.</p>	<p>Approaching Target: Utilizes a range of and diversity of text but may do so inconsistently.</p>	<p>Target: Consistency plans curriculum and instruction which utilize a range of text, including but not limited to canonical and non-canonical literature, print and non-print text, multiple genres and media, and young adult literature; consistently selects texts to read with students which represent a diversity of voices, perspectives, and experiences.</p>

<p><b>2. USES A VARIETY OF INSTRUCTIONAL STRATEGIES WHICH HELP STUDENTS MAKE MEANING THROUGH TEXT (NCTE III).</b></p>	<p>Does not Meet: Tends of rely on a single or small set of instructional strategies, which tend to be conventional, directed at one correct interpretation, and/or may not consider students' needs and experiences.</p>	<p>Approaching Target: Plans a range of instructional experiences which support students' reading, analysis, and interpretation of text, but relies too heavily on a few strategies or assumes one correct interpretation of text; may miss a few opportunities to support students' thinking or base instruction on students' needs and experiences.</p>	<p>Target: Consistently plans a range of instructional experiences which support students' reading, analysis, and interpretation of text, including but not limited to whole class and small group discussion and formal and informal writing and composition; Consistently chooses instructional strategies based on knowledge of students' needs and experiences.</p>
<p><b>3. INCORPORATES A VARIETY OF TYPES OF WRITING INTO INSTRUCTION (NCTE II).</b></p>	<p>Does not Meet: Candidate tends to rely on one or two types of writing, and rarely uses ungraded writing assignments. Tends to rely exclusively on print text.</p>	<p>Approaching Target: Candidate incorporates different purposes and audiences, as well as different genres. Does at least some informal, ungraded writing.</p>	<p>Target: Candidate uses writing for a variety of purposes: to reflect, to express ideas, to imagine, and for a variety of audiences, including more authentic ones. Uses formal and informal writing tasks in a variety of genres. Has students compose in different media, including non-print texts.</p>
<p><b>4. STRUCTURES WRITING ASSIGNMENTS AND PROVIDES SUPPORT FOR STUDENTS AT EVERY STAGE OF THE WRITING PROCESS (NCTE IV).</b></p>	<p>Does not Meet: Assigns and grades writing, providing minimal support for students throughout the composition process.</p>	<p>Approaching Target: Provides support for students as they work through the writing process through informal and structured responses to their work. Provides for some response to drafts of writing.</p>	<p>Target: Provides detailed assignments that support students through the writing process. Supports students as they plan, draft, revise and edit work. Provides for response to emerging drafts from both teacher and peers.</p>

<p><b>5. USES LITERATURE, WRITING, AND LANGUAGE TO EXPLORE LARGER SOCIETAL ISSUES FROM A CRITICAL PERSPECTIVE (NCTE VI).</b></p>	<p>Does Not Meet: Tends to teach texts as isolated ends in themselves, rarely relating them to other texts to explore societal issues. May develop some themes, but these tend to be text- or genre-based, rather than critical.</p>	<p>Approaching Target: Groups text around a theme or idea but does not fully engage students in a critical examination of ideas. Encourages discussion of important issues but may not structure these discussions fully.</p>	<p>Target: Uses literature, writing and language deliberately and intentionally to explore larger societal issues from a critical perspective. Guides students in using texts to investigate, raise critical questions and engage in civil discussion of issues that affect our lives in a democratic and pluralistic society.</p>
<p><b>6. STRUCTURES LEARNING ENVIRONMENTS TO PROVIDE EQUITABLE ACCESS TO RICH LITERACY EXPERIENCES FOR ALL STUDENTS (NCTE V).</b></p>	<p>Does not Meet: Fails to provide equitable access to literacy as a vehicle for critical and creative thinking. May use some technology or other supports, but in a manner which may limit full engagement with text.</p>	<p>Approaching Target: Provides access to text through technology and other supports but may do so inconsistently. Assists students in using reading, writing and language as tools for critical and creative thinking.</p>	<p>Target: Structures activities and texts to provide access for all students to using reading, writing and language as tools for critical and creative thinking. Uses technology or other supports as appropriate to provide all students with access to a full experience with text.</p>

<p><b>7. USES ASSESSMENT AS A TOOL FOR LEARNING IN FORMATIVE, EQUITABLE, ON-GOING AND RESPONSIVE WAYS WHICH INFORM SUBSEQUENT INSTRUCTION (NCTE V).</b></p>	<p>Does not Meet: Tends to rely on one or two forms of assessment, which tend to be more summative in nature. Views assessment as a way of ranking students or arriving at a grade, rather than as a tool for informing instruction.</p>	<p>Approaching Target: Attempts to use assessment to inform instruction. Uses formative assessment including student self-assessment but may not use the results of that assessment consistently. Uses assessment to improve student learning. Does not rely on one or two methods of assessment but tries to vary assessment to uncover what students know and are able to do.</p>	<p>Target: Views assessment as a tool for learning. Consistently uses formative and on-going assessment, including student self-assessment. Uses assessment in responsive and equitable ways with the goal of improving student learning. Uses a variety of types and modalities of assessment, including performance assessment, with the aim of uncovering what students know and are able to do.</p>
<p><b>8. RESPECTS AND VALUES LANGUAGE DIVERSITY (NCTE V).</b></p>	<p>Does not meet: Implies that there is a correct and an incorrect way to use language through words, deeds or implication.</p>	<p>Approaching Target: Accepts student language diversity and understands that such diversity reflects the communities from which students come. Refrains from imposing an inflexible standard but teaches the standard without critical examination of how it became the standard.</p>	<p>Target: Values and respects language diversity of all kinds, understanding that the families and communities students come from are reflected in their language. Views all language as an asset and a valid way to understand the world. Refrains from imposing an inflexible standard of language use but responds to language in a situated and audience-focused framework. Guides students in understanding the political nature of notions of language correctness.</p>