

Arkansas State Communication Association

Principle One for Beginning Teacher Licensure

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the discipline(s) to other subjects.

1.1.0 KNOWLEDGE

- 1.1.1 - The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- 1.1.2 - The teacher has a multicultural perspective of his/her discipline(s).
- 1.1.3 - The teacher knows how to relate higher disciplinary knowledge to other subject areas.
- 1.1.4 - The teacher understands how students' conceptual frameworks and their misconception of an area of knowledge can influence their learning.

Evidences

The speech teacher knows standard practices and theories in the following areas: the communication process, intra- and interpersonal communication, oral interpretation, parliamentary procedure, public speaking, voice and diction, mass communication, debate, interviewing and group discussion.

The drama teacher knows standard practices and theories in the following areas: theater appreciation, stage movement, improvisation, acting, theater history, play production and voice and diction.

The teacher has a multicultural perspective in such areas as material selection, vocal dialects, presentation literature, audience analysis, and nonverbal behaviors.

The teacher knows about developing technologies in the discipline(s).

The teacher knows how to conduct research for oral presentations in such areas as debate, public speaking and theatrical design.

The teacher has a knowledge of the historical, philosophical, and legal basis of services for young children with and without special needs (especially for early childhood teachers).

1.2.0 DISPOSITIONS

- 1.2.1 - The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.
- 1.2.2 - The teacher realizes that subject matter knowledge is not a fixed body of facts but is a complex and ever-evolving construct of ideas.
- 1.2.3 - The teacher accepts multiple perspectives.
- 1.2.4 - The teacher values interdisciplinary teaching and learning.

Evidences

The teacher realizes that the need for communication effectiveness is critical.

The teacher realizes that all communication has message values and that guided practice leads to greater effectiveness.

The teacher believes that student enthusiasm is a reflection of teacher enthusiasm in communication situations

The teacher embraces the concept that effective communication is key to interdisciplinary learning.

1.3.0 PERFORMANCE

- 1.3.1 - The teacher keeps abreast of new ideas and understandings in higher discipline.
- 1.3.2 - The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.
- 1.3.3 - The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- 1.3.4 - The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards, and standards of evidence characteristic of the discipline.
- 1.3.5 - The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.
- 1.3.6 - The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.
- 1.3.7 - The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
- 1.3.8 - The teacher ensures that what is taught and what is learned is accurate.
- 1.3.9 - The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The speech teacher employs standard practices and theory in the teaching of the following units:

the communication process, intra- and interpersonal communication, oral interpretation, parliamentary procedure, public speaking, voice and diction, mass communication, debate, interviewing and group discussion.

The drama teacher employs standard practices and theories in the following units: theater appreciation, stage movement, improvisation, acting, theater history, play production and voice and diction.

The teacher uses a variety of methods to engage students in learning and demonstrating communication skills and strategies.

The teacher seeks content enhancement by attending professional development conferences and reading professional literature made available from organizations such as Arkansas State Communication Association and Arkansas Activities Association.

The teacher uses standard professional criteria in evaluating student performance.

The teacher has knowledge of current trends and issues in general education and special education.