

Arkansas State Communication Association

Principle Two for Beginning Teacher Licensure

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

2.1.0 KNOWLEDGE

- 2.1.1 - The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.
- 2.1.2 - The teacher knows how to apply interdisciplinary approaches to curriculum design.
- 2.1.3 - The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.
- 2.1.4 - The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.
- 2.1.5 - The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.
- 2.1.6 - The teacher knows how to use various instructional technologies to address individual and group needs.
- 2.1.7 - The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance based assessments, to assess student growth and development.

Evidences

The speech teacher knows how to prepare units in intra- and interpersonal communication, oral interpretation, parliamentary procedure, public speaking, voice and diction, mass communication, debate, interviewing and group discussion.

The drama teacher knows how to prepare units in theater appreciation, stage movement, improvisation, acting, theater history, play production and voice and diction.

The teacher is aware of curriculum frameworks in oral communication and theater arts.

The teacher knows how to integrate age-appropriate performance outlets into curriculum planning.

The teacher knows how to implement various methods and technologies in the speech communication and theater classroom.

The teacher knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The teacher knows how to adapt oral and written communication to the needs of the student.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to utilize task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to determine instructional, functional, and developmental needs of pupils through the use of curriculum-based assessments and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher utilizes assessment information to establish goals and objectives that are appropriate for an individual pupil.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher knows how to develop formal and informal alternative types of assessment (e.g., portfolio assessment, curriculum based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

2.2.0 DISPOSITIONS

2.2.1 - The teacher is willing to respond with different approaches until students succeed.

2.2.2 - The teacher is disposed to be a learner about organization, presentation, and assessment of content.

2.2.3 - The teacher is inclined to use a variety of resources.

2.2.4 - The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

2.2.5 - The teacher is willing to explore and use technology as an instructional tool in the classroom.

2.2.6 - The teacher is committed to improving practice based on a variety of assessments both formal and informal.

2.2.7 - The teacher is committed to lifelong learning.

Evidences

The teacher is willing to implement emerging methods and technologies in oral communication and performance studies.

The teacher is committed to provide multiple opportunities so that each student masters oral communication and performance skills.

The teacher is dedicated to providing constructive criticism as an integral part of the mastering of oral skills.

2.3.0 PERFORMANCE

2.3.1 - The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

2.3.2 - The teacher adapts the curricula to accommodate individual student abilities and needs.

2.3.3 - The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

2.3.4 - The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

2.3.5 - The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

2.3.6 - The teacher asks questions to stimulate discussion as well as creative and critical thinking.

2.3.7 - The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

2.3.8 - The teacher uses technology, as appropriate, to improve learning and instruction.

2.3.9 - The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

2.3.10 - The teacher uses feedback and assessment to improve practice.

2.3.11 - The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The speech teacher plans activities in conjunction with units in intra- and interpersonal communication, oral interpretation, parliamentary procedure, public speaking, voice and diction, mass communication, debate, interviewing and group discussion.

The drama teacher plans activities in conjunction with units in theater appreciation, stage movement, improvisation, acting, theater history, play production and voice and diction.<p>The teacher develops performance outlets to support the curricular units of speech and theater.

The teacher employs established criteria for performance appraisal using stands set forth by professional organizations such as the National Communication Association and the Theater

Association.

The teacher presents a variety of research techniques to aid in units such as theater history and design, argumentation debate, and public speaking.

The teacher provides instruction in criticism and appropriate audience behaviors, including constructive evaluation by students of their peers.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with exceptionalities.

The teacher plans and implements developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualize family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils (i.e., gender, gifted to low functioning, various disabilities, high to low SES, varying learning styles, culturally and linguistically diverse, and social problems specific to the community [e.g., drugs, poverty, guns]).

The teacher has the ability to infuse speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher has the ability to select media and technology appropriate to instructional goals and objectives and the ability to use assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress and other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic

observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedure based on the purpose of the assessment being conducted and in compliance with established criteria and standards.<p>The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher collaborates with other professionals in evaluating the students.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and utilizes formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.