

Arkansas State Communication Association

Principle Three for Beginning Teacher Licensure

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

3.1.0 KNOWLEDGE

- 3.1.1 - The teacher knows concepts of human growth and development.
- 3.1.2 - The teacher can evaluate and knows how to apply appropriate techniques of classroom management.
- 3.1.3 - The teacher knows how to evaluate and use appropriate instructional techniques and strategies based on different learning theories.
- 3.1.4 - The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.
- 3.1.5 - The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of learning--and knows how to use instructional strategies that promote learning.
- 3.1.6 - The teacher understands how students' physical, social, emotional and cognitive development influence learning and applies these factors when making instructional decisions.
- 3.1.7 - The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.
- 3.1.8 - The teacher understands the importance of peers to intellectual development.
- 3.1.9 - The teacher understands exceptionalities in learning.
- 3.1.10 - The teacher knows how to find information and services to support students.

Evidences

The teacher knows how interaction in dyads and small groups contributes to the learning process.

The teacher is aware of support services that can provide supplemental aid to students with physical, emotional, or communicative difficulties, such as performance apprehension, pathologies, hearing impairment, vocal abuse, etc.

The teacher recognizes the unique learning styles of students and how those styles affect the process of communication and interpersonal communication.

The teacher understands the importance of authentic performance, performance assessment in developing student growth, self-esteem and confidence.

The teacher is aware of conflict resolution strategies and their application to interpersonal communication situations.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows of ethical considerations inherent in classroom behavior management.<p>
The teacher knows techniques for crises prevention, students with various cultural backgrounds, and students with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to utilize resources, aids, and materials for teaching children with special needs.

The teacher knows and understands how exceptionalities and medications may affect behavior and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to utilize community resources and allied health professionals which may be utilized by students and families and how to make referrals and collaborate with community program personnel.

3.2.0 DISPOSITIONS

3.2.1 - The teacher is willing to provide and maintain a positive classroom environment.

3.2.2 - The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.2.3 - The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

3.2.4 - The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

- 3.2.5 - The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.
- 3.2.6 - The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher appreciates and fosters artistic diversity among students in areas such as speaking, acting, debating, and designing.

The teacher nurtures dramatic and forensic potential in all students.

The teacher believes that all students have ability to learn to communicate more effectively.

The teacher appreciates creative processes as well as quality products in oral performance.

The teacher recognizes the value of students as appreciative audiences members.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

3.3.0 PERFORMANCE

- 3.3.1 - The teacher applies concepts of human growth and development to classroom instruction.
- 3.3.2 - The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.
- 3.3.3 - The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.
- 3.3.4 - The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.
- 3.3.5 - The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.
- 3.3.6 - The teacher provides opportunities for both individual and group learning.
- 3.3.7 - The teacher finds and uses information and services to support students.
- 3.3.8 - The teacher flexibly applies appropriate learning theories for individual students.
- 3.3.9 - The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher models and demonstrates appropriate interpersonal and performance behaviors.<p>
The teacher provides constructive assessment in areas such as public speaking and theater production which foster student growth and esteem.

The teacher develops instruction which guides students from information based learning to the analysis, evaluation and synthesis levels by providing them with increasingly challenging communication events.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher utilizes or adapts learning techniques/strategies as need for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher helps pupils work and cooperatively interact with their peers and to utilize play, environmental routines, and parent-mediated activities for learning.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.