

Arkansas State Communication Association

Principle Five for Beginning Teacher Licensure

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

5.1.0 KNOWLEDGE

- 5.1.1 - The teacher understands the importance of reflecting on practice to improve instruction.
- 5.1.2 - The teacher knows how to translate, evaluate, and apply current education research.
- 5.1.3 - The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.
- 5.1.4 - The teacher understands the process of change.
- 5.1.5 - The teacher understands schools as organizations within the larger community context.
- 5.1.6 - The teacher understands the importance of family/guardian involvement.
- 5.1.7 - The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher understands that members of the business and professional community reiterate the importance of communication education.

The teacher understands that business and professional leaders are valued communication allies.

The teacher knows that communication is a collaborative effort among home, school and community.

The teacher is aware of legal obligations as they apply to communication and theater education such as laws of copyright and production rights to plays and musicals.

The teacher understands that professional organizations such as the Arkansas State Communication Association, the National Communication Association, the National Federation of Interscholastic Speech and Debate Association, and the Educational Theater Association are disseminators of information impacting ongoing innovation and change in the discipline.

The teacher knows about community services for intervention and advancement such as civic clubs, local organizations, parent groups and other support mechanisms.

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher knows how to utilize stress management skills.

The teacher knows how to utilize interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

5.2.0 DISPOSITIONS

5.2.1 - The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

5.2.2 - The teacher appreciates the need for change in a dynamic organization.

5.2.3 - The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

5.2.4 - The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is committed to seeking involvement from the home and community to enhance communication education for the student.

The teacher believes that a symbiotic relationship exists between the business and professional community and the discipline of communication and theater.

The teacher is willing to collaborate with other teachers to provide multiple opportunities for students in a variety of disciplines.

5.3.0 PERFORMANCE

5.3.1 - The teacher reflects on his/her teaching to improve instruction.

5.3.2 - The teacher utilizes research to improve instruction.

5.3.3 - The teacher assumes responsibility for his/her own professional development.

- 5.3.4 - The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.
- 5.3.5 - The teacher works collaboratively for student and school improvement.
- 5.3.6 - The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.
- 5.3.7 - The teacher is an advocate for student learning and school improvement.
- 5.3.8 - The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher seeks to generate avenues of interaction between the business and professional community and the communication and theater classroom.

The teacher utilizes appropriate services available throughout the extended community.<p>
The teacher seeks involvement from the home and community in an effort to enhance student communication efficiency.

The teacher promotes the speech/theater curriculum throughout the school and community.<p>
The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

the teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development (especially for early childhood teachers).

The teacher involves families in assessing planning for individual children, including children with special needs (especially for early childhood teachers).

The teacher implements a range of family-oriented services based on the family's identifies resources, priorities, and concerns (especially for early childhood teachers).

The teacher utilizes state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with student needs.<p>
The teacher demonstrates knowledge of the roles and utilizations of paraprofessionals and volunteers in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of young children and their families (especially for early childhood teachers).