Communications

I. Knowing the Content

The professional education program provides evidence that Communication certification candidates complete a program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in the application of Communications in public school settings. The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of Communications planning and applications at the secondary level (7-12) and shall include:

I.A. Communication process and theory including:
historical development, etymology, and present characteristics of the English language,
language learning and the development of language and communication skills,
interpersonal and intercultural communication,
effective professional and technical speech communication,
writing process, skills, and semantics,
communications rights, freedoms, and responsibilities

I.B. Speech and language including:
public speaking, debate and oral interpretation,
critical analysis of speeches,
formal and informal group presentations,
language variation,
instructional theories and teaching models,
learner characteristics, developmental levels, and individual differences as related to communication,
access and use telecommunications tools for communication and information sharing,
including electronic mail and Internet resources

I.C. Literature including:
recognition and critical analysis of major works from a American, British, and world literature,
historical and contemporary literary movements, authors and genres,
characteristics of literary types, forms, elements, and devices

I.D. Theater including:
history of the theater and of dramatic literature,
stage production, directing and basic acting,
critical analysis of dramatic literature

I.E. Media including:
history of various media,
basic techniques of broadcasting media, print media and film,
functions of mass media,

critical analysis of mass media

II. Performances

The professional education program provides evidence of the candidate's participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in communications, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Communications certification program are assessed during the field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:
managing the classroom and student behavior,
creating an environment of respect and rapport with all staff and students,
communicating high learning expectations,
creating a safe physical environment that is conducive to learning

II.B. Planning of instruction based upon:
Pennsylvania Academic Standards,
strengths and needs of learners at all levels,
subject matter,
instructional goals and methods to achieve them,
print and non-print resources

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners

II.D. Developing, utilizing and communicating appropriate measurement, assessment and evaluation procedures in the instructional program

III. Professionalism

The professional education program provides evidence that the Communication certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, career opportunities and resources

III.B. Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania's Code of Professional Practice and Conduct for Educators;</u> and local, state, and federal laws and regulations

III.C. Collaborating with school colleagues to enhance student, teacher and

administrative capabilities and improve student learning

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students