Competencies for Secondary Teachers: Speech, Grades 7-12

In addition to the Arkansas Teaching Standards, the teacher of Speech, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

1. Communication Fundamentals	1.1 Knowledge of verbal and nonverbal messages, including effective listening behaviors 1.2 Ability to develop an understanding of the elements of communication and their definitions 1.3 Knowledge of the communication process, including perception, self-concept, and self-disclosure 1.4 Ability to analyze the functions, development, and assessment of communication competence 1.5 Ability to demonstrate knowledge of communication principles 1.6 Ability to develop an understanding of the ethical implications of communication
2. Interpersonal Communication	2.1 Ability to analyze the interpersonal and intrapersonal elements of the communication process 2.2 Ability to develop an understanding of the relational communication, including emotional and relational messages 2.3 Ability to identify the goals, skills, and outcomes of supportive interpersonal communication 2.4 Ability to demonstrate knowledge of communications processes in different types of relationships, personal, family, romantic, and organizations 2.5 Ability to develop an understanding of types of conflict management
3. Group Communication	3.1 Ability to facilitate problem solving and decision making 3.2 Ability to analyze discussion principles and group communication processes 3.3 Knowledge of group roles and functions 3.4 Ability to develop an understanding of conflict management and mediation 3.5 Knowledge of the reflexive relationship between culture and leadership
4. Public Speaking	4.1 Knowledge of purposes, types, and forms of public speaking, including audience analysis, along with listening, adapting to an audience, and feedback 4.2 Ability to develop strategies for organizing content, including style and use of language, effective delivery, choice of supporting materials and ethics of using supporting materials 4.3 Ability to implement components of delivery in public speaking: voice and diction, pronunciation, and movement 4.4 Ability to criticize and evaluate speeches, including rhetorical criticism, and assessment of student speeches 4.5 Ability to develop an understanding of culture on public speaking

	4.6 Ability to demonstrate the efficacy of argument in public speaking settings
5. Media and Their Influences	5.1 Ability to critically analyze and evaluate media forms and types, including television, radio, and internet 5.2 Ability to explore media influence on audiences, including programming, commercials, and political process 5.3 Knowledge of production techniques and communication technologies 5.4 Ability to develop an understanding of environmental influences that affect the media industry
6. Oral Interpretation and Performance Studies	6.1 Ability to demonstrate an understanding of literary principles and aesthetics, including dramatic theory, along with forms styles and structures of criticism 6.2 Ability to analyze text and context through the interpretation process 6.3 Ability to apply the principles of acting and performance techniques through voice, use of manuscripts, and development of characters 6.4 Knowledge of readers' theater, storytelling, folklore, oral history, and creative dramatics
7. Forensics: Competitive Speech and Debate	7.1 Knowledge of individual events, including public address, interpretation, extemporaneous speaking, and oratory 7.2 Ability to write and/or perform in individual events 7.3 Knowledge of effective program management, including tournament and team management, coaching philosophy, and school relations 7.4 Ability to develop understanding of argumentation and debate, including Lincoln-Douglas debate, persuasion, and policy
8. Assessment and Evaluation Issues	8.1 Ability to demonstrate an understanding of teacher responsibility, including ethics, promptness of feedback, and objective assessment of performance 8.2 Ability to develop assessment techniques for oral performance classroom behaviors, written and oral critiques, and rubrics 8.3 Ability to demonstrate the ability to construct tests and alternate forms of communication assessment 8.4 Ability to develop speech communication curriculum, including implementation, appropriate assignments, and textbook selection
9. Incorporate Disciplinary Literacy CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12	<u>Reading in Science and Technical Subjects, Grades 7-12</u> Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by 9.1 Citing specific textual evidence to support analysis of science

and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account

9.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

9.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text

9.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas

9.5 Analyzing the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

9.6 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

9.7 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

9.8 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

9.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band

Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12

Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by

9.10 Writing arguments focused on discipline-specific content by
a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for

each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

e. Providing a concluding statement or section that follows from or supports the argument presented

9.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by

a. Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts

d. Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)

9.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

9.13 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

9.14 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

	9.15 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
	9.16 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
	9.17 Drawing evidence from informational texts to support analysis, reflection, and research
	9.18 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences