

Content Guidelines/Standards Matrix

College/University Andrews University Code AX

Source of Guidelines/Standards Michigan State Board of Education, 2000 Program/Subject Area Communication Arts

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

#	MDE Guidelines/Standard	Applicable Assessments from Section II								
1.0	Standards for the Structure of the Communication Arts Teacher Education Program									
1.1	The teacher education program in communication arts will embody a philosophy consistent with the <i>Michigan Curriculum Framework</i> , 1996, including its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">X#1</td> <td style="text-align: center;">X#2</td> <td style="text-align: center;">X#3</td> <td style="text-align: center;">X#4</td> </tr> <tr> <td style="text-align: center;">X#5</td> <td style="text-align: center;">X#6</td> <td style="text-align: center;">X#7</td> <td style="text-align: center;">X#8</td> </tr> </table>	X#1	X#2	X#3	X#4	X#5	X#6	X#7	X#8
X#1	X#2	X#3	X#4							
X#5	X#6	X#7	X#8							
1.2	The teacher education program in communication arts will contain a clearly defined curriculum that covers basic knowledge in journalism and speech.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">X#1</td> <td style="text-align: center;">X#2</td> <td style="text-align: center;">X#3</td> <td style="text-align: center;"><input type="checkbox"/>#4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/>#5</td> <td style="text-align: center;"><input type="checkbox"/>#6</td> <td style="text-align: center;">X#7</td> <td style="text-align: center;">X#8</td> </tr> </table>	X#1	X#2	X#3	<input type="checkbox"/> #4	<input type="checkbox"/> #5	<input type="checkbox"/> #6	X#7	X#8
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1.3	The teacher education program in communication arts will provide a liberal arts perspective and encourage interdisciplinary study.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">X#1</td> <td style="text-align: center;">X#2</td> <td style="text-align: center;"><input type="checkbox"/>#3</td> <td style="text-align: center;"><input type="checkbox"/>#4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/>#5</td> <td style="text-align: center;"><input type="checkbox"/>#6</td> <td style="text-align: center;"><input type="checkbox"/>#7</td> <td style="text-align: center;">X#8</td> </tr> </table>	X#1	X#2	<input type="checkbox"/> #3	<input type="checkbox"/> #4	<input type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7	X#8
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<input type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7	X#8							
1.4	The teacher education program in communication arts will include a variety of field experiences in environments where effective communication arts practices are modeled and supported, including experiences with diverse populations. Thus, in the teacher education program, pre-service teachers should have the opportunity to:	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">X#1</td> <td style="text-align: center;">X#2</td> <td style="text-align: center;">X#3</td> <td style="text-align: center;">X#4</td> </tr> <tr> <td style="text-align: center;">X#5</td> <td style="text-align: center;"><input type="checkbox"/>#6</td> <td style="text-align: center;"><input type="checkbox"/>#7</td> <td style="text-align: center;"><input type="checkbox"/>#8</td> </tr> </table>	X#1	X#2	X#3	X#4	X#5	<input type="checkbox"/> #6	<input type="checkbox"/> #7	<input type="checkbox"/> #8
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X#5	<input type="checkbox"/> #6	<input type="checkbox"/> #7	<input type="checkbox"/> #8							

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1.4.1.	experience the same instructional and assessment design and strategy activities in the methods classroom that they are expected to use in their own future classrooms;	<p style="text-align: center;">X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.4.2.	reflect on how these activities affect a teacher's own learning;	<p style="text-align: center;">X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.4.3.	analyze and reflect on how these activities worked, including the leadership demands on the teacher;	<p style="text-align: center;">X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.4.4.	implement these strategies in their own planning and instruction and evaluate their effectiveness; and	<p style="text-align: center;">X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.4.5.	maintain a system of evaluation that includes demonstration and documentation (e.g., a comprehensive portfolio) of teaching and learning processes and abilities.	<p style="text-align: center;">X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.5	The teacher education program in communication arts will provide opportunities to develop administrative and participative competencies in co-curricular programs, such as forensics, debate, theatre, and student publications.	<p style="text-align: center;"><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
1.6	The teacher education program in communication arts will ensure sufficient coursework and appropriate faculty are available to enable the student to matriculate efficiently through the program.	<p style="text-align: center;">X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X#8</p>
2.0	Standards for Professionalism Teachers demonstrate professional practices in the communication arts when they:	
2.1	respect the worth, contributions, abilities, and language of all learners;	<p style="text-align: center;">X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 X#6 X#7 X#8</p>
2.2	help students understand their own and other cultures, abilities, and language to increase an awareness of the effect audiences have on the presentation and reception of messages;	<p style="text-align: center;">X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 X#6 X#7 X#8</p>

#	MDE Guidelines/Standard	Applicable Assessments from Section II
2.3	develop the student's effective use of oral, written, and visual literacy in their daily lives;	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.4	promote student appreciation of the power of the written and spoken word, highlighting the rights and responsibilities of public expression, particularly as reflected in the First Amendment;	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.5	engage regularly in professional growth as a communication arts professional, through participation in conferences, professional development opportunities, the reading of professional journals, and/or the writing of articles for publication;	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.6	work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the communication arts;	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.7	promote collegiality with other literacy professionals through regular conversations and consultations about student learners, literacy theory, assessment, and instructional practices;	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.8	join and participate in professional organizations, such as the Michigan Association of Speech Communication, the Michigan Interscholastic Press Association, the Central States Communication Association, the Journalism Education Association, the National Communication Association, the National Scholastic Press Association, the Michigan Speech Coaches Incorporated, the Columbia Scholastic Press Association, the Midwest Theatre Association, Quill and Scroll, the Association for Theatre in Higher Education, and the Student Press Law Center; and	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8
2.9	participate in regular pre-service and professional development opportunities that reflect national and state content standards in English Language Arts and the Teaching and Learning Standards of the <i>Michigan</i>	X#1 X#2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#6 X#7 X#8

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	<i>Curriculum Framework, 1996.</i>	
3.0	Standards for Knowledge of Content and Curriculum	
	Teachers of communication arts will have knowledge of the following principles and concepts:	
3.1	Meaning and Communication	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.2	Literature and Understanding	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.3	Genre and Craft	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.4	Skills and Processes	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.0	Standards for Pedagogy (Instruction and Assessment)	
4.1	Instructional Design Teachers of communication arts will be able to:	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.1., 4.1.2	create learning environments	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.3.	engage students	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.4.	create activities	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.5.	design classroom instruction	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.6.	design and implement assignments	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.7.	structure assignments that enable students to document	X#1 X#2 X#3 X#4

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	and evaluate the development of their communication abilities	X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.8.	enable students to set goals, reflect, and self-assess their communication at different developmental levels	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.9.	develop and use evaluative tools	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.10.	select and order assignments which support standards-based integrated units of instruction; and	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.1.11.	set meaningful goals as part of short- and long-term instructional planning.	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2	Instructional Strategies Teachers of communication arts will be able to:	
4.2.1.	teach students strategies and techniques (e.g., audience analysis, organizational patterns, evidence and reasoning, delivery skills, appropriate use of audio-visual materials, techniques of questioning) to provide for effective communication experiences in diverse contexts;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.2.	provide instruction and activities that encourage students to recognize and apply principles of effective group communication (e.g., problem-solving groups, conflict resolution, peer counseling, editorial board discussions);	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.3.	provide instruction and activities that encourage students to recognize and apply principles for effective listening (e.g., purposes for listening, habits of effective listeners, strategies to reduce filters);	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.4.	model effective practices in language arts, including speaking, listening, reading, writing, viewing, and visually representing practices through activities (e.g., editing, simulations, improvisations) and classroom instruction;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
	model consistently ethical principles in all	X#1 X#2 X#3 X#4

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4.2.5.	communications with students both in and out of the classroom;	X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.6.	model consistently the application of oral and written evaluative criteria when providing constructive feedback on student performances and other relevant communication events (e.g., public speeches, theatre performances, media broadcasts);	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.7.	create environments that support respectful approaches to individual differences; and	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2.8.	employ and model the use of technology as an essential component of learning.	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3	Assessment Strategies Teachers of communication arts will be able to:	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.1.	enable students to evaluate on an ongoing basis using appropriate assessment systems (X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.2.	evaluate student construction and editing of print and nonprint texts using appropriate communication arts assessment instruments that represent rigorous standards and reflect the critical components of the <i>Michigan Curriculum Framework, 1996, Content Standards and Benchmarks</i> and/or appropriate assessment programs from relevant national organizations;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.3.	design frequent assessments that take into account communication anxiety and monitor student progress over time using increasingly more sophisticated standards;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.4.	assess student ability to distinguish how similar content might be presented in oral, visual, and written forms of literature;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.5.	assess student depth of understanding of important ideas, issues, themes, and perspectives from a wide range of texts demonstrating historical and cultural	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

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	diversity;	
4.3.6.	assess communication in the context of appropriate ethical behavior;	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.7.	evaluate, as appropriate, student mastery of essential content through various assessment tools,	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.8.	use diverse assessments to determine student mastery and application of effective listening behaviors; and	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3.9.	interpret assessment methods and results to students, administrators, parents, and the public to assist in developing or revising instructional design and/or strategies.	X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8