

## DOCUMENT RESUME

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## ABSTRACT

This comprehensive set of standards is for the purpose of assessing the training of preschool through grade 12 communication teachers by accredited institutions of higher education. The standards were developed in alignment with several relevant professional organizations. Adoption of the standards by the National Communication Association designates it as the model to assess communication teacher education training programs seeking approval by the National Council for Accreditation of Teacher Education and the state licensing agencies that have affiliated with that accrediting organization. This standards and guidelines document is divided into the following sections: Acknowledgments; Introduction; History; Program Focus; Evaluation and Portfolio Process; Format of the Guideline; Guidelines; Discussion of the Guidelines; and Resources. (NKA)

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## Criteria for Teachers

### Communication Teacher Education Preparation Standards and Guidelines

The National Communication Association

Adopted November 2000

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# Communication Teacher Education Preparation Standards

Teacher Certification Sub-Committee of the Educational Policies Board  
National Communication Association.

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## Introduction

This comprehensive set of standards is for the purpose of assessing the training of P-12 communication teachers by accredited institutions of higher education. The standards were developed in alignment with the National Council for Accreditation of Teacher Education's (NCATE) national standards for quality teaching, the Interstate New Teacher Assessment and Support Consortium's (INTASC) Model Standards for Beginning Teacher Licensing and Development, and the National Communication Association's (NCA) Speaking, Listening, and Media Literacy Standards.

Adoption of this document by the National Communication Association designates it as the model to assess communication teacher education training programs seeking approval by the National Council for Accreditation of Teacher Education and the state licensing agencies that have affiliated with that accrediting organization.

Schools seeking accreditation of their communication teacher education program by NCATE and states affiliated with NCATE should complete the evaluation process outlined in this document.

## History

Recent developments in assessment have impacted how teachers, prospective teachers, and teacher education programs are evaluated. Various accreditation organizations have either completed or are near completion of updating their evaluation instruments to a standards based approach. A standards based evaluation measures candidates (teachers, students, and/or institutions) based on how well they meet certain quality indicators or competencies as established by that organization or its designee.

The National Communication Association has taken a leadership role in communication assessment through two recent projects. First was the development of Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements (1998). This document provides 20 knowledge and performance standards for K-12 students in the fundamentals of communication, speaking, listening, and media literacy. These content specific competencies have been utilized by a variety of accrediting agencies to help create learning standards for both elementary and secondary level students.

The subsequent Communication Teacher Education Preparation Standards project relates to evaluating institutions who train P-12 communication teacher candidates. This project was initiated when the National Council for Accreditation of Teacher Education (NCATE) joined in partnerships with over 40 states to standardize how collegiate teacher education programs are assessed. Where previous evaluations of teacher education programs were conducted by NCATE's appointed staff, the new assessment program authorizes appropriate learned societies to conduct discipline specific evaluations.

The Teacher Certification sub-committee of the NCA's Educational Policies Board was formed in 1997 to study how the NCA could take the initiative in evaluating collegiate programs that prepare P-12 communication teachers. The National Communication Association's leadership role in the development of teacher education standards has been recognized by the national accrediting bodies at least in part due to the NCA's learned society status.

The Teacher Certification sub-committee first met at the NCA national convention in Chicago, November 1997. Four goals were established.

1. To create an assessment matrix that identifies key elements toward the preparation of communication educators for the P-12 schools. That matrix would be used to evaluate universities and colleges in terms of curriculum, faculty, field experiences, and other relevant aspects of communication teacher education.

2. To create a document that defines, explains, and provides expectations of each matrix element. Thus, programs, both established and new, would have a standardized view of what communication education programs should include.
3. To provide good, discipline-specific information to teacher education governing boards, state evaluation agencies, and to schools wishing to establish or refine their own teacher education programs.
4. To continue to identify teacher education issues, particularly in the communication field that could potentially impact the communication discipline.

This document is the result of that committee's work towards meeting those goals. It provides a standards based instrument designed to provide a tool to evaluate how well a communication teacher education program is meeting the standards as established by the National Communication Association. It also attempts to provide the evaluation process and clarification of intent of those standards.

The committee recognizes that programmatic constraints may exist due to regional, state, or departmental needs. While the optimum situation might be for the communication education program to prepare candidates to teach all focus areas within communication, the committee realizes that programs may be specialized to reflect certain needs. The program analysis, therefore, may be adapted to fit those differences. This concept is discussed in the Program Focus section.

Questions regarding procedures and interpretations of the components of the evaluation process should be addressed to the National Communication Association.

## **Program Focus**

Communication education programs, by necessity, may need to focus their teacher preparation due to regional, state, or local constraints. Program focus may range from the traditional (e.g. speech communication) to developing (e.g. media literacy). It is important to retain the flexibility in assessment of communication education programs to allow for the dynamic nature of the discipline. Communication education programs utilizing this assessment device should identify and explain that focus early in their report. Reviewers should pay particular attention to how the focus meets specific P-12 education needs in their region. Needs can be documented, for example, via national or state certification standards, regional learning objectives, etc.

Reviewers should address unique constraints placed on their programs based on variables such as the demographics of their student population, subject content and learning goals, and instructional strategies.

## The Evaluation Process

Schools requesting state and/or national accrediting association approval of their communication teacher education program will submit five copies of a formal Curriculum Folio document to the National Communication Association after completing a formal and extensive internal review of their program. Responsibility for construction of the document is with the academic department that primarily coordinates or supervises the preparation of communication teacher candidates. Each bound document should consist of the following segments:

- A. Cover Sheet following the national accrediting body's guidelines and signed by appropriate university personnel.
- B. Internal evaluation of the program.
  1. Overview and Scope of the Program (maximum of 12 pages).
    - 1A. Goals and objectives of the program including explanation of the knowledge base and philosophy for preparation.
    - 1B. Focus of the program. Describe any particular disciplinary focus taken by the program such as speech communication, journalism, media literacy, or other relevant focus. Explain why the focus exists and what community or disciplinary need it meets.
    - 1C. Relationships and responsibilities of the program. Describe where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college. Identify those units responsible for preparing communication teachers, for teaching methods courses and courses that encompass the core curriculum, for advising students, for clinical experiences, and for supervising/mentoring student teachers.
    - 1D. Course of study in communication and education. Indicate all relevant requirements, regardless of the reasons for the requirements. Identify all courses as either requirements or electives.

- 1E. Description of field experiences and student teaching. Identify the length and type of field experiences and the supervision that is provided.
- 1F. Subscription of the program to national guidelines and any variations thereof due to regional, state, or local needs.
- 1G. List of faculty primarily responsible for the communication education program. Include rank and responsibilities within the teacher preparation program.
- 1H. Number of graduates who have completed the program each of the last three years.
- 1I. Criteria and other systems used to determine if the candidate has adequate academic background in the subject to be taught.
2. Completed matrix with criteria on the left and course numbers and other indicators on the right. Clearly indicate cross-referencing via page numbers and other coding systems so that the evaluators can determine how the criteria are being met.
3. Appendices (maximum 100 pages).
  - 3A. Syllabi for all courses cited in the matrix as meeting guidelines.
  - 3B. A 1-2 page resume for each communication faculty who have primary teacher education responsibilities (e.g. the departmental teacher education coordinator, teachers of communication teaching methods classes, and those responsible for supervision of student teaching and/or field experiences).
  - 3C. Other documentation (additional program material such as assessment tools, assessment data, etc.).

## The Assessment Matrix

The program standards are listed in a matrix format. There are six quality standards to assess the teacher preparation program:

1. **Structure of the Communication Education Program.** This standard evaluates the overall organizational format and curriculum of the communication teacher education program and its relationship to the general or university-wide teacher education program to determine if

students are getting a coordinated and balanced combination of pedagogy and disciplinary knowledge.

2. **General Studies for Initial Teacher Preparation.** This standard assesses the extent of teacher education candidates receiving a varied and well defined general and multidisciplinary approach to their education with a particular emphasis on Language Arts.
3. **Knowledge of Communication.** This standard assesses the breadth and depth of teacher candidate knowledge in the communication discipline. Attention needs to be paid to particular content needs as determined by local, state, or regional factors as established by the learned society, licensure, or other teacher education mandates.
4. **Professional Education and Pedagogical Studies.** This standard reviews the pedagogical training each teacher candidate receives and assesses the extent and comprehension of teaching skills and strategies.
5. **Professional Collaboration and Growth.** This standard assesses how well the teacher candidate is prepared to contribute and grow professionally in teaching and in the discipline in general.
6. **Field-Based Experiences for Communication.** This standard reviews the use and depth of non-college classroom learning experiences for the teacher preparation candidate. In particular, observations, clinical experiences, and understanding of co-curricular activities are assessed.

The six standards are listed in a matrix format. The standard is listed in the box. Indicators of that standard follow in a sub-structure format. It is the intention that reviewers respond to each indicator within the standard to determine if that standard is being met. Additional clarification of the standards are provided towards the end of this document.

## **Communication Teacher Education Assessment Matrix**

### **1.0 Structure of the Communication Education Program.**

The unit has a well defined, structured, and integrated teacher training program derived from a conceptual framework that combines professional education instruction (pedagogy), communication content instruction, and field experiences designed to prepare well - rounded, diversified and knowledgeable candidates to teach communication at the appropriate K-12 level.

- 1.1 The conceptual framework is written, well articulated, and shared among all faculty who are directly involved in the instruction and preparation of communication education students.
- 1.2 The conceptual framework is based on current communication and pedagogical research and theory and reflects a multicultural and global perspective.
- 1.3 The curriculum embraces well developed instruction in pedagogy, a broad understanding of communication content, and a variety of diversified and comprehensive field experiences preparing the candidate for the communication classroom and co-curricular activities such as radio, television, forensics or drama.
- 1.4 The unit engages in regular and systematic evaluations and uses those results to improve candidate achievement through modification of the program.

## **2.0 General Studies for Initial Teacher Preparation.**

**Candidates progress through a clearly identified and broad based curriculum that includes general studies courses and experiences in the liberal arts and sciences and develops theoretical and practical knowledge.**

- 2.1 The candidate is exposed to the interconnectivity of communication to the Language Arts as well as the social sciences, humanities, arts, and sciences disciplinary and theoretical platforms.
- 2.2 The candidate acquires additional skills between communication and the Language Arts as well as the social sciences, humanities, arts, and sciences.

## **3.0 Knowledge of Communication.**

**Candidates gain knowledge and communication competencies in a variety of communication and related content areas through a sequence of courses and experiences so they understand the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology to teach communication.**

The following indicators were taken from the National Communication Association's K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements (1998). Inclusion of these standards as indicators assumes that not only will the teacher candidate have a knowledge and understanding of these concepts superior to their students, but that they will

also be able to effectively model and teach these concepts. While specific content topics are not specified in this document due to the breadth and depth of the communication discipline, particular regional or state content needs (e.g. business communication or conflict resolution skills) should be appropriately addressed in the self evaluation.

**3.1 Fundamentals of effective communication. Candidates should demonstrate knowledge and understanding of ...**

3.11 the relationships among the components of the communication process and the potential impact each has on the communication process.

3.12 the influence of the individual, relationship, and situation on communication.

3.13 the role of communication in the development and maintenance of personal relationships.

3.14 the role of communication in creating meaning, influencing thought, and making decisions. In addition, candidates should demonstrate the ability to ...

3.15 show sensitivity to diversity when communicating.

3.16 enhance relationships and resolve conflict using appropriate and effective communication strategies.

3.17 evaluate communication styles, strategies, and content based on their aesthetic and functional worth.

**3.2 Standards of Speaking. Candidates should demonstrate ...**

3.21 knowledge and understanding of the speaking process.

3.22 the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting.

3.23 the ability to use language that clarifies, persuades, and/or inspires while respecting differences in listener's backgrounds (race, ethnicity, age, etc.).

3.24 the ability to manage or overcome communication anxiety.

**3.3 Standards of Listening. Candidates should demonstrate ...**

3.31 knowledge and understanding of the listening process.

- 3.32 the ability to use appropriate and effective listening skills for a given communication situation and setting.
- 3.33 the ability to identify and manage barriers to listening.
- 3.4 **Standards of Media Literacy. Candidates should demonstrate ...**
- 3.41 knowledge and understanding of the way people use media in their personal and public lives.
- 3.42 knowledge and understanding of the complex relationships among audiences and media.
- 3.43 knowledge and understanding that media is produced within social and cultural contexts.
- 3.44 knowledge and understanding of the commercial nature of media.
- 3.45 ability to use media to communicate to various audiences.
- 4.0 **Professional Education and Pedagogical Studies.**

The unit ensures that communication teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

- 4.1 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:
  - 4.11 Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities.
  - 4.12 Variety of instructional strategies to develop confidence, a positive learning environment, critical thinking, and the skills for their future students to become effective communicators in society.
  - 4.13 Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
  - 4.14 Educational technology, including the use of mass media products, computers and other technologies in instruction, assessment, and professional productivity.

4.15 Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the

5.0 **Professional Collaboration and Growth.**

Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, is of high quality, and reflects collaboration with the professional community for the preparation of secondary communication teachers.

5.1 Higher education faculty use a variety of instructional strategies that encourage reflection, critical thinking, problem solving, and the application of communication skills.

5.2 Instruction is continuously evaluated and the results are used to improve teaching within the unit.

5.3 Higher education faculty maintain a current knowledge base of communication theory, research, and practice.

5.4 Collaborative relationships, programs, and projects are developed with P-12 schools and professional organizations to provide candidates with a variety of professional opportunities and experiences.

6.0 **Field-Based Experiences for Communication.**

Candidates have varied opportunities to apply content knowledge and learning theory in supervised laboratory and clinical experiences which are consistent with the conceptual framework(s), are well-planned and sequenced, and are of high quality.

6.1 Communication teaching candidates complete a variety of meaningful clinical experiences including observation and practice in communication classrooms, micro-teaching, and one-on-one coaching, with certified, experienced teachers prior to student teaching.

6.2 Pre-student teaching field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.

6.3 Candidates/student teachers are placed with trained mentors/teachers who are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. The student teaching process includes structured and reflective evaluation throughout the experience.

## DISCUSSION

This segment is included to help explain how to complete the formal evaluation process and the general intent of the matrix indicators. This is not done to prescribe content, pedagogical style, or educational policies, but rather to give clarification of issues related to preparation of teacher candidates. As Institutions complete the evaluation process, they should explain and demonstrate how they are preparing communication teachers according to their constituent and disciplinary needs. Reviewers are encouraged to take the opportunity to describe the unique and innovative focus and aspects of their program along with the standard procedures they follow.

### **The Evaluation Process - Overview and Scope**

The intent of this segment is to provide an opportunity for the program to show how it is structured and what kinds of curricular and co-curricular experiences are offered to the students.

It is assumed that most communication teacher preparation units are housed within a Department of Communication or similar academic department. As such, those involved in communication teacher training need to coordinate their efforts with the professional teacher education unit that is often housed in a College or Department of Education. Such a relationship may present challenges to coordinating goals and achieving the objectives. Reviewers should be able to identify their unit's goals and objectives, but also develop whether those are shared with the professional teaching unit (section 1A). Units also need to be receptive to varying teacher certifications and endorsements and adapt their programs accordingly. Reviewers should identify how their program has identified state and/or regional certification needs within the design of their program. Programs may be identified as general communication, or have some particular focus area such as media literacy, organizational communication, conflict resolution, or traditional speech communication. The focus of the program can be supported by the learned society, state or regional goals, teaching endorsement guidelines, or other documents that have guided the unit to their disciplinary focus section (section 1B).

Reviewers should also pay particular attention to the formal and informal relationships (section 1C) that exist between the various units responsible for teacher training. Reviewers may establish responsibilities for each unit and include organizational structures of field experiences, student teaching and other internship processes, and evaluation procedures utilized.

As mentioned above, this section provides the opportunity for programs to discuss innovations and special strengths. Reviewers may describe field experiences and other co-curricular opportunities in terms of organizational

structure, requirements, and evaluation procedures (section 1E). P-12 communication teachers are often expected to handle a variety of extra activities such as speech team, debate, radio, peer court, television, drama, scholastic bowl, or other oral performance related activities. As such, special clinical experiences for the students to work with P-12 learners in both academic and co-curricular settings may be one aspect that the reviewing program may want to highlight.

Reviewers also have the opportunity to discuss the unit's ability to establish relationships and professional opportunities beyond the campus. Incorporation of regional or professional expectations or national standards may be established in the overview (particularly, if the institution is subscribing to INTASC standards, for example, the reviewer may clarify admission, progression, graduation, and post-graduation checkpoints for teacher candidates (section 1I).

In general, the Overview and Scope segment is an opportunity to provide a macro-view of the communication teacher training program so that the overall goals, functions, structures, and relationships of the academic unit primarily responsible for communication teacher training are clarified.

## **The Evaluation Process - The Matrix**

The completed matrix should appear in a chart style format organized in the same fashion as the matrix. A code system may be utilized as long as the full matrix is included in the document and the coding system is defined. All indicators in the matrix (e.g. 1.1, 1.2, 1.3, etc.) should be listed on the left side of the chart with the right side reserved for responses. The format of the grid/chart system may be respondent defined.

The response section of the matrix is the opportunity for the reviewer to demonstrate how the institution meets that particular criteria. Reviewers may cite course syllabi, field experiences, advisement materials, and other documents as evidence of meeting that criteria. All cited or referenced material should be included in the Appendices.

**1.0 Structure of the Communication Education Program.** This standard is designed to provide a macro-view of the entire curriculum so that its individual component parts can be viewed as to how they interrelate and become the whole program. No response is needed to 1.0 since the reviewer will be responding to the 1.1-1.4 indicators below.

**1.1** The conceptual framework refers to the officially established mission, goals, and/or objectives of the program and how they frame the program for both faculty and students. References need to cite syllabi and/or

other resources where the conceptual framework is made known to faculty and teacher candidates. The framework may revolve around a theme or other unifying device being utilized by the program.

- 1.2 The framework should be up-to-date and reflect current knowledge in the communication field and in pedagogy especially in terms of how multi-cultural our society has become.
- 1.3 Teacher training experiences should not be limited to classroom experiences only. Rather, the program should demonstrate a well-rounded range of experiences. Opportunities to visit classrooms, work in media labs, participate in co-curricular activities, judging and/or coaching high school speech and debate, and to micro-teach in P-12 settings may be incorporated into a total program. Respondents may cite research, advisement materials, mission statements, or similar materials that demonstrate that candidates have a wide variety of curricular and clinical experiences once they leave the program.
- 1.4 The final aspect of the Program analysis relates to internal and/or external evaluation processes. Copies of evaluation instruments and other documents related to program evaluation can be placed in the Appendices and then referenced in the matrix. Evaluation time-tables and other structural systems may be also referenced. Results of previous evaluations may be cited as evidence of program quality.
- 2.0 **General Studies for Teacher Preparation.** In the belief that the P-12 teacher should be a well rounded individual, the objective of this section is to determine the extent of general education being provided to the teacher candidate. No response is needed to 2.0 since the reviewer will be responding to indicators 2.1-2.2 below.
- 2.1 General education typically includes course-work in the social sciences, humanities, arts, and sciences. This indicator addresses the interconnectivity of communication theory to the Language Arts and other disciplines. The reviewer should indicate what, if any, mechanisms are utilized to develop the attitude and ability for the candidate to make theoretical interdisciplinary connections.
- 2.2 Communication teachers are often housed within an English or Language Arts department and may be expected to teach other Language Arts courses. Effectiveness in that assignment may assume that the candidate understands various Language Arts competencies (reading, writing, speaking, listening, viewing, and representing) as well as interdisciplinary skills in the social sciences, humanities, arts, and sciences. Reviewers should demonstrate how candidates acquire skills in the Language Arts and the other related disciplines.

- 3.0 Knowledge of Communication.** The communication discipline not only incorporates a wide variety of concepts but also crosses other disciplines within theory and practice. Therefore, concepts are derived from the National Communication Association's K-12 communication literacy and competencies document specified earlier in this report. The assumption is that not only will the teacher candidate know and understand the following concepts, but that they will also be able to teach those concepts to their future students. While no response is needed to 3.0, 3.1, 3.2, 3.3 and 3.4, the reviewer should address the concept of knowing and having the teacher candidate being able to teach content within each sub-indicator (e.g. 3.11, 3.12, etc.).
- 3.1 The study of communication has traditionally been grounded in fundamental theories. The sub-structure in this indicator is attempting to determine the breadth of basic theory and knowledge communication teacher candidates receive. Reviewers may choose to cite sections of course syllabi that reference the listed concepts of these and all other sub-indicators.
- 3.2 Speaking skills and needs may vary regionally according to cultural, professional, or business factors. It is assumed that the institution will be aware of those particular needs and adapt their program accordingly. Reviewers should cite courses and other experiences where P-12 communication teacher candidates learn and employ the listed speaking skills and theory.
- 3.3 Listening skills have often been assumed and overlooked in teacher training. Candidates should be able to demonstrate not only their own listening skills, but to be able to convey those skills to their future students.
- 3.4 Media literacy education demonstrates how words, images, and sounds influence the way meanings are created and shared, and how people assign value, worth, and meaning to personal and public media use and media messages in contemporary society. A media literate person is equipped to assign value, worth, and meaning to media use and media messages.
- 4.0 Professional Education and Pedagogical Studies.** This segment relates to how instructional skills are taught to the teaching candidate. Pedagogical theory and skills are often presented by both the professional teaching unit (educational foundations, curriculum and history, etc.) and the disciplinary unit (communication teaching methods classes). The reviewer should have already provided the structural format for presentation of instructional skills within the Overview

segment of the evaluation. Therefore, this matrix element is most concerned with the content of those classes, especially with a focus on the discipline specific coverage. While no response is needed to 4.0 and 4.1, the reviewer should address content concerns in the sub-indicators 4.11 through 4.15.

- 5.0 Professional Collaboration and Growth.** This standard reviews those who instruct, coordinate, advise, and supervise in the disciplinary unit. The underlying assumption to this standard is that those individuals should model and exceed the same expectations that are placed upon the teacher candidates. That means that those individuals should be aware of the institution's conceptual framework, reflect knowledge derived from research and professional practice and collaborate with others in the professional community. No response is needed to 5.0 since the reviewer will be addressing the indicators 5.1 through 5.4.
- 5.1** Higher education faculty should use a variety of instructional strategies in their own teaching that will coordinate with various learner styles. Such modeling will assist the teacher candidate in understanding the types and uses of those strategies. The reviewer may wish to indicate syllabi, assignments, and other documents to resource uses of different strategies.
- 5.2** Engaging in critical evaluation of those strategies will also assist the faculty and the teacher candidate in understanding the effectiveness and appropriateness of various strategies. Evaluation might be in the form of student reviews, peer critiques, or other mechanisms set in place by the unit or the faculty. The reviewer may indicate whether the evaluations are formal or informal.
- 5.3** Unit faculty may attend professional conferences, engage in original or historical research, or have some other structural means to remain current in the theory and practice of the communication discipline. The reviewer may cite examples or provide other support material in the Appendices.
- 5.4** It may also be relevant as to how well the unit is maintaining relationships within the P-12 schools in their region. Such relationships may enable the unit to maintain current information regarding educational trends or problems within the school system. Some units may have developed formal or informal agreements to facilitate those relationships.
- 6.0 Field-Based Experiences for Communication.** The Overview section provided an opportunity for the reviewer to make descriptive comments regarding the structure and types of field experiences provided to

teacher candidates. Indicators 6.1, 6.2, and 6.3 have the reviewer document the extent and application of those experiences for their teacher candidates.

- 6.1 The reviewer should demonstrate the breadth of pre-student teaching experiences and indicate which experiences are required and which are elective. References to syllabi and other historical data regarding participation may help the reviewer establish extent of student participation in these experiences.
- 6.2 Evaluation of the experiences may help the teacher candidate be more reflective of the field experience and to make critical adjustments for future experiences. The reviewer may cite evaluation forms or other structural means employed by the unit.
- 6.3 Teacher candidates receive an appropriate student teaching/intern placement that is structured, is topically appropriate, and is done so under the supervision of trained teachers or mentors. The reviewer may have explained the organizational format regarding placement, supervision, and evaluation of student teaching in the Overview section, but may document and cross-reference preparation of cooperating teachers and mentors in the Appendices.

## **The Evaluation Process - Additional Materials**

Appendices may be added to the portfolio, but are limited to 100 total pages. Appendices must include faculty resumes and course syllabi for all relevant courses, and any item referenced in the matrix. Reviewers may also include support documents such as academic and career advisement materials, evaluation instruments and results, mission statements, state goals, endorsement guidelines, and other similar items. Appendices should be clearly numbered and cross-referenced if cited in the matrix.

## Resources

American Association of Colleges for Teacher Education

Association of Teacher Education

Illinois State Board of Education

K-12 Language Arts Standards

Interstate New Teacher Assessment and Support Consortium

National Communication Association

Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements

National Council for Accreditation of Teacher Education

National Board for Professional Teaching Standards



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