

Speech Standards

FINAL

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SPEECH STANDARDS

- Standard I.** The speech teacher knows how to design and implement effective instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech.
- Standard II.** The speech teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, speaking, and listening; knows how to apply research skills and procedures to gather, analyze, evaluate, and use information from a variety of sources; and teaches students to apply these skills and procedures in varied communication contexts.
- Standard III.** The speech teacher understands the communication process and related theories, knows the purposes and functions of communication, and provides opportunities for students to apply this knowledge to make appropriate and effective choices as senders and receivers of messages in varied contexts.
- Standard IV.** The speech teacher understands and promotes students' understanding of the influence of self and culture in making communication choices that determine the effectiveness of communication in interpersonal, group, organizational, and public contexts.
- Standard V.** The speech teacher understands oral language, listening, and nonverbal communication skills; knows how to analyze communication interactions; and teaches students how to apply related knowledge and skills to become competent communicators in varied contexts.
- Standard VI.** The speech teacher understands interpersonal communication and teaches students to apply appropriate and effective verbal, nonverbal, listening, and responding skills in interpersonal interactions in varied contexts.
- Standard VII.** The speech teacher understands group and organizational dynamics and skills for communicating in groups and organizations, and provides students with opportunities to develop and apply appropriate and effective communication skills for groups and organizations.
- Standard VIII.** The speech teacher understands concepts and principles of classical and contemporary rhetoric and teaches students how to plan, prepare, organize, deliver, and evaluate speeches and presentations.
- Standard IX.** The speech teacher understands argumentation and debate and provides students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.
- Standard X.** The speech teacher understands the art of oral interpretation and provides opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes, and occasions.
- Standard XI.** The speech teacher knows how to interpret, analyze, and produce various types of mass media messages and provides students with opportunities to develop skills as producers and critical consumers of media messages.
- Standard XII.** The speech teacher understands ethical standards and major legal issues relevant to varied communication contexts and teaches students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

Standard I. The speech teacher knows how to design and implement effective instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 1.1k strategies for providing speech instruction that encourages student engagement and promotes all students' ability to learn content and skills in the speech TEKS;
- 1.2k the significance of student diversity for instructional planning and effective strategies for teaching speech content and skills to students with diverse backgrounds and needs;
- 1.3k relationships between concepts and skills in speech and other aspects of students' learning and lives, and strategies for increasing student awareness of these relationships;
- 1.4k principles and strategies for communicating effectively with students in varied instructional contexts; and
- 1.5k assessment methods and strategies for evaluating student learning of concepts and skills in speech.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 1.1s design instruction that integrates all components of the speech curriculum, actively engages students in the learning process, and promotes all students' achievement of content and skills in the speech TEKS;
- 1.2s select and use appropriate materials and technologies to prepare and implement effective, engaging instruction;
- 1.3s maintain an appropriate balance of breadth and depth in implementing the speech curriculum;
- 1.4s model and teach the appropriate and effective use of oral and written language, nonverbal communication, and listening skills; and
- 1.5s use a variety of assessment methods and knowledge of the TEKS to plan and adjust instruction and monitor student progress.

Standard II. The speech teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, speaking, and listening; knows how to apply research skills and procedures to gather, analyze, evaluate, and use information from a variety of sources; and teaches students to apply these skills and procedures in varied communication contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 2.1k the importance of accurate and complete information as a basis for critical thinking, reasoning, and decision making and for effective listening and speaking in interpersonal, group, organizational, and public contexts;
- 2.2k various types of information resources, including human, print, and electronic resources, and their uses;
- 2.3k criteria for evaluating information from various sources (e.g., objectivity, authoritativeness, accuracy);
- 2.4k principles and procedures for locating, gathering, analyzing, evaluating, and using information from primary, secondary, and electronic sources (e.g., interviews, surveys, questionnaires, written texts, technology and media sources); and
- 2.5k legal and ethical issues and guidelines related to the use of information from various sources, including avoidance of plagiarism and use of appropriate techniques for documenting sources (e.g., oral footnoting for oral presentations).

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 2.1s apply and teach students to apply critical-thinking, reasoning, and decision-making skills in varied communication contexts;
- 2.2s identify and evaluate sources of information to meet varied communication needs;
- 2.3s apply and teach students to apply systematic strategies for selecting topics to research and for locating, gathering, analyzing, evaluating, and using information from a variety of texts and technological resources;
- 2.4s promote students' ability to apply criteria for evaluating the quality and credibility of information from various sources, including the Internet;
- 2.5s promote students' understanding of legal and ethical issues related to the use of information from various sources, and teach students to adhere to legal and ethical guidelines in using and presenting information; and
- 2.6s provide students with opportunities to plan and conduct research relevant to a variety of speech activities.

Standard III. The speech teacher understands the communication process and related theories, knows the purposes and functions of communication, and provides opportunities for students to apply this knowledge to make appropriate and effective choices as senders and receivers of messages in varied contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 3.1k components of the communication process (e.g., sender, receiver, message, channel, feedback, encoding, decoding, barriers, noise, context);
- 3.2k major theories of communication;
- 3.3k purposes and functions of communication (e.g., informing; persuading; expressing and responding to opinions, ideas, and feelings; participating in social traditions; creating and imagining);
- 3.4k the importance of making appropriate communication choices and using effective communication strategies in interpersonal, group, organizational (e.g., professional, social), and public contexts; and
- 3.5k the role of communication in creating meaning, influencing thought, and making decisions.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 3.1s analyze the components of the communication process and their interrelatedness in varied contexts;
- 3.2s apply knowledge of communication theory to analyze the communication process;
- 3.3s analyze purposes and functions of communication in varied contexts;
- 3.4s apply knowledge of factors that affect communication and distinguish between appropriate/inappropriate and effective/ineffective communication;
- 3.5s teach students to analyze and evaluate the appropriateness and effectiveness of their own and others' communication;
- 3.6s provide opportunities for students to develop and practice communication skills in varied contexts, including intrapersonal, interpersonal, group, organizational, and public contexts; and
- 3.7s teach students to apply knowledge of the communication process to make appropriate and effective communication choices as senders and receivers of messages.

Standard IV. The speech teacher understands and promotes students' understanding of the influence of self and culture in making communication choices that determine the effectiveness of communication in interpersonal, group, organizational, and public contexts.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 8–12</i></p>	<p><i>Teachers of Students in Grades 8–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>4.1k ways in which self-esteem, self-concept, and personal perceptions influence communication;</p>	<p>4.1s analyze ways in which self and culture influence communication decisions in a variety of interpersonal, group, organizational, and public contexts;</p>
<p>4.2k the role of self-esteem and a positive self-concept in effective communication;</p>	<p>4.2s promote students' understanding of how attitudes and perceptions regarding self and others affect communication choices in various contexts;</p>
<p>4.3k the influence of personal attributes and cultural factors (e.g., age, gender, knowledge and experience base, priorities, ethnic identity, values, beliefs) in determining communication choices and behaviors;</p>	<p>4.3s teach students skills and strategies for analyzing themselves as communicators, for developing self-confidence and assertiveness, and for reducing communication apprehension in various contexts;</p>
<p>4.4k the importance of poise, self-confidence, and assertiveness in communication, and strategies for developing poise, self-confidence, and assertiveness;</p>	<p>4.4s teach students to use perception checks to interpret, analyze, and evaluate communication in various contexts;</p>
<p>4.5k the importance of developing awareness of personal perceptions and of using perception checks; and</p>	<p>4.5s model sensitivity to and respect for diversity when communicating; and</p>
<p>4.6k the importance of exhibiting sensitivity to and respect for diversity (e.g., cultural, social, political) in various communication contexts.</p>	<p>4.6s teach students to recognize ways in which various types of diversity (e.g., cultural, social, political) influence communication, to exhibit sensitivity to and respect for diversity, and to apply skills for communicating effectively in diverse contexts.</p>

Standard V. The speech teacher understands oral language, listening, and nonverbal communication skills; knows how to analyze communication interactions; and teaches students how to apply related knowledge and skills to become competent communicators in varied contexts.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>5.1k the characteristics, structure, and conventions of oral language;</p> <p>5.2k skills needed to use oral language appropriately and effectively (e.g., level of usage, pronunciation, diction, articulation, enunciation);</p> <p>5.3k types of nonverbal communication and their characteristics, functions, and effects;</p> <p>5.4k relationships between verbal and nonverbal communication;</p> <p>5.5k the nature and purposes of listening, components of the listening process, and barriers to listening;</p> <p>5.6k types of listening (critical, deliberative, empathic, appreciative);</p> <p>5.7k processes and requirements of active listening, including critical listening; and</p> <p>5.8k skills and procedures for analyzing communication interactions through analysis of context, self, and others.</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>5.1s apply knowledge of appropriate speech and language standards, skills, and styles for diverse purposes, content, audiences, and occasions;</p> <p>5.2s teach students to select and use appropriate verbal, nonverbal, listening, and responding skills and strategies in varied interpersonal, group, public, professional, and social contexts;</p> <p>5.3s analyze the use and significance of nonverbal cues (e.g., body communication, facial and eye communication, use of space and touch, voice and paralinguistic cues);</p> <p>5.4s teach students the importance of using appropriate nonverbal communication and how to distinguish between intentional and unintentional nonverbal messages;</p> <p>5.5s teach students to apply skills for different types of listening in various communication situations and settings; and</p> <p>5.6s apply strategies for managing barriers to listening in varied contexts.</p>

Standard VI. The speech teacher understands interpersonal communication and teaches students to apply appropriate and effective verbal, nonverbal, listening, and responding skills in interpersonal interactions in varied contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 6.1k the importance of various types of interpersonal relationships (e.g., friends, family, professional, social) for personal well-being and success;
- 6.2k the importance of interpersonal communication skills in developing and maintaining productive interpersonal relationships;
- 6.3k the purposes and goals of interpersonal relationships and interpersonal communication in a variety of contexts (e.g., personal, professional, multicultural);
- 6.4k skills for participating in interpersonal conversations in a variety of contexts and for a variety of purposes (e.g., engaging in interpersonal rituals such as greetings and introductions, sharing experiences and ideas, conducting business);
- 6.5k verbal, nonverbal, listening, and responding skills for developing and maintaining productive relationships (e.g., using courtesy and tact, engaging in empathic listening, providing appropriate feedback);
- 6.6k verbal, nonverbal, listening, responding, and critical thinking skills for analyzing and managing interpersonal conflicts and problems in relationships; and
- 6.7k the importance of social etiquette, norms, and conventions in interpersonal communication and how these are influenced by factors such as self-concept, perception of others, and culture.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 6.1s promote students' awareness of the importance of productive interpersonal relationships in personal, group, organizational, and public contexts;
- 6.2s promote students' ability to recognize and analyze the influence of verbal, nonverbal, listening, and responding skills and strategies on the quality of interpersonal relationships;
- 6.3s teach students to apply strategies for making appropriate and effective communication decisions in interpersonal relationships in various situations, including situations involving problem solving and conflict resolution;
- 6.4s promote students' ability to analyze the influence of self-concept, perception of others, and cultural factors on interpersonal relationships and to make appropriate and effective communication choices in response to personal and cultural differences;
- 6.5s teach students to apply appropriate and effective listening skills (e.g., empathic, critical, deliberative) and responding skills (e.g., interpreting, providing feedback) in interpersonal communication in a variety of contexts;
- 6.6s teach students to apply appropriate and effective verbal skills to achieve clarity and to demonstrate tact, courtesy, and assertiveness in various interpersonal contexts and for various communication purposes (e.g., to inform, to persuade, to express and respond to ideas, to express agreement and disagreement);
- 6.7s teach students to apply appropriate and effective nonverbal skills (e.g., space, touch, voice) in interpersonal conversations in various contexts and for various communication purposes;

Standard VI. The speech teacher understands interpersonal communication and teaches students to apply appropriate and effective verbal, nonverbal, listening, and responding skills in interpersonal interactions in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

- 6.8s teach students to apply appropriate social etiquette, norms, and conventions in interpersonal communication in various contexts;
- 6.9s teach students to use appropriate and effective verbal, nonverbal, listening, and responding skills to participate in social traditions and to initiate, maintain, and conclude interpersonal conversations in various contexts and for various purposes; and
- 6.10s teach students to use appropriate and effective research, verbal, nonverbal, listening, and responding skills to prepare for and participate in interviews (e.g., gathering and responding to information, asking and answering questions).

Standard VII. The speech teacher understands group and organizational dynamics and skills for communicating in groups and organizations, and provides students with opportunities to develop and apply appropriate and effective communication skills for groups and organizations.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k the role and importance of groups and organizations in a democratic society;</p> <p>7.2k types of groups (e.g., social groups, task groups, teams, professional groups) and their characteristics and functions (e.g., developing friendships, accomplishing goals, making and implementing plans, solving problems);</p> <p>7.3k theories and principles of group dynamics and factors that influence group effectiveness (e.g., group size, group norms, roles assumed by group members);</p> <p>7.4k roles and responsibilities of individuals in groups and the effects of individual behavior on group dynamics and communication;</p> <p>7.5k types of group discussions (e.g., panel, symposium, informal debate) and their characteristics and functions, and verbal, nonverbal, listening, responding, research, and critical-thinking skills needed to participate effectively in group discussions for various purposes (e.g., presenting ideas, promoting group cohesion, questioning, agreeing or disagreeing, brainstorming);</p> <p>7.6k the nature of conflict and strategies used in groups and organizations for conflict diagnosis, analysis, management, and resolution (e.g., compromise, negotiation, collaboration, accommodation, coercion) in various contexts;</p> <p>7.7k procedures for group problem solving (e.g., identify problem, propose alternative solutions, test alternatives, implement solution);</p> <p>7.8k types of leaders and leadership styles and their potential for effectiveness in various group and organizational situations, and effective communication skills and strategies used by leaders in various contexts;</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s apply knowledge of theories, skills, and strategies for building effective groups, teams, and organizations in varied contexts;</p> <p>7.2s apply skills for analyzing the participation and contributions of group members and for evaluating group effectiveness;</p> <p>7.3s promote students' understanding of and ability to analyze types of groups and their characteristics and functions; group dynamics and norms; roles assumed by group members; and verbal, nonverbal, listening, responding, research, and critical-thinking skills and strategies needed to communicate appropriately and effectively in various group contexts;</p> <p>7.4s teach students to identify and apply strategies for making decisions, solving problems, resolving conflicts, and reaching consensus in groups and teams;</p> <p>7.5s identify and analyze effective leadership styles, and provide students with opportunities to be effective leaders and participants in various group contexts;</p> <p>7.6s provide students with opportunities to plan, organize, and participate in group discussions and to make group presentations for a variety of purposes, audiences, and occasions;</p> <p>7.7s promote students' ability to use research, critical-thinking, reasoning, interpersonal, verbal, nonverbal, listening, and responding skills to be effective leaders and participants in groups and teams;</p> <p>7.8s provide students with opportunities to apply techniques for conducting formal meetings;</p>

Standard VII. The speech teacher understands group and organizational dynamics and skills for communicating in groups and organizations, and provides students with opportunities to develop and apply appropriate and effective communication skills for groups and organizations.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 8–12</i></p> <p>7.9k techniques for conducting formal meetings (e.g., use of agendas, parliamentary procedure);</p> <p>7.10k types of professional and social organizations and their purposes (e.g., providing employment, meeting individual and social needs);</p> <p>7.11k characteristics of organizations (e.g., structure, hierarchy, culture) and their effects on employees and members;</p> <p>7.12k communication skills for developing positive relationships, networking, participating in groups and teams, and making presentations in an organizational context; and</p> <p>7.13k the importance of professional and social etiquette, protocol, and ethics in group and organizational contexts.</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>7.9s promote students' understanding of types of professional and social organizations, their functions, and their characteristics;</p> <p>7.10s promote students' ability to recognize and analyze factors that affect successful participation and leadership in organizations;</p> <p>7.11s provide students with opportunities to develop and apply verbal, nonverbal, listening, decision-making, problem-solving, and conflict-management skills to communicate appropriately and effectively for a variety of purposes in various organizational contexts (including making and responding to professional presentations); and</p> <p>7.12s identify norms for professional and social etiquette, protocol, and ethics, and teach students to apply these norms and rules in group and organizational contexts.</p>

Standard VIII. The speech teacher understands concepts and principles of classical and contemporary rhetoric and teaches students how to plan, prepare, organize, deliver, and evaluate speeches and presentations.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>8.1k principles of classical and contemporary rhetoric (i.e., invention, organization, style, memory, delivery);</p> <p>8.2k the influence of classical rhetoric in shaping Western thought and of contemporary speeches in shaping personal decisions, political values, and current events;</p> <p>8.3k the importance of analyzing speaker (e.g., qualifications, credibility, personal image), audience (e.g., demographics, attitudes, values), and occasion (e.g., purpose, time, place) as a basis for planning, presenting, and responding to speeches;</p> <p>8.4k types and purposes of speeches (e.g., to inform, to persuade, to promote social unity);</p> <p>8.5k use of a systematic process to prepare speeches (e.g., select and limit topic and purpose, conduct and analyze research, determine a logical and appropriate pattern of organization, construct outline, write manuscript and notes, rehearse), and skills and strategies associated with steps in the preparation process;</p> <p>8.6k elements of speech form (e.g., introduction, body, conclusion);</p> <p>8.7k patterns of organization for informative speeches (e.g., chronological, topical, spatial) and their characteristics and uses;</p> <p>8.8k types of persuasive speeches (e.g., propositions of fact, value, problem, policy) and patterns of organization for types of persuasive speeches (e.g., cause-effect, problem-solution);</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>8.1s analyze and evaluate the organization and effectiveness of oral and written speeches;</p> <p>8.2s promote students' understanding of classical and contemporary speeches and their influence on individuals and society;</p> <p>8.3s teach students to analyze speaker, audience, and occasion as a basis for decision making in planning, presenting, and responding to speeches;</p> <p>8.4s teach students to use a systematic process to prepare speeches for various purposes;</p> <p>8.5s promote students' ability to use logical, emotional, and ethical proofs and appeals to support and clarify claims in speeches;</p> <p>8.6s teach students to choose effective devices for introductions and conclusions and to use appropriate rhetorical strategies for clarity (e.g., transition statements, signposts, previews, summaries);</p> <p>8.7s promote students' ability to use language effectively, to employ rhetorical and stylistic devices to achieve a desired effect, and to use technology to enhance the effectiveness of speeches;</p> <p>8.8s teach students strategies and skills for rehearsing and presenting speeches (e.g., promoting memory, selecting and polishing delivery strategies, using language and nonverbal communication effectively, using audiovisual communication aids appropriately, responding to audience feedback);</p>

Standard VIII. The speech teacher understands concepts and principles of classical and contemporary rhetoric and teaches students how to plan, prepare, organize, deliver, and evaluate speeches and presentations.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

- 8.9k rhetorical strategies (e.g., previews, summaries, rhetorical questions, transitions) used to enhance clarity and interest in speeches;
- 8.10k stylistic devices used to develop tone, clarity, interest, and appeal in speeches (e.g., parallelism, alliteration, metaphor);
- 8.11k types of proof used to support points in speeches (e.g., testimony, statistics, logic, personal experience and observation);
- 8.12k types of speech delivery (e.g., memorized, manuscript, impromptu, extemporaneous);
- 8.13k noise and barriers in the public speaking process (e.g., speaker's failure to project and speak clearly, environmental distractions, listeners' past experiences and attitudes; cultural differences between speaker and audience);
- 8.14k types of communication apprehension and effective strategies for coping with communication apprehension; and
- 8.15k types of audiovisual communication aids, their characteristics, and their uses in speeches and presentations.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

- 8.9s promote students' ability to use critical, deliberative, empathic, and appreciative listening skills and their knowledge of rhetoric to analyze and evaluate oral and written speeches; and
- 8.10s teach students strategies and skills for overcoming communication apprehension and building self-confidence with regard to public speaking.

Standard IX. The speech teacher understands argumentation and debate and provides students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 9.1k the goals and uses of persuasive speech, the components of persuasive speech (e.g., persuader, receiver, channel), and types of persuasive strategies and appeals (e.g., emulation, fear, altruism) and their characteristics;
- 9.2k the role of argumentation and debate in a free society and the historical and contemporary uses of argumentation and debate in various contexts (e.g., political, social);
- 9.3k ethical issues relating to the use of persuasive speech;
- 9.4k elements of formal debate (e.g., propositions, contentions, presumptions);
- 9.5k rules and principles of formal debate;
- 9.6k types of debate formats (e.g., policy format, Lincoln-Douglas format);
- 9.7k types of propositions used in debates (e.g., fact, value, policy) and their characteristics;
- 9.8k forms of reasoning used in debate (e.g., expert opinion, statistics, logic);
- 9.9k types of logical arguments (e.g., inductive, deductive, syllogisms, cause-effect) and their characteristics;
- 9.10k the use of affirmative and negative strategies and stock issues in debate;
- 9.11k guidelines for effective cross-examination in debates; and
- 9.12k strategies and skills for effective critiquing of debates.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 9.1s recognize the value of debate for developing student skills in a variety of areas (e.g., research, public speaking, refutation);
- 9.2s promote students' ability to use persuasive skills and strategies in informal and formal argumentation and to analyze and respond to persuasive communications (e.g., propaganda, emotional appeals);
- 9.3s teach students how to analyze, phrase, and define propositions and use various debate formats to support propositions;
- 9.4s teach students skills and strategies for debating value and policy propositions (e.g., construct cases, use valid proofs, evaluate implications of stock issues);
- 9.5s promote students' use of critical thinking, logic, and reasoning in debate (e.g., by formulating logical arguments, choosing appropriate proofs, applying standard tests of evidence, identifying fallacies in reasoning);
- 9.6s promote students' understanding and application of ethical guidelines for debate research and use of evidence and their ability to demonstrate ethical behavior and courtesy during debate;
- 9.7s teach students how to construct affirmative and negative cases and present a prima facie case;
- 9.8s teach students skills and strategies for refuting, rebutting, and defending arguments and for effective cross-examination;
- 9.9s provide students with opportunities to practice effective communication skills in debating and to develop extemporaneous speaking skills; and

Standard IX. The speech teacher understands argumentation and debate and provides students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12 (continued)

9.10s teach students to use critical-listening skills in debating contexts and apply knowledge of debate principles to analyze and evaluate debates.

Standard X. The speech teacher understands the art of oral interpretation and provides opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes, and occasions.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>10.1k theories of oral interpretation as a communication art, the role of the interpreter, and ethical responsibilities of the interpreter to the author, the literary text, and the audience;</p> <p>10.2k types and characteristics of literature suitable for oral interpretation, including prose (e.g., short stories, scenes from novels, biographies, essays), poetry (e.g., lyric, narrative), and drama (e.g., scenes from plays, monologues);</p> <p>10.3k standards for selecting literature for performance (e.g., appropriateness for reader, audience, and occasion; literary merit);</p> <p>10.4k skills and strategies for conducting research for oral interpretation, including research on the author; the author's other works; literary criticism; and references, allusions, and terms in the text;</p> <p>10.5k skills and strategies for adapting literature for performance (e.g., lifting scenes, cutting, writing introductions and transitions);</p> <p>10.6k skills and strategies for analyzing literary texts as a basis for making performance choices;</p> <p>10.7k the use of research, analysis, and personal experience, insight, and imagination to justify performance choices (e.g., use or non-use of manuscript, use of voice, use of body, use or non-use of props);</p> <p>10.8k the use of various vocal and verbal strategies (e.g., related to rate, pitch, inflection, volume, pauses, dialect, pronunciation, articulation) to enhance performance;</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>10.1s promote students' understanding of theories and principles of interpretation, the role of the interpreter, and the interpreter's relationship and responsibilities to author, text, and audience;</p> <p>10.2s promote students' understanding of types and characteristics of literature for oral interpretation and how to apply appropriate standards to select literary texts to perform for a variety of audiences, purposes, and occasions;</p> <p>10.3s promote students' ability to conduct research for oral interpretation and to use research as a basis for analyzing, adapting, interpreting, and performing text;</p> <p>10.4s promote students' ability to analyze various aspects of a literary text (e.g., literary form or genre, structural elements, narrative voice, emotional progression, literal and symbolic meanings, imagery, characterization);</p> <p>10.5s teach students strategies for adapting literature for individual and group performance for a variety of audiences, purposes, and occasions;</p> <p>10.6s promote students' ability to use text analysis, research, personal response, and imagination to make and justify performance choices;</p> <p>10.7s teach students to use effective vocal and verbal strategies and rehearsal techniques to enhance performance and achieve performance goals;</p> <p>10.8s teach students to use effective decision-making skills and processes to prepare and present group performances; and</p> <p>10.9s teach students to use knowledge of interpretation theory and critical, empathic, and appreciative listening skills to evaluate and critique individual and group performances.</p>

Standard X. The speech teacher understands the art of oral interpretation and provides opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes, and occasions.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

- 10.9k rehearsal techniques used to promote internalization of the literature, to enhance visualization and imagination, and to develop confidence;
- 10.10k group decision-making skills and processes for preparing and presenting group performances; and
- 10.11k critical, empathic, and appreciative listening skills used to evaluate and critique performances of literature.

Standard XI. The speech teacher knows how to interpret, analyze and produce various types of mass media messages and provides students with opportunities to develop skills as producers and critical consumers of media messages.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>11.1k different types of mass media (e.g., radio, television, film, Internet) and the history and development of different media (including development of technologies that influence each medium);</p> <p>11.2k the roles and functions of mass media as sources of information, entertainment, persuasion, and education;</p> <p>11.3k strategies and types of programming used by media to inform, persuade, entertain, and educate;</p> <p>11.4k media issues (e.g., censorship, violence, standards for information gathering and news dissemination) and the role of government agencies in regulating media;</p> <p>11.5k the influence of mass media on media audiences (e.g., in relation to individual values, beliefs, and perceptions; consumer behaviors; societal norms and standards; political ideas and policies);</p> <p>11.6k the roles and responsibilities of various media personnel (e.g., producers, directors, technicians, performers);</p> <p>11.7k skills and strategies for planning, organizing, writing, designing, and communicating various types of media messages for a variety of audiences and purposes; and</p> <p>11.8k skills and strategies for interpreting, analyzing, and evaluating media messages.</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>11.1s analyze and evaluate mass media messages based on a variety of factors (e.g., content, nonverbal cues, objectivity);</p> <p>11.2s analyze the social and cultural contexts in which media content is produced and the relationships between audiences and media content;</p> <p>11.3s promote students' understanding of the development of different types of mass media and the roles and functions of mass media as sources of information, entertainment, persuasion, and education;</p> <p>11.4s provide students with opportunities to view (or listen to) and analyze different types of media, different types of programming (e.g., news program, comedy, drama, commercial, infomercial), and different types of production strategies used by media (e.g., visual effects, verbal and nonverbal communication strategies, propaganda and appeals);</p> <p>11.5s provide students with opportunities to explore and evaluate media issues, the role of government agencies in regulating media, and ways in which mass media influence individuals, consumers, society, and political ideas and policies;</p> <p>11.6s promote students' understanding of media personnel and development of skills for planning, organizing, writing, designing, and communicating in media productions; and</p> <p>11.7s promote students' ability to analyze and evaluate viewing choices of self and media audiences and to become critical consumers of mass media.</p>

Standard XII. The speech teacher understands ethical standards and major legal issues relevant to varied communication contexts and teaches students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 12.1k the importance of freedom of speech in a democratic society;
- 12.2k the role of public speaking, debate, and mass media in a free society;
- 12.3k major legal and ethical issues related to communication and media (e.g., copyright infringement, fair use principle, use of various sources of information, propaganda); and
- 12.4k legal rights and ethical responsibilities of communicators in interpersonal, group, organizational, public, and mass communication contexts.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 12.1s promote students' understanding of the importance of freedom of speech and the rights and responsibilities of communicators in interpersonal, group, public, professional, and social contexts;
- 12.2s analyze how modern public address influences public opinion and policy in a democracy;
- 12.3s provide students with opportunities to apply standards for ethical speech and protocol in a variety of contexts; and
- 12.4s teach students the importance of assuming responsibility for their own communication decisions.