

**Journalism and Media Education ~~Mass Communications~~
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on ___/___/___)**

- 006.37 Journalism and Media Education ~~Mass Communications~~
- 006.37A Grade Levels: 7-12
- 006.37B Endorsement Type: Supplemental Subject
- 006.37C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and co-curricular ~~mass~~ media intended for public consumption.
- 006.37D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 ~~30~~ semester hours in journalism and digital literacies ~~mass communications~~.
- 006.37E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institutions utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide Journalism teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the 2012 Journalism Education Association Standards for Journalism Educators.

Standard 1A. Knowledge of Curriculum and Content/Classroom

Knowledge - Journalism teachers understand:

- A. Key principles of journalism curriculum development, instruction and assessment
- B. A variety of curriculum models to help frame journalism as a unique discipline and profession
- C. A variety of effective instructional strategies to help students become active scholastic journalists
- D. A solid foundation in press law and ethics as it applies to scholastic media, including First Amendment-related rights and responsibilities

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- E. The history and evolution of media as well as functions, limitations and influences of media in society
- F. The value of news for today's media consumers
- G. The writing process as it relates to journalism to include brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing, and evaluating the final multimedia product
- H. A variety of forms of journalistic writing, including news, features, opinion and their appropriate style
- I. Importance of matching language use, angle, and style with intended audience
- J. Value and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory and interactive methods
- K. Value of audio, video and still photography and photojournalism to tell stories in compelling ways

Performance – Journalism teachers:

- L. Select appropriate textbooks and teaching materials for classroom use
- M. Design a journalism curriculum that is student-centered and reflects students as continuous learners
- N. Construct lesson plans that cover multiple facets of journalistic storytelling and visual communication
- O. Utilize appropriate professional and scholastic media legal and ethical policies and practices
- P. Ensure students understand media's role in a democracy and their part in its preservation

Standard 1B. Knowledge of Curriculum and Content/Student Publications

Knowledge – Journalism teachers and multimedia advisers understand:

- A. Key principles of journalism and mass media as they function in a product-base curricula
- B. Course organization so process is more important than the product, thus allowing for continuous student learning
- C. A variety of effective instructional strategies that help students become active scholastic journalists
- D. The value of technology for producing and disseminating multimedia content
- E. Law and ethics as it relates to scholastic media and its importance in practice;
- F. The role of leadership training, fiscal responsibility, conflict resolution and time management in student media production

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G. The importance of effective information design for all multimedia

Performance – Journalism teachers and multimedia advisers:

- H. Utilize technology (including computers, mobile media devices, cameras, the Internet, etc.) as teaching and production tools
- I. Use text, graphics, photography, radio, television, new media as appropriate to emphasize the range of story-telling possibilities
- J. Encourage creative approaches to information design and packaging for student media
- K. Construct and utilize financial guidelines for scholastic media relating to subscriptions, advertising, activity funds, and fund raising
- L. Construct and utilize staff organizational models that emphasize responsibility, risk-taking and problem-solving
- M. Construct and utilize production schedules that encourage scholastic journalists to mirror that of professional journalists
- N. Ensure students understand their roles as informational gatekeepers in school-based media, and their rights and responsibilities as journalists

Standard 2. Knowledge of Learning Theory

Knowledge - Journalism teachers understand:

- A. Theories of human behavior that help nurture journalism students
- B. Principles of effective classroom management and assessment
- C. Rights and responsibilities within a journalism education environment
- D. Conditions that enhance the development of life-long learning
- E. Methods to help students understand and use media
- F. The influence of students' diverse backgrounds, attitude, interests and expectations on their communication skills
- G. Interrelationship and concurrent development of each communication skill
- H. Ways the public forms its opinions and the process/interaction involved
- I. Value and effective use of research in a mass media setting

Performance – Journalism teachers:

- J. Create a media-rich atmosphere for students to learn both collaboratively and individually
- K. Model and nurture life-long learning
- L. Use knowledge of journalism/media skills to design appropriate learning experiences
- M. Integrate a variety of media within instruction/curriculum

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- N. Select and order assignments that support integrated units of instruction
- O. Set meaningful goals as part of short and long-term planning for journalism instruction

Standard 3. Knowledge of and Adaptation to Diverse Students

Knowledge – Journalism teachers understand:

- A. Learning theories and how they relate to individual students' diverse backgrounds and learning styles
- B. Influence of diversity on the ways students learn and use media and communication skills
- C. Materials and instructional activities appropriate for helping students to connect to, extend and enhance their unique media and communications skills development
- D. Necessity of journalistic diversity to allow for greater accuracy in coverage

Performance – Journalism teachers:

- E. Base instruction on students' strengths and build upon student differences to further journalism learning
- F. Plan journalism instruction that accommodates a wide range of learners with different learning needs and experiences
- G. Use a variety of materials including publications, new media, computer software, and instructional activities to empower students to use media and symbol systems effectively
- H. Respect the worth, contributions, abilities, and language of all learners
- I. Create environments that support respectful approaches to individual differences
- J. Encourage staff diversity and use awareness of diversity to enhance understanding of journalistic media
- K. Use a variety of assessment strategies including rubrics, portfolios, projects, etc.

Standard 4. Knowledge of Instructional Environment

Knowledge – Journalism teachers understand:

- A. Use of discussion for a variety of purposes to suit the needs of students
- B. Use of questioning to show understanding, help students articulate their ideas and thinking processes, promote risk-taking and problem-solving, facilitate recall of information, encourage thinking, stimulate curiosity and help students to question on their own
- C. Value of conferencing to work with individual students
- D. Environments that support learning about various aspects of the media

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- E. Atmospheres that addresses the students' needs for a sense of belonging to the school and to the larger community as journalism/media users

Performance – Journalism teachers:

- F. Create classrooms that encourage active participation in learning communities
- G. Promote students' appreciation and understanding of audience and the ways to write for different audiences
- H. Help students understand their unique role as disseminators of information and their rights as journalists and media consumers
- I. Employ and model the use of technology as an essential component of learning and production of media
- J. Use various avenues to encourage students to take responsibility for their learning and production of media
- K. Encourage students to consider journalism or mass media as a career possibility

Standard 5. Assessment

Knowledge – Journalism teachers understand:

- A. Multiple assessment strategies for reading, writing, speaking, listening, viewing, designing
- B. Appropriate times to use each type of assessment
- C. Ways to use information from assessments to promote student learning
- D. Interpretation of various data assessing the learners' skills and abilities
- E. Ways to convey those interpretations to students, parents, administrators

Performance – Journalism teachers:

- F. Respond effectively and constructively on an ongoing basis to students' work
- G. Recognize students' oral and written errors as a means of making curricular choices for individual and group instruction
- H. Design a variety of assessment tools such as selected and constructed response items, portfolios, objective quizzes and tests, rubrics, projects, publications
- I. Use assessment results to shape or revise instructional design and/or strategies
- J. Interpret and report assessment methods and results to students, administrators, parents and the public
- K. Use the requirements of state and national assessment programs to make informed curricular choices and instructional strategies as appropriate to journalism
- L. Guide students in learning to assess their own growth through creation of career

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portfolios of their work, publications, photography, new media

Standard 6. Professional Development

Knowledge – Journalism teachers understand:

- A. The value of professional organizations/associations, conferences, certification and licensure, advanced course work, and other professional opportunities in the journalism field to enhance professional growth
- B. A variety of ways to evaluate reflectively their own practice and continue their own learning
- C. The importance of teacher collaboration and cross-disciplinary cooperation
- D. The purposes of and ways to generate classroom research
- E. The value of enthusiasm in a dynamic journalism/media program

Performance – Journalism teachers:

- F. Attend conferences, workshops, graduate education classes, and other professional development opportunities in the journalism field
- G. Study professional media and research relevant to journalism instruction on a regular basis and conduct classroom research to improve their practice
- H. Participate in continual personal and collegial reflection on practice
- I. Use a variety of ways to monitor the effects of their practices on students, parents, colleagues and community professionals
- J. Collaborate with colleagues in journalism and other disciplines
- K. Investigate their own biases and seek to resolve problems that stem from areas of conflict
- L. Model storytelling, writing, designing, photographing, and effective journalism/multimedia skills and uses
- M. Create opportunities for professional/scholastic association critiques of programs/publications
- N. Seek professional licensure, certification and/or an advanced degree in a relevant media-focused field

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A. Direct and coordinate curricular and co-curricular activities in journalism and mass communications.~~
- ~~B. Demonstrate an understanding of journalism and mass communications~~

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~~management and budgeting skills.~~

- ~~C. Demonstrate the skills needed to research and analyze information.~~
- ~~D. Demonstrate an understanding of the strategies of writing and speaking for journalism and mass communications purposes.~~
- ~~E. Demonstrate the ability to use current technologies in the preparation and production of newspapers, yearbooks, and magazines, as well as the related forms of mass communications, including:~~
- ~~1. advertising, sales and marketing;~~
 - ~~2. broadcast journalism;~~
 - ~~3. graphic arts and multimedia design and production;~~
 - ~~4. photojournalism; and~~
 - ~~5. public relations.~~
- ~~F. Demonstrate knowledge and understanding of the range and influence of journalism and mass communications technology in contemporary culture, including being able to:~~
- ~~1. demonstrate knowledge of the history and current trends of journalism and mass communications;~~
 - ~~2. demonstrate an understanding of the influence of media on culture and on people's actions and communication;~~
 - ~~3. display an understanding of the role of technology in journalism and mass communications;~~
 - ~~4. demonstrate knowledge of the law as it applies to journalism and mass communications, including scholastic journalism; and~~
 - ~~5. demonstrate knowledge of free and responsible journalism and mass communications practices.~~
- ~~G. Demonstrate methods of integrating written and spoken communication in career preparation.~~
- ~~H. Demonstrate an understanding of and the ability to apply interpersonal and organizational communication skills related to journalism and mass communications.~~