Field 033: Journalism
REPA Educator Standards

Standard 1: Historical Perspectives

Journalism teachers have a broad and comprehensive understanding of the history and development of print and nonprint media and of the functions, limitations, and influence of print and nonprint media in society, including:

1.1 significant historical trends and technological advances in the development of print and nonprint media

1.2 the concept, history, and development of a free and independent press in the United States

1.3 the impact of the First Amendment on the development of freedom of speech and an independent press in the United States

1.4 the impact of significant events and individuals and their roles in the development of an independent press in the United States

1.5 ways in which print and nonprint media have influenced aspects of political, social, and cultural life in the United States

1.6 the impact of technological developments on events and on the dissemination of information about events in the United States and around the world

1.7 the role of media and journalists in democratic and nondemocratic societies

1.8 limitations on freedom of the press, including the media's self-imposed limitations

Standard 2: Law and Ethics

Journalism teachers have a broad and comprehensive understanding of laws, judicial decisions, and ethical principles related to print and nonprint media, including:

2.1 the rights and responsibilities of the media to maintain accuracy, balance, fairness, objectivity, and truthfulness

2.2 the impact of the First Amendment, the Bill of Rights, and the Indiana State Constitution on the rights and responsibilities of the media

2.3 the impact of significant Supreme Court decisions on journalism and scholastic journalism

2.4 ethical principles and guidelines and professional codes of ethics that support responsible journalism

2.5 legal guidelines that affect journalism and scholastic journalism, including censorship, copyright, libel, and student expression

2.6 the legal and ethical use of photographic and digital images, information, and technology in print and nonprint media

2.7 the government's role in the regulation of mass media

2.8 the media industry's role in self-regulation

Standard 3: Media Literacy

Journalism teachers have a broad and comprehensive understanding of the role of mass media in society and of skills and criteria for analyzing and evaluating mass media, including:

3.1   ways in which mass media shape public opinion, attitudes, and behaviors

3.2   ways in which mass media transmit cultural values and social norms

3.3   similarities and differences between mass media that inform, persuade, or entertain

3.4   the roles and influences of business and advertising in mass media

3.5   skills and criteria for analyzing and evaluating mass media messages and images, including ways in which meaning is shaped

3.6   skills and criteria for analyzing and evaluating the visual presentation of information in print and nonprint media

3.7   skills and criteria for analyzing and evaluating the accuracy and effectiveness of stories and reports that appear in print and nonprint media

3.8   skills and criteria for analyzing and evaluating the credibility of sources in print and nonprint media

3.9   skills and criteria for analyzing the motives or intentions of those who produce mass media

Standard 4: Information Gathering and Evaluation

Journalism teachers have a broad and comprehensive understanding of types of information sources and of skills, techniques, and methods for gathering and evaluating information, including:

4.1   skills and techniques for identifying, locating, and evaluating sources of news and information

4.2   the functions of news bureaus, press releases and conferences, and public relations activities

4.3   the importance and benefits of using multiple sources

4.4   skills and techniques for evaluating the credibility and reliability of primary and secondary sources

4.5   skills and techniques for gathering information through interviews

4.6   skills for listening and observing, including recognizing a speaker's attitude, tone, and bias

4.7   methods of accurate note taking and transcription

4.8   methods of organizing, selecting, and synthesizing information

4.9   the importance of, and strategies for, avoiding plagiarism through appropriate paraphrasing and citing of sources

Standard 5: Principles, Values, Forms, and Functions of Journalism

Journalism teachers have a broad and comprehensive understanding of the principles, values, forms, and functions of journalism, including:

5.1 the forms, functions, advantages, and limitations of different types of print, broadcast, and electronic media

5.2 the forms and functions of different types of journalistic writing, such as feature stories, news stories, critical reviews, columns, commentaries, and editorials

5.3 the relationship between media and audiences, including journalists' responsibilities to audiences

5.4 principles of journalism, such as accuracy, impartiality, fairness, balance, brevity, clarity, and focus

5.5 news values, such as impact, proximity, timeliness, prominence, uniqueness, and human interest

5.6 methods of story organization, such as the inverted pyramid, narrative storytelling, sports reporting, and chronological order

5.7 the forms and functions of headlines, cutlines, and captions in providing verbal and visual information

Standard 6: Writing and Editing in Journalism

Journalism teachers have a broad and comprehensive understanding of the processes and conventions of writing and editing for a variety of print and nonprint media, including:

6.1 approaches to generating ideas, identifying issues and events of interest to specific audiences, and refining research topics

6.2 similarities and differences between journalistic writing for broadcast, print, and electronic media

6.3 approaches to drafting and revising journalistic writing, including the effective and appropriate use of language, rhetorical devices, style, angle, and tone for specific audiences and purposes

6.4 methods of copyediting and proofreading journalistic writing for accuracy, content, and style

6.5 the use of accurate quotations and paraphrases and proper attribution

6.6 methods of creating effective leads, headlines, captions, and cutlines

6.7 conventions of standard journalistic language, format, and style

6.8 conventions of Standard English grammar, spelling, capitalization, punctuation, and usage

6.9 the use of specific style manual guidelines for consistency

Standard 7: Multimedia Technology, Design, and Production
Journalism teachers have a broad and comprehensive understanding of the principles, elements, tools, and techniques of multimedia design and production, including:

7.1 basic principles and elements of design, including dominance, unity, variety, balance, proportion, multiple points of entry, and packaging

7.2 characteristics and functions of visual elements in print and electronic media design

7.3 principles, elements, tools, and techniques of layout and design for print and online publications

7.4 principles and elements of photojournalism

7.5 tools and techniques for taking, selecting, and editing photographs to meet journalistic needs

7.6 the selection of art and graphic art to meet journalistic needs

7.7 methods for audio gathering, video recording, and video editing for radio and television broadcasts, podcasts, and streaming video and audio

7.8 the use of a variety of digital media formats, including media convergence, Internet, podcasts, blogs, and other evolving technologies

Standard 8: Student Media
Journalism teachers have a broad and comprehensive understanding of the forms and functions of different types of student media and of the roles and responsibilities of a student media adviser, including:

8.1 the forms and functions of different types of student publications and productions

8.2 the importance of, and strategies for, maintaining balanced coverage and content that reflects the student population in student media

8.3 the importance of, and strategies for, responding to diversity in student media

8.4 the selection, training, management, and motivation of a qualified student staff for school publications and productions

8.5 effective editorial management and planning

8.6 skills and techniques for critiquing student media

8.7 the implementation and management of budgets to support student publications and productions

8.8 approaches to marketing, sales, and advertising to support student publications and productions

8.9 the use of electronic technology and desktop publishing software to produce student publications

8.10 students' First Amendment rights and responsibilities

Standard 9: Journalism Instruction and Assessment

Journalism teachers have a broad and comprehensive understanding of content-specific instruction and assessment, including:

9.1   the Indiana Academic Standards for English/Language Arts: High School Journalism

9.2   the Journalism Education Association Standards for Journalism Educators and the ISTE Technology Standards

9.3   strategies for creating and sustaining an inclusive and supportive learning environment for students with a range of backgrounds, abilities, languages, and learning and communication styles

9.4   strategies for modeling and developing effective skills for writing, design, and photography for print and electronic media

9.5   strategies for fostering students' preparation for careers in media

9.6   strategies for making effective use of existing and emerging digital tools and resources in support of student learning

9.7   strategies for fostering students' critical-thinking skills through the analysis, evaluation, and critiquing of media

9.8   strategies for fostering students' use of visual elements and visual literacy skills

9.9   strategies for fostering students' use of principles, elements, tools, and techniques of layout and design to plan and create effective student publications and productions

9.10   the use of multiple and varied types of curriculum- and standards-based assessments

9.11   strategies for using information gained from assessments to modify instruction and promote student learning