



## Presenting.... PRESENTING!

	<b>Practically a Pro!</b>	<b>Workin' On It!</b>	<b>Needs Some Mirror Time to Reflect</b>
<b>Poise</b>	Presenter is calm, confident, and connects with the audience.  Nervous behavior is not witnessed.	Presenter tries to stay calm and poised, however may exhibit some nervous behavior that distracts from content.	Presenter is very clearly nervous and uneasy.  Needs more preparation to present.
<b>Voice</b>	Every word was heard.  Voice was projected and clear- did not have to strain to listen.	At times difficult to hear speaker.  At times difficult to understand speaker.	Hard to hear- took away from presentation.  Message was lost.
<b>Life</b>	Personality brought a specific tone and meaning to the presentation.  Energy was used to convey message (excitement, passion, anger, etc...)	Some personality came through, but may have been lost as presentation went on.  Attitude or tone may not have been appropriate for content.	Personality needs to be more evident; very boring or inappropriate behavior.
<b>Eye Contact</b>	Presenter makes natural eye contact with the audience throughout the presentation.	More eye contact needs to connect to audience.	Too much focus on visual or notes; very little eye contact.
<b>Gestures</b>	Body movements are intentional and controlled, yet natural.  Gestures ADD to the presentation and message.	Gestures were used, however more or less may be needed to ensure message is being delivered without distraction.	Too little or too many gestures used- distracted from presentation or were not used to enhance.
<b>Speed</b>	Presenter inserts pauses naturally and keeps a steady pace that	Presenter needs to adjust pace and/or pauses.	Presenter needs to modify rethink the pacing and pauses of the presentation.

# Public Speaking For Kids Rubric

**Nick Coady, PhD, Peter Lehmann, PhD,  
LCSW**



## **Public Speaking For Kids Rubric:**

### **Teaching Civics Today: The iCivics Approach to Classroom Innovation and Student Engagement** John

Larmer, 2022-01-14 Learn how to teach civics in today's classrooms This professional book explores key civics topics and offers strategies for incorporating civics into social studies class Developed in partnership with civic education expert iCivics this teacher resource provides strategies that build civics knowledge develop 21st century skills and engage students Bring civics into the social studies classroom in a fun meaningful way with this teacher friendly book *The Results Fieldbook*

Michael J. Schmoker, 2001 What is the single most important event of the school year that affects school improvement How do you measure school improvement How can simple tools already at your fingertips work more effectively to improve student achievement in reading math and more The Results Fieldbook answers these questions and describes in abundant practical detail how five school systems overcame obstacles and achieved exceptional results for all their students These schools focused on the proven core concepts that Mike Schmoker described in both editions of his first ASCD book Results The Key to Continuous School Improvement Supplementing the five case studies brief vignettes written by practitioners show how core practices teamwork the use of achievement data and planning for measurable goals made an immediate and profound difference in student learning at their respective schools A close look at these school systems reveals the simplicity of school improvement efforts built around the still overlooked and most potent force in improvement collective organized teacher intelligence This book contains easily adapted processes and refinements that result from such teacher collaboration and all but guarantee measurable improvement Tables figures and appendixes illustrate effective data collection processes and at the conclusion a three part synthesis of the best of these systems provides practical steps toward implementing this radically more effective approach to school improvement starting with preservice education Assessing Autoethnography

Andrew F. Herrmann, Tony E. Adams, 2024-08-13 Assessing Autoethnography provides readers with multiple ways to analyze autoethnographies and other forms of personal narrative writing Given the proliferation of such forms across academic contexts the book offers a guide of what autoethnography is why it matters and how to do it Taking each of the three parts of auto ethno and graphy in detail Herrmann and Adams provide criteria and points of discussion to ensure robust assessment of an autoethnographic work as a whole Every chapter is accompanied with exemplars and considers issues such as ethics storytelling and good writing The book discerns the kinds of personal experiences that often work best for autoethnographic projects and provide ways to evaluate fieldwork interviews and representations Written by two experts in the field Assessing Autoethnography offers guidance to scholars and dissertation advisors across diverse disciplines in producing autoethnographic work and utilizing autoethnographic methods The book will be of interest to researchers in the fields of Communication Studies Education Sociology Women's and Gender Studies Critical Race Studies Mass Communication English and other related disciplines **Selling Out the Kids Grades 9-12**, *Hands-on Physical Science* Laurie E.

Westphal,2008 Introduce your students to the fascinating world of physical science with these creative and adventurous experiments in chemistry and physics Grades 4-8      **Programming LEGO® EV3 My Blocks** Gene Harding,2018-03-24

Program Lego My Blocks to accurately perform navigation functions on competition mats such as moving forward and backward quickly and precisely turning following walls and following lines This book features extensive illustrations help to bring each step and concept to life so that you can easily follow along You'll start by moving your creations forward and backward accurate distances while maintaining directional accuracy You'll then build My Blocks to turn left and right at precise angles After that your creations will be ready to find follow and otherwise use lines on the mat to improve navigation accuracy Finally you'll delve into using game board border walls to navigate and advanced topics such as handoffs at speed and accelerating decelerating to enable higher speed while maintaining navigation accuracy This book addresses EV3 programming in the specific context of FLL competition With Programming Lego EV3 My Blocks you will be game ready to manage the season prepare for competition and compete What You'll Learn Construct and use My Blocks to improve robot performance in the FLL Robot Game Develop basic programming skills including feedback troubleshooting techniques and unit conversion Comment programs appropriately to note errors and consistency Who This Book Is For The book is targeted at the many FLL coaches mentors and students who need help with programming the EV3 as well as the students they coach A secondary audience is teachers who want to use the EV3 to teach programming concepts      *Theoretical Perspectives for Direct Social Work Practice* Nick Coady,2007-10-22 Print CourseSmart      *Moving From What to What If?* John Barell,2016-03-02 This practical book outlines how you can challenge students to grapple with complex problems and engage more meaningfully with information across the content areas rather than rely solely on rote memorization and standardized testing to measure academic success Author John Barell shares vignettes from effective middle and high school teachers around the country analyzes what works and what doesn't when encouraging students to dig deeper and offers practical strategies that you can try in your own classroom Topics include Guiding students to hone their skills in abstract reasoning inquiry creative problem solving and critical thinking Designing your lessons and units for authentic achievement to prepare students for success in their future careers and academic pursuits Using rigorous benchmark assessments to analyze students progress in meaningful ways and Encouraging students to set learning goals and drive their own achievement Aligned with the Common Core and other standards this book will help you teach students to become inquisitive engaged citizens who wonder about the universe stretch their imaginations and solve problems by asking What If      **Hands-On Literacy, Grade 5** Mark Hess,2022-12-30 This practical resource is a compendium of authentic and hands on literacy activities that will engage challenge and delight students Specifically targeting Grade 5 these lessons and strategies enhance literacy instruction and encourage critical thinking Aligned with current standards and principles of literacy instruction the lessons will inspire GenZ and future generations of students by allowing them to explore literacy through graphic design

public speaking improvisation smartphones and video art music and more The original and entertaining activity sheets graphic organizers and examples are ready to be used or adapted to a wide variety of stories novels and nonfiction With fully developed lesson plans the practical resources in this book will motivate students of all backgrounds including English language learners gifted and twice exceptional learners and all students who are comfortable or not yet comfortable in the English classroom This book is the second in a set of three literacy titles focused on Grades 4 5 and 6 Each book contains lessons and units to help develop deeper learning and encourage student creativity Joyful Teaching Barry

Raebeck,2023-02-13 The book is both a call to action and a how to guide to effective teaching It is written in a readable accessible style yet it is supported by a wealth of knowledge and experience The intended audience is aspiring and current secondary school teachers and administrators curriculum directors and college education professors as well as lay people interested in practical progressive education This book offers dozens of strategies and original ideas to enhance teaching all manner of students in all kinds of secondary schools *Literacy Essentials* Regie Routman,2018 How do we ensure that all students are engaged each day in meaningful challenging and joyful work and have equal opportunity to learn That is the central question Regie Routman addresses in *Literacy Essentials* Engagement Excellence and Equity for All Learners Her response is that such an outcome is only possible within a culture of empowerment in which all students and teachers feel encouraged and supported to let their voices be heard explore their passions and interests develop deep knowledge and become their fullest and truest selves Based on her ongoing teaching leading and coaching in diverse schools and districts Regie offers K 12 teachers and leaders practical easy to implement tools to help students develop as self determining readers writers and learners including Take Action sections with specific suggestions for authentically teaching assessing and learning Extensive research that is easily accessible and actionable Personal stories that connect to literacy teaching and learning Rich online resources including a comprehensive lesson plan an easy to use study guide downloadable Appendices and more *Literacy Essentials* shows what s possible when teachers and schools raise expectations for all students and create an intellectual culture based on trust collaborative expertise and celebration of learners strengths **Public Hearing**

**Before Assembly Education Committee** New Jersey. Legislature. General Assembly. Committee on Education,1997

*Preparing Citizens* Barbara Miller,Laurel R. Singleton,1997 This handbook assists educators in improving the links among civic education curriculum instruction and assessment First person accounts detailing teachers thoughts present a basis for tracing the evolution of assessment tasks and rubrics for evaluation Samples of student work are provided to stimulate thinking and discussion Activities for staff development programs and for individual teachers are included There are 11 chapters divided into three sections Section 1 Getting Started contains the chapters 1 Defining Authenticity in Civic Education 2 Defining Essential Learnings in Civic Education 3 Designing an Assessment Task and Scoring Rubric and 4 Using Student Work to Revise an Assessment and Instruction Section 2 Exploring Assessment Tasks includes the chapters 1

Public Issues Discussion as an Authentic Assessment 2 Assessing Socratic Seminars and Structured Academic Controversy 3 Performance Assessment Mock Trials Moot Courts Simulated Legislative Hearings and Town Meetings 4 Assessing Student Writing 5 Assessing Student Created Products or Projects and 6 Portfolios Section 3 Looking Ahead contains the chapter Issues and Challenges Teacher profiles are appended EH

How to Reach and Teach All Children Through Balanced Literacy Sandra F. Rief, Julie A. Heimburge, 2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3-8. The balanced literacy method combines the best practices of phonics and other skill-based language instruction with the holistic literature-based approach in order to help you teach reading, writing, and speaking in a clear and approachable format. This dynamic resource offers an easily accessible research-based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F. Rief and Julie A. Heimburge. The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost. The book can be used across content areas and is filled with reproducible worksheets, activities, and other handy classroom tools. Some topics covered include Shared book experiences, Reading aloud, Oral language and vocabulary development, Guided reading for comprehension, Modeled writing, Reading and writing conferences, Book clubs, Content area reading and writing, Ongoing assessments, Enhancing literacy through technology.

*Intercultural Discourse and Communication* Scott F. Kiesling, Christina Bratt Paulston, 2008-04-15 Intercultural Discourse and Communication: The Essential Readings is a collection of articles that discuss major theoretical approaches, case studies of cultural and sub-cultural contact from around the globe, issues of identity in bicultural individuals, and the real-world implications of intercultural contact and conflict. Collects articles that describe and analyze discourse and communication in several channels including spoken, written, and signed. Considers various group organizations such as culture, subculture, gender, race, ethnicity, social class, age, and region. Includes brief introductions to each section by the editors that explain main concepts. Contains discussion questions that enhance the book's value for courses.

**Arts-Based Multiliteracies for Teaching and Learning** Peters, Beryl, 2024-10-17 The current educational landscape demands more than traditional literacy skills to equip learners with the necessary tools to thrive in the modern world. The traditional focus on reading and writing print text may not be sufficient to comprehend the diverse forms of meaning-making necessary for effective communication and understanding in diverse communities. This poses a crucial challenge for educators who aspire to foster engaged and critically aware learners who can navigate the complexities of contemporary society. Arts-Based Multiliteracies for Teaching and Learning offers a transformative solution by advocating for a pedagogy of multiliteracies centered on arts-based approaches. By redefining literacy to encompass diverse modalities such as dance, drama, music, visual arts, and multi-media, this book challenges educators to expand their understanding of literacy beyond traditional boundaries. The book provides a compelling rationale for integrating arts-based multiliteracies across all

levels and curricular areas      *Resources in Education* ,1997-10      *Theoretical Perspectives for Direct Social Work Practice*

Nick Coady, PhD,Peter Lehmann, PhD, LCSW,2016-05-15 This expanded third edition of a popular textbook provides a completely revised and updated overview of the theories models and therapies that inform direct social work practice The text is grounded in generalist social work principles and values and promotes a problem solving model of social work practice as a framework for the eclectic use of theory as well as for integrating the artistic reflective elements of practice It provides in depth coverage of select psychodynamic cognitive behavioral humanistic critical and postmodern theories The third edition features a new section on Critical Theories where a new chapter on Empowerment Theory is included with a completely revised chapter on Feminist Theory A new chapter on Strengths based Social Work has been added to the section on meta theories for social work practice Other new chapters include Emotion focused Therapy and Collaborative Therapy These revisions are based on suggestions from an extensive survey of professors New to the Third Edition A new section on Critical Theories New chapters on Strengths based Social Work Emotion focused Therapy Empowerment Theory and Collaborative Therapy Updated research on the debate about the importance of theory technique versus common e g relationship factors and on the critique of the empirically supported treatment movement Key Features Grounds direct practice firmly in the principles and values of generalist social work Promotes a problem solving model of social work as a flexible structure for integrating the eclectic use of theory with the artistic reflective elementsof practice Organizes direct practice theories into like groupings and provides an overview of the main characteristics of each grouping Provides in depth coverage of topics in a clear logical and consistent format Includes editors and contributors from the U S and Canada      *Excited to Learn*

Margery B. Ginsberg,2015-02-27 Transforming student s motivation as the major driver in the classroom Excited to Learn is grounded in Ginsberg and Wlodkowski s Motivational Framework for Culturally Responsive Teaching and includes over 50 teaching strategies for a broad range of grade levels and subject areas These field tested and research validated tools provide a blend of theory and practice educators The book identifies and provides easily customized teaching methods based on four conditions of the framework Inclusion respect and connectedness Attitude choice and relevance Meaning challenge and engagement Competence authenticity and effectiveness Illustrated through narrative and outline formats the framework is attuned to the planning needs of busy educators      **Current Index to Journals in Education** ,2002

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