

MANAGEMENT THEORY PRESENTATION RUBRIC

NAME: Joanne Case

DATE: 11.9.11

TOTAL POINTS EARNED 45/45

5 Points

- Presenter exhibits professional speaking skills (**enthusiasm**, clear tone, varied pitch, correct grammar usage, **eye contact**, etc.)
- Depth of knowledge is evident; Knowledge is beyond content of speaker's notes
- Complete presentation of main ideas of the theorist's model
- Information is presented in a logical sequence
- Information is presented using a variety of instructional strategies (interviews, overheads, **PowerPoint**, **visuals**/posters, **handouts**, modeling/skit, etc.) **video clip**
- Instructional strategies are appropriate for presentation
- Audience understanding is obvious through participation and active involvement
- Written portion follows guidelines provided to produce well-organized, detailed outline of information about classroom management theory and its author/s
- involved all team members equally

Comments: introduced Van Wie; engaged teacher candidates by proposing questions addressing their field experiences using technology; supported teacher candidates as they shared their experiences and opinions; gave examples for clarifying the concepts of the Wie theory to enhance the content presented; was able to incorporate teacher candidates' information shared into the content presented showing her level of understanding the theory, children, and the tech tools found in the classroom; referred back to previous theories presented this semester and how they applied to the Wie theory; exhibited a strong teacher presence; displayed teacher behavior by skillfully moving throughout the room observing the small groups as they collaborated and then texted the answer; questions were higher level thinking encouraging collaboration; stressed trying any internet access before class to prevent surprises;

3 Points

- Presenter appears comfortable in front of group (uses informal language; slouches, etc.)
- Depth of knowledge is limited; Covers content within speaker's notes
- Vague presentation of main ideas of theorist's model
- Information is presented in a type of sequence
- Information is presented using limited instructional strategies (lecture and handout; PowerPoint and handout)
- Instructional strategies are appropriate, yet presented in a rote manner
- Usually holds audience attention
- Written portion follows guidelines provided
- involved all members but not equally

1 Points

Eastman

- Presentation skills need refinement or modification for effectiveness
- Content covered can be found within speaker's notes
- Missed main ideas of theorist's model
- Information is organized haphazardly
- Information is presented using one instructional strategy; Heavy reliance on reading to audience
- Instructional strategies are inappropriate
- Rarely holds audience attention
- Written portion follows guidelines provided
- Some members were involved