



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### [HED 404: ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH PROGRAMS (3), SPRING 2010

**Instructors:** Karen Berard-Reed

**Department:** Health & Physical Education, Betty Rauhe, Chair, Murray Center 140,  
456.8046

#### COURSE INFORMATION

**Catalog:** Organizational and administrative relationships of the total school health education program are presented. The history of school health is discussed in light of policies, state responsibilities, duties of personnel, and other specific administrative concerns. *3 semester hours. Offered Spring.*

**Extended:** This course focuses on issues associated with the organization and administration of school health programs. Emphasis is placed on objectives of school health, the nature of comprehensive school health, and the process of curriculum and program development.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <a href="#">Conceptual Framework</a> )</i>	<i>How is it assessed?</i>
1. Identify trends in health education from a global perspective	<b>Responsibility Area V- Administer;</b> RIPTS 1 &2; <i>CF: Knowledge, Professionalism</i>	CSHP Component Presentation; FISH Book Club Project
2. Discuss legal issues and policies that impact health education.	<b>Responsibility Area V -Administer;</b> RIPTS 2, 11; <i>CF: Knowledge, Professionalism</i>	CSHP Component Presentation; School Health Policy Investigation, TDV In-service Project
3. Discuss the leadership role within a Coordinated School Health Program.	<b>Responsibility Area V- Administer;</b> RIPTS 2, 7, 11; <i>CF: Knowledge, Professionalism</i>	CSHP Component Presentation; FISH Book Club Project, School Health Policy Investigation; TDV In-service Project
4. Explain the goals, objectives, expectations, and elements of comprehensive school health education and coordinated school health programs.	<b>Responsibility Area V -Administer;</b> RIPTS 2, 7; <i>CF: Knowledge, Professionalism</i>	CSHP Component Presentation; FISH Book Club Project, School Health Policy Investigation
5. Explain the benefits and challenges of addressing diversity in developing comprehensive school health programs.	<b>Responsibility Area V -Administer,</b> RIPTS 4; <i>CF: Diversity</i>	CSHP Component Presentation; TDV In-service Project
6. Utilize computerized information resources to access appropriate health-related data.	<b>Responsibility Area VI – Resource;</b> RIPTS 1,2; <i>CF: Technology</i>	TDV In-service Project

7. Utilize technology to enhance school health education.	<b>Responsibility Area V - Administer;</b> RIPTS 2, 8,10; <i>CF: Pedagogy, Technology</i>	TDV In-service Project
8. Handle controversial issues in health education in an effective, professional manner.	<b>Responsibility Area V - Administer;</b> RIPTS 2, 11; <i>CF: Knowledge, Professionalism</i>	TDV In-service Project
9. Advocate for school health policy through creation of training workshops for district stakeholders including parents, administrators, teachers, and community members.	<b>Responsibility Area VI- Resource &amp; VII-Communicate;</b> RIPTS 2, 3, 4, 7, 8, 11; <i>CF: Professionalism, Pedagogy</i>	TDV In-service Project
10. Select and assemble professional resource materials related to the health of individuals and community groups.	<b>Responsibility Area VI – Resource &amp; Area VII - Communicate;</b> RIPTS 1,2; <i>CF: Technology, Professionalism</i>	TDV In-service Project

## 1. COURSE TEXTS AND MATERIALS

### Required Reading & Tools:

Marx, E., & Wooley, S.F., (1998) *Health Is Academic: A Guide To Coordinated School Health Programs*, Teachers College Press, New York.

Lundin, S.C., Paul, H., & Christiansen, J., (2000). *Fish! A Remarkable Way to Boost Morale and Improve Results*, Hyperion, New York.

Rhode Island Health Framework - Instructional Outcomes

Flinn, A., (2001). *Breathing Underwater*, First Harper Tempest.

Additional Reading Assignments will be given during class (see course outline)



## 2. COURSE CALENDAR

<b>TENTATIVE HED 404 CLASS SCHEDULE – SPRING 2010</b>		
<b>Date</b>	<b>Topic</b>	<b>Reading to be Completed Prior to Class</b>
<b>Tu 1.26</b>	Introduction	
<b>Th 1.28</b>	Current Issues in School Health	
<b>Tu 2.2</b>	Introduction to Coordinated School Health Programs	Ch. 1-3 (HIS); Delicious: CSHP
<b>Th 2.4</b>	CSHP component presentations	Ch. 4-10 (HIS) Delicious: CSHP
<b>Tu 2.9</b>	CSHP component presentations, continued Developing a Team	Delicious: CSHP
<b>Th 2.11</b>	Leadership & Teamwork in CSHP	Delicious: CSHP
<b>Tu 2.16</b>	Linking health and academic success	Delicious: Health & Academics
<b>Th 2.18</b>	Policy and school health	FISH! Delicious: policy
<b>Tu 2.23</b>	FISH! Online Discussion	FISH! Delicious: policy
<b>Th 2.25</b>	FISH! In-class activity	FISH!
<b>Tu 3.2</b>	Teen Dating Violence Policy in Rhode Island	FISH!; & Delicious: LindsayAnnBurkeAct
<b>Th 3.4</b>	Teen Dating Violence Policy in Rhode Island, cont'd	Delicious: LindsayAnnBurkeAct
<b>Tu 3.9</b>	Group work related to TDV policy project	Delicious: LindsayAnnBurkeAct
<b>Th 3.11</b>	Planning with the end in mind: Program development	Delicious: BackwardDesign
<b>Week of 3.16</b>	<b>SPRING BREAK! AAHPERD Convention in INDY!</b>	
<b>Tu 3.23</b>	Considering needs of the audience in program development	TBA
<b>Th 3.25</b>	Considering needs of the audience in program development	TBA
<b>Tu 3.30</b>	Creating professional health promotion documents	Delicious: CreatingDocuments
<b>Th 4.1</b>	Using data to support school health programming	TBA
<b>Tu 4.6</b>	Teen Dating Violence Workshop – Teachers	
<b>Th 4.8</b>	Teen Dating Violence Workshop – Parents	
<b>Tu 4.13</b>	Teen Dating Violence Workshop – Coaches	
<b>Th 4.15</b>	Teen Dating Violence Workshop – Students	
<b>Tu 4.20</b>	TDV Workshop Evaluation & Evaluating health education programs	TBA
<b>Th 4.22</b>	Evaluating health education programs, cont'd	TBA
<b>Tu 4.27</b>	Online Module: Policy & School Health	TBA
<b>Th 4.29</b>	Online Module: Policy & School Health	TBA
<b>Tu 5.4</b>	Online Module: Policy & School Health	TBA
<b>Th 5.6</b>	Wrap Up	TBA
<i>Please EXPECT adjustments to this schedule during the semester!</i>		

### 3. REQUIREMENTS

**Attendance Policy:** It is expected that students attend all classes. In order to deal with emergency situations, students will be allotted 2 absences without penalty. Each absence after 2 will result in a drop of 3 points from the final grade on the final score. Consistent tardiness and early exits will also affect one's grade, however, it is always better to attend part of class rather than miss the entire session.



Additionally, students will not be considered present if sleeping, text messaging or participating in any other inappropriate or unprofessional classroom behaviors. Mobile phones and devices should be turned **OFF** and stored **OUT OF SIGHT**.

A note about laptops: Students may use laptops in class to take notes when appropriate. It is not appropriate to use laptops during various activities. Students will be asked to put computers away if the instructor deems them unnecessary. Inappropriate use of computers (social networking, working on assignments from other classes, etc.) will result in a student being marked absent for the class. The instructor reserves the right to view any windows on an active computer.

During the first week of class, students must share contact information with at least 2 other classmates. In case of absence, these classmates should be the initial sources of information about the missed lesson. These classmates should collect any materials distributed during class and alert peers of any announcements or changes that were discussed. This will avoid the ever-offensive question: "Did I miss anything in class?" Please see the instructor with any other questions you might have.

The instructor encourages students to communicate questions or thoughts regarding course content or policies. Students should be aware that email will be utilized as a frequent mode of communication. Students must use RIC email accounts to message the professor and check RIC email frequently for course updates.

#### Course Requirements

1. **Coordinated School Health Program Component Presentation (30 pts.)** Students will work in groups to transform themselves into resident experts regarding one component of the Coordinated School Health Program. Each group will prepare an 8-10 minute presentation designed to impart critical information related to the assigned topic. During the presentation the audience should be informed of the people, functions, roles, and relationships important to the specific CSHP component. Group members should handle themselves in a professional manner and will **not be allowed** to exceed the 10 minute time-frame. In addition to the presentation, each group should prepare a one page handout to distribute to learners. Presenters should be able to effectively respond to questions from the audience.

2. **Book Club Activity – Fish! (75 pts)** This activity is designed to help students develop an understanding of the complexities of the change process and to empower them to seek solutions to potential obstacles. Through an exploration of the "Fish Philosophy", students will examine the influence of various factors on the success of an organization.



Students are required to read the book [Fish! A Remarkable Way to Boost Morale and Improve Results](#) by Lundin, Paul, & Christiansen. After reading the book, students will participate in an online discussion and a follow-up activity in class. *Detailed information will be provided in class.*

3. **School Health Policy Exploration: (75 pts)** Each student will select a school district within Rhode Island and acquire a school policy related to student health from that district. Students will explore the development and impact of the chosen policy in relationship to CSHP. Examples of appropriate policies include a bullying and harassment policy, tobacco and alcohol policy, dating violence policy, and wellness policy. *Detailed information regarding the final product will be given in class.*

4. **Teen Dating Violence Training Workshop: (150 pts.)** This task will require HED 404 students to create a training workshop about teen dating violence in order to fill a particular training need. Students will work in groups to plan, implement, and evaluate workshops targeted to specific audiences. Each group will be given the equivalent of one class period to implement the workshop. In addition to planning the workshops, HED 404 students will be responsible for all related logistics: setting a time and location, recruiting participants, advertising the session, implementing and evaluating the workshop. *Detailed information will be given in class.*
5. **Participation and Preparedness: (25 pts.)** Students are expected to come to class with a positive attitude, open mind, and all materials necessary to become actively engaged in the lesson. All students are expected to log-on to the shared reading network at [www.delicious.com](http://www.delicious.com). Most reading assignments will be posted at this sight. Students who do not log-on will not earn full participation / preparedness points. Productive, meaningful participation in all class activities is expected. Students should be advised that these points must be *earned*. Please see related information in the attendance policy.

### Scoring for Participation & Preparedness:

This rubric will be employed four times during the semester.

Criteria: Up to 5 points each	Descriptor of behavior earning all 5 points:	Score Earned:
Preparation for class meetings	The student: comes to class having read materials; worked on assignments; and has all materials in hand.	
Interaction / participation in whole class discussions & activities	The student: is always a willing participant; responds frequently to questions; routinely volunteers point of view; balances listening and speaking appropriately; disagrees in a respectful manner.	
Interaction / participation in small group discussions & activities	The student: Is always a willing participant in the activity, discussion and follow-up; behaves in a manner that enhances the group process; routinely volunteers point of view; balances listening and speaking appropriately.	
Service as a critical friend	The student: Listens when others are speaking; behaves in a manner worthy of trust; provides helpful feedback in the form of praise, support, and constructive criticism; is appreciative of feedback from classmates.	
Demonstration of professional attitudes & demeanor	The student: Is thoroughly prepared on a consistent basis, arrives on time and remains present for the entire class, is usually focused on the task at hand; is respectful and polite during class meetings; is open to varied opinions.	
		<b>Total score: _____</b>

### 4. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.

- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

HED 404 KB REED

## Teen Dating Violence Training Workshop

### Candidates will develop competencies in all AAHE Standards I - VII

This project will require candidates coordinate health education programs and services to plan and implement a training workshop on a current health issue. Candidates will utilize skills reflective of those needed in future positions when asked to provide in-service training on health topics to parents, faculty, and community members.

One such topic is Teen Dating Violence. Recent legislation about schools' roles in the prevention of teen dating violence has been passed and is referred to as the Lindsay Ann Burke Act. This law was passed in Rhode Island in July of 2007.



### **This law requires the following:**

1. Each school district to develop a dating violence policy to address incidents of dating violence that occur at school and inform parents of such policy
- \*2. Each school district to provide dating violence training to administrators, teachers, nurses and mental health staff at the middle and high school levels
- \*3. Each school district to teach an age-appropriate dating violence curriculum through health education classes every year in grades 7 through 12
- \*4. Dating violence awareness trainings for parents are strongly recommended.
5. Verification of compliance with the Rhode Island Department of Education on an annual basis through the annual school health report

For the exact text of the law visit <http://www.rilin.state.ri.us/PublicLaws/law07/law07490.htm>

**In accordance with the Lindsay Ann Burke Act, Rhode Island School Districts had until 12.1.08 to establish a teen dating violence policy. Hence, school districts should have a policy in place at this time and are likely working towards compliance.**

To help prepare future health educators to fulfill their roles in Rhode Island Coordinated School Health Programs, candidates in HED 404 will plan and facilitate a training workshop designed to educate specific target audiences about current and relevant dating violence issues. Four different workshops will be created, each one targeted towards a specific audience: parents, teachers, coaches, and peer leader groups.

This project should be viewed as a culminating course activity. Candidates should utilize principles from course content and other assignments in the workshops. In other words, candidates should consider how Coordinated School Health Programs can support and enhance health education programming, how the FISH philosophy can enhance the workshops, how to utilize data sources in a powerful way, how to reflect a high degree of professionalism in documents and handout, and how policy issues impact the workshops.

The Nitty Gritty: **REVIEW THE SCORING GUIDE FOR ADDITIONAL INFORMATION!**

- Candidates will work in groups to plan, facilitate, and evaluate the workshops.
- The workshops will be presented to live audiences. Groups are required to recruit appropriate audience participants. Part of the project involves creation of professional documents used to advertise the workshop.
- An “entire class period” will be dedicated to each workshop. Groups should plan to fill 45 minutes with active workshop content; the remainder of time will be used to respond to questions, discussion, and evaluation. The class period may be shifted to a different time during the week upon agreement of all necessary parties.
- It is critical that presenters consider the specific needs of the target audience when planning and facilitating the workshop.
- Presenters should be prepared to work with participants who are very interested in the topic, participants who are present only because they are required to be, and participants who flat-out disagree with the Lindsay Ann Burke Act.
- Candidates should develop workshops that advocate for the value of Coordinated School Health Programs.
- Presenters should be prepared to thoughtfully respond to questions that may arise.
- Workshop participants will receive a packet of resources and relevant information. The packet should review important points of the workshop, answer lingering questions participants may have after the workshop, and lead participants to additional resources.
- Each packet should also include a 1-page workshop evaluation form. Participants will complete this evaluation at the end of the workshop. Group members will analyze the results and make related recommendations for future workshops. The written analysis is due one week after the workshop is presented.



**Also Important:**

- Some class time will be devoted to planning the workshops but time outside of class will also be required.
- Audiovisual needs must be requested as soon as possible and no later than one week prior to the workshop. Please note: In the case of technological failure, candidates are still required to run an effective workshop.
- Candidates are required to organize all logistics related to the workshop.
- Outside resources should be sought but the final product should be an amalgam of various sources. In other words, candidates may not simply present an existing workshop that was created for another purpose.
- All resources must be cited (APA format) and a reference list is to be included in the workshop packet.
- All group members must play an active role in the workshop.
- Each group member will complete a peer evaluation to comment on the team process.

Each group will work together to run an organized, informative workshop. All members of the groups should earn the same grade. However, if firm evidence that any group member hindered the quality of the final product, appropriate grade adjustments will be made.

As in Coordinated School Health Programs, the group process can be challenging. It is expected that all group members cooperate to create a high quality product, communicate to share ideas and solve problems, coordinate so the work is dispersed in a fair, economical manner, and commit to providing a positive representation of the groups abilities.

**Target Specific Groups:**

Each workshop will provide general information about teen dating violence issues. Some topics that *may* be covered include: an overview of the new law, the differences between healthy and unhealthy dating relationships, preventing unhealthy dating relationships, recognizing the signs of unhealthy dating relationships, intervention strategies, and resources for help. Each workshop will be uniquely designed to address the issues specific to the target audience. The presenters must determine the focal points of each workshop.

**EXAMPLES:**

1. **Teachers:** This workshop is designed to help high school teachers develop an awareness of teen dating violence issues. It is *not* targeted towards health educators.
2. **Parents:** Parents of both boys and girls in the high school are invited to attend to learn more about teen dating violence issues and the role of the school.
3. **Coaches:** All coaches will be required to participate in a teen dating violence awareness workshop. *This workshop is specific for coaches of all boys’ interscholastic sports.*
4. **Student leaders:** Leaders of all student groups will attend this teen dating violence awareness workshop. For example, 2 officers from each student organization must attend along with the captains and co-captains of each interscholastic sport. This would bring in representation from student council, band, drama, athletics, academic decathlon, debate team, peer leaders, etc....



### Resources for planning:

#### **R.I. schools required to teach about dating violence**

By Eric Tucker, Associated Press Posted 10/6/2008 7:00 PM

Retrieved from: [http://www.usatoday.com/news/education/2008-10-06-dating-violence\\_N.htm](http://www.usatoday.com/news/education/2008-10-06-dating-violence_N.htm)

This article provides an interesting account of the new law & the events leading up to its creation.

#### **R.I. Offers Lesson Plan on Teen Dating Violence,**

**10.21.08, By Amy Littlefield,** Retrieved from: <http://www.womensenews.org/article.cfm?aid=3787>

This is another article worth reading to understand the events leading up to the proposal of the Lindsay Ann Burke Act.

#### **A Guide To Preventing Bullying, Teen Dating Violence, And Sexual Violence**

**In Rhode Island Schools,** Rhode Island Board of Regents, Elementary and Secondary Education, April 1, 2008, Retrieved from: [http://www.thriveri.org/documents/Guide\\_Bullying\\_TDV\\_RI.pdf](http://www.thriveri.org/documents/Guide_Bullying_TDV_RI.pdf)

This is a detailed document produced by the state outlining how schools should respond to the above topics. Groups should peruse this document when planning the workshops.

**Lindsay Ann Burke Memorial fund,** 2009, Retrieved from: <http://labmf.org/>

This website provides a wealth of information about both the Lindsay Ann Burke Act and dating violence, in general. This is a great source to increase discipline knowledge related to teen dating violence issues.



## Teen Dating Violence Training Workshop - Planning Document

Please provide thorough responses to the following questions in a computer-generated document.

Group Members:

Target Audience:

### AAHE Standards & Key Elements:

**IA**

1. What are the unique characteristics of your target audience?
2. What are the unique needs of your target audience in regards to this workshop?
3. What are the relevant emotions that audience members may have about this topic that may influence your presentation?

**IA, IB, IC**

4. How do you intend to accommodate for these needs?
5. How will you involve representatives of the CSHP in your TDV workshop?

**IA, IB, IC, VII B**

6. How will you involve representatives of community-based agencies / organizations in your TDV workshop?
7. What questions do you expect your audience members to have about teen dating violence issues?

**IIB, IID, VIIB**

8. What are the objectives of your workshop?



## School Health Policy Exploration & Implementation Project Scoring Guide: 75 Points

<b>Policy Title:</b>	<b>School / District:</b>
<p><b>The paper includes clear evidence of the student's effort to:</b></p> <ul style="list-style-type: none"> <li>✚ Contact individuals from each of the three key groups to discuss the policy.</li> <li>✚ Obtain a copy of the policy.</li> <li>✚ Speak with at least 1 person who was involved in creating the policy.</li> </ul>	<p><b>The final product:</b></p> <ul style="list-style-type: none"> <li>✚ Is clearly written &amp; well-organized.</li> <li>✚ Summarizes and synthesizes information gathered through the interviews.</li> <li>✚ Contains few spelling and grammatical errors.</li> <li>✚ Contains all required information.</li> </ul>
<p><b>The student included a policy with the paper and wrote a description of the experience that answers the following questions:</b></p> <ul style="list-style-type: none"> <li>✚ What are the important provisions of the policy? (summarize)</li> <li>✚ Who was involved in creating the policy?</li> <li>✚ When was the policy created or last revised?</li> <li>✚ Did the student speak with an individual on the committee charged with writing the policy?</li> <li>✚ Did the sub-committee have a clear vision when creating the policy?</li> <li>✚ What were some of the obstacles in creating a policy?</li> <li>✚ How were the obstacles overcome?</li> <li>✚ To what extent does the policy impact the day-to-day functioning of the school?</li> <li>✚ Is the policy widely respected and accepted by the stakeholders in the school community?</li> <li>✚ Do members of the school community feel that the policy is valued?</li> <li>✚ Does the policy include assurances that it will be followed?</li> <li>✚ Is an individual noted as the coordinator for policy related activities?</li> <li>✚ Any other related information:</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>A detailed log of all interactions related to the investigation is included with the paper.</b></li> <li>✚ <b>Notes from the interviews are included.</b></li> </ul>
<b>Attach this scoring guide to your final project!</b>	

**COMMENTS:**

**Score:**

### FISH! Book Club Scoring Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Responses to each of the following 7 questions are worth up to 7 points each. Full credit will be awarded to responses that are complete, rich, and thoughtful.	Self-Evaluation	Instructor Evaluation
1. Explain what you hope to get out of your job. Has your view changed at all after reading about Fish Philosophy? Explain...		
2. Write about a school, class, or any other educational situation where you observed part of the Fish Philosophy in action. What was the result...		
3. Discuss each of the 4 components of the Fish Philosophy and the relevancy to an effective Coordinated School Health Program.		
4. How could the Fish Philosophy benefit the members of a Coordinated School Health Program?		
5. Who do you feel are 'the customers' of a Coordinated School Health Program? Explain...		
6. Describe some actions you could take to ignite passion (in yourself & others) for the work required to create an effective Coordinated School Health Program.		
7. Sum up with a personal reflection of the reading. Share your thoughts and reactions to the material.		
☞ Up to 6 points can will be awarded for a paper that is reader-friendly, grammatically-correct, and contains all required information.		
☞ Up to 20 points will be awarded for book club participation: Participation in the book club discussion should be active and meaningful. 3 computer-generated discussion questions were turned in after the Fish discussion.		
Total Points Earned:	_____ of 75	
	<b>SELF</b>	<b>PROF.</b>

## Coordinated School Health Program Component Presentation (30 Pts.)

Students will work in groups to transform themselves into resident experts regarding one component of the Coordinated School Health Program. Each group will prepare an 8-10 minute presentation designed to impart critical information related to the assigned topic. The presentation may **NOT** be longer than 10 minutes. If the presentation exceeds the time limit, the group will be asked to stop. Only presented portions will be considered in the grading process.

During the presentation, the audience should be informed of the people, functions, roles, and relationships important to the specific CSHP component. Group members should handle themselves in as professionals. In addition to the presentation, each group should prepare a *one page* handout to distribute to learners. Presenters should be able to effectively respond to questions from the audience.

Time will be given in class to work on this project. It would be wise to exchange contact information with group members and develop a plan of action. Presentations will take place on \_\_\_\_\_.

Additional information is provided in the scoring rubric. Please use this helpful tool when working on this project!

If groups would like to use any AV equipment (*not required*), it must be requested through Professor Reed at least 2 days prior to the presentation.

**RIPTS 2:** Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.

**RIPTS 7:** Teachers foster collaborative relationships with colleagues and families to support students' learning.

**RIPTS 8:** Teachers use communication skills as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

**Coordinated School Health Program Component Presentation:  
Scoring Rubric**

	<b>Exceeds Standard: 2.5 pts. Each</b>	<b>Meets Standard: 2 pts. each</b>	<b>Does Not Meet Standard: 0 – 1.5 pts. each</b>
Professionalism:	<ul style="list-style-type: none"> <li>All group members display professional attire and behavior throughout the entire presentation.</li> </ul>	<ul style="list-style-type: none"> <li>All group members display professional attire and behavior throughout most of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Some group members display unprofessional attire or behavior throughout a large portion of the presentation.</li> </ul>
Communication Skills:	<ul style="list-style-type: none"> <li>Presenters speak in clear voice with appropriate volume. Suitable variations in pitch occur. Attempts are made to accommodate a variety of learning styles within the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters speak in clear voice with appropriate volume. Suitable variations in pitch occur.</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills hinder presentation. Volume is either too soft or too loud, &amp;/or presented in a monotone pitch.</li> </ul>
Content Accuracy:	<ul style="list-style-type: none"> <li>Presented information is accurate, relevant, and gleaned from a variety of referenced, valid sources. All major concepts were discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Presented information is mostly accurate and relevant. All major concepts were touched upon.</li> </ul>	<ul style="list-style-type: none"> <li>Presented information contains many inaccuracies or pieces or irrelevant information. Some major concepts are missing.</li> </ul>
Knowledge Base & Credibility:	<ul style="list-style-type: none"> <li>Group members appear very credible and comfortable with the content. Convincing responses to questions are provided.</li> </ul>	<ul style="list-style-type: none"> <li>Group members appear credible and comfortable with the content. Efficient responses to questions are provided.</li> </ul>	<ul style="list-style-type: none"> <li>Group members lack credibility and appear uncomfortable with the content. Presenters have difficulty responding to questions effectively.</li> </ul>
Handout:	<ul style="list-style-type: none"> <li>Presenters provide an informative handout that outlines major points in a clear, concise, reader-friendly layout. The handout has a professional appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters provide an informative handout that outlines major points in a clear, concise, reader-friendly layout.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters do not provide a handout to the audience or the handout does not adequately outline required content.</li> </ul>
Following Project Directions:	<ul style="list-style-type: none"> <li>Group members follow all project directions and integrate particularly creative techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Group members follow all project directions.</li> </ul>	<ul style="list-style-type: none"> <li>Group members fail to follow all project directions.</li> </ul>

Points earned = \_\_\_\_\_ X 2 = \_\_\_\_\_ of 30