

Presenter: \_\_\_\_\_

**Date: Fall Semester 2002**

PRESENTATION STYLE				
	Excellent (3)	Proficient (2)	Dev. Pro.(1)	Unsatis factory (0)
Eye contact (spans the audience)				
Posture/gestures				
Speaking (no ums, o.k.s, yah, etc.)				
Communicates in a clear, effective manner using professional terms				
Level of confidence				
Comments:				
Total: ___/15				
CONTENT OF PRESENTATION				
/2 Title page/introduction			/4 Use of technology in setting	
/3 Description of placement & person/s			/8 Course/text connections	
/2 Initial reactions to setting			/10 Professional journal	
/4 Personal/professional goals			/7 WWW information	
/2 Interaction with staff			/6 Strengths/areas to improve	
/8 Responsibilities			/5 Conclusion	
Comments:				
Total: ___/61				
DESIGN OF PRESENTATION				
/1 Title page with name, class, date, etc.	Comments:			
/3 Minimum of six cards				
/2 Digital picture with border				
/1 Graphics/clipart				
/1 Transition (movement among cards)				
/1 Movement (words coming on screen)				
/1 Bullets				
/2 Link to website				
/3 Printout – 6 slides per page				
/9 Spelling, grammar, mechanics				
Total: ___/24		Grand total: /100		

**General Performance Profile Tasks**

**Standard 1, Task 1**

\_\_\_\_ Demonstrate a sound understanding of the nature and operation of technology systems.

**Standard 1, Task 2**

\_\_\_\_ Demonstrate proficiency in the use of common input and output devices; solve routine hardware and software problems; and make informed choices about technology systems, resources, and services.

**Standard 1, III, IV, V Task 3**

\_\_\_\_ Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning.

**Standard 1, III, V Task 5**

\_\_\_\_ Use technology resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision-making, knowledge construction, and creativity.

**Standard 1, V Task 6**

\_\_\_\_ Collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works using productivity tools.

**Standard 1, IV, V Task 7**

\_\_\_\_ Use technology to locate, evaluate, and collect information from a variety of sources.

**Standard 1, III, V Task 9**

\_\_\_\_ Use technology in the development of strategies for solving problems in the real world.

**Standard V, VI Task 15**

\_\_\_\_ Exhibit positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**Professional Performance Profile Tasks**

**Standard III, VI Task 6**

\_\_\_\_ Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity.

**Standard VI, Task 24**

\_\_\_\_ Identify and use assistive technologies to meet the special (physical) needs of students.

**Entry Level Standards for Michigan Teachers – ELSMT**

**Standard 1a**

\_\_\_\_ 1 Communicates in a clear and effective manner.

\_\_\_\_ 3 Uses correct language and grammar.

\_\_\_\_ 4 Demonstrates effective listening skills.

\_\_\_\_ 5 Demonstrates effective speaking skills.

\_\_\_\_ 6 Demonstrates effective writing skills.

\_\_\_\_ 8 Communicates thoughtfully.

**Standard 5f**

\_\_\_\_ Interacts successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development.

E=Excellent

P=Proficient

DP= Developing Proficiency

U=Unsatisfactory

N/O=Not Observed

Students at this level are expected to be in the proficient range.

Evaluator: Professor Susan Cherup