Course Title: EDU 600    Student Teaching Seminar – Spring 2019

Student Teaching Seminar Syllabus
Seminar Instructor: Sararose Lynch
Email: lynchsd@westminster.edu
Cell Phone: 304.483.0190
Office Hours: By Appointment
Credits: 2

Course description:

The student teaching seminar is a required course that is concurrent with the student teaching semester. Its purpose is to provide opportunities for the student teacher to process the experiences that are occurring in the classroom and to strengthen professional growth. Broad topic areas for seminars include: design of instructional material, behavioral management, assessment and professional tools for exploring the job market. Emphasis is placed on guiding students from theory to the world of the professional, practicing educator.

Course Outcomes:

Seminar outcomes are based on Charlotte Danielson’s Framework for Teaching (2013), which is embedded in our School of Education mission statement. In this course, particular emphasis is focused on the criteria found in Domain Four of the Framework: Professional Responsibilities. The student teacher will be prepared to:

1. Reflect critically on teaching through accurate analysis of a lesson and ability to make adjustments to practice by implementing a repertoire of strategies;

2. Engage in a professional community through relationships with colleagues and involvement in a culture of professional inquiry;

3. Develop professional skills by enhancing content knowledge and pedagogical skills based on receptivity to feedback from supervisors and mentors;

4. Demonstrate practical skills needed to effectively conduct professional networking, writing and interviewing.

Course Outcomes Assessment
To reflect critically on teaching through accurate analysis of a lesson and ability to make adjustments to practice by implementing a repertoire of strategies;

PDE CC: I.B, II.A, V.D V.E
(Pennsylvania Department of Education Candidate Competencies)

1. Student Teacher “after-teaching” Reflections
2. Sample of 3-4 formative assessment examples from placement
| **To engage in a professional community through relationships with colleagues and involvement in a culture of professional inquiry:** | 1. Student Teacher Journal Posts with focus on:  
- Student Teacher participation in school events  
- Student Teacher collaboration with colleagues  
2. Student Teacher “after-teaching” Reflections  
3. Student Teacher Summary and Discussion of In-Service Meetings at placements |
|---------------------------------|----------------------------------------------------------------------------------|
| PDE CC: III.C, V.C | 1. Student Teacher “after-teaching” Reflections  
2. Student Teacher Evaluations from Cooperating Teacher and Supervisors |
| **To develop professional skills by enhancing content knowledge and pedagogical skills based on receptivity to feedback from supervisors and mentors:** | 1. Student Teacher “after-teaching” Reflections  
2. Student Teacher Evaluations from Cooperating Teacher and Supervisors |
| PDE CC: III.A, III.B, A, V.D V.K | 1. Student Teacher Active Participation at a Professional Off-Campus Career Fair  
2. Student Teacher Candidate Resume  
3. Student Teacher Candidate Tri-fold  
4. Student Teacher Candidate Electronic Portfolio  
5. Student Teacher Active Participation in Career Center Seminars  
6. Student Teacher “after-teaching” Reflections |
| **To demonstrate practical skills needed to effectively conduct professional networking, writing and interviewing.** | 1. Student Teacher Active Participation at a Professional Off-Campus Career Fair  
2. Student Teacher Candidate Resume  
3. Student Teacher Candidate Tri-fold  
4. Student Teacher Candidate Electronic Portfolio  
5. Student Teacher Active Participation in Career Center Seminars  
6. Student Teacher “after-teaching” Reflections |
| PDE CC: V. A-K | 1. Student Teacher Active Participation at a Professional Off-Campus Career Fair  
2. Student Teacher Candidate Resume  
3. Student Teacher Candidate Tri-fold  
4. Student Teacher Candidate Electronic Portfolio  
5. Student Teacher Active Participation in Career Center Seminars  
6. Student Teacher “after-teaching” Reflections |

**Course Format:** A combination of discussions, small group interactions, readings, presentations, video study, visiting guest speakers and professional conference attendance will be used to interpret and convey the content that accompanies the student teaching seminar.

**Credits:** 2

**Required Text:**
“These Kids are Out of Control” Why We Must Reimagine “Classroom Management” for Equity By Milner IV, Cunningham, Delale-O’Connor, & Kestenberg  
ISBN-10: 1483374807  
For White Folks Who Teach in the Hood…and the Rest of Y’all Too: Reality Pedagogy and Urban Education (2016)  

**Journal Resources:**
- American Educational Research Journal  
- Developmental Psychology  
- Early Childhood Research Quarterly  
- Early Education and Development  
- Journal of Applied Developmental Psychology

**Web Resources:**

**Video Resources:**
Short videos on many educational topics. Classroom ideas, management, family involvement  
http://teachersnetwork.org/videos/
Attendance, Participation, and Professionalism:
The success of this course strongly relies on student teacher’s attendance and participation. You are expected to attend all seminars. Please punctually arrive and be prepared to discuss the scheduled topic of the day and participate in group activities. Professionalism and participation points are awarded at the end of the semester. If you have contributed to seminar discussion knowledgably and consistently, this will be counted in that portion of grading.

Notes on Seminar Policies:
- Students will complete all required assignments, on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). Ten percent will be deducted for each week the assignment is late. Assignments will not be accepted after 2 weeks unless a plan has been made with the instructor.
- Students will leave all personal “crises” at the door. Seminars are reserved for topics related to course content.
- Professional behavior is always expected. Therefore, student teachers will be respectful, honest and open with one another: everyone’s participation and efforts will be welcomed, heard and valued.
- Final grade will be affected by the discretion of the instructor regarding the tenets of these requirements.

The School of Education is also committed to learning and teaching mindfulness in the classroom. You will be practicing mindfulness activities in seminars as well as learning strategies to teach in your future classroom. Here is a summary of benefits particularly relevant to educators:

**Attention**
Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.

**Emotional Regulation**
Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

**Adaptability**
Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.

**Compassion**
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.
Calming
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

Resilience
Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

http://www.mindfulschools.org/about-mindfulness/research/

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.

Student Teacher Seminars
EDU 600

In the field of education, educators must monitor and adjust in response to the learners so that learning can be optimized. The instructor, therefore, maintains the right to change dates/assignments/speakers if she deems necessary. The following course calendar should be viewed as highly probable but not an absolute.

For every seminar, please bring your binder with up-to-date contents

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker/Event</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Seminar 1     | Student Teacher Seminar Instructor and Supervisors, Room 307 OM | Student Teacher Seminar Syllabus Review, Student Teacher Materials Review | ▪ Bring labeled binder to seminar  
▪ Be prepared to review student teaching assignments  
▪ Suggestion: Make an appointment with the Career Center for personal resume and cover letter tips (see due dates) |
| Monday        |                                |                              |                                                                            |
| January 14    |                                |                              |                                                                            |
| 11:45am-2:45pm|                                |                              |                                                                            |
| Seminar 2     | Mrs. Jennifer Hough, Ms. Hailey Wyman, Location TBA | e-portfolios and cover letter, Cover letter examples will be available | ▪ Student Teacher Post-Lesson reflections (Week 2)  
▪ Bring your laptops  
▪ Conference with Mrs. Hough and Ms. Wyman about e-portfolios, resumes, cover letters, PA Educator application |
| Tuesday       |                                |                              |                                                                            |
| January 29    |                                |                              |                                                                            |
| 3-5pm         |                                |                              |                                                                            |

Looking ahead:
Due: February 14- Resume  
Due: February 24 – Cover Letter
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due</th>
</tr>
</thead>
</table>
| Seminar 3            | PA Standards for Professional Practice and Conduct  
Thursday February 15  
2-3:30 PM  
Room 308 Old Main | Small group discuss challenges, successes, cooperating teacher examples  
Begin PA Educator  
Book Study “These Kids are Out of Control” | March 18 – e-Portfolio              |
| Sunday February 24   |                                                                                                                                                                                                                 | Resume - bring hard copy to seminar and submit to D2L 11:30 PM |
| Seminar 4            |  
Wednesday February 27  
1:30pm-3pm  
Room 308 Old Main | Student Teacher Post-Lesson Reflections  
Share assessment ideas  
Book Study White Folk Teaching in the Hood  
Transition to new placement and exit meeting conversation | February 24 –COVER LETTER  
Submit to D2L by 11:30 PM |
| Seminar 5            |  
Monday March 18  
1:30 – 3 PM  
Preparating for the PERC Fair  
Room 308 Old Main | Watch webinar –Q&A to follow  
Student Teacher “after-lesson” Reflections  
Share behavior management strategies  
Book Study White Folk Teaching in the Hood | e-portfolio – submit to D2L by 11:30 PM |
| JOB FAIR Required Attendance |  
Wednesday March 27  
Depart from Westminster College TBA  
http://www.percjobfair.org Pittsburgh Education Recruitment Consortium | Take several cover letters and resumes | |
| Seminar 6            |  
Thursday April 11  
3-5 PM  
Dr. Alison DuBois  
Meet in Room 305  
Mrs. Lori Allen-Yoga  
Dance Studio | Student Teacher Post-Lesson reflections (Week 6)  
Yoga – wear comfortable clothing  
Peer share about placements and preparation  
Share Behavior Management Techniques | e-portfolio – submit to D2L by 11:30 PM |
| Wednesday April 24   |  
URAC  
Required attendance Westminster College Campus | Enjoy the day of undergraduate research | |

**Note:** The events are listed in a chronological order from February 15 to April 24, with their respective dates and details provided for each event.
**Assignments:**

1. **Student Teacher Professionalism and Participation** – 50 points
2. **Student Teacher Candidate Resume** – 100 points
3. **Student Teacher Candidate Cover Letter** - 100 points
4. **Student Teacher Candidate Electronic Portfolio** – 200 points

As a student of Westminster College, you must possess the necessary professional writing skills needed as an educator. All written assignments must be prepared in a professional manner identified in the *Publication Manual of the American Psychological Association, 6th edition*.

**Assignment Description for Resume:** 100 points
An excellent resume is your first introduction to a future employer. See this site for examples and descriptions. [https://www.livecareer.com/resume-examples/education/teacher](https://www.livecareer.com/resume-examples/education/teacher)

Please include:
- Personal information at the beginning of the resume 15 points
- Headings/descriptors that are pertinent and well written 40 points
- References that are separate (at least three) 15 points
- Appearance is well organized and professional (2 pages only) 30 points

(Rubric is included)

**Due:** February 14, bring hard copy to seminar AND submit to D2L by 11:30 PM

**Assignment Description for Cover Letter:** 100 points
A personal cover letter is targeted to your strengths and serves as an engaging piece to include with your resume. For this assignment, you will be writing an example cover letter to a school of your choosing. Example cover letters and suggestions are located in the Westminster College Career Center booklet for Education majors. Here are the points to cover in the letter

- Professional heading that matches your resume heading 20 points
- Professional salutation to a specific person 20 points
- Follow the cover letter guidelines to develop three strong paragraphs to sell yourself to this specific school district 40 points
- Clean, visually attractive display with no grammar or spelling errors 20 points

**Include Career Center packer here**

**Due:** February 21 by 11:30 PM submitted to D2L
Assignment Description for ePortfolio: 100 total points

1. Efolio, Portfoliogen, and Weebly are sites that allow you to post your electronic portfolio for free. However, rising in popularity are Google Sites and Pinterest. They are safe, free, "known", and reputable.

2. View the following information from the Schreyer Institute for Teaching Excellence. http://siteeportfolio.weebly.com/

For this assignment use the following suggested headings. Should you have a different idea, please share them with the instructor for approval. 20 possible points for each page

a) A Home page that includes at least one image and information that allows the reader to know exactly what the portfolio is about.

b) An About Me page that includes a professional description about you. Please include a recent professional looking photo, your name, professional email address to be reached and TWO contacts for references. This page will introduce yourself to your reader. Include at least two descriptive paragraphs on this page.

c) Experience – these pages are where you showcase your previous work/professional experiences. Please include the name of the professional experience, the location in which it took place and the time of the experience. Begin with the most recent experience first. At least four photos should be included.

d) Your own choice page – this could be a description of research you have conducted, anything you may have published, your travel page, a blog site, favorite lesson plans, etc.

Written mechanics:
There are no spelling, sentence structure or grammatical errors. 10 possible points

Visual appeal:
Photos and graphics are well chosen, the font and layout of the text is clear and readable, and the website is easy to navigate and is professional in appearance. 10 possible points

Due: March 21 by 11:30 PM submitted to D2L (rubric enclosed)

Participation in discussion and reflection: 50 points
Grades for discussion and reflection will be based on consistent participation, clear preparation based on the day’s topic, and the depth and breadth of the participant’s comments. The instructor will be taking notes based on each seminar discussion.

Professionalism:
1. Demonstrates respectful attitude
2. Exhibits punctuality in presence and assignments
3. Demonstrates responsibility and reliability
4. Collaborates willingly to group discussions
5. Dresses professionally

Grading:
Based on the above assignments, your participation and professionalism, your grade will be determined. The grade distribution listed in the undergraduate catalog will be utilized. All projects are due during class on the day stated on the syllabus unless an alternative plan has been discussed with the instructor. Grading of late projects will result in a five point deduction per day. After two weeks, an assignment will be not be graded and the student will receive not credit.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72.99%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

**The Student Teacher Seminar outcomes are in accordance with Pennsylvania Department of Education Teacher Candidate Competencies, primarily Section V, Professionalism.**

Based on the Educational Program Guidelines set by the Pennsylvania Department of Education (PDE) this section outlines the competencies required for certification by Chapter 354: “The preparing institution shall ensure that candidates complete a well-planned sequence of professional educator courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry and application of technology related to each academic discipline the candidates plan to teach or in the academic disciplines related to the non-instructional certificate categories in which they plan to serve.” (22 Pa. Code §354.25(b) (3)). The following is a summarization of the stated competencies required for student teacher candidates.

I. **Development, Cognition, and Learning (Secondary Outcomes)**
   C.1-12. Students will be able to identify PreK-4 education foundation, theory and policy.
   D.1-6. Students will be able to effectively understand and apply the principles and theories of child development including developmentally appropriate practice, constructivism, socio-cultural theory, attachment theory, activity theory and play.
   E.1-4. Students will be able to implement lessons based on early childhood education foundations, theory and policy.
   F. 1-3. Students will become familiar with the Pennsylvania Early Learning Standards, Common Core and NAEYC Standards (National Association for the Education of Young Children), when developing lesson plans and early childhood curriculum.
   G. 1-6. Students will be able to demonstrate understanding of the way in which classroom environments influence children’s learning.
   I. 2-8. Students will demonstrate an understanding to plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies in an early childhood setting.

II. **Subject Matter and Pedagogy (Secondary Outcomes)**
   A-F. Students will be introduced to the following subject matter: language development, early literacy foundations, early math foundations, science, social studies, arts and humanities, motor development and health.
   o Students will identify broad developmental and learning outcomes indicative of this age group.
   o Students will discuss various models of child development as they influence development and learning.
   o Students will examine current approaches and strategies used in an early learning environment.

III. **Assessment (Secondary Outcomes)**
F. 1-6. Students will discover ways of observing and assessing young children in the context of ongoing classroom life including an understanding of uses of formal and informal authentic assessment.

IV. Family and Community Collaboration Partnerships (Secondary Outcomes)
A-D. Students will be made aware of the importance of the role of families and communities in children’s development.

V. Professionalism (Primary Outcomes)
A. Candidates must identify and become involved with the Pre K - 4 field and develop their leadership capacity by:
1. Articulating the historical and philosophical underpinnings of early childhood education;
2. Using Pennsylvania’s regulations and standards that serve programs from birth through fourth grade, including but not limited to, child care and Keystone STARS, Head Start, learning standards and school code;
3. Identifying with the professional organizations, professional literature, technical resources and student organizations to enhance content knowledge and pedagogical skill;
4. Identifying community services and resources and ways to connect families;
5. Describing various types of state and federal early childhood program (e.g., Head Start, Even Start, Child Care, PA Pre K Counts, Full Day Kindergarten, Reading First, Science, It’s Elementary), including regulatory processes and program guidelines;
6. Differentiating a range of developmentally appropriate PreK-4 curriculum models and programs, including their assets and limitations;
7. Describing pre-primary and primary education instructional strategies.
B. Candidates must know about and uphold ethical standards (e.g., NAEYC) and other professional guidelines including:
1. Describing the implications for learning and educational programming as it relates to culture, language, religion, gender, disability, social-economic status, and sexual orientation of individuals;
2. Developing professional dispositions with respect to students, parents and families including but not limited to communication, appearance and demeanor;
3. Demonstrating integrity, ethical behavior and professional conduct as stated in Pennsylvania’s Code of Conduct and NAEYC’s Code of Ethical Conduct, identifying both the procedures and legal requirements for safeguarding student health and welfare.
C. Candidates must engage in continuous collaborative learning to inform practice by:
1. Collaborating with families, other educators, related service providers and personnel from community agencies in culturally responsive ways;
2. Communicating respectfully, effectively and in a culturally appropriate manner with families, other agencies and the community at large to support learning and early childhood education;
3. Making a commitment to lifelong professional development;
4. Engaging in service learning to increase knowledge base and develop dispositions related to justice and appreciation for diversity;
5. Developing collegial collaboration and team building within schools and with community programs including, but not limited to, consultation, coaching and co-teaching;
6. Knowing ways to establish, develop, and sustain partnerships and community involvement to enhance the school program.
D. Candidates must integrate knowledgeable, reflective and critical perspective on early education by:
1. Implementing methods to remain current regarding research validated practice;
2. Demonstrating the ability to access and evaluate research to inform practice and evaluate policy;
E. Candidates must engage in informed advocacy for children and the profession by:
1. Identifying state and federal public policy and the effect on children and families;
2. Demonstrating advocacy skills including verbal and written communication in collaboration with others around common issues;
F. Candidates will implement ethical practices by:
1. Using ethical guidelines and other professional standards related to pre-K through 4th grade practice;
2. Becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources;
3. Being informed advocates for sound educational practices and policies.
G. Candidates demonstrate ethical behavior by:
1. Practicing within the NAEYC Code of Ethical Conduct and other standards of the profession;
2. Upholding high standards of competence and integrity and exercise sound judgment in the practice of the professional;
3. Acting ethically in advocating for appropriate services;
4. Conducting professional activities in compliance with applicable laws and policies;
5. Recognizing signs of child abuse and neglect in young children and following reporting procedures.

H. Candidates must use their knowledge and understanding about diversity to:
1. Commit to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;
2. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;
3. Access information on specific exceptionalities that children demonstrate in classroom settings.

I. Candidates must demonstrate a commitment to life-long learning by:
1. Conducting self-evaluation of instruction;
2. Reflecting on one’s practice to improve instruction and guide professional growth;
3. Practicing within one’s skill limit and obtain assistance as needed;
4. Participating in activities of professional organizations relevant to the field of Pre K-4 education;
5. Developing, implementing, and evaluating a professional development plan relevant to one’s work with young children;

J. Candidates will be effective communicators and collaborators. They must:
1. Use verbal, nonverbal and written language effectively;
2. Apply models of team process in Pre K-4.

K. Candidates will stay current on research and apply new strategies and techniques. They must:

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Resume Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>points</th>
<th>Exceptional</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Information</strong></td>
<td>15</td>
<td>☐ Bolded and easily read</td>
<td>☐ Easily read</td>
<td>☐ Clear</td>
<td>☐ Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Legal name</td>
<td>☐ Name</td>
<td>☐ Incomplete name</td>
<td>☐ Missing name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Complete address</td>
<td>☐ Address</td>
<td>☐ Incomplete address</td>
<td>☐ Missing address</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Complete phone number</td>
<td>☐ Phone number</td>
<td>☐ Incomplete phone number</td>
<td>☐ Missing phone number</td>
</tr>
<tr>
<td><strong>Headings and Descriptors</strong></td>
<td>40</td>
<td>☐ Each heading serves a purpose for type of résumé</td>
<td>☐ Most headings serve a purpose for type of résumé</td>
<td>☐ Unnecessary headings included or lacking necessary headings</td>
<td>☐ Incomplete headings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Pertinent information fits job objective or personal statement</td>
<td>☐ Includes pertinent information under each heading</td>
<td>☐ Gaps in pertinent information</td>
<td>☐ Lacking pertinent information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Information listed in reverse chronological order</td>
<td>☐ Information in some order</td>
<td>☐ Information in random order</td>
<td>☐ Information lacks dates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Well written descriptions</td>
<td>☐ Descriptions fairly well written</td>
<td>☐ Basic descriptions</td>
<td>☐ Criteria not relevant to stated objective</td>
</tr>
<tr>
<td>Criteria</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
<td>Proficient</td>
<td>Exemplary</td>
<td>Rating</td>
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<tr>
<td><strong>Home page</strong></td>
<td>The page includes no image and is unclear it its purpose.</td>
<td>The page has an image, but the purpose is still unclear.</td>
<td>The page contains a clear image and has purposeful directions for the reader.</td>
<td>The page contains a visually appealing image and has interesting, purposeful directions for the reader.</td>
<td></td>
</tr>
<tr>
<td>20 possible points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>About Me Page</strong></td>
<td>No professional photos is included, nor name, address or references. No descriptive paragraphs are included and not references.</td>
<td>A photo is included, but is not professional. Contact information is included, but no descriptive paragraphs and only one reference.</td>
<td>A photo is included, but is not clear and professional looking. Contact information is included (two contact references)</td>
<td>A professional, clear photo is included. All contact information is clear. Two references contacts are included, two descriptive</td>
<td></td>
</tr>
<tr>
<td>20 possible points</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Experiences or Artifacts</strong></td>
<td>20 possible points</td>
<td>and two paragraphs offer an adequate description.</td>
<td>paragraphs are well written.</td>
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<td></td>
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<td>-----------------------------</td>
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<td>-----------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>There are less than 6 experiences and photos are not included, descriptions are poor.</td>
<td>There are less than 6 experiences included. They are not well documented and the photos are not helpful.</td>
<td>There are less than 6 interesting experiences included. They are well documented and included photos.</td>
<td>There are at least 6 varied and interesting experiences included. Headings, descriptions and photos are excellent and help to define the experience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Your own choice page</strong></th>
<th>20 possible points</th>
<th>Not included.</th>
<th>An excellent story is told here. Photos enhance the description.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No photo is included and the story is not relevant.</td>
<td>The description is clear and a photo is included. It could use more pizazz.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Written mechanics</strong></th>
<th>10 possible points</th>
<th>There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</th>
<th>There are no spelling sentence structure or grammatical mistakes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are four or more errors in grammar, capitalization, punctuation, and spelling requiring</td>
<td>There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Visual Appeal</strong></th>
<th>10 possible points</th>
<th>The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, subheadings and text and font styles (italic, bold, underline).</th>
<th>The eportfolio is easy to read. Fonts and type size vary appropriately for headings, subheadings and text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, subheadings, text or long paragraphs.</td>
<td>The eportfolio is generally easy to read. Fonts and type size vary appropriately for headings, subheadings and text.</td>
<td></td>
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</tr>
</tbody>
</table>

| **100 possible points - TOTAL** | | | |
# Cover Letter Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary – 20</th>
<th>Satisfactory – 15</th>
<th>Unsatisfactory – 10</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Paragraph</strong></td>
<td>The opening paragraph arouses the interest of the employer by stating why you are interested in the organization, names the specific job applied for and states where you heard of the job.</td>
<td>The opening paragraph is poorly written or is missing one of the required elements: why you are interested, specific job, where you heard of the job.</td>
<td>The opening paragraph is poorly written and is missing more than one of the required elements.</td>
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<tr>
<td><strong>Middle Paragraph</strong></td>
<td>The middle paragraph is neatly written and creates a desire for an employer to know more about you. It emphasizes the resume pointing out achievements and qualifications that meet the job description.</td>
<td>The middle paragraph is poorly written and does not create a desire for the employer to know more about the student or does not emphasize the resume.</td>
<td>The middle paragraph is poorly written and does not make the employer want to meet the individual, emphasize the resume and does not refer to the job description.</td>
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<tr>
<td><strong>Closing Paragraph</strong></td>
<td>The closing paragraph paves the way for an interview by offering to call in the future.</td>
<td>The closing paragraph leaves the employer unsure if the applicant would like an interview or does not offer to call in the future.</td>
<td>There is no closing paragraph.</td>
<td></td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>The letter is organized. It includes a professional heading that matches the resume. It includes a professional salutation that includes a specific person (without using first name). The closing is appropriate and includes a typed and signed name. Enclosure is included (denoting that resume is enclosed). The letter is one page, 10-12” professional looking font.</td>
<td>The letter is missing 1 of the required elements or the component are not in the correct order.</td>
<td>There is no apparent organization to the letter. It is missing multiple components.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Sentences are fluent and effective. No errors in mechanics, punctuation, and word usage.</td>
<td>Sentences are usually controlled. There are minor errors in mechanics, punctuation, and word usage.</td>
<td>Sentences are generally adequate. There are lapses in mechanics, punctuation, and grammar.</td>
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<td>Possible 100 points total</td>
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