

CAREERS IN PROFESSIONAL THEATRE SYLLABUS PACKET
(THE 6086 Section 61)
Professor Sybil St. Claire
Fall, 2018

Theatre UCF
<http://theatre.cah.ucf.edu/>

Careers in Professional Theatre (TYA)
THE 6086 section 61

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Class Time: W: 11:30 AM – 2:20 PM
Class Location: PAC (T244)
Office Hours: T/TH: 1:00 – 2:45 PM
W: 2:30 – 3:00 PM
& by appointment

This class has a Facebook page [Careers Fall 18](#). Please join ASAP.

Overview:

This graduate level course will delve into the business of preparing for and landing a job in the field of Theatre for Young Audiences (TYA). Course work will cover a broad spectrum of topics ranging from job search preparation, digital portfolio creation, and the development of job interview skills. *Pre-requisites – TYA graduate program.*

Learning Outcomes:

By the conclusion of the course students will be able to:

- *Demonstrate familiarity with a wide variety of possible employers. (*Informational Interviews In-Class Guests, ArtSearch*)
- *Present professionally in a job interview. (*Mock Interview, CV, TP, Digital Portfolio*)
- *Demonstrate adaptability to the changing industry through the creation of an electronic portfolio (*Digital Portfolio*)
- *Create clear and effective CVs and Statements of Teaching Philosophy (*CV, TP, MBTI*)

Attendance:

There is one excused absence, however, students are expected to attend every class. Afterwards, missing class without adequate reason (to be ascertained by the Instructor), and/or without Instructor's knowledge/approval will result in a deduction of one letter grade per class missed. Two late arrivals to class equal one absence.

Communication: This class has a webcourse component to which you will submit your assignments. You also have email, my cell phone, and face-to-face.

PLEASE BRING YOUR LAPTOPS TO CLASS.

We will often go over documents and go online in this class using our laptops.

Course Assignments

1. Myers Briggs Type Indicator Test (MBTI)

Students will take the Myers Briggs Type Indicator Test offered online by UCF's Career Services. **See directions on page 12 of this syllabus.** This assignment will not be graded but is mandatory. Failure to adequately communicate with Career Services and take the test in a timely manner will result in the loss of 10 points.

2. Job Interview Packet (30 points):

A} Curriculum Vitae (15 points)

Students will create a personalized curriculum vitae for use in applying for a job.

B} Statement of Teaching Philosophy (15 points)

Students will create a statement of teaching philosophy for use in applying for a job.

3. Informational Interview (15 points)

Students will call two professionals (of their choosing) in the field and conduct an informational interview consisting of questions about the field, the company, how he/she conducts interviews, and what he/she looks for in potential employees. A one-page summation of the interview will be written (600 – 750 words), uploaded to Canvas and also shared with the class in person. **See directions on page 16 of this syllabus.** (7.5 points each).

4. Mock Interview (20 points)

Students will participate in a mock interview created in cooperation with Career Services and Experiential Learning at UCF. Mock interviews will be taped and critiqued.

NOTE: The mock interview is a learning tool that will be graded pass/fail. In order to pass students must:

1. Schedule interview appointment and review time by the end of week seven. Conduct interview during week 11 or 12. Review interview during week 13.
2. Email their curriculum vitae and statement of teaching philosophy to Brian Creel at Career Services at least one week prior to the interview. **Email Brian.Creel@ucf.edu or call 407-823-1725.** Indicate in the subject line that you are from my class.
3. Conduct the interview on your own time.
4. At all times communicate effectively and professionally with Career Services.
5. Dress and conduct yourself professionally for the interview.
6. Put forth your very best effort during the interview process.

7. Be willing and eager to accept advice from Career Services personnel. They are, after all, experts in this arena.
8. Bring extra copies of your CV and TP to your interview.

If Career Services indicates that any of the above did not take place the student will fail this project. As in real life, you will not get the job.

5. Digital Portfolio (30 points)

Students will create a website designed to market themselves to potential employers. You may use Yahoo, Google Page Creator, .Mac, Wix, etc. A presentation of your live website to the class will constitute part of your grade. Your site must be up and running for the presentation, which constitutes our final.

Grade Breakdown:

Job Application Packet	30
Informational Interview	15
Mock Interview	20
Digital Portfolio	<u>30</u>
	100

Grading Scale:

90 - 100	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 50	F

Late work submitted - Minus 10 points per day
No make-ups.

UNIVERSITY POLICIES

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a

student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

Plagiarism:

You will fail the course if you plagiarize. Plagiarism is the unacknowledged use of ideas (Whether paraphrased, summarized or quoted) by a writer who seeks to pass off those ideas as his or her original thought. If you fail to document or attribute a source of the idea, even if you restate another writer's ideas, you have plagiarized. A serious university offense, plagiarism may be punished by failure or expulsion. Students who plagiarize on research paper will receive an F on the paper. To avoid plagiarism, you must document your papers using the MLA citation format. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Make-Up Assignments For Authorized University Events Or Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance. For more information, see the UCF policy at:

<<http://policies.ucf.edu/documents/4401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Disclaimer

This class incorporates theatre exercises that may challenge you in physical and emotional ways. Remember you always have the option to pass when we are doing exercises and that it is your responsibility to practice self-care. This class may include material that expresses adult or controversial themes as well as strong language that some might find offensive. As theatre requires the use of mind, voice, and body, there will also be situations that will require a certain amount of physical contact between you and the instructor and you and other students.

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.

It is the policy of the University to reasonably accommodate absences due to observed religious holidays. However, the student will be held responsible for any material covered during the absence and must inform the instructor two weeks prior to the holiday.

I am here to help you. See me if you have any problems or questions, or if you just need some advice. This class may deal with personal material and you may want to discuss your experiences. Please do not hesitate to seek me out. Though I have offered suggestion the decisions are ultimately yours. Collaboration and integrity are key components of this class.

Please, no photography, video, or audiotaping without consent.

Class Schedule

Subject to change at the Instructor's discretion

Week 1: August 22

Introduction

Mission Statement/Positioning Yourself in the Field

Discuss Guest Speakers

Sign up for curriculum vitae (CV) and teaching philosophy (TP) feedback

HOMEWORK:

1. Take MBTI (Personality Test) by the end of the week. See directions on page 12 of this syllabus. Due by August 31.
2. Find a job you would like to apply for from ArtSearch, HigherEdJobs.com, etc. This job description will be used for your mock interview as well as during CV and Teaching Statement creation.
3. Revise Mission Statement

Week 2: August 29

Share revised mission statement

Select Guest Speakers

Discuss: CV

HOMEWORK:

1. Bring MBTI results to next class
2. Select a mock job to apply for (bring to class)

Week 3: September 5

Discuss MBTI

Discuss Job Selection

Discuss Teaching Philosophy

HOMEWORK:

1. If your CV is on the agenda for next week post your CV "Discussions CV Draft" under discussion in our webcourse by the end of Saturday.
2. Read over all CVs and make notes. Bring your notes and the CVs to the next class for discussion. Notes should consist of highlights, strong suits, areas that were unclear, ideas for possible improvement. Focus on solutions and positivity.

Week 4: September 12

CV Feedback (4)

HOMEWORK:

1. If your CV is on the agenda for next week post your CV "Discussion CV Draft" under Discussion in our webcourse by the end of Saturday.
2. Please read all CVs - make notes. Bring your notes and the CVs to the next class for discussion. Notes should consist of highlights, strong suits, areas that were unclear, ideas for possible improvement. Focus on solutions and positivity.
3. Contact Brian Creel at Career Services to set up your taped mock interview time by the end of week 7. Please conduct your interview between Weeks 11 and 12 and your interview review for week 13. Instructions on Page 11 of this syllabus.

Week 5: September 19

CV Feedback (4)

HOMEWORK:

1. If your Statement of Teaching Philosophy is on the agenda for next week post your philosophy to "Discussion Statement of Teaching Philosophy Draft" under Discussions in our webcourse by the end of Saturday.
2. Read posted teaching philosophies, make notes, and bring your notes and the teaching philosophies to class. Notes should consist of highlights, strong suits, areas that were unclear, ideas for possible improvement. Focus on solutions and positivity.
3. Select organizations for your informational interview and contact them. Submit selections to Canvas. Please briefly address who you chose and why? Be prepared to discuss in class next week briefly. Instructions for the actual assignment are on page 14 of this syllabus.

Week 6: September 26

Teaching Philosophy Feedback (4)

DUE: Informational Interview Selection (online). Brief discussion (in class).

HOMEWORK:

1. If your Statement of Teaching Philosophy is on the agenda for our next class please post your philosophy "Discussion Statement of Teaching Philosophy Draft" under Discussions in our webcourse by the end of Saturday.
2. Read posted Teaching Philosophies, make note, and bring your notes and the philosophies to class. Notes should consist of highlights, strong suits, areas that were unclear, ideas for possible improvement. Focus on solutions and positivity.
3. Schedule your Mock Interview with Career Services by the end of Week 7.

Week 7: October 3

TBA

Week 8: October 10

Teaching Philosophy Feedback (4)

HOMEWORK:

- 1) Revised CV and Teaching Philosophy DUE next Wednesday, October 17th by midnight. Upload to Canvas.

Week 9: October 17

STAR Behavioral Based Interviewing

DUE: REVISED CV AND TEACHING PHILOSOPHY (Upload to Canvas)

HOMEWORK:

1. In preparation for your mock interview email your CV, statement of teaching philosophy, and job description to: Brain.Creel@ucf.edu by the end of Week 10. Indicate in the email that you are in my class. It is important that they receive your materials by the due date so they can put together a panel to interview you. This panel will also need time to review your materials.

Week 10: October 24

STAR Behavioral Based Interviewing

Week 11: October 31 (mock interview)

Guest Speakers (3)

Week 12: November 7 (mock interview)

TBA

Week 13: November 14 (mock interview review)

Share Informational Interview Results (20 minutes each)

Week 14: November 21

THANKSGIVING

Week 15: November 28

Digital Portfolio Presentations (30 minutes each, 4 per day)

Week 16: December 5 **FINALS WEEK**

FINAL: December 5 - 11:30 AM – 2:20 PM (Design Room)

Digital Portfolio Presentations (4 per day)

Student Instructions for taking the MBTI®

1. Go to <http://ucf.myplan.com/>.
2. Create an account. You will need to enter the UCF group license ID which is **ARAT5W7A**.
3. Under assessments you will be taking the Personality test.
4. Please download results to your laptop and bring to class on the appropriate day.

Additional Instructions may be found here: <http://career.ucf.edu/students/discover-your-interests-and-ucf-majors/#myplan>

Contact Career Services with any questions.

407-823-2361

career@ucf.edu

<http://career.ucf.edu>

Mock Interview Instructions

1. Schedule interview appointment and review time by the end of week seven. Conduct interview during week eleven or twelve. Review interview during week thirteen.
2. **Email curriculum vitae and statement of teaching philosophy** to Brian Creel at Career Services at least one week prior to the interview. Email Brian.Creel@ucf.edu or call 407-823-1725. Indicate in the subject line that you are from my class.
3. Conduct the interview on your own time.
4. At all times communicate effectively and professionally with Career Services.
5. Dress and conduct yourself professionally for the interview.
6. Put forth your very best effort during the interview process.
7. Be willing and eager to accept advice from Career Services personnel. They are, after all, experts in this arena.
8. Bring extra copies of your CV and TP to your interview.

If Career Services indicates that any of the above did not take place the student will fail this project. As in real life, you will not get the job.

Instructions for Scheduling your Mock Interview

- Log into your Handshake account here <http://ucf.joinhandshake.com/> using your NID single sign-on.
- If it is your first time signing in please complete the **Student Terms & Conditions survey** found at the top of the page (If any issues arise, contact Brian Creel directly at brian.creel@ucf.edu)
- Click on **Career Center** on the top right corner of the top navigation bar
- Select Appointments** on the drop down menu
- You will see the option to pick a **category** and **type** of appointment
- Select the category and type of appointment you are interested in scheduling
- You will be taken to the next available appointment times once you have selected an appointment category and type
- Click on a time that works for you or **click** on staff member (**Brian Creel**) to see the availability

- Enter details about the appointment in the **What can we help you with?** section and then **click *Request*** at the bottom of the screen. You will be taken to the overview of the appointment where you can cancel the appointment or add comments before the appointment

- Make sure that you check your notifications for updates to the status of your appointment

Brian Creel

Assistant Director, Career Development

Career Services – Memory Hall Bldg. 140

University of Central Florida

(407) 823-1725 | Connect with me on [LinkedIn](#)

Brian.Creel@ucf.edu

www.career.ucf.edu

Creating a Mission Statement

The Personal Mission Statement

Your personal mission statement should clearly state in one paragraph:

- Your basic beliefs
- What you value the highest
- What you seek to accomplish
- What activities you're going to complete to reach your goals.

In addition, you may wish to address the following questions:

- What is the problem or need you are trying to address?
- What makes you unique?
- Who are the beneficiaries of your work?

EXAMPLE PERSONAL MISSION STATEMENTS

1. Meghann Henry is a theatre artist focused on creating positive experiences for youth by presenting them with high quality productions and the opportunity to explore theatre through processed centered drama. Meghann strives to stir the creative soul of audience members both young and old through theatre that sparks questions, excitement, and wonder.

2. Committed to rigorous, daring and passionate exploration of our art form, my highest aim is to train artistic leaders – in every theatrical discipline – who create bold new works that astonish the mind, challenge the heart, and delight the senses.

Core Values

Artistry, Professionalism, Collaboration, Diversity, Community

3. As an intellectually adventurous and socially conscious artist, I am committed to education that connects theory and practice, builds communities within and beyond the classroom, and nurtures the human spirit. I combine a passion for theatre and education and strive to transform lives, including my own.

Informational Interview Paper

600 - 750 words. Include word count and writing prompts.

Call, email, or interview in person a professional in your field. This person should be working in a position you might like to hold one day or in an organization that you admire and/or in which you would like to work one day.

Select two questions from the list below to ask your interviewee and ask one original question of your own. Please include the questions and then include the response in your paper. Your paper should not be a transcription of your interview but a mix of quotes, how their answers impacted you, and what you learned. In other words, summarize the interview and reflect on it. Aim high. People have procured work from this assignment.

- What do you look for when hiring?
- What are the biggest mistakes you see people make when interviewing?
- What are the biggest mistakes you see people make on the job?
- How did you find this job?
- What do you wish you'd known more about before you began this job?
- What advice would you give to someone who would like to work in your position or within your organization?
- Can you describe your career path? Where did you start and how did you get where you are today?
- You may also create one of your own questions.

SUBMIT online via Canvas.

How to Write a Cover Letter

Once your resume/CV and Statement of Teaching Philosophy have been assembled, laid out, and printed to your satisfaction, the next and final step before distribution is to write your cover letter. Though there may be instances where you deliver your resume in person, you will usually send it through the mail or online. Resumes sent through the mail always need an accompanying letter that briefly introduces you and your resume. The purpose of the cover letter is to get a potential employer to read your resume. Just as the purpose of the resume is to get that same potential employer to call you for an interview.

Like your resume, your cover letter should be clean, neat, and direct. A cover letter usually includes the following information:

1. Your name and address (unless it already appears on your personal letterhead) and your phone number(s).
2. The date.
3. The name and address of the person and company to whom you are sending your resume.
4. The salutation (Dear Mr. or Mrs. or Ms) followed by the person's last name, or "To Whom It May Concern" if you are answering a blind ad.
5. An opening paragraph explaining why you are writing (for example, in response to an ad, as a follow-up to a previous meeting, at the suggestion of someone you both know), and indicating that you are interested in whatever job is being offered.
6. One or more paragraphs that tell why you want to work for the company and what qualification and experiences you can bring to the position. This is a good place to mention some details about that particular company that makes you want to work for them; this shows that you have done some research before applying.
7. A final paragraph that closes the letter and invites the reviewer to contact you for an interview. This can be a good place to tell the potential employer which method would be best to use when contacting you. Be sure to give the correct phone number and a good time to reach you, if that is important. You may mention here that your references are available upon request.
8. The closing, ("Sincerely" or "Yours Truly") followed by your signature in a dark ink, with your name typed under it.

Your cover letter should include all of this information and be no longer than a page and a half in length. The language used should be polite, businesslike, and to the point. Don't attempt to tell your life story in the cover letter; a long and cluttered letter will serve only to annoy the reader. Remember that you need to mention only a few of your accomplishments and skills in the cover letter. The rest of your information is available in your resume. If your cover letter is a success, your resume/CV will be read and all pertinent information reviewed by your prospective employer.

Cover Letter Advice

Cover letters should always be individualized because they are always written to a specific individual and companies. Never use a form letter for your cover or copy it as you would a resume. Each cover letter should be unique, and as personal and lively as possible. Once you have written and rewritten your first cover letter until you are satisfied with it you can certainly use similar wording in subsequent letters. You may want to save a template on your computer for future reference. Keep a copy of each cover letter so you know exactly what you write in each one.

After you have written your cover letter, proofread it thoroughly, as you did your resume. Again, spelling or punctuation errors are a sure sign of carelessness, and you don't want that to be a part of your first impression on a prospective employer. This is no time to trust your spell check function. Even after going through a spelling and grammar check, your cover letter should be carefully proofread by at least one other person.

Print the cover letter on the same quality bond paper you used for your resume. Remember to sign it, using a good dark-ink pen. Handle the letter and resume carefully to avoid smudging or wrinkling, and mail them together in an appropriately sized envelope. Many stores sell matching envelopes with your choice of bond paper.

Keep an accurate record of all resumes/CVs you send out and the results of each mailing. This record can be kept on your computer, in a calendar or notebook, or on file cards. Knowing when a resume is likely to have been received will keep you on track as you make follow-up phone calls.

About a week after mailing resumes and cover letters to potential employers, contact them by telephone. Confirm that your resume arrived and ask whether an interview might be possible. Be sure to record the name of the person you spoke to and any other information you gleaned from the conversation. It is wise to treat the person answering the phone with a great deal of respect; sometimes the assistant or receptionist has the ear of the person doing the hiring.

You should make a great impression with a strong, straightforward resume and personalized cover letter you have just created.

The Thank You Letter

Make your thank you letters warm and personal, and use them as an opportunity to:

- Express your sincere appreciation
- Re-emphasize your strongest qualifications
- Draw attention to the good match between your qualifications and the job requirements.
- Reiterate your interest in the position. Use the opportunity to provide or offer supplemental information not previously given.
- Restate your appreciation.

Sample Thank You Letter

January, 25th, 2017

Mr. Foster Walker
Director,
Atlantic Theatre
1220 Warwick Avenue
Newport News, VA 23607

Dear Mr. Walker:

I want to thank you for interviewing me yesterday for your Associate Education Director position. I enjoyed meeting you and learning more about your theatre.

My enthusiasm for the position and my interest in working for Atlantic Theatre were strengthened as a result of the interview. I believe my education and internship experiences fit perfectly with the job requirements, and I am sure that I could make significant contributions to your vibrant organization over time.

I want to reiterate my strong interest in the position and in working with you and your staff. You provide the kind of opportunity I seek and I believe that I could be a strong and valuable member of your team. Please feel free to contact me at 804/685-5555 or r-rameriz@aol.com if I can provide you with any additional information.

Again, thank you for the interview and your consideration.

Sincerely,

Rachel Ramirez

Curriculum Vitae Rubric
(15 points)

Utilized discipline specific vocabulary effectively throughout	Met or Exceeded Expectations 3	Often Met Expectations 2.4	Strengthen 2.1
Presentation of content includes clarity of expression/writing style	Met or Exceeded Expectations 3	Often Met Expectations 2.4	Strengthen 2.1
Personalized and substantive discussion of experience	Met or Exceeded Expectations 3	Often Met Expectations 2.4	Strengthen 2.1
Grammar, punctuation, spelling, and sentence structure	No errors 3	1 – 3 errors 2.4	More than 4 errors 2.1
Effective use of categories, and design lay-out (flow, easy to read, font, format)	Met or Exceeded Expectations 3	Often Met Expectations 2.4	Strengthen 2.1

Teaching Philosophy Rubric
(15 points)

Authenticity - focused on the specific teacher and his or her personal and professional philosophies	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Clearly defined or described the teacher's goals and/or objectives	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Specific examples of theories, strategies, methods, assessments, etc. used to achieve teaching and learning goals	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Defines the student/teacher relationship and expectations	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Conveys a sense of the teacher's personal development and shows continuous professional growth	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Well organized, with an introduction, body with clear main points, and a conclusion	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Reader friendly - concise, clear, direct	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Grammar, punctuation, spelling, and sentence structure	No Errors 1.5	1 – 3 Errors 1.2	4 or More Errors 1.05
Specific to the field of study	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05
Enthusiasm for teaching evident	Met or Exceeded Expectations 1.5	Often Met Expectations 1.2	Strengthen 1.05

Digital Portfolio Rubric (website) Rubric
(30 points)

It is expected that digital portfolios will meet or exceed the expectations of the curriculum vitae and the statement of teaching philosophy as stated in the rubrics for both (as they are major components of the digital portfolio). For example, while this rubric does not assign a grade for spelling and punctuation, if typos are present points will be deducted.

<p>Readable There is enough contrast between the background color and the text color to make the portfolio easy to read</p>	Meets or Exceeds Expectations 3	Often Meets Expectations 2.4	Strengthen 2.1
<p>Professional The appearance of the website is professional. Graphics, colors, and language consistent with professional workplace expectations</p>	Meets or Exceeds Expectations 3	Often Meets Expectations 2.4	Strengthen 2.1
<p>Organization Website is organized in a manner that makes it easy to follow and easy to quickly locate vital information</p>	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
<p>Links All links function properly</p>	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
<p>Content There are functional links to all the essential content areas. CV, videos, etc.</p>	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
<p>Authenticity</p>	Meets or Exceeds Expectations	Often Meets Expectations	Strengthen 2.1

Samples and illustrations are a true reflection of personality, beliefs, efforts, experience, and abilities	3	2.3	
Speaking Speaks clearly and at a pace and volume that allows the audience to clearly understand what is being communicated	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
Eye Contact and Body Language Makes appropriate eye contact with the audience and maintains appropriate body posture	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
Questions Able to appropriately and confidently address questions	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1
Overall Portfolio Impact Portfolio is an asset in demonstrating the creator's skills, abilities, experience, and knowledge to a potential employer	Meets or Exceeds Expectations 3	Often Meets Expectations 2.3	Strengthen 2.1