

Public Speaking

Oyster Bay - East Norwich CSD

Ryan O'Hara, Ed.D.

K – 12 College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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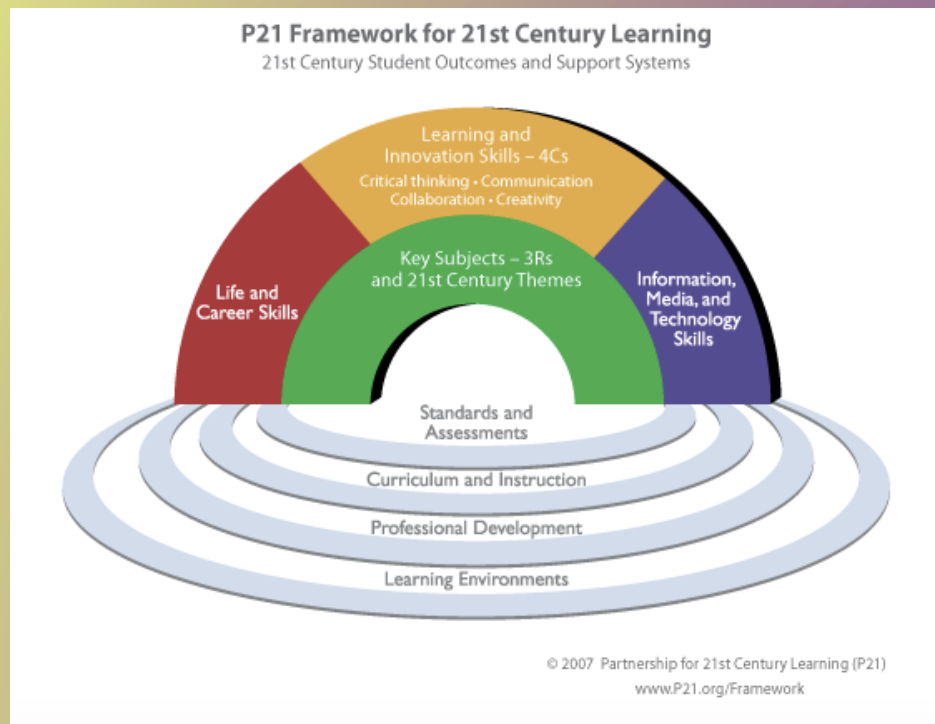
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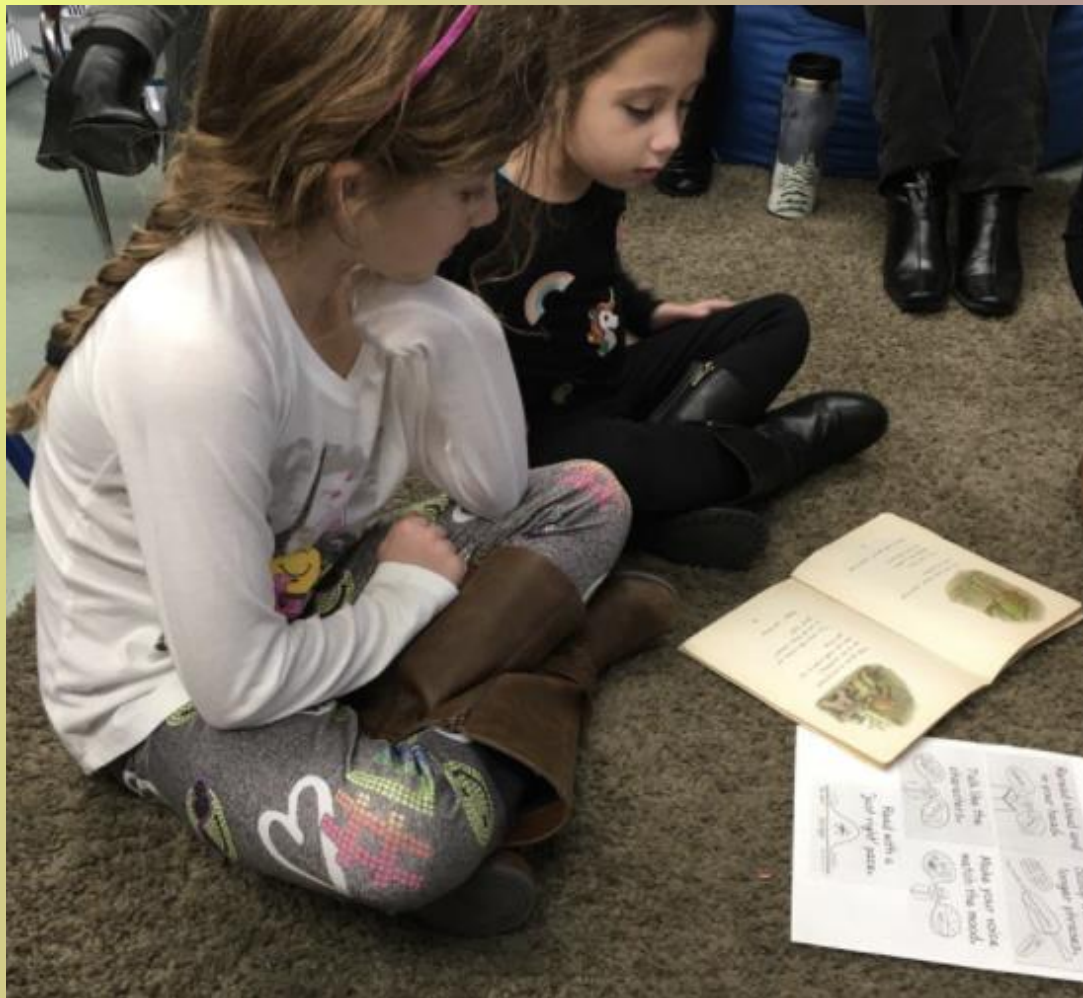
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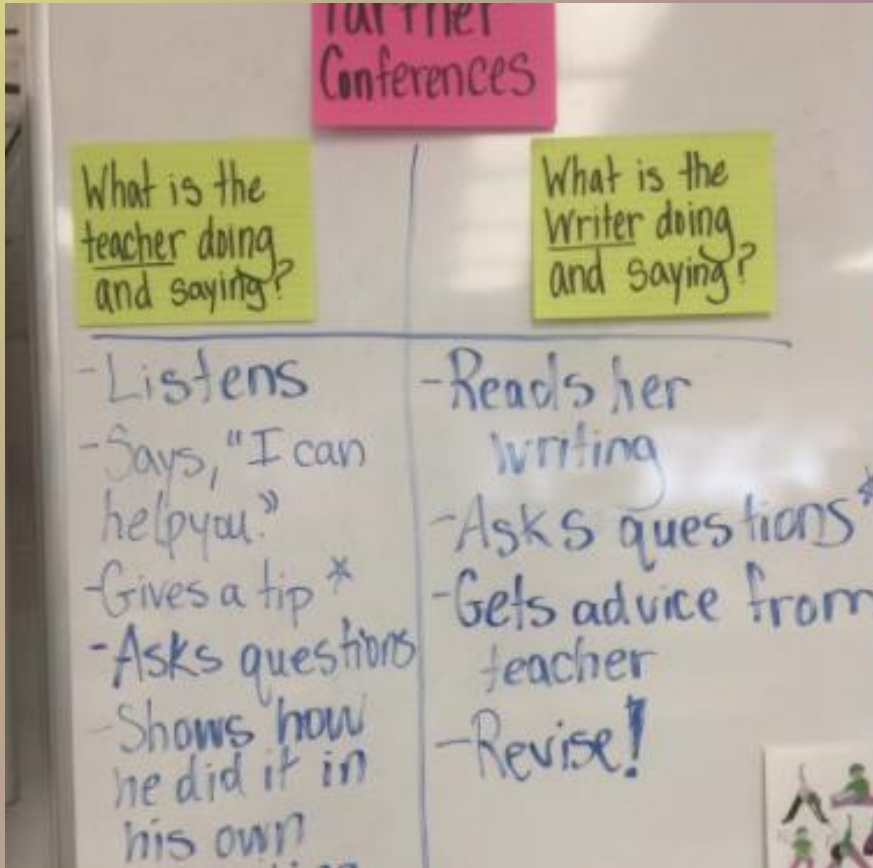




Our students begin to practice collaboration through reading and writing partnerships at Theodore Roosevelt.

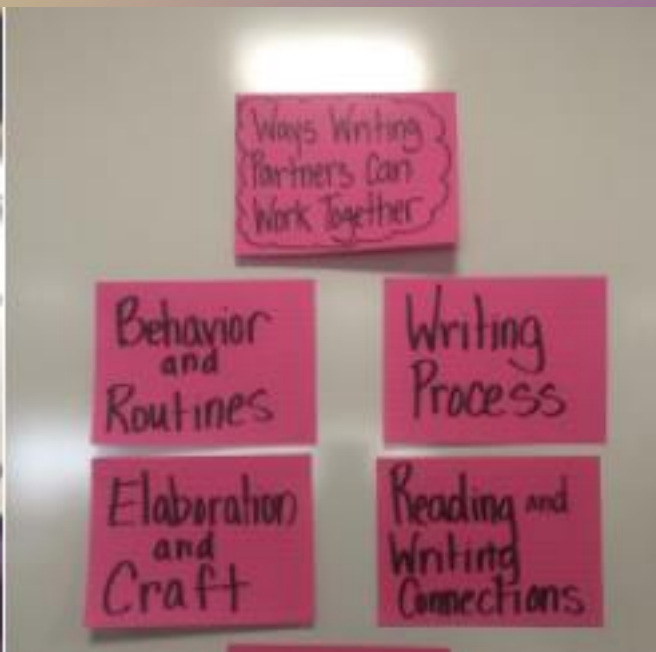


Teachers at James H. Vernon continue to help students better understand the principles of successful collaboration and self-monitor their progress.











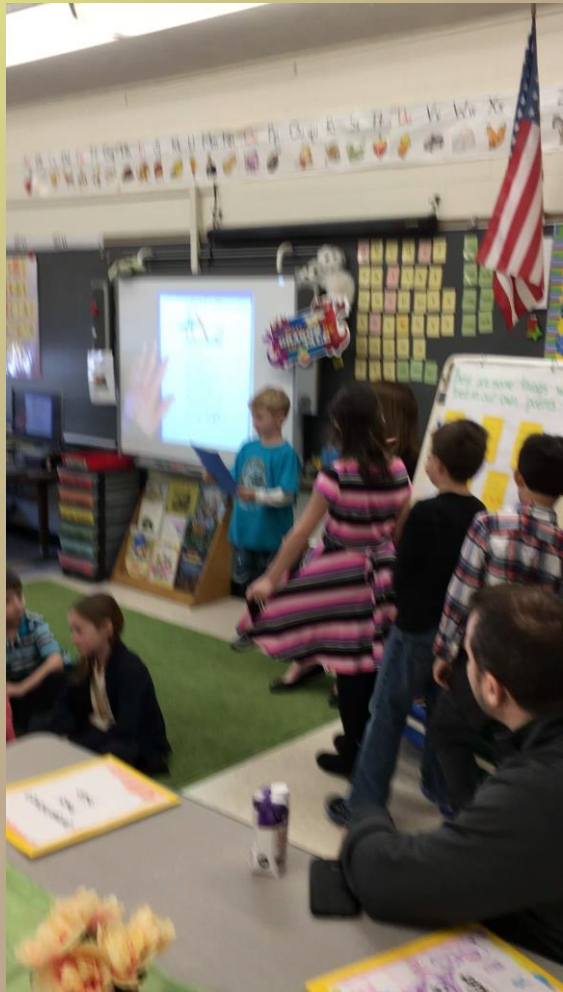
Students at OBHS participate in Socratic seminars, where they practice using dialogue as a tool for leveraging the collective knowledge of the group to explore complex texts.





Presentation of Knowledge and Ideas

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All students at Theodore Roosevelt have opportunities to present their learning to parents during reading & writing celebrations.





**Students at
Theodore Roosevelt Elementary
publicly share their learning through:**

reading & writing celebrations

book talks

engineering project presentations

short story plays

non-fiction research presentations

poetry presentations

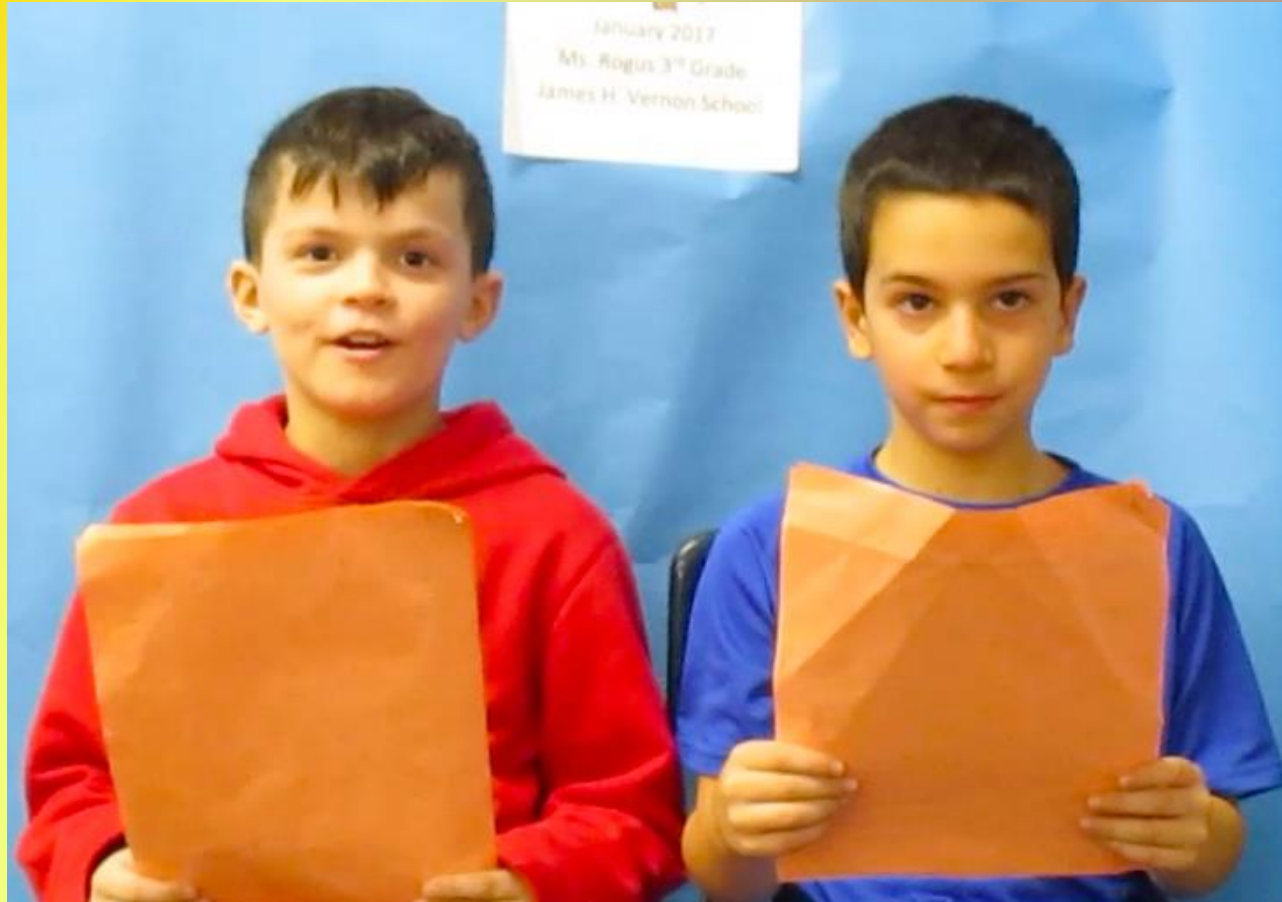
Readers' Theater

Edmodo videos

Seesaw videos

Educreations videos

Toontastic videos



3rd grade students present their 'big, bold opinions' to Dr. Vacchio.





**Students at the
James H. Vernon School
publicly share their learning through:**

Wax Museum Biography Presentations

Immigration Museum Presentations

Model Membrane Engineering Project

Windmill Design Exhibit

Ancient Civilization Celebration

Readers' Theater

performance poetry

science fair presentations

student council speeches

World Religion Presentations

debates

persuasive speeches and videos







SPEAKING IN PUBLIC



EYE CONTACT



- CONNECT VISUALLY WITH THE AUDIENCE
- LOOK AT EACH AUDIENCE MEMBER

GESTURES



- HAND MOTIONS
- MOVE YOUR BODY
- HAVE AN EXPRESSIVE FACE

SPEED



- TALK WITH APPROPRIATE SPEED; NOT TOO SLOW
NOT TOO FAST
- USE PAUSES FOR EFFECT AND EMPHASIS

Speaking in Public

Poise

- Appear calm & confident
- Avoid distracting behaviors

Voice

- Speak **every word** clearly
- Use just the right volume for the space

Life

- Express **PASSION** and **EMOTION** with your voice





**Students at Oyster Bay High School
publicly share their learning through:**

research-based argument presentations

poetry slams

poster presentations/museum walks

PSA Presentations

debates

The Elizabethan World Group Presentations

A Life Worth Knowing Presentations

AP Seminar Team Multimedia Presentations

AP Seminar Individual Multimedia Presentations

Roman Times Newspaper Presentations

**Students at Oyster Bay High School
publicly share their learning through:**

AP Language & Composition presentations of text analyses
memoir presentations
The American Novel Presentations
children's books presentations
Careers in Journalism Presentations

**Steps Taken
to Explore & Refine our
Public Speaking Curriculum**

Superintendent's Conference Day

NOVEMBER 8, 2016

Session III (1:00 PM-2:30 PM)

English Department

Can You Hear Me Now: An Examination of
OBEN's Public Speaking Curriculum
Ms. Lydia Brady & Dr. Ryan O'Hara

High School
Library Conference
Room

I facilitated a faculty meeting, grade-level meetings, and department meetings, helping teachers review the Common Core Learning Standards for Speaking & Listening.

CCLS – S & L	Grade 8	Grades 9 – 10	Grades 11 – 12
	Comprehension and Collaboration		
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively .	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research , on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Propel conversations by posing and responding to questions that probe reasoning and evidence ; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Respond thoughtfully to diverse perspectives , summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
E	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.		
2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source .	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems , evaluating the credibility and accuracy of each source and noting any discrepancies among the data .
A			
3	Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.		
3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used .
	Presentation of Knowledge and Ideas		
4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective , such that listeners can follow the line of reasoning. Alternative or opposing perspectives are addressed , and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

CCLS –
S & L

Grade 8

Grades 9 – 10

Grades 11 – 12

Presentation of Knowledge and Ideas

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AP[®] Seminar

Part of the AP Capstone[™] Program



AP Seminar Rubric 2016-17: Performance Task 1

Component 2 of 2: Team Multimedia Presentation

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	Establish Argument	The presentation is disjointed and offers little argument or makes minimal, unsupported connections (if any) between evidence and claims. It offers a solution unsupported by evidence (or does not offer any clear solution or resolution).	The presentation offers an argument that is logically organized, generally connecting claims and evidence (but shows a tendency towards oversimplification) AND the solution proposed is largely supported by the evidence.	The presentation offers a coherent argument with claims consistently supported by evidence and linked to the overall thesis. The argument illustrates the complexity of the problem or issue AND demonstrates an understanding of implications and limitations of the proposed solution.	6
		2	4	6	6
2	Understand and Analyze Context	The presentation identifies potential solutions but does not consider their consequences or implications.	The presentation offers superficial or simplistic consideration of implications or consequences of potential solutions.	The presentation offers a thorough evaluation of potential solutions by considering their implications and consequences.	6
		2	4	6	6
3	Engage Audience	The presentation's design does little to effectively convey the information.	The presentation's design aligns with the information.	The presentation's design aligns well with and effectively contextualizes or emphasizes key information.	3
		1	2	3	3
4	Engage Audience	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), OR execution of those techniques, supports communication of the argument.	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.	3
		1	2	3	3

The College Board provided tasks, rubrics, and anchors.



Next Steps to Refine our Public Speaking Curriculum

- Facilitate curriculum writing with participants from each school during the summer of 2017.
- Meet in grade-level groups to review newly aligned rubrics and task requirements during the fall of 2017.
- Share tools with secondary teachers in all disciplines during the fall of 2017.
- Align existing units/tasks with the AP Seminar rubrics and anchors during the 2017-2018 school year.
- Collect grade-level anchors during the 2017-2018 school year.
- Present updates on the K-12 public speaking curriculum in the fall of 2018.
- Solicit feedback from our AP Research students in the spring of 2019.