Handbook for the
Teacher Leader Program for International
Teachers in American International Schools

University of Northern Iowa Educational Leadership

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Dear School Leadership Student,

Thank you for selecting the University of Northern Iowa in order to increase your ability to inspire others to dream more, learn more, do more and become more. UNI enjoys a rich history of developing educators who serve in the classroom, administrative offices, and throughout the district's community. From its founding in 1876 as the Iowa State Normal School, leadership in education continues to be synonymous with UNI.

Your transformation from teacher educator to leader of educators will occur throughout the program as you: 1) work with colleagues; 2) seek role models; 3) enhance communication skills; 4) identify strengths; 5) interact with cohort members and faculty; 6) develop a leadership philosophy; 7) examine beliefs; values and behaviors; 8) address issues of ethics and fairness; 9) strengthen your own pedagogy; and 10) extend your viewpoint of education in multiple contexts. Along the way, you will establish lifelong friendships, grow professionally, extend your efficacy and broaden your sphere of educational influence. You will learn from cohort members, faculty, school colleagues, research experts, and even from yourself. The Teacher Leader Model Standards (TLMS) will frame your experiences, curriculum and assessments. Not only will you learn these seven domains/standards that govern teacher leaders – you will live them.

As your Educational Leadership faculty, we will strive to build relationships, continually seek ways to improve ourselves and provide high quality learning experiences. We are pleased to share with you our passion for education, our combined 120 years of experience as school leaders, and our desire to impact the future of education. We will help you touch the future through your leadership, passion for education and desire to serve. Welcome to an incredible journey of Learning, Service and Change.

> *"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*
> - *John Quincy Adams*

The UNI Educational Leadership Team for International Teacher Leaders,

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Educational Leadership

University of Northern Iowa — UNI

Mission Statement

The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective Leaders of Learning, Service, and Change who positively impact student achievement and school improvement.

Guiding Principle
Students First

We enthusiastically embrace the UNI tradition of working to put students first. As a High-Reliability Organization, we stand committed to consistently living by our three non-negotiable core values.

Building Relationships

We diligently **build relationships** with students, practitioners, and each other.

- We seek to maximize face-to-face interaction with students.
- We utilize all possible tools to build and strengthen relationships.

This looks like... *visiting students and practitioners in their schools, communicating via email, phone, videoconferencing, cards, notes, and fellowship with each other...*

Continuous Improvement

We expect **continuous improvement** of students and ourselves.

- We engage in on-going professional development that is fiercely protected.
- We strive for currency in practice and teaching.

This looks like... *sharing ideas from class, never missing PD, collaboration on curricula, research, service, classroom observations, honest feedback, honest sharing of ideas, questioning, encouragement, and support, professional reading and reflection, professional networking...*

High Quality Learning Experiences

We seek, develop and provide **high quality, authentic and rigorous learning experiences** for students and ourselves.

- We provide feedback that is delivered when promised and causes reflection and potentially reinforces/changes behavior.
- We emphasize learner-centered instruction that facilitates student engagement and interaction.
- We accept collective responsibility for assistance and oversight of adjunct/out of department instructors.

This looks like... *thorough, challenging, honest feedback and questions for students and each other, engaging courses and learning experiences, high expectations of students, colleagues, adjuncts...*

University of Northern Iowa
College of Education

The Path to School Leadership

As a member of a cohort of aspiring school leaders, the student moves through the program as a member of a vibrant professional learning community. The student and colleagues will become a familiar, trusted network of professionals and valuable source of affirmation and support. The same is true of the UNI instructors. The student will see why we've said for years that students don't graduate from UNI Educational Leadership Programs; he or she graduates into our family of school leaders.

The path to school leadership will include these features:

32 credit hours of coursework, aligned with the Teacher Leader Model Standards
Hands-on, authentic learning experiences and assignments that allow the student to gain "balcony-view" experiences in his or her own school district
Development and presentation of a professional portfolio that highlights the student's experiences as an aspiring school leader; as connected with the Teacher Leader Model Standards
A comprehensive Action Research project that demonstrates the student's competence at connecting real-world dilemmas, experience, and standards

Admission Requirements

The College of Education does not require admission tests for the master's program. However, students from countries where the native language is not English are required to take the TOEFL, an examination of English proficiency. These students should contact the International Services Office for explanation of the requirements. The minimum TOEFL required for admission to graduate status is 500.

The applicant must have a bachelor's degree from an accredited college or university. The Office of the Registrar will determine if the applicant has an accredited bachelor's degree or will complete the bachelor's degree before beginning graduate study.

If the student has earned his/her baccalaureate degree from another college or university, the student must file an official transcript from awarding institution with the Office of the Registrar. Only transcripts sent directly from the issuing institution to the UNI Office of the Registrar are considered official. Degree Status applicants who have attended other colleges or universities after earning the bachelors' degree must file an official transcript of each record. Levels of Graduate Admission

Accessing Final Transcripts

Unofficial transcripts (Graduate Advisement Reports)
Throughout the program students can access courses in progress and courses completed via My UNIverse. This is accessed using the same username and passphrase utilized for our e-learning course sites. Detailed instructions can be found here: http://www.uni.edu/sis/content/student-center-help.

Official Transcripts
Upon completion of the program, obtaining a final and official transcript is typically a next step. UNI will only accept a check or cash for these final transcripts. UNI cannot accept cash through their mail, and most international students will not have access to a money order or US checking account. We would recommend that you either pay with a money order or through Peer Transfer, which is an option for students to pay with international bank accounts. Their website is pay.peertransfer.com.

Financial Aid and Scholarships

Contact the Office of Student Financial Aid for information related to financial aid and scholarships. Rules pertaining to financial aid for graduate education may differ from those applying to undergraduate programs of study.

Program of Study

This is a list of the courses to complete this program of study, the course schedule will be determined based on the start date of the cohort. For more details on these courses, visit the Continuing Education and Special Programs website.

- EDLEAD 6286 Orientation to Studies in TLMS and Educational Leadership -- 2 unit(s)

- EDLEAD 6210 Culturally Relevant Teaching and Leading -- 3 unit(s)

- EDLEAD 6212 Teacher Leadership in International Schools-- 3 unit(s)

- EDLEAD 6259 Power, Politics, & Ethics in International Schools -- 3 unit(s)

- EDLEAD 6282 Leading School Growth and Improvement -- 2 unit(s)

- MEASRES 6205 Educational Research -- 3 unit(s)

- EDLEAD 6248 Leading Instruction in Schools -- 3 unit(s)

- EDLEAD 6249 Leading Learning, Teaching and Curriculum -- 3 unit(s)

- EDLEAD 6240 Technology for School Leaders -- 2 unit(s)

- TESOL 6286 Studies in Teaching in Multicultural Contexts -- 3 unit(s)

- EDLEAD 6284 Evaluator Approval for Improved Student Learning -- 3 unit(s)

- EDLEAD 6294 Capstone TLMS -- 1 unit

- EDLEAD 6291 Internship—1 unit

Registration Process and Procedures

For assistance during the registration process, feel free to contact the Office of the Registrar for any questions regarding registration for classes. The Office of the Registrar includes tutorials and quick guides for enrollment into courses. Other resources include extensions of how to use other tools found in MyUNIverse. Information regarding holds and approvals for students can also be found in regards to questions about enrolling in closed courses, or why an account could be blocked from enrollment and registration into classes. Tutorials and guides for the registration process can be found at "https://www.uni.edu/registrar/registration."

General Student Responsibilities

1. The student is expected to establish and maintain regular contact with his/her advisor in regard to specific requirements and progress toward the degree.

2. Upon request by an office of the academic administration and for the purpose of evaluating a student's academic record, the student must present all records such as grade transcripts from other institutions, test scores, letters of recommendation, and other documents bearing upon the suitability of the student for graduate study to the University in an accurate form that represents the true nature of the information.

3. It is the student's responsibility to inform the Graduate College of any changes in his/her information record (such as deletions or additions of information, changes in program, etc.) that bear upon his/her status as a graduate student.

4. The student is expected to become familiar with all available materials and faculty resources regarding procedures for fulfilling the requirements of a degree, including grade point requirements, course work requirements, examination requirements, and other requirements for a degree.

5. The degree student shall obtain an academic advisor's approval for each registration. This applies to short-range pre-candidacy scheduling as well as to any proposed change affecting the program of study.

6. The student must comply with the academic ethics policy of the Graduate College.

7. It is the student's responsibility to arrange for readers for the thesis or research paper in consultation with the program coordinator and/or advisor.

Expectations of Cohort Concept and Model

"I have been very fortunate to be a part of the UNI cohort collaborating with and learning from teachers from all over the world. It has been exciting to network and build relationships with other educators around the globe who truly have a passion for making a difference in the lives of others."

-Sean Ryther,

The program is planned so that students move through the sequence of courses as a cohort group. The first course forms a foundation for the program and includes an induction unit describing the program goals, sequence of courses, standards, rubrics and academic expectations. For that reason, it is important that you enroll and complete the courses in the same sequence. Program faculty expect that students have a growing knowledge of concepts built upon a prescribed sequence of courses. In addition, program faculty work to build an online community as students move through the course sequence together. Should you need to miss a course, you should consult with your program advisor for options. Our commitment is to deliver the courses as outline in the cohort schedule. This is not designed as a program in which students come and go. Rather, the cohort model requires that students take the prescribed sequence in unison.

Notifications of Concerns

As indicated in the UNI Educational Leadership Core Values, we believe the provision of feedback that causes reflection and potentially reinforces/changes behavior is vital to personal and professional growth and development. UNI Educational Leadership faculty members are committed to providing candidates with meaningful, relevant, honest, and growth-oriented feedback throughout their experience.

The faculty recognizes that success as a school leader depends on knowledge of the TLMS as well as personal attributes and conduct, including maturity, judgment, emotional stability, professionalism, sensitivity, self- awareness, strong interpersonal skills, and ethics. Students must adhere closely to these principles, and specifically to those outlined throughout this handbook. Faculty will use the following process in communicating student performance concerns. Every effort is made to address concerns about student performance at the lowest possible level.

Notification of Concern & Plan

The faculty member communicates the performance concern. At this time, the student has the opportunity to respond and together the faculty member and student develop a plan to address the issue(s). These efforts are recorded on the Notification of Concern. Following this conversation, the faculty member makes the student aware that the concerns and plan will be shared with the Educational Leadership faculty, which may suggest additions to the plan. Following this, the plan is finalized between the student and faculty member, with copies shared among the student, advisor, faculty member, field supervisor and mentor.

Additional and Continuing Concerns

If the concern has not been adequately addressed or resolved in the specified time or other issues have arisen, faculty members will again communicate with the student and Educational Leadership faculty as outlined above. At this time, the student will be notified of the degree of seriousness of the concern. Another plan may be developed, if appropriate. If the issues have not been resolved, the student may be placed on probation, or suspended until resolution, the student withdraws or is dropped.

If a student is suspended from the program, s/he may not enroll in additional coursework in UNI Educational Leadership programs. After this decision is made by the faculty, it will be communicated to the student, faculty, Department Head, and Graduate Dean.

The student may appeal the decision to the Department Head within ten days of notification of the suspension. The appeal procedure is outlined and available in the Vice President and Provost's Office.

Students should also review the Academic Performance section (pp. 20-21) of the [UNI Graduate College Student Handbook.](#)

Writing Guidelines
UNI Leadership Program Writing Rubric

Well Developed	Developed	Emerging
Paper demonstrates unusual fluency, language control, and sentence variety, Addresses all points in a clear and articulate manner.	Paper adequately addresses the question, contains few to occasional writing errors, but little variety or sophistication in language usage.	Paper attempts to address the question but writing errors (grammar, spelling, punctuation, word choice) obscure meaning.
Exceptional quality of content, organization, and amount of detail used to support or illustrate all points.	Analysis shows adequate organization and development. Uses enough specific information and examples, including theory and research literature, to support position.	Serious problems in organization or focus; insufficient material and/or examples in support of position.
Any formatting problems are very minor.	Few to several formatting problems are present, but few to none are major.	Several formatting problems; some major.
Skills and Processes Developed	Skills and Processes Developed	Skills and Processes Developed
Planning, communicating	Planning, communicating	Planning, communicating
Organizational skills, communication through writing skills are well developed	Organizational skills, communication through writing skills are developed	Organizational skills, communication through writing skills are minimally evident or absent

Tips for Effective Writing

Adherence to the guidelines in this section will improve writing skill and also allow for more timely feedback.

- Start by looking carefully at the prompts, rubrics, and key questions for the assignment.

- Always begin with an outline of the key points you intend to make.

- Read each paper aloud before submitting it to anyone.

- Always spell check each paper before submitting it to anyone.

- Ask another person to read your work and make outline of your main points. If this is difficult for them to do, chances are you have not stated your ideas clearly enough.

The point is this: No one expects absolute perfection in writing, especially not in the beginning. Most aspiring school leaders have not been asked to do the kind (or amount) of writing we ask in this program. And that is no one's fault. You'll be doing a number of things for the first time. There is, however, no excuse for simply failing to use resources like spell check, reverse out- lining, a reader, and using proper APA citations.

As instructors, our job is to both challenge and assist you with content related to Educational Leadership. While we want to assist with writing, we simply cannot be copy editors, proofreaders, or spell checkers. These are your responsibility. Former students identify thorough, honest feedback as an essential part of their professional growth. We think it is one of the reasons students choose UNI.

- UNI Writing Center:
  http://www.uni.edu/unialc/writingcenter/selfhelp.htm. We often recommend students utilize assistance offered by the UNI Writing Center

- Purdue University Online Writing Lab:
  http://owl.english.purdue.edu/. This site is just about as good as it gets and has almost everything a writer needs, including examples of APA citations.

- Buy or arrange to share a copy of the 6th edition of the Publication Manual of the American Psychological Association.

- Expect to write more than one draft. Very few papers are of high quality after one attempt. In organizing the paper, many find it helpful to use these three steps:

    - Tell what you're going to tell (introduction)
    - Tell it (body)
    - Tell what you told (conclusion)

- Make an outline before you start so that your ideas are organized and flow logically from one idea to the next one.

- Generally, avoid sentences that use "you." Instead, try words like "we, leaders, principals."

- When reporting information from other sources, such as books, studies, and research projects, use past tense in ex-plaining the findings or other information (e.g., the researcher suggested…).

- Use headings and subheadings to help organize the paper.

- Use transition sentences--either at the end of the paragraph before the transition OR at the beginning of the next paragraph that introduces a new idea. Even if you have headings and subheadings, you must still use transitions to connect your ideas and let the reader know that you are introducing a new topic.

- The introduction of the paper should tell the reader what the paper is going to be about. Tell the reader what you are going to write about in brief sentences. You should also discuss why your topic is important, answering the question, "So what?"

- At the end of your paper, you should have a conclusion or summary, in which you summarize what the paper has covered and make conclusions <u>based on the material you have covered in the paper</u>. You should <u>not</u> introduce new ideas in the summary/conclusion section.

- When you are reporting information that is not common knowledge/common sense, you MUST reference your sources.

- When you have more than one reference for a section, the references need to be listed in alphabetical order (e.g., Gannet, 1982; Morris, 1978; Nelson, 1991; Zany, 1993)

- Double space <u>everything</u> in the paper--including quotes and references.

- Number your pages and provide a heading at the top of each page.

- The <u>first time</u> you cite a multiple author reference with six authors or fewer, you must list all the authors (Catkins, Lastly, Smith, & Hasten, 1989). Thereafter, you should use the et al. formulation (Catkins, et al., 1989).

- If you use a <u>quote</u>, cite the author, date, and page number (Reynolds, 1991, p. 13-19).

- If you have a quote of more than 40 words, it must be <u>blocked.</u> The rules of quotation marks, periods, and other punctuation change with a blocked quote.

- If you are referencing inside parenthesis (Grange & Samuel, 1978), use an ampersand (&) instead of writing the word "and." If you are referring to several authors in the body of the paper, "George and Samuel (1978) commented..." use the word "and" and not an ampersand.

- Do not use contractions (e.g., can't, won't, etc.) in the paper.

- When you have a quote, put the end punctuation <u>inside</u> the quotation marks--for example: Jones (1990) said, "Watch out for those punctuation marks. They can trip you up."

- Avoid one sentence paragraphs. Most paragraphs should have at least three to five sentences.

- Avoid linking sentences with semicolons--this makes for a complicated, convoluted sentence. The simpler your sentences, the easier it is for the reader to follow what you are trying to say, so keep it simple--the purpose of writing is to communicate, not confuse.

- Make <u>sure</u> you have singular/plural agreement. If you use "the children," you must use "they" because these words are both plural. If you use "the child," you must use "him or her" because these are both singular.

- If you use material from outside sources, you must reference your sources. You must cite the sources in the body of the paper. You must also give complete APA reference in the text and in the references at the end of the paper.

- If you do not know the author of a piece, use the Anonymous reference for the author.

- If no date is available, use "n.d." reference for the date.

- Make sure the subject of your sentence can actually DO the verb. For example, society cannot view, research cannot suggest, etc. Inanimate objects or ideas cannot do active verbs. Members of society can view, researchers can suggest based on their findings, etc.

- Report research in past tense: Jones (1998) stated that all women in the study were high achievers.

- You MUST put everything in your own words. If you use material directly from another source, word for word, you <u>have</u> to use quotations, author, year, and page number. For example: Thomas (2004) cited the value of professional learning teams. She stated "teachers are stronger and more effective when working together" (p. 18).

- Even when using an author's ideas and not a direct quote, credit must be given. For example: After school programs can be highly effective and can be delivered in a variety of formats (Fisher, 2000).

- <u>DO NOT</u> plagiarize (use someone's exact words or general idea without citing the paper). The department participates in plagiarism protection through www.turnitin.com. This resource allows instructors to submit your paper to plagiarism detention software. Visit the web site listed above for more information on how this software works or speak with your instructor if you have further questions.

The following identifies the categories that must be considered when writing a high quality paper:

- Ideas: The paper is clear and focused. It holds the reader's attention with relevant anecdotes and details enrich the central theme.

- Organization: The organizational structure enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.

- Voice: The writer speaks directly to the reader in a manner that is individual, compelling, engaging and shows respect for the audience.

- Word choice: Words convey the intended message in a precise, interesting and natural way.

- Sentence Fluency: The writing has an easy flow, rhythm and cadence. Sentences are well built.

- Conventions: The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, paragraphing)

- Presentation: The form and presentation of the text enhances the ability for the reader to understand and connect with the message.

Portfolio
Portfolio Overview

Development of the school leadership portfolio will assist the student in demonstrating competence and experience with the Teacher Leader Model Standards. The following guidelines will explain everything the student needs to know in order to highlight his or her experiences in an engaging and professional manner.

When Permission to Present has been given, the student will begin assembling the experiences and artifacts that he or she wants to display and discuss in the port-folio and subsequent presentation. The student will submit the e-portfolio to their specific advisor so the student's advisor has time to thoroughly review and assess it using the rubric beginning on page 11. If deficiencies are found, the student may be asked to make revisions before the presentation. Students will present their portfolios during their Capstone course.

At the portfolio presentation, the student will deliver a 90-minute formal presentation similar to what one might experience in a job interview. The first 30 minutes features a presentation that highlights the student's portfolio. The second 20-30 minutes features follow-up questions from the Capstone instructor and/or review team related to items in the portfolio, specific experiences the student has had, or particular scenarios or dilemmas. Students should be prepared to synthesize coursework and Domains/Standards to specify how he or she might address specific dilemmas of practice.

While the presentation is formal and professional, it is also intended to be a celebration of the student's accomplishments as an aspiring school leader. As such, we encourage the student to invite spouse/significant others, friends, parents, and anyone else who has shared in the student's growth and development. Considering our distance-education for-mat, portfolios will need to be constructed via an electronic format. Keep in mind, when creating an electronic portfolio, students should be in contact with their advisor to ensure that the chosen format can be accessed by faculty members.

Previous students have organized their portfolios in one of two ways. In the first, students reflect on the work he or she has completed related to each standard and identify an experience or two that highlight(s) their work as a leader who "fosters a collaborative culture…" including artifacts, work products, etc. The portfolio and subsequent presentation is then organized standard by standard.

The second option for organizing the portfolio and presentation is to reflect on one or two major projects, initiatives, or experiences and explain as thoroughly as is necessary. Following this explanation, students identify the ways in which their actions addressed each standard, using specific examples.

Most students utilize PowerPoint or similar presentation technology. This framework allows the student to develop a presentation that meets program requirements, while still showcasing his or her work in a way that reflects each person's personal and professional style. Questions should be directed to the advisor.

Portfolio Checklist

Regardless of the chosen format described above, the following items, in order, must be included in the portfolio:

- ▢ Table of Contents
- ▢ Résumé
- ▢ Philosophy of Leadership paper
- ▢ Action Research project
- ▢ TLMS Description and Reflection

    - ▢ This reflection appears for each TLMS and includes the student's reflection on the *meaning and significance* of the particular standard, *as well as the reasons for selecting the artifact, experience, or activity* as evidence of that standard. The artifact itself is important but not as important as the student's explanation of why he or she has selected it. It is not necessary to include an artifact for each Function within a standard. Each standard is evaluated holistically. Therefore, chosen artifacts/experiences must align to one or more Function.

The following may be included in the portfolio, but are not required:

- o Professional honors, awards, reference letters, etc.

Teacher Leadership Portfolio/Presentation Rubric

Name _____ Cohort _____

Reviewer _____ Date _____

This rubric and description specifies the requirements of the teacher leadership portfolio and presentation.

Portfolio Component	Included	Not Included	Comments
Table of Contents			
Displays all required portfolio components			
Resume			
Resume is formatted for school leadership positions and presents candidate professionally and appropriately			
Philosophy of Leadership paper and other key papers from coursework (to be determined later)			
Artifact Descriptions/Reflections			
Artifacts and their significance are described and reflected upon			
Action Research Project			
Research Project and findings are described and reflected upon			
Optional Components			
Professional honors/awards, reference letters, etc.			
Other relevant artifacts or information			

Rubric for Portfolio and Comprehensive Presentation - 50 Points Maximum

Portfolio Checklist	Y/N	Comp Presentation	Criteria		
Required		**Content**	**High (5)**	**Average (3)**	**Low (1)**
Resume		States the purpose	Purpose is clear and captures audience's attention	Purpose is apparent	Purpose is not evident
My Philosophy of Ed Leadership		Organizes TLMS/Core Values content	Content is organized logically w fluid transitions to capture and hold the listener's attention throughout entire presentation.	Organization of content is congruent; transitions are evident.	Content lacks organization; transitions are abrupt and distracting.
Action Research Project		Supports TLMS/Core Values ideas	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.	Speaker provides the basic details necessary for the listener to understand the premise of the presentation.	Majority of ideas are unsupported by additional information or explanation.
TLMS Summaries and Reflections (2 per TLMS)		Incorporates evidence (artifacts, stories, descriptions)	Relevant examples or stories work to interest the listener and further develop main ideas.	Stories and examples obviously relate to the content of the speech.	Stories and examples are missing or unrelated.
		Summarizes main idea	Conclusion unites important points of presentation and encourages future discussion.	Conclusion summarizes the main ideas.	Speech ends without a summary.
		Delivery	**High (5)**	**Average (3)**	**Low (1)**
		Demonstrates awareness of listener's needs.	Choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic.	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.	Presentation is uninteresting.
		Speaks clearly w/appropriate vocabulary and information.	Vocabulary is descriptive and accurate, engaging the listener through imagery.	Vocabulary provides clarity and avoids confusion.	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.
		Uses tone, speed, and volume as tools.	Speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.
		Demonstrates complexity of thought and vocabulary.	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.	Sentence structure and word choice are monotonous and uninteresting.
		Appears comfortable with audience.	Eye contact, interaction with aids, and physical gestures demonstrate speaker's energy and interest, guiding the listener through the presentation.	Eye contact, interaction with aids, and physical gestures are natural and fluid.	Eye contact with audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.