STAR EVENTS

Teach and Train

Teach and Train, an *individual event,* recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a **portfolio** of the teaching/training career, prepare and execute a complete lesson/workshop plan and an **oral presentation**. Level 2 and Level 3 participants will also complete a **shadowing experience** of a "*best practices*" educator.

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.
2. **Level 1:** Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences child or human development course. **Level 2 and Level 3:** Eligible participants must be or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Education and Training or Human Services career pathways.

3. The project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
4. Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation, if desired.
5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or-Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

TEACH AND TRAIN

Procedures and Time Requirements

	Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the electronic portfolio accessible to evaluators.
10 minutes	The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Specifications

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 49 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1 💻	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the *portfolio*.
0–6	*Content Divider Pages* or Sections	Use 0 to 6 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.

Up to 28 8 ½" x 11" pages or 38 slides	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
	Lesson Plan or Workshop Plan	**Planning:** Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration (if applicable), national Family and Consumer Sciences standards and/or other national standards (as appropriate), and Career Readiness Practices selection(s). **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery. **Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed.
	Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes, including methods of improvement. Minimum of one presentation required.
	Evidence of *Technology* Used	Explain how *technology* was used to enhance the lesson or workshop planning and/or execution.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Shadowing Experience (Level 2 and Level 3 Participants Only)

Shadowing Experiences with a *Best Practices Educator*	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the portfolio content pages.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

The *portfolio,* including the career exploration and self-assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation.*

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.

Teach and Train Specifications (continued)

Knowledge of Selected Career	Present *current* data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

TEACH AND TRAIN
Point Summary Form

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 6 content divider pages or slides • Up to 28 content pages or 38 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

           = AVERAGE EVALUATOR SCORE

_____   *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)   _ _ . _ _

FINAL SCORE

(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____   Evaluator 2_____   Evaluator 3_____   Adult Room Consultant_____   Event Lead Consultant_____

TEACH AND TRAIN—Level 1
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self-assessment with limited information and detail	**3** Adequately addresses all areas of self-assessment	**4** Examined personal interests in detail, and states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes an objective and shows an adequate understanding of the audience	**3** Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. No evaluation was used.	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	
Evidence of Technology Used 0-5 points	**0** No technology used in lesson/workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly	**5** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	

Teach and Train—Level 1 Rubric (continued)

	0	1	2	3		
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*		

	0	1	2	3	4	5
Evidence of Prior Presentation 0–5 points	No prior presentation done	Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	Minimal evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated

	0	1	2	3		
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information		

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery

	0	1	2	3	4	5
Knowledge of Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals

	0	1	2	3		
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		

	0	1	2	3	4	5
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation

Evaluator's Comments – include two things done well and two opportunities for improvement:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL [ ]

(90 points possible)

TEACH AND TRAIN—Level 2 and Level 3
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self-assessment with limited information and detail	**3** Adequately addresses all areas of self-assessment	**4** Examined personal interests in detail, states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes an objective and shows an adequate understanding of the audience	**3** Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	
Evidence of Prior Presentation 0–5 points	**0** No prior presentation done	**1** Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	**2** Minimal evidence of prior presentation of the lesson/workshop plan	**3** Extensive evidence of prior presentation of the lesson/workshop plan	**4** Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	**5** Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	

Teach and Train—Level 2 and Level 3 Rubric (continued)

	0	1	2	3	4	
Shadowing Experience 0-4 points	No shadowing experience done	Shadowing experience was done with a best practices educator	Shadowing experience done with a best practices educator but is documented minimally	Shadowing experience with a best practices educator is documented	Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans.	
Evidence of Technology Used 0-4 points	No technology used in lesson/workshop planning or execution	Technology used to develop or execute lesson/workshop not explained	Technology used to develop or execute lesson/workshop but not explained in portfolio	Technology and techniques used to develop or execute lesson/workshop are explained	Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	

	0	1	2	3	
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

	0	1	2	3	
Body Language/ Clothing Choice/Voice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate, voice quality is adequate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL

(90 points possible)

TEACH AND TRAIN
Career Exploration and Self-Assessment
Summary Page Instructions

Career Exploration and Self-Assessment summary should not exceed 3 pages in length or 5 slides. Use this outline with these headings, in this order, when preparing Career Exploration and Self-Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

CAREER EXPLORATION (2 pages maximum):

1. What education path and qualifications are necessary for a career in the education/training field in which you are interested?

2. Please list a sample job description for your ideal education/training career.

3. What skills are needed for this career?

4. What is the current and future job outlook for this career?

5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?

6. What are the entry-level positions and opportunities for professional advancements in this career field?

SELF ASSESSMENT (1 page maximum):

1. Why are you personally interested in this career?

2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?

3. Describe what appeals to you about a career in education or training?

4. What other aspects of your self-assessment have you considered?

TEACH AND TRAIN
Shadowing Reflection Summary Instructions
Level 2 and Level 3

Write a reflection on the shadowing experience of a *best practices* teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 3 pages in length or 5 slides. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. **Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.**

II. **Observations:**

1. What observations did you make about room management techniques?

2. What observations did you make about the content/curriculum being taught?

3. How did the teacher or trainer manage the lesson?

4. What evidence did you see of planning?

5. Discuss with the teacher/ trainer the following.

• The school's or organization's mission statement
    • The curriculum standards or guidelines.
    • The career of teaching/ training.
    • Maintaining a professional motivation for the career.
    • Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
    • Why did they choose the presentation strategies methods that were used?
    • How did they choose the activities?
    • How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?

6. Include other applicable observations.

TEACH AND TRAIN
Lesson/Workshop Plan

Use this template, in the order given, when preparing lesson/workshop plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration (if applicable):
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):
Learning Objectives:
National Family and Consumer Sciences Standards (or others as appropriate):
Career Readiness Practices (Select all that apply):   □ Act as a responsible and contributing citizen and employee   □ Apply appropriate academic and technical skills   □ Attend to personal health and financial well-being   □ Communicate clearly and effectively and with reason   □ Consider the environmental, social and economic impacts of decisions   □ Demonstrate creativity and innovation   □ Employ valid and reliable research strategies   □ Utilize critical thinking to make sense of problems and persevere in solving them   □ Model integrity, ethical leadership and effective management   □ Plan education and career paths aligned to personal goals   □ Use technology to enhance productivity   □ Work productively in teams while using cultural global competence

FCCLA Lesson Plan Template, continued

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:
Directions:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:
Directions:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:
Directions:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):

Additional Notes: