



Early Childhood Education, an *individual event,* recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences early childhood education program. Participants must prepare a *portfolio* and a **resource container.** On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

2019–2020 Theme: "How We Travel" (Transportation)



EVENT LEVEL

Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

 Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.

- 2. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences early childhood education training program, as determined by their state department of education. Students enrolled in general child or human development courses not preparing them for careers or employment in early childhood education are not eligible.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
- 4. 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.
- 5. 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.

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, Resource Container	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or-Professional dress – or costume appropriate to event	20 minutes planning	20 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

Presentation Props/ Flip Audio Costumes Easel(s) **File Folder** Portfolio Skits Visuals Chart(s) Pointers Equipment *

* Skits may not be used during the oral presentation but may be used during presentation of the onsite case study activity. Presentation Equipment is allowed only for presentation of electronic portfolio and Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

EARLY CHILDHOOD EDUCATION

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 age category (possible age categories of 2–3, 4–5, or 6–8 years old).						
Room consul	Room consultant will check the resource container and give the case study to the participant to plan for the activity.						
20 minutes	Room consultants and evaluators will have 20 minutes to preview the portfolio while the participant plans the activity using materials from the resource container.						
10 minutes	The presentation of the activity 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.						
5 minutes							
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.						

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	<i>Plain paper</i> or slide, with no <i>graphics</i> 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 <i>portfolio</i> 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 <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
	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 <i>portfolio</i> .
0-4	Content Divider Pages or Sections	Use 0 to 4 <i>content divider</i> /section pages or slides. <i>Content divider</i> /section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 30 8 ½" x 11"	Documentation of Experience/Occupational Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
pages or 40 slides	Lesson Plans	Include 3–5 example <i>lesson plans</i> exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art). Sample lesson plans may use format of the participant's choice.

Early Childhood Education Specifications (continued)

Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan(s)</i> included in <i>portfolio</i> (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram essay developed by the participant).

Activity Plan and Presentation

On site, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness.

Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. Submit one copy.
Selection of Activity/Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials and Supplies	Use creativity, safety, and variety in completing activity plan.
Introduction	Express objectives, instructions, and directions with clarity.
Activity	Present activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan <u>may be up to</u> 10 minutes in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

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 supplies and materials. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding <i>lesson plan</i> and <i>portfolio</i> . Questions are asked after the presentation.

Resource Container

The resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than $17 \frac{1}{2}$ " wide x $14 \frac{1}{2}$ " deep x $11 \frac{1}{2}$ " high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. Participants may not access Internet resources during planning time.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger
	than 17 ½" wide x 14 ½" deep x 11 ½" high.



Name of Particinant

EARLY CHILDHOOD EDUCATION

STAR Events Point Summary Form

Chapter	State	Team #	Station #	Level

- 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.

Registration Packet O or 3 points Picked up by adviser or designated adult during scheduled time No 0 Ves 3 Event Online O Yes 3 Orientation Documentation O or 2 points Official documentation not provided at presentation time or signed by adviser Official documentation provided at presentation time and signed by adviser Hardcopy Portfolio O-1 point or Electronic Portfolio on tor 0 Binder is not the official FCCLA binder format to the evaluators I Portfolio Pages 0 O 1 Electronic Portfolio on a toria to the evaluators I Portfolio Pages 0 O 1 Z or more errors Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: 1 project ID page or slide I init, or is not in a sturdy container with a lid 0 2 Room contains no more than 38 single-sided pages or 49 slides completed correctly, including: 1 Project Summary Sumission Proof Punctuality 0 Participant was late for presentation Participant was not me for presentation 1 Evaluator 1 Initials (10 points possible) (10 points possible) (Evaluator 3 Initials (20 points possible)	ROOM CONSULTANT CH	ECK		Points			
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EARLY CHILDHOOD EDUCATION

Rubric

Name of Participant _____

Chapter			Sta	te Tea	am # St	ation # Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	summary not	1 Inadequate steps in the Planning Process are presented	2 All Planning Proces steps are presented not summarized	-	4 Evidence that the are Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Documentation of Coursework 0–4 points	0 Portfolio does not hav documentation of coursework that is in t pathway, career cluste or occupation for Early Childhood Education	documentation of coursework and er experience	of limited docum adequa	2 io shows quality entation of an ate amount of work and ence	3 Portfolio shows quality documentation of superb coursework and experience	4 Portfolio shows excellent documentation of superb coursework and experience	
Lesson Plans 0–10 points	0 Lesson plans are missing	1 2 Lesson plans are from one early childhood concept	3 4 Lesson plans indicate an understanding of multiple childhoo development concepts	Lesson plans a complete, ind knowledge of	icate complete with multiple evidence al ages the understandin ad are ages and stages a	g of show a depth of and understanding and an	
Evidence of Skills D–4 points	0 Portfolio does not hav evidence of skills	e Portfolio has lim evidence of skills		2 ce is shown h multiple	3 Evidence of skills is incredibly apparent through portfolio	4 Portfolio has high quality evidence of superb skills	
Evidence of Developmenta I Knowledge 0–4 points	0 Portfolio does not have evidence of developmental knowle	evidence of	mited Portfoli of deve nowledge knowle	2 o shows evidence lopmental dge but it is hat unclear in its	3 Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	4 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format	
ACTIVITY Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0–8 points	0 No written plan	1 Z A written plan is l scope	these e	3 4 plan has one of xplained well: an ve and rationale	5 6 A written plan is evident with learning objective and rationale that is well thought out	7 8 Objective and rationale are well written and thought out. Outcomes are measurable	
Activity Planning Form: Setting, Materials, Activity D-8 points	0 Not evident	1 2 Settings, materia activity are all ex	plained activiti	3 4 s, materials and es are well d and detailed in tion	5 6 Setting, materials, and activities are well planned with creativity and appropriateness for age level	7 8 Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity	
Activity Planning Form: Modification and Assessment D-8 points	0 No modification or assessment methods a evident	1 2 Includes some pl modification and are limited asses methods listed	l there comple sment plan fo	3 4 cation plans are ete and there is a rr assessment with le methods t	5 6 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	7 8 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies	
I ntroduction D-5 points	and and an a		2 oduction includes objective	3 Introduction include one or more objectives and limited instructions	4 Introduction includes objectives, instructions and directions with clarity	5 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	

Early Childhood Education Rubric (continued)

-						Poir
ACTIVITY (con	tinued)					
Activity 0–10 points	0 Activity is limited	1 2 Activity is evident with a focus on content	3 4 Activity is evident with a focus on content with extensive sequence evident	5 6 Activity is well organized. Has appropriate content, and is age appropriate	7 8 Activity is creative, well organized, rich in content and age appropriate	9 10 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions
Use of Resources during Activity 0–5 points	0 Resources are not used during activity	1 Resources used to limit amount of speaking time	2 Resources are used minimally during activity	3 Resources are used effectively throughout activity	4 Activity is creative, well organized, rich in content and age appropriate	5 Activity moves seamlessly and effectively between teaching time and hands on time
Wrap Up 0-5 points	0 No wrap up	1 Limited wrap up is evident	2 The activity ends with a limited summary	3 The activity ends with an adequate summary	4 Activity ends with an appropriate summary as a reinforcement for the lesson	5 Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish
RESENTATIO						
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not use effectively	ed Voice qu	1 uality is adequate	2 Voice quality is good, I improve	out could Voice qu pleasing	3 ality is outstanding and
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	ns, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	2 Gestures, posture, ma eye contact, and cloth appropriate	ing are eye cont	3 a, posture, mannerisms, act, and clothing presentation
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than grammatical and pron errors	, , ,	1 -5) grammatical and ciation errors	2 Few (1-2) grammatical pronunciation errors		3 ation has no grammatical inciation errors
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 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



EARLY CHILDHOOD EDUCATION

Activity Planning Form

Topic and Type of Activity:
Age Level:
Timeframe:
Learning Objectives: What knowledge or skills will this activity help children know and be able to do?
Instructional Strategies and Rationale: Why is this knowledge or skill important for children to know and be able to do at this
age?
Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.
Materials: What supplies and resources are needed?

Activity: Describe in detail the activity you plan to do with these children.

Modifications: How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

Assessment: How will you evaluate the children's achievement of the learning objectives?

Additional Notes: