

Prior to the event

- Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- Attend room consultant orientation to review specific responsibilities.
- Please place phone in “airplane mode” during competition times.
- Prior to the event, check the room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media Team may be escorted into events)
- Check off participant names on time schedule following the presentation.
- Collect and review portfolios while participants are setting up. Record points on the corresponding point summary form and confer with the event lead consultant if there are any questions. Then give the portfolio to evaluators and have them score the “Portfolio” section of the rubric.
- Check the contents and size of the participant’s resource container while evaluators review the portfolio.
- Give the case study for the appropriate age group to the participant and the youth room consultant should escort them to the activity planning room to work on their case study.
- Following the participant’s presentation, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Try to “dovetail” time allotment if possible. Collect resource container while judges finish from previous presentation.
- Total points on rubrics and point summary form and indicate final rating. Show evaluators final ratings for each participant and have evaluators initial the rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that evaluation team is asked to be within a 10-point range.
- Make sure participants take all materials with them at the end of their presentation.
- Collect and return rubrics and point summary forms to the Lead Consultant as completed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Collect and return supplies to the Lead Consultant.
- Assist with Recognition Session as needed.

DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.

Prior to the event

- ❑ Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- ❑ Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- ❑ Attend room consultant orientation to review specific responsibilities.
- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Assist adult room consultants as needed.
- ❑ Escort participants to the designated presentation area.
- ❑ Serve as timekeeper for the event.
 - Take resource container to adult room consultant to be measured and bring portfolio to evaluators
 - Take resource container back to participant
 - While room consultants and evaluators preview the portfolio, escort participant to the case study room and provide with note cards and pencil for preparing presentation. Stay with the participant.
 - Allow 20 minutes for participants to prepare a response to the presentation of case study (begin timing when participants are seated in case study room) using materials from their resource container. After 20 minutes, escort participants back to evaluation room. **DO NOT ALLOW VISITORS IN CASE STUDY ROOM.** If more than one person is working in the room at the same time, ask all participants to work quietly.
 - Begin timing when participants begin their oral presentation.
 - Hold up warning card at 9 minutes (one minute warning)
 - Stop participants at 10 minutes
 - Allow 5 minutes for evaluators to interview participants
- ❑ Do not allow participants to take any materials used during the case study time (except their resource container).
- ❑ Direct participants outside of the event room after the evaluator questions so evaluators may complete rubrics. Make sure participants take their materials with them.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before ushering in the next participant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Session as needed.

DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.

EARLY CHILDHOOD EDUCATION

EVALUATOR

Prior to the event

- ❑ Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- ❑ Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- ❑ Please place phone in “airplane mode” during competition times.
- ❑ While the participant works on the activity plan, review the participant’s portfolio with the adult room consultant 20 minutes prior to the presentation and score the “portfolio” section of the rubric.
- ❑ The participant will return to the room and present up to a 10 minute activity plan to the evaluators. The participant will return the activity plan to the youth room consultant.
- ❑ Following the oral presentation, evaluators will have 5 minutes to question participants to determine their knowledge of the subject or to ask for clarification.
- ❑ Score the entry and discuss in private with the other evaluators on your team.
- ❑ Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.
- ❑ Complete the rubric and initial the rubric next to the “Total Score” box at the bottom of the second page.
- ❑ Submit the final rubric and any additional comment sheets to the adult room consultant for review.
- ❑ Once the adult room consultant has finished reviewing and totaling the participants’ score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!



Early Childhood Education



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.
- 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.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
- 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.
- 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, 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 ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	■	■			■	■	*	*	*

* 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 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	Following the presentation, evaluators will have 5 minutes to interview the participant.
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	<i>Project Identification Page</i>	<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.
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 <i>portfolio</i> .
0–4	<i>Content Divider Pages</i> or Sections	Use 0 to 4 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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" pages or 40 slides	Documentation of Experience/ <i>Occupational Coursework</i>	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	<i>Lesson Plans</i>	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

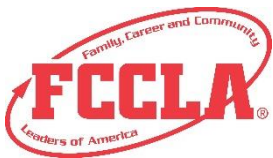
The oral presentation of the activity plan **may be up to** 10 minutes in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

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 ½” wide x 14 ½” deep x 11 ½” 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.
--------------------	---



EARLY CHILDHOOD EDUCATION STAR Events 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 <small>0 or 3 points</small>	Picked up by adviser or designated adult during scheduled time No 0 Yes 3		
Event Online Orientation Documentation <small>0 or 2 points</small>	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 <small>0–1 point or Electronic Portfolio</small> <small>0–1 point</small>	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages <small>0–3 points</small>	0 Portfolio exceeds the page limit, Resource Container exceeds the size limit, or is not in a sturdy container with a lid	1 2 or more errors 2 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 4 content divider pages or slides • Up to 30 content pages or 40 content slides	3 1 error no errors
Punctuality <small>0–1 point</small>	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS’ SCORES	ROOM CONSULTANT TOTAL
Evaluator 1 _____ Initials _____	(10 points possible)
Evaluator 2 _____ Initials _____	AVERAGE EVALUATOR SCORE
Evaluator 3 _____ Initials _____	(90 points possible) _ . _ . _ .
Total Score _____	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 _____



EARLY CHILDHOOD EDUCATION 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						
Documentation of Coursework 0-4 points	0 Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education	1 Portfolio shows some documentation of limited coursework and experience	2 Portfolio shows quality documentation of an adequate amount of coursework and experience	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 Lesson plans are from one early childhood concept	2 Lesson plans indicate an understanding of multiple childhood development concepts	3 Lesson plans indicate an understanding of multiple childhood development concepts	4 Lesson plans indicate an understanding of multiple childhood development concepts	5 Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	6 Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	7 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	8 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	9 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	10 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
Evidence of Skills 0-4 points	0 Portfolio does not have evidence of skills	1 Portfolio has limited evidence of skills	2 Evidence is shown through multiple varieties	3 Evidence of skills is incredibly apparent through portfolio	4 Portfolio has high quality evidence of superb skills							
Evidence of Developmental Knowledge 0-4 points	0 Portfolio does not have evidence of developmental knowledge	1 Portfolio shows limited evidence of developmental knowledge	2 Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	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										Points		
Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0-8 points	0 No written plan	1 A written plan is limited in scope	2 A written plan is limited in scope	3 Written plan has one of these explained well: an objective and rationale	4 Written plan has one of these explained well: an objective and rationale	5 A written plan is evident with learning objective and rationale that is well thought out	6 A written plan is evident with learning objective and rationale that is well thought out	7 Objective and rationale are well written and thought out. Outcomes are measurable	8 Objective and rationale are well written and thought out. Outcomes are measurable			
Activity Planning Form: Setting, Materials, Activity 0-8 points	0 Not evident	1 Settings, materials and activity are all explained	2 Settings, materials and activity are all explained	3 Settings, materials and activities are well planned and detailed in description	4 Settings, materials and activities are well planned and detailed in description	5 Setting, materials, and activities are well planned with creativity and appropriateness for age level	6 Setting, materials, and activities are well planned with creativity and appropriateness for age level	7 Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity	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 0-8 points	0 No modification or assessment methods are evident	1 Includes some plans for modification and there are limited assessment methods listed	2 Includes some plans for modification and there are limited assessment methods listed	3 Modification plans are complete and there is a plan for assessment with multiple methods evident	4 Modification plans are complete and there is a plan for assessment with multiple methods evident	5 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	6 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	7 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	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			
Introduction 0-5 points	0 Introduction is missing	1 Introduction is limited	2 Introduction includes one objective	3 Introduction includes one or more objectives and limited instructions	4 Introduction includes one or more objectives and limited instructions	5 Introduction includes objectives, instructions and directions with clarity	6 Introduction includes objectives, instructions and directions with clarity	7 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	8 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning			

Early Childhood Education Rubric (continued)

Points

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

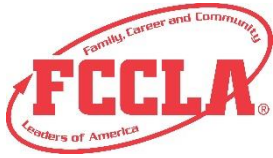
Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

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: