

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.
- Following the participants’ presentations, 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 participant portfolio 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.

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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.
 - allow participants 5 minutes to setup; other persons may not assist
 - allow the adult room consultant and evaluators up to 10 minutes to review the participants portfolio
 - begin timing when participants begin their oral presentation
 - hold up warning card at 9 minutes (one minute warning)
 - stop participants at 10 minutes
 - ensure that audio or audiovisual recordings are limited to 3 minutes playing time
 - allow 5 minutes for questioning by evaluators
- ❑ 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.

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At the State Leadership Conference

- Please place phone in “airplane mode” during competition times.
- Review the participant portfolio with the adult room consultant 10 minutes prior to the presentation and score the “Portfolio” section of the rubric.
- Participants may give up to a 10 minute oral presentation of their project to the evaluators.
- 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!



Say Yes to FCS Education



Say Yes to FCS Education, an *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a portfolio, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an oral presentation.

EVENT LEVELS

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. Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.
3. 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.
4. 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
■		■		■	■	■		■	■

SAY YES TO FCS EDUCATION

Procedures and Time Requirements

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.	
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 <i>portfolio</i> before the presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to evaluators.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants 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 participants.
5 minutes	Evaluators will have 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 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to the 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 36 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 <i>Planning Process</i> 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> .
0-6	<i>Content Divider Pages</i> or Sections	Use up to 6 <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 16 8 ½" x 11" pages or 25 slides	FCS Education Research Summary 	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½" x 11" pages or three slides.

Say Yes to FCS Education Specifications (continued)

<p>Up to 16 8 ½" x 11" pages or 25 slides, continued</p>	<p>FCS Educator Interview Summary </p>	<p>Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 ½" x 11" pages or six slides.</p>
	<p>Classroom Observation Summary </p>	<p>Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½" x 11" pages or six slides.</p>
	<p>FCCLA Integration Plan </p>	<p>Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½" x 11" pages or three slides.</p>
	<p>FCS Marketing Lesson Plan, Implementation and Documentation </p>	<p>Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.</p> <p>Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.</p> <p>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.</p> <p>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</p> <p>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</p> <p>The lesson plan should not exceed three 8 ½" x 11" pages or 6 slides.</p>
	<p>Works Cited/<i>Bibliography</i></p>	<p>Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i>.</p>
	<p>Appearance</p>	<p>Portfolio must be neat, legible, and professional and use correct grammar and spelling.</p>

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The portfolio will be used by the participant during the oral presentation.

<p>Organization/Delivery</p>	<p>Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.</p>
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Say Yes to FCS Education Specifications (continued)

Knowledge of Subject Matter	Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of <i>Portfolio and Visuals</i>	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.



SAY YES TO FCS EDUCATION

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	
Online Event Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser 0 Official documentation provided at presentation time and signed by adviser 2	
Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	Binder is not the official FCCLA binder 0 Binder is the official FCCLA binder 1 Electronic Portfolio not in viewable format to the evaluators 0 Electronic Portfolio in viewable format to the evaluators 1	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit 0 1 2 3 2 or more errors 1 error no errors Portfolio contains no more than 26 single-sided pages or 36 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 • 0 to 6 content divider pages or slides • Up to 16 content pages or 25 content slides	
Punctuality 0–1 point	Participant was late for presentation 0 Participant was on time for presentation 1	

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 _____



SAY YES TO FCS 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	
FCS Education Research Summary 0-5 points	0 Not included	1 Research for 1-3 institutions or state data is provided, but not both	2 Research is provided for 2-3 institutions and some state data is provided	3 Research is provided for 3 institutions and state data, but is limited or not complete	4 Research is provided for 3 institutions and includes state educational data	5 Research is complete for 3 institutions and includes detailed state educational data	
FCS Educator Interview Summary 0-5 points	0 Not included	1 Interviewed 1 or 2 FCS educators but provided limited responses or did not provide responses for each question	2 Interviewed 1-2 FCS educators and provided limited responses for 8-10 questions	3 Interviewed 2 FCS educators and provided responses for 8-10 questions for each interview	4 Interviewed 2 FCS Educators per guidelines. Provided responses for all 10 questions for each interview	5 Conducted 2 FCS Educator interviews per guidelines. Provided detailed responses for all 10 questions for each interview	
Classroom Observation Summary 0-10 points	0 Not included	1 2 Conducted 1 observation and provided required information	3 4 Conducted 2 observations but not per guidelines, or provided very limited information and summary	5 6 Conducted 2 observations per guidelines. Provided some descriptions/comments and limited summary of strengths, improvement, and takeaway	7 8 Conducted 2 observations per guidelines. Provided descriptions/comments, and good summary of strengths, improvement, and takeaway	9 10 Conducted 2 observations per guidelines. Provided detailed descriptions/comments, and thorough summary of strengths, improvement, and takeaway	
FCCLA Integration Plan 0-7 points	0 Not included	1 Plan is very limited and missing required components	2 Plan includes 1-2 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	3 Plan includes 2-3 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	4 5 Plan represents good use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development	6 7 Plan represents outstanding use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development	
FCS Marketing Lesson Plan: Planning 0-3 points	0 Shows no evidence of planning	1 Very limited information provided or missing required components	2 Planning is evident and includes all required components, but may not be appropriately identified	3 Topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection are appropriate and clearly identified			
FCS Marketing Lesson Plan: Organization 0-3 points	0 Shows no organization	1 Materials list and description of instructional strategies is incomplete to support lesson objectives	2 Materials are listed, instructional strategies do not clearly support lesson objectives	3 All materials are listed, instructional strategies are clear and appropriate to meet lesson objectives			
FCS Marketing Lesson Plan: Activities 0-3 points	0 No activity included	1 1-3 activities are identified but are missing required components, or do not support lesson objectives	2 1-3 activities chosen to implement the lesson include basic description, timeframe, and materials needed to support lesson objectives	3 1-3 activities chosen to implement the lesson, each includes complete description, timeframe, and materials needed to support lesson objectives			
FCS Marketing Lesson Plan: Assessment 0-3 points	0 No follow up was done	1 Assessment methods are identified but do not adequately evaluate the lesson objective	2 Assessment method(s) chosen evaluate the lesson but do not include ways to improve content and/or delivery	3 Assessment method(s) chosen appropriately evaluate the lesson and include ways to improve content and/or delivery			

<i>FCS Marketing Lesson Plan: Other Resources</i> 0-3 points	0 Not included	1 Resources developed are incomplete to support lesson implementation	2 Resources developed are not required for lesson implementation	3 Resources developed appropriately support lesson implementation
<i>FCS Marketing Lesson Plan: Sources, Notes, and Documentation</i> 0-3 points	0 Not included	1 Citations are provided but lesson implementation documentation is not included	2 Citations for most materials used and lesson implementation documentation included	3 Citations for all materials used and lesson implementation documentation included
Works Cited/Bibliography 0-3 points	0 No resources listed	1 Resources are incomplete, not current, or not reliable for project	2 Reliable resources but incorrect style (see style sheet)	3 Complete list of current and reliable resources, in MLA or APA style (see style sheet)
Appearance 0-3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information

ORAL PRESENTATION

Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	3 Presentation gives complete information but does not explain the project well	4 Presentation covers information completely but does not flow well	5 Presentation covers all relevant information with a seamless and logical delivery	6	7	8	9	10
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation					
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals					
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:

Evaluator # _____ **TOTAL**
 Evaluator Initial _____ (90 points possible)

Room Consultant Initial _____



SAY YES TO FCS EDUCATION

Research Summary Instructions

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state’s educational data by answering the questions below the table. Include this completed summary in the hardcopy or electronic portfolio.

	Institution #1	Institution #2	Institution #3
Name			
Location (City and State)			
FCS Teacher Educator Contact Information			
College/ Department offering FCS Education Degree			
Average Yearly Cost (In-State and Out-State)			
Minimum Program Entry Requirements			
Minimum Graduation Requirement (Hours)			

STATE EDUCATION DATA: _____
(name of state)

Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

What is the job outlook for Family and Consumer Sciences Educators in your state?

What is the beginning teacher’s salary in your state?

What is the average teacher’s salary in your state? What impacts salaries for teachers in your state?

What continuing education or professional development is required to maintain certification in order to teach in your state?



SAY YES TO FCS EDUCATION

FCS Educator Interview Instructions

Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Name of Family and Consumer Sciences Educator Interviewed: _____

Name of Employer: _____

Elementary FCS Ed Middle School FCS Ed High School FCS Ed Postsecondary or Other FCS Ed

1. What is your undergraduate degree? If you have an advanced degree, what is it?
2. Why did you become a Family and Consumer Sciences Educator?
3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?
5. Do you integrate FCCLA into your courses and if so, how?
6. Why do teachers stay or leave this field?
7. What other career options are available to someone with your degree?
8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?



SAY YES TO FCS EDUCATION

Classroom Observation Instructions

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the electronic or hardcopy portfolio.

Educator Observed: _____ Subject: _____ School: _____
 Grade Level: _____ Date and Time: _____

CRITERIA	DESCRIPTION/COMMENTS
1. Subject Matter Content - <i>knowledge of subject matter is evident and thorough</i>	
2. Organization - <i>organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction</i>	
3. CTSO Integration – <i>instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment</i>	
4. Rapport - <i>instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm</i>	
5. Teaching Methods - <i>relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives</i>	
6. Presentation - <i>establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate)</i>	

7. Management - <i>uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</i>	
8. Sensitivity - <i>exhibits respect to students' personal culture, gender differences, or disabilities</i>	
9. Student assistance - <i>assists students with instructional/academic problems</i>	
10. Personal - <i>exhibits self-control, professional behavior and appearance</i>	
11. Physical Environment - <i>number of students; layout of room; distractions if present (temperature, noise, etc.)</i>	

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:



SAY YES TO FCS EDUCATION

FCCLA Chapter Integration Plan

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages or 3 slides in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
<i>FACTS – Families Acting for Community Traffic Safety</i>	<i>Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe</i>	<i>Child Development</i>	<i>4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.</i>	<ul style="list-style-type: none"> • <i>State and national FACTS program recognition</i> • <i>National Programs in Action STAR Event</i> 	<i>9-12</i>	<i>Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.</i>
National FCCLA Program #1						
National FCCLA Program #2						
National FCCLA Program #3						



SAY YES TO FCS EDUCATION

Lesson Plan Template

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

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration:
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration:
Learning Objectives:
National Family and Consumer Sciences Standards:
Career Readiness Practices (Select all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Act as a responsible and contributing citizen and employee<input type="checkbox"/> Apply appropriate academic and technical skills<input type="checkbox"/> Attend to personal health and financial well-being<input type="checkbox"/> Communicate clearly and effectively and with reason<input type="checkbox"/> Consider the environmental, social and economic impacts of decisions<input type="checkbox"/> Demonstrate creativity and innovation<input type="checkbox"/> Employ valid and reliable research strategies<input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them<input type="checkbox"/> Model integrity, ethical leadership and effective management<input type="checkbox"/> Plan education and career paths aligned to personal goals<input type="checkbox"/> Use technology to enhance productivity<input type="checkbox"/> Work productively in teams while using cultural global competence

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: