

## TEACH AND TRAIN

## ADULT ROOM CONSULTANT

### *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. Level 1 cannot be below 60.
- 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.**

## TEACH AND TRAIN

## YOUTH ROOM CONSULTANT

### *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.
  - 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.

**DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.**

## TEACH AND TRAIN

## 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.
- ❑ 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!**

**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 unit or 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 <i>portfolio (hardcopy or electronic)</i> 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 <i>portfolio (hardcopy or electronic)</i> . The participant must make the electronic portfolio accessible to evaluators.
10 minutes	The presentation <b>may be up to 10 minutes</b> 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. <i>Presentation equipment</i> , 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	<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 0 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> .

## Teach and Train Specifications (continued)

<p>Up to 28 8 ½" x 11" pages or 38 slides</p>	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 	<p><b>Planning:</b> 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).</p> <p><b>Organization:</b> List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p><b>Activities:</b> Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.</p> <p><b>Assessment:</b> Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.</p> <p><b>Other Resources:</b> Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p><b>Sources and Notes:</b> Include specific citations for materials used in lesson and any additional notes, as needed.</p>
	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 <i>Technology</i> Used	Explain how <i>technology</i> was used to enhance the lesson or workshop planning and/or execution.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

### Shadowing Experience (Level 2 and Level 3 Participants Only)

<p>Shadowing Experiences with a <i>Best Practices Educator</i></p>	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.
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### 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*.

<p>Organization/Delivery</p>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
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## Teach and Train Specifications (continued)

Knowledge of Selected Career	Present <i>current</i> 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 <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> 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—Level 1

## Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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

Points

<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )		
<b>Evidence of Prior Presentation</b> 0-5 points	<b>0</b> No prior presentation done	<b>1</b> Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	<b>2</b> Minimal evidence of prior presentation of the lesson/workshop plan	<b>3</b> Extensive evidence of prior presentation of the lesson/workshop plan	<b>4</b> Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	<b>5</b> Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information		

## ORAL PRESENTATION

<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FCS	<b>1</b> Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b> Some knowledge of relationship of career and FCS coursework	<b>3</b> Knowledge of career and FCS coursework but not shared	<b>4</b> Knowledge of career and relationship to FCS is evident and shared	<b>5</b> Knowledge of career and FCS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> 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)

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## TEACH AND TRAIN—Level 2 and Level 3 Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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

Points

<b>Shadowing Experience</b> 0-4 points	<b>0</b> No shadowing experience done	<b>1</b> Shadowing experience was done with a best practices educator	<b>2</b> Shadowing experience done with a best practices educator but is documented minimally	<b>3</b> Shadowing experience with a best practices educator is documented	<b>4</b> Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans.		
<b>Evidence of Technology Used</b> 0-4 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project		
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FCS	<b>1</b> Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b> Some knowledge of relationship of career and FCS coursework	<b>3</b> Knowledge of career and FCS coursework but not shared	<b>4</b> Knowledge of career and relationship to FCS is evident and shared	<b>5</b> Knowledge of career and FCS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Body Language/Clothing Choice/Voice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate, voice quality is adequate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding			
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> 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 \_\_\_\_\_

**TOTAL**

(90 points possible)

Room Consultant Initial \_\_\_\_\_



## **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.

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

*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:**