



TEACH and TRAIN VIRTUAL



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. Participants must prepare an **electronic portfolio**, and a **video presentation**.

EVENT LEVEL:

Level One (through grade 8)

Level Two (grades 9-10)

Level Three (grades 11-12)

CONTENT STANDARDS ALIGNMENT

See OhioFCCLA.org (Adviser Tab) for detailed event alignment information to course content standards, national educational initiatives, and standards.

CAREER CLUSTERS

- Education and Training

ELIGIBILITY & PROCEDURES

1. Review “Eligibility and General Rules for All Levels of Competition” in national STAR event manual prior to event planning and preparation.
2. Each entry must post all required documents (as specified below) to their online folder.
3. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year and must be the work of the participants.
4. **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.
5. Chapters must verify accessibility of documents to the public, as Ohio FCCLA will not be able to assist with this verification. Each entry must have the following items posted to their project folder:
 - Electronic Portfolio
 - i. Participants must submit one (1) file with all slides, in order for viewing. It must be submitted as a PDF file, and not a downloadable PPT file (multiple scanned images files are not allowed) (Not all evaluators may have access to PowerPoint.)
 - One (1) oral presentation video needs to be available for public view and the URL should be included in the PDF file. Options include:
 - i. Embedded video
 - ii. Video link provided to direct source such as YouTube, Vimeo, or Google Drive
 - iii. Video files which require the reviewer to download are NOT allowed due to their potential size



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TECHNOLOGY TIPS

1. Documents must be available and publicly accessible (check settings to ensure they can be viewed outside of the school district network)
2. All files must be clearly labeled using a descriptive file name, e.g. “Leadership – Level 2 – Gonzales.”
3. Be sure to publish all content. Have someone outside of your network check for access. Any document requiring additional access (such as Google doc) will not be able to be reviewed. Only documents that can be opened and viewed by the evaluation team can be scored!

GENERAL INFORMATION

| | |
|------------------------------|---|
| Submission of Project | There will be a specific timeline to upload documents/videos into the competition folder If the deadline is missed the project will not be evaluated Folder Name will be Chapter Name & Number_ Event Name_ Level |
| Scoring Breakdown | Each team member will take the test – scores will be averaged Electronic Portfolio – team score Presentation Video – team score |

| Number of Participants per Entry | Prepare Ahead of Time | Competition Dress Code | Maximum Number of Slides, optional | Maximum Oral Presentation Time |
|----------------------------------|--|---------------------------------|------------------------------------|--------------------------------|
| 1 | Electronic Portfolio Presentation Video | Official FCCLA jacket preferred | 49 | 10 minutes |

| ELECTRONIC PORTFOLIO SPECIFICATIONS | | |
|-------------------------------------|---|---|
| 1 slide | <i>Project Identification Page</i> | Plain slide – no graphics or decorations Information must include: Participants name – chapter name – school – city- event name and project title. |
| 1 slide | <i>Evidence of Online Project Summary Sheet</i> | Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include proof of submission in the portfolio. |
| 2 slides | <i>FCCLA Planning Process Summary Page</i> | Include how each step of the <i>Planning Process</i> was used to plan and implement the project. |
| 1 slide | <i>Table of Contents</i> | List the parts of the <i>portfolio</i> in the order in which the parts appear. |
| Up to 6 slides | <i>Content Divider Pages</i> | Content divider/section may contain a title, a section name, graphic elements, and thematic decorations They must not include any other content. |
| Up to 5 slides | <i>Career Exploration Summary</i> | 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. |



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|-----------------|--|--|
| 1 slide | <i>Self-Assessment Document</i> | <p>Slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles.</p> <p>Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.</p> |
| Up to 44 slides | <i>Lesson Plan or Workshop Plan</i> | <p>Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration (if applicable), Family and Consumer Sciences/Career Field standards and/or other national standards (as appropriate), and Career Readiness Practices selection(s).</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 content 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> |
| | <i>Evidence of Prior Presentations</i> | <p>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.</p> <p>Minimum of one presentation required.</p> |
| | <i>Evidence of Technology Used</i> | <p>Explain how <i>technology</i> was used to enhance the lesson or workshop planning and/or execution.</p> |
| | <i>Works Cited/Bibliography</i> | <p>Use MLA or APA citation style to cite all references. <i>Resources should be reliable and current.</i></p> |
| | <i>Appearance</i> | <p>Slides must be neat, legible, professional Use correct grammar and spelling</p> |



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| | | |
|--|---|--|
| | <p><i>Shadowing Experiences with a Best Practices Educator</i></p> | <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.</p> <p>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.</p> <p>This is to be included in the portfolio content pages.</p> |
|--|---|--|

| VIDEO PRESENTATION SPECIFICATIONS | |
|--|--|
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project. |
| Knowledge of Selected Career | Present <i>current</i> data and show evidence of knowledge of selected career. |
| Relationship of Family and Consumer Sciences/ Career Field Standards | Describe the relationship of Family and Consumer Sciences/Career Field standards to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area. |
| Use of Slides During Presentation | Use of slides to support, illustrate, or complement presentation. Can NOT use a voice over with the slides. |
| Voice | Speaks clearly with appropriate pitch, tempo, and volume. |
| Body Language/ Clothing Choice | Use appropriate body language including gestures, posture, mannerism, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |



CAREER DEVELOPMENT EVENTS POINT SUMMARY FORM TEACH AND TRAIN



Name of Member(s) _____

Chapter Name _____ Chapter Number _____ 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 number.
2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in folder with the completed rubrics.
3. At the end of the evaluation, double check all scores, names, and team numbers to ensure accuracy. Be sure there is **NOT** a 15-point discrepancy.
4. Make sure comments have been added.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|--|---|--|---------|
| Event Online Orientation Documentation | 0 Official documentation not provided at presentation time | 2 Official documentation provided at presentation time with adviser signature | |
| Folder | 8 points Labeled correctly Documents/Video labeled correctly Public accessible All documents uploaded by designated date | | |
| TOTAT SCORE ABOVE | | | |
| Test Scores | Participant _____ Participant _____ Participant _____ Total Team Score _____ | Total Team Score _____ Divided by # of participants on team _____ -Average Team Score _____ (20 points possible) | |
| Evaluators' Scores | Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ | | Average |
| Final Points | 100 points <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | | |

RATED ACHIEVED (*mark one*)

_____ Gold 90 – 100

_____ Silver 70 – 89.99

_____ Bronze 1 – 69.99

Room Consultant Signature (*electronic*) _____



TEACH and TRAIN – LEVEL 1 RUBRIC



Participants Name _____

Chapter # _____ State ____ Team # ____ Station # ____ Level ____

| SLIDES | Possible Points 5 /Comments | Points |
|--|---|---------------|
| Viewable format for evaluators Contains no more than 49 slides Table of Content and Divider pages meet requirements listed Appearance of slides, neat, legible Slides is creative and high quality | | |
| FCCLA PLANNING PROCESS | Possible Points 5 /Comments | |
| Used to plan the project Steps explain in detail Articulated with clear steps Evaluation methods stated Analyzed the impact of the project | | |
| CAREER EXPLORATION | Possible Points 10 /Comments | |
| Detailed research covers the 6 required topics Examined personal interest in details, states career value and analyzed styles Evidence minimum of one presentation was given Presentation outcomes are listed with methods of improvement Complete list of current and reliable resources, formatted correctly | | |
| LESSON/WORKSHOP PLAN | Possible Points 15 /Comments | |
| Plan includes topic, grade level, timeframe Plan includes an objective and a variety of teaching methods Plan connects the lesson to curriculum Plan described desired outcomes Materials developed to document project | | |
| LESSON/WORKSHOP ORGANIZATION | Possible Points 15 /Comments | |
| Plan includes creative introduction Evidence of implementation of activity #1 Evidence of implementation of activity #2 Evidence of implementation of activity #3 Effective use of technology in lesson/presentation | | |



TEACH and TRAIN – LEVEL 1 RUBRIC



| | | |
|--|---|--|
| LESSON/WORKSHOP ACTIVITY | Possible Points 5 /Comments | |
| Activity plan includes logical information Activity plan includes extensive list of resources Activity plan is creative, interesting, enhancing the quality of the lesson Activity plan includes multiple evaluation methods Outcomes are measurable | | |
| PRESENTATION | Possible Points 5 /Comments | |
| Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement | | |
| PRESENTATION CONTENT | Possible Points 10 /Comments | |
| Knowledge of Selected Career Identified relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests | | |



TEACH and TRAIN – LEVEL 2 and Level 3 RUBRIC



Participants Name _____

Chapter # _____ State ____ Team # ____ Station # ____ Level ____

| SLIDES | Possible Points 5 /Comments | Points |
|--|--|---------------|
| Viewable format for evaluators Contains no more than 49 slides Table of Content and Divider pages meet requirements listed Appearance of slides, neat, legible Slides is creative and high quality | | |
| FCCLA PLANNING PROCESS | Possible Points 5 /Comments | |
| Used to plan the project Steps explain in detail Articulated with clear steps Evaluation methods stated Analyzed the impact of the project | | |
| CAREER EXPLORATION | Possible Points 10 /Comments | |
| Detailed research covers the 6 required topics Examined personal interest in details, states career value and analyzed styles Evidence minimum of one presentation was given Presentation outcomes are listed with methods of improvement Complete list of current and reliable resources, formatted correctly | | |
| LESSON/WORKSHOP PLAN | Possible Points 10 /Comments | |
| Plan includes topic, grade level, timeframe Plan includes an objective and a variety of teaching methods Plan connects the lesson to curriculum Plan described desired outcomes Materials developed to document project | | |
| LESSON/WORKSHOP ORGANIZATION | Possible Points 10 /Comments | |
| Plan includes creative introduction Evidence of implementation of activity #1 Evidence of implementation of activity #2 Evidence of implementation of activity #3 Effective use of technology in lesson/presentation | | |



TEACH and TRAIN – LEVEL 2 and Level 3 RUBRIC



| | | |
|--|--|--|
| LESSON/WORKSHOP ACTIVITY | Possible Points 10 /Comments | |
| Activity plan includes logical information Activity plan includes extensive list of resources Activity plan is creative, interesting, enhancing the quality of the lesson Activity plan includes multiple evaluation methods Outcomes are measurable | | |
| S SHADOWING EXPERIENCE | Possible Points 5 /Comments | |
| Details of shadowing experience Reflection on the shadowing experience with a best practice's educator Reflection addresses all areas of Shadowing Reflections and Summary document Evidence of shadowing experience Indicates the effect of the experience on the future career plans | | |
| PRESENTATION | Possible Points 5 /Comments | |
| Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement | | |
| PRESENTATION CONTENT | Possible Points 10 /Comments | |
| Knowledge of Selected Career Identified relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests | | |

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?

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Shadowing Reflection Summary Instructions

Level 2 and 3



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

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

II. Observations:

1. What observations did you make about room management techniques?
2. What observations did you make about the content/curriculum being taught?
3. How did the teacher or trainer manage the lesson?
4. What evidence did you see of planning?
5. Discuss with the teacher/ trainer the following.
 - The school's or organization's mission statement
 - The curriculum standards or guidelines.
 - The career of teaching/ training.
 - Maintaining a professional motivation for the career.
 - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
 - Why did they choose the presentation strategies methods that were used?
 - How did they choose the activities?
 - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
6. Include other applicable observations.

TEACH AND TRAIN Lesson/Workshop Plan



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

| |
|--|
| Topic: |
| Grade Level: |
| FCCLA National Program(s) Integration (if applicable): |
| FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable): |
| Learning Objectives: |
| National Family and Consumer Sciences Standards (or others as appropriate): |
| Career Readiness Practices (Select all that apply): <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 |

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Lesson/Workshop Plan



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|--|
| Materials Needed: |
| Instructional Strategies: |
| Activity 1: Activity 1 Timeframe: Directions: |
| Activity 2: Activity 2 Timeframe: Directions: |
| Activity 3: Activity 3 Timeframe: Directions: |
| Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc): |

TEACH AND TRAIN Lesson/Workshop Plan



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: