

Teach and Train

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. Senior and occupational participants will also complete a shadowing experience of a “best practices” education.

Career Cluster/Career Pathway

Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

Connection to National Standards for Family and Consumer Sciences

4.0 Education and Early Childhood

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.

Content Standards/Competencies

4.1 Analyze career paths within education & related services.

4.3.1 Apply and Analyze a variety of curriculum and instructional models.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

See the section on event categories for more information.

ELIGIBILITY

1. Chapters may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.

4. The project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. The Teach and Train project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. **Each entry will submit a *portfolio* to the Event Chairperson at orientation.**
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Event Chairpersons and evaluators will have 15 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The *participant* must make the *electronic portfolio accessible to evaluators*.
4. The presentation **may be up to** 10 minutes in length but must be at least 7 minutes. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview participant(s).
6. Evaluators will use the rubric to score and write comments for participants. The evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. 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*.
8. The total time required for this event is approximately 35 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. The *portfolio* may be an electronic or hard copy portfolio. The evaluators must be able to access the hardcopy or *electronic portfolio* (if electronic-on computer, or as a printed handout) prior to the presentation.
3. If presenting an electronic portfolio, participants may bring an LCD projector and computer equipment needed.
4. Words in *italics* are defined in the glossary.
5. **Allowable Presentation Elements:**
Audio, Easel(s), Props/Pointers, Visual Equipment, Visuals.
Not Allowed: *Costumes/Uniforms, File Folders, Skits.*

Teach and Train Specifications

Hardcopy Portfolio

The hardcopy *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/notebook obtained from the national FCCLA emblematic supplier.** A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain **no more than 35 pages: 1 project identification page, 1 table of contents page, 1 Planning Process summary page, 0-7 divider pages, and up to 25 content pages** including the Career Exploration Summary, Self-Assessment Document, Lesson or Workshop plan, evidence of Use of Family and Consumer Sciences Coursework, evidence of prior presentations, and Works Cited/*Bibliography*. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other content. All pages must be one-sided only. All pages except *divider pages* must be 8 1/2"x 11". **The portfolio will be turned in to the Event Chairperson at orientation.**

Electronic Portfolio

An *electronic portfolio* may be either a Power Point or an electronic document that can be viewed by the evaluators and event chairperson prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages: or 45 slides, because slides have less content than document pages. **1 Project Identification page, 1 Table of Contents**, and up to **25 content pages or content slides** including the documents listed below. (Career Exploration and Self Assessment Summary, Lesson/ Workshop plan, Family and Consumer Sciences Coursework, Bibliography, evidence of prior presentations) *Divider or Section slides* may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*ie. Equipment, files, projectors, screens, Laptops*) will be turned in to the **Event Chairperson** at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project.

Portfolio Content

<i>Project Identification Page</i>	One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA <i>Planning Process</i> Summary Page	One 8 1/2" x 11" summary page of 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.
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 Summary	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.
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.
Lesson Plan or Workshop Plan	<p>Planning: Indicate for whom the lesson or workshop is intended and describe the audience special needs and interests in selection of this lesson. Describe desired outcomes.</p> <p>Organization: Describe the flow of the lesson or workshop including the introduction, content, and conclusion. Maintain audience attention and productive learning. Include use of technology and supplies needed.</p> <p>Activity: Describe the activity(s), define resource and supplies needed. Develop the handouts.</p> <p>Follow Up: Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.</p>
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Relationship to Family and Consumer Sciences	Describe relationship of project content to Family and Consumer Sciences and/or related occupations.
Works Cited/ <i>Bibliography</i>	Pages or slides that use the MLA citation style to cite all references. Resources used should be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

Shadowing Experiences with a <i>Best Practices Educator</i>	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 are not limited to written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience.
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Oral Presentation

The oral presentation **may be up to** 10 minutes in length but must be at least 7 minutes 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.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Career	Present current 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.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of project. Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes. Provide a short overview of the lesson, workshops and the outcomes and evaluation.
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.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.

STAR Events Point Summary Form Teach and Train

Category (circle one): Junior Senior Occupational

Participant's Name(s): _____

Participant(s) Number: _____

Directions:

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, please write "No Show" across the top and return with other forms. Do **not** change team or group numbers.
2. Before student presentation, Event Chairperson 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 paper clip all items related to the presentation together. Please do **not** staple.

ROOM CONSULTANT CHECK			POINTS
Registration 0-5 points	0 Did not attend	5 The individual attended	
Portfolio 0-1 point	0 Binder is not the official FCCLA binder and/or materials do not fit within the binder Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder and materials fit within the binder Electronic Portfolio viewable format to the evaluators	
Portfolio Pages 0-1 point	0 Portfolio exceeds the page limit or is missing one or more places of required information	1 Portfolio contains no more than 35 single-sided pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 7 divider pages • Up to 25 content pages • Evidence of prior presentation	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 point	0 Participant was late for presentation	1 Participant was on time for presentation	

Evaluators' Scores

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

Event Chairperson 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) Eval. 1 _____ Eval. 2 _____ Eval. 3 _____ Chair _____

Teach and Train

Career Exploration and Self Assessment Summary Page

Name(s) of Participant _____

Directions:

Career Exploration and Self Assessment summary should not exceed 2 pages in length. 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:

1. What are the education path and qualifications 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. 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 about a career in education or training appeals to you.
4. What other aspects of your self assessment have you considered?

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Shadowing Reflection Summary

Name of Participant _____

Directions:

To be completed by participants entered in the senior and occupational categories. Write a reflection on the shadowing experience of a best practice teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 2 pages in length. 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.

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Lesson/Workshop Plan

Use this outline with these headings in this order when preparing lesson.
The lesson/workshop plan may not exceed two pages in length.

1. Presenter Name
2. Lesson/Workshop Title
3. Objective(s)
4. Audience Description
5. Location of Presentation(s)
6. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			
Curriculum Standard or Corporate Strategy addressed:				
Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.				
Evaluation Methods				