



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 CATEGORIES**

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 9, item #2 in the introduction section of the state manual for more information on event categories.

**STANDARDS ALIGNMENTS**

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

**CAREER CLUSTERS**

- Education & Training

**PROCEDURES & TIME REQUIREMENTS**

1. Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to evaluators.
4. The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. 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.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

**ELIGIBILITY & GENERAL INFORMATION**

1. Review "General Policies" in the introduction section of the state manual on pages 8-18 prior to event planning and preparation.
2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired. At state competition, however, if an electrical outlet is available in the competition room or station, participants are free to use it. Tables may not be moved in order to be closer to the outlet and extension cords will not be provided.

(continued next page)

GENERAL INFORMATION									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time	
Individual	Portfolio, Oral Presentation	Table	Not provided	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 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 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.
	FCS Educator Interview Summary 	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.
	Classroom Observation Summary 	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.
	FCCLA Integration Plan 	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>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><b>Planning:</b> 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><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 <i>content</i> 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> <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>
<p>Knowledge of Subject Matter</p>	<p>Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.</p>
<p>Relationship of Family and Consumer Sciences Coursework</p>	<p>Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.</p>
<p>Use of <i>Portfolio and Visuals</i></p>	<p>Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.</p>
<p>Voice</p>	<p>Speak clearly with appropriate pitch, tempo, and volume.</p>
<p>Body Language/ Clothing Choice</p>	<p>Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.</p>
<p>Grammar/Word Usage/ Pronunciation</p>	<p>Use proper grammar, word usage, and pronunciation.</p>
<p>Responses to Evaluator's Questions</p>	<p>Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.</p>



## STAR Events Point Summary Form SAY YES TO FCS EDUCATION

**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 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 Consultant.
5. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points						
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not attend participant check-in	<b>5</b> Attended participant check-in							
<b>Hardcopy Portfolio</b> 0-1 point or <b>Electronic Portfolio</b> 0-1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder							
	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators							
<b>Portfolio Pages</b> 0-3 points	<b>0</b> Portfolio exceeds the page limit	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="text-align: center; padding: 5px;"><b>2</b></td> <td style="text-align: center; padding: 5px;"><b>3</b></td> </tr> <tr> <td style="padding: 5px;"><b>2 or more errors</b></td> <td style="padding: 5px;"><b>1 error</b></td> <td style="padding: 5px;"><b>no errors</b></td> </tr> </table> Portfolio contains no more than 26 single-sided pages or 36 slides completed correctly, including: <ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>0 to 6 content divider pages or slides</li> <li>Up to 16 content pages or 25 content slides</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2 or more errors</b>	<b>1 error</b>	<b>no errors</b>	
<b>1</b>	<b>2</b>	<b>3</b>							
<b>2 or more errors</b>	<b>1 error</b>	<b>no errors</b>							
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation							
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>						
Evaluator 1 _____	Initials _____	(10 points possible)							
Evaluator 2 _____	Initials _____	<b>AVERAGE EVALUATOR SCORE</b>							
Evaluator 3 _____	Initials _____	(90 points possible)    -- . --							
Total Score _____	divided by number of evaluators		<b>FINAL SCORE</b>						
_____	= <b>AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Total)    -- . --						
		<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>							

**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

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>FCS Education Research Summary</b> 0-5 points	<b>0</b> Not included	<b>1</b> Research for 1-3 institutions or state data is provided, but not both	<b>2</b> Research is provided for 2-3 institutions and some state data is provided	<b>3</b> Research is provided for 3 institutions and state data, but is limited or not complete	<b>4</b> Research is provided for 3 institutions and includes state educational data	<b>5</b> Research is complete for 3 institutions and includes detailed state educational data	★
<b>FCS Educator Interview Summary</b> 0-5 points	<b>0</b> Not included	<b>1</b> Interviewed 1 or 2 FCS educators but provided limited responses or did not provide responses for each question	<b>2</b> Interviewed 1-2 FCS educators and provided limited responses for 8-10 questions	<b>3</b> Interviewed 2 FCS educators and provided responses for 8-10 questions for each interview	<b>4</b> Interviewed 2 FCS Educators per guidelines. Provided responses for all 10 questions for each interview	<b>5</b> Conducted 2 FCS Educator interviews per guidelines. Provided detailed responses for all 10 questions for each interview	
<b>Classroom Observation Summary</b> 0-10 points	<b>0</b> Not included	<b>1</b> Conducted 1 observation and provided required information	<b>2</b> Conducted 2 observations but not per guidelines, or provided very limited information and summary	<b>3</b> Conducted 2 observations per guidelines. Provided some descriptions/comments and limited summary of strengths, improvement, and takeaway	<b>4</b> Conducted 2 observations per guidelines. Provided descriptions/comments, and good summary of strengths, improvement, and takeaway	<b>5</b> Conducted 2 observations per guidelines. Provided detailed descriptions/comments, and thorough summary of strengths, improvement, and takeaway	★★
<b>FCCLA Integration Plan</b> 0-7 points	<b>0</b> Not included	<b>1</b> Plan is very limited and missing required components	<b>2</b> Plan includes 1-2 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	<b>3</b> Plan includes 2-3 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	<b>4</b> 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	<b>5</b> 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	★★★
<b>FCS Marketing Lesson Plan: Planning</b> 0-3 points	<b>0</b> Shows no evidence of planning	<b>1</b> Very limited information provided or missing required components	<b>2</b> Planning is evident and includes all required components, but may not be appropriately identified	<b>3</b> 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			
<b>FCS Marketing Lesson Plan: Organization</b> 0-3 points	<b>0</b> Shows no organization	<b>1</b> Materials list and description of instructional strategies is incomplete to support lesson objectives	<b>2</b> Materials are listed, instructional strategies do not clearly support lesson objectives	<b>3</b> All materials are listed, instructional strategies are clear and appropriate to meet lesson objectives			
<b>FCS Marketing Lesson Plan: Activities</b> 0-3 points	<b>0</b> No activity included	<b>1</b> 1-3 activities are identified but are missing required components, or do not support lesson objectives	<b>2</b> 1-3 activities chosen to implement the lesson include basic description, timeframe, and materials needed to support lesson objectives	<b>3</b> 1-3 activities chosen to implement the lesson, each includes complete description, timeframe, and materials needed to support lesson objectives			
<b>FCS Marketing Lesson Plan: Assessment</b> 0-3 points	<b>0</b> No follow up was done	<b>1</b> Assessment methods are identified but do not adequately evaluate the lesson objective	<b>2</b> Assessment method(s) chosen evaluate the lesson but do not include ways to improve content and/or delivery	<b>3</b> 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	<b>0</b> Not included	<b>1</b> Resources developed are incomplete to support lesson implementation	<b>2</b> Resources developed are not required for lesson implementation	<b>3</b> Resources developed appropriately support lesson implementation		
<i>FCS Marketing Lesson Plan: Sources, Notes, and Documentation</i> 0-3 points	<b>0</b> Not included	<b>1</b> Citations are provided but lesson implementation documentation is not included	<b>2</b> Citations for most materials used and lesson implementation documentation included	<b>3</b> Citations for all materials used and lesson implementation documentation included		
<i>Works Cited/Bibliography</i> 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> )		
<i>Appearance</i> 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>						
<i>Organization/Delivery</i> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1 2</b> Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	<b>5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery
<i>Knowledge of Subject Matter</i> 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 subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation
<i>Use of Portfolio and Visuals during Presentation</i> 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
<i>Voice – pitch, tempo, volume</i> 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		
<i>Body Language/Clothing Choice</i> 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		
<i>Grammar/Word Usage/Pronunciation</i> 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		
<i>Responses to Evaluators' Questions</i> 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:**

TOTAL  
(90 points possible)  
Evaluator # \_\_\_\_\_  
Evaluator Initial \_\_\_\_\_  
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
<b>Name</b>			
<b>Location (City and State)</b>			
<b>FCS Teacher Educator Contact Information</b>			
<b>College/ Department offering FCS Education Degree</b>			
<b>Average Yearly Cost (In-State and Out-State)</b>			
<b>Minimum Program Entry Requirements</b>			
<b>Minimum Graduation Requirement (Hours)</b>			

**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"> <li>• <i>State and national FACTS program recognition</i></li> <li>• <i>National Programs in Action STAR Event</i></li> </ul>	9-12	<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>
<b>National FCCLA Program #1</b>						
<b>National FCCLA Program #2</b>						
<b>National FCCLA Program #3</b>						



## 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):**

- Act as a responsible and contributing citizen and employee
- Apply appropriate academic and technical skills
- Attend to personal health and financial well-being
- Communicate clearly and effectively and with reason
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Employ valid and reliable research strategies

**Materials Needed:**

**Instructional Strategies:**

**Activity 1:**

**Activity 1 Timeframe:**

**Activity 1 Materials Needed:**

**Activity 2:**

**Activity 2 Timeframe:**

**Activity 2 Materials:**

**Activity 3:**

**Activity 3 Timeframe:**

**Activity 3 Materials Needed:**

**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:**