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*" educator.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

Postsecondary: see page 17

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 participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.

2. The participant 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* (*hardcopy* or *electronic*). 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.

8. 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.*

(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
■		■		■	■	■		■	■

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. **Junior Category:** participants must have completed a course or unit of study in child or human development knowledge areas.

   Senior/Occupational Category: 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.

3. While Family and Consumer Science Coursework and FCCLA leadership opportunities will provide the participant with skills for the teaching and training profession, the project developed for the Teach and Train event **does not** have to relate to a Family and Consumer Sciences curriculum area.

4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

5. **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 or *electronic portfolio* 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.

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	*Project Identification Page*	*Plain paper* or slide, with no *graphics* 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 *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* 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 *portfolio*.
0–6	*Content Divider Pages* or Sections	Use 0 to 6 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 28 8 ½" x 11" pages or 38 slides	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		**Planning:** 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). **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery. **Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed.
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 *Technology* Used		Explain how *technology* was used to enhance the lesson or workshop planning and/or execution.
Works Cited/*Bibliography*		Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
Appearance		*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

Shadowing Experiences with a *Best Practices Educator*	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.

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.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected 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. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing 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.

STAR Events Point Summary Form
TEACH AND TRAIN

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
Check-in 0 *or* 5 points	**0** Did not attend participant check-in	**5** Attended participant check-in	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1**　　　　**2**　　　　**3** **2 or more errors**　**1 error**　　**no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 6 content divider pages or slides • Up to 28 content pages or 38 content slides	
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**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____   Evaluator 2_____   Evaluator 3_____   Adult Room Consultant_____   Event Lead Consultant_____

TEACH AND TRAIN—Junior
Rubric

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

Evidence of Technology Used 0-5 points	**0** No technology used in lesson/workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly	**5** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	★ ★

Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*	**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

Evidence of Prior Presentation 0–5 points	**0** No prior presentation done	**1** Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	**2** Minimal evidence of prior presentation of the lesson/workshop plan	**3** Extensive evidence of prior presentation of the lesson/workshop plan	**4** Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	**5** Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	

Appearance 0–3 points	**0** Portfolio is illegible and unorganized		**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	

Knowledge of Selected Career 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of selected career is evident but not shared in presentation	**4** Knowledge of selected career is evident and shared at times in presentation	**5** Knowledge of selected career is evident and incorporated throughout the presentation	

Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared	**5** Knowledge of career and FCS relationship is evident and explained well	

Use of Portfolio and Visuals during Presentation 0-5 points	**0** Portfolio and visuals not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio and visuals	

Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively		**1** Voice quality is adequate		**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing	

Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	

Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TEACH AND TRAIN—Senior and Occupational
Rubric

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

Evidence of Prior Presentation 0–5 points	**0** No prior presentation done	**1** Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	**2** Minimal evidence of prior presentation of the lesson/workshop plan	**3** Extensive evidence of prior presentation of the lesson/workshop plan	**4** Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	**5** Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
Shadowing Experience 0-4 points	**0** No shadowing experience done	**1** Shadowing experience was done with a best practices educator	**2** Shadowing experience done with a best practices educator but is documented minimally	**3** Shadowing experience with a best practices educator is documented	**4** Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans.		
Evidence of Technology Used 0-4 points	**0** No technology used in lesson/workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project		★ ★
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling		**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Selected Career 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of selected career is evident but not shared in presentation	**4** Knowledge of selected career is evident and shared at times in presentation	**5** Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared	**5** Knowledge of career and FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0-5 points	**0** Portfolio and visuals not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio and visuals	
Body Language/ Clothing Choice/Voice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate, voice quality is adequate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TEACH AND TRAIN
Career Exploration and Self-Assessment
Summary Page Instructions

DIRECTIONS:

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
Senior and Occupational

DIRECTIONS:

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.

Topic:
Grade Level:
Timeframe:
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):

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: