



Early Childhood Education – Virginia 2021 *(all changes for state competition in red)*



Early Childhood Education, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences early childhood education program. Participants must prepare a **portfolio** and a **resource container**. On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

2020–2021 Theme: “Community Helpers”



EVENT LEVEL

Level 3: grades 11–12**

Level 4: Postsecondary**

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have up to 3 entries in each level, as eligible.

ELIGIBILITY & GENERAL INFORMATION

1. Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
2. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences early childhood



education training program, as determined by their state department of education**. Students enrolled in general child or human development courses not preparing them for careers or employment in early childhood education are not eligible.

3. ~~Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for electronic portfolio presentation at in-person competition.~~
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
5. ~~National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. If events are held virtually, these points will be automatically awarded to all participants.~~

**Eligible Virginia courses for this event include:
8285 - Early Childhood, Education, and Services I
8286 - Early Childhood, Education, and Services II
8234/8233 - Introduction to Early Childhood, Education, and Services

| GENERAL INFORMATION | | | | | | | | | |
|----------------------------------|-------------------------------|---|--|--|--|---|-------------------------------------|--|---------|
| Number of Participants per Entry | Prepare Ahead of Time | Equipment Provided for In-Person Competition | Competition Dress Code | In-Person Competition Participant Set-Up/Prep Time | In-Person Competition Rm.Cons. & Evaluator Review Time | Maximum Oral Presentation Time | In-Person Evaluation Interview Time | In-Person Competition Total Event Time | |
| 1 | Portfolio, Resource Container | Table—yes Electrical Access—no Wall Space—no Supplies—no | Official dress -or- Professional dress – or costume appropriate to event | 20 minutes planning | 20 minutes prior to presentation | In-person: 1–min. warning at 9 min.; stopped at 10 min. Virtual: 11 min. to include additional questions | 5 minutes | 40 minutes | |
| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
| Audio | Costumes | Easel(s) | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| | ✓ | ✓ | | | ✓ | ✓ | * | * | * |

*Skits may not be used during the oral presentation but may be used during presentation of the onsite case study activity. Presentation Equipment is allowed only for presentation of electronic portfolio and Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

EARLY CHILDHOOD EDUCATION

Procedures and Time Requirements for In-Person Competition

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| 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 age category (possible age categories of 2–3, 4–5, or 6–8 years old). | |
| Room consultant will check the resource container and give the case study to the participant to plan for the activity. | |
| 20 minutes | Room consultants and evaluators will have 20 minutes to preview the portfolio while the participant plans the activity using materials from the resource container. |
| 10 minutes | The presentation of the activity 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 minutes | Following the presentation, evaluators will have 5 minutes to interview the participant. |
| 5 minutes | Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. |

Procedures and Time Requirements for Virtual Competition

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| Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition. | |
| Portfolio File | Upload one (1) PDF portfolio file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Follow the page limits as described below. |
| Activity Planning Form | Upload one (1) PDF of the completed Activity Planning Form uses the case study provided for virtual competition. |
| Activity Plan Oral Presentation Video (to include Question Responses) | The oral presentation video may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording. |
| Automatic Scoring | Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation and Punctuality. |

Specifications

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*. For virtual competition, the portfolio **must be uploaded as one PDF file** – multiple files, images, or other file types will not be accepted. The hardcopy portfolio will be used in the oral presentation recording.

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. For virtual competition, the electronic portfolio slides **must be uploaded as one PDF file** -multiple files, images, or other file types will not be accepted. The electronic portfolio will be used in the oral presentation recording.

Early Childhood Education Specifications (continued)

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| 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 Planning Process 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 Student Portal, and include signed proof of submission in the <i>portfolio</i> . |
| 0–4 | <i>Content Divider Pages</i> or Sections | Use 0 to 4 <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 30 8 ½" x 11" pages or 40 slides | Documentation of Experience/ <i>Occupational Coursework</i> | Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education. |
| | <i>Lesson Plans</i> | Include 3–5 example <i>lesson plans</i> exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art). Sample lesson plans may use format of the participant's choice. |
| | Evidence of Skills | Show evidence of actual implementation of a <i>lesson plan(s)</i> included in <i>portfolio</i> (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.). |
| | Evidence of Developmental Knowledge | Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram essay developed by the participant). |

Activity Plan and Presentation

For in-person competition, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

For virtual competition, the case study will be provided prior to the competition and the participant will include the activity plan and presentation recording and documentation as listed in the Procedures and Time Requirements for Virtual Competition section.

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| Activity Plan | Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. Submit one copy. |
| Selection of Activity/Activities | Choose age-appropriate activities for early childhood activity plan. |
| Use of Resource Materials and Supplies | Use creativity, safety, and variety in completing activity plan. |
| Introduction | Express objectives, instructions, and directions with clarity. |
| Activity | Present activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions. |
| Wrap-up | Reinforce lesson objective with appropriate summary. |

Early Childhood Education Specifications (continued)

Presentation Skills

The oral presentation of the activity plan may be up to ~~10 minutes in length~~ (11 minutes for virtual competition) and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

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| 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 supplies and materials. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators' Questions | <p>Provide clear and concise answers to evaluators' questions regarding <i>lesson plan</i> and <i>portfolio</i>. Questions are asked after the presentation.</p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none"> 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them? |

Resource Container

The resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. ~~In-person competition participants may not access Internet resources during planning time.~~

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| Resource Container | Assemble resources and supplies in a container. The container with lid should be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. |
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EARLY CHILDHOOD EDUCATION Rubric

Name of Participant _____

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

| 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 | |
| Documentation of Coursework 0-4 points | 0 Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education | 1 Portfolio shows some documentation of limited coursework and experience | 2 Portfolio shows quality documentation of an adequate amount of coursework and experience | 3 Portfolio shows quality documentation of superb coursework and experience | 4 Portfolio shows excellent documentation of superb coursework and experience | | |
| Lesson Plans 0-10 points | 0 Lesson plans are missing | 1 Lesson plans are from one early childhood concept | 2 Lesson plans indicate an understanding of multiple childhood development concepts | 3 Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate | 4 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate | 5 Innovative, interesting, and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate | |
| Evidence of Skills 0-4 points | 0 Portfolio does not have evidence of skills | 1 Portfolio has limited evidence of skills | 2 Evidence is shown through multiple varieties | 3 Evidence of skills is incredibly apparent through portfolio | 4 Portfolio has high quality evidence of superb skills | | |
| Evidence of Developmental Knowledge 0-4 points | 0 Portfolio does not have evidence of developmental knowledge | 1 Portfolio shows limited evidence of developmental knowledge | 2 Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format | 3 Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept | 4 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format | | |
| ACTIVITY | | | | | | | Points |
| Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0-8 points | 0 No written plan | 1 A written plan is limited in scope | 2 Written plan has one of these explained well: an objective and rationale | 3 A written plan is evident with learning objective and rationale that is well thought out | 4 Objective and rationale are well written and thought out. Outcomes are measurable | | |
| Activity Planning Form: Setting, Materials, Activity 0-8 points | 0 None evident | 1 Settings, materials and activity are all explained | 2 Settings, materials and activities are well planned and detailed in description | 3 Setting, materials, and activities are well planned with creativity and appropriateness for age level | 4 Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity | | |
| Activity Planning Form: Modification and Assessment 0-8 points | 0 No modification or assessment methods are evident | 1 Includes some plans for modification and there are limited assessment methods listed | 2 Modification plans are complete and there is a plan for assessment with multiple methods evident | 3 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision | 4 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies | | |
| Introduction 0-5 points | 0 Introduction is missing | 1 Introduction is limited | 2 Introduction includes one objective | 3 Introduction includes one or more objectives and limited instructions | 4 Introduction includes objectives, instructions and directions with clarity | 5 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning | |

Early Childhood Education Rubric (continued)

Points

| ACTIVITY (continued) | | | | | | | | | | |
|--|---|--|---|---|---|--|----------|----------|----------|-----------------------|
| Activity 0-10 points | 0 Activity is limited | 1 Activity is evident with a focus on content | 2 Activity is evident with a focus on content with extensive sequence evident | 3 Activity is well organized. Has appropriate content, and is age appropriate | 4 Activity is creative, well organized, rich in content and age appropriate | 5 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions | 6 | 7 | 8 | 9 10 |
| Use of Resources during Activity 0-5 points | 0 Resources are not used during activity | 1 Resources used to limit amount of speaking time | 2 Resources are used minimally during activity | 3 Resources are used effectively throughout activity | 4 Activity is creative, well organized, rich in content and age appropriate | 5 Activity moves seamlessly and effectively between teaching time and hands on time | | | | |
| Wrap Up 0-5 points | 0 No wrap up | 1 Limited wrap up is evident | 2 The activity ends with a limited summary | 3 The activity ends with an adequate summary | 4 Activity ends with an appropriate summary as a reinforcement for the lesson | 5 Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish | | | | |
| PRESENTATION SKILLS | | | | | | | | | | |
| 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 | | | | | | |
| Response 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 – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



EARLY CHILDHOOD EDUCATION Activity Planning Form

Topic and Type of Activity:

Age Level:

Timeframe:

Learning Objectives: What knowledge or skills will this activity help children know and be able to do?

Instructional Strategies and Rationale: Why is this knowledge or skill important for children to know and be able to do at this age?

Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.

Materials: What supplies and resources are needed?

Activity: Describe in detail the activity you plan to do with these children.

Modifications: How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

Assessment: How will you evaluate the children's achievement of the learning objectives?

Additional Notes: