

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.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.4.12.E.11 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
- 9.4.12.E.12 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

- 9.4.12.E.16 Develop and deliver formal in informal presentations using appropriate media to engage and inform audiences.
- 9.4.12.E.31 Evaluate educational perspectives, policies and procedures using critical thinking to intelligently develop solutions to educational issues.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

ELIGIBILITY

1. A chapter may enter one (1) entry in each event category. An event category is determined by a member's grade in school and affiliation status.
2. Participation is open to any affiliated FCCLA member.
3. Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.
4. The project must be developed and completed within a one year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. Teach and Train project must be planned and prepared by the participant only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & REGULATIONS

1. Each participant must submit a portfolio at the Competitive Events registration table at the State Leadership Conference.
2. Participant will have 5 minutes to set up for the event. Other persons may not assist.
3. The presentation **may be up to** 10 minutes in length.
4. Following the presentation, evaluators may interview participant.
5. Evaluators will use the rating sheet to score and write comments for participants.
6. The portfolio, including the career exploration and self assessment summary, lesson/workshop plans, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the oral presentation.
7. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available. Extension cords and power strips are not provided.
8. The portfolio may be an electronic or hard copy portfolio. The evaluators must be able to access the hardcopy or electronic portfolio (if electronic-on computer, or as a printed handout) prior to the presentation.
9. If presenting an electronic portfolio, participants may bring an LCD projector and computer equipment needed.
10. Spectators may not observe any portion of this event.
11. One individual or team may be chosen from each event category to represent New Jersey at the National Leadership Conference.

TEACH AND TRAIN SPECIFICATIONS

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 are not limited to written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience.
--	---

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is used 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.
Use of Portfolio and Visuals	Use portfolio to describe all phases of project. Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes. Provide a short overview of the lesson, workshops and the outcomes and evaluations.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Hardcopy Portfolio

The hardcopy portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 1½" in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. The binder/notebook must contain no more than 35 pages: 1 project identification page, 1 Table of Contents page, 1 Planning Process summary page, 0-7 divider pages and up to 25 content pages including the Career Exploration Summary, Self-Assessment Document, Lesson or Workshop plan, evidence of Use of Family and Consumer Sciences Coursework, evidence of prior presentations, and Works Cited/Bibliography. Divider pages may be tabbed and may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers; they must not include any other content. All pages must be one-sided only. All pages except divider pages must be 8½" x 11". The portfolio will be turned in at Competitive Events registration.

Electronic Portfolio

An electronic portfolio may be either a Power Point or an electronic document that can be viewed by the evaluators prior to the oral presentation. The electronic portfolio may be no more than 35 pages, or 45 slides, because slides have less content than document pages, including 1 Project Identification page, 1 Table of Contents, 1 Planning Process summary page, and up to 25 content slides including the documents listed below. (Career Exploration and Self-Assessment Summary, Lesson/Workshop plan, Family and Consumer Sciences Coursework, Bibliography, evidence of prior presentations). Divider or section slides may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers; they must not include any other content.

Note: If using the Electronic Portfolio, please print out one full-size copy of each slide, organized in a 3-ring binder. Binder will be turned in at Competitive Events registration.

Portfolio Content

Project Identification Page or Slide	One slide or one 8½” x 11” page on plain paper, with no graphics or decorations; must include participants’ name, chapter name, school, city, state, FCCLA national region (North Atlantic Region), and career investigated.
FCCLA Planning Process Summary Page	One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
Table of Contents page or Slide	One slide or one 8½” x 11” page.
Career Exploration Summary	Pages or slides that provide detailed research including job descriptions; duties and responsibilities; qualifications; entry-level position and advancement opportunities, and job outlook. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Self-Assessment Summary	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Evidence of prior presentations	Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes.
Lesson plan or workshop plan	Planning: Indicate for whom the lesson or workshop is intended and describe the audience, special needs/or interests in selection of this lesson. Describe desired outcomes. Organization: Describe the flow of the lesson or workshop including the introduction, content, and conclusion. Maintain audience attention and productive learning. Include use if technology and supplies needed. Activity: Describe the activities, define the resources and supplies needed. Develop the handouts. Follow Up: Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Works Cited/ Bibliography	Pages or slides that use MLA citation style to cite all references. Resources should be reliable and current.
Appearance	Portfolio must be neat, legible, professional and use correct grammar and spelling.

Teach and Train Rating Sheet

Name of Participant _____ School _____

Category: _____ Junior

INSTRUCTIONS: Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Career Exploration	0-1	2	3	4	5		
Self Assessment	0-1	2	3	4	5		
Lesson/Workshop Plan: Planning	0-1	2	3	4	5		
Lesson/Workshop Plan: Organization	0-1	2	3	4	5		
Lesson/Workshop Plan: Activity	0-1	2	3	4	5		
Lesson/Workshop Plan: Follow Up	0-1	2	3	4	5		
Evidence of Prior Presentation	0-1	2	3	4	5		
Evidence of Technology Used	0-1	2	3	4	5		
Work Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship of FCS Coursework	0-1	2	3	4	5		
Use of Portfolio and Visuals during Presentation	0-1	2	3	4	5		
Voice	0-1	2	3	4	5		
Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 75-89

Bronze: 60-74

Teach and Train Rating Sheet

Name of Participant _____ School _____

Category: _____ Senior _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Career Exploration	0-1	2	3	4	5		
Self Assessment	0-1	2	3	4	5		
Lesson/Workshop Plan: Planning	0-1	2	3	4	5		
Lesson/Workshop Plan: Organization	0-1	2	3	4	5		
Lesson/Workshop Plan: Activity	0-1	2	3	4	5		
Lesson/Workshop Plan: Follow Up	0-1	2	3	4	5		
Shadowing Experience	0-1	2	3	4	5		
Evidence of Prior Presentation	0-1	2	3	4	5		
Evidence of Technology Used	0-1	2	3	4	5		
Work Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship of FCS Coursework	0-1	2	3	4	5		
Use of Portfolio and Visuals during Presentation	0-1	2	3	4	5		
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 75-89

Bronze: 60-74

Teach and Train
Career Exploration and Self Assessment
Summary Page

Name of Participant _____

Directions:

Career Exploration and Self Assessment summary should not exceed 2 pages in length. Use this outline with these headings, in this order, when preparing Career Exploration and Self Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

Career Exploration:

1. What are the education path and qualifications necessary for a career in the education/training field in which you are interested?
2. Please list a sample job description for your ideal education/training career.
3. What skills are needed for this career?
4. What is the current and future job outlook for this career?
5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?
6. What are the entry-level positions and opportunities for professional advancements in this career field?

Self Assessment:

1. Why are you personally interested in this career?
2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?
3. Describe what about a career in education or training appeals to you.
4. What other aspects of your self assessment have you considered?

Teach and Train Shadowing Reflection Summary

Name of Participant _____

Directions:

To be completed by participants entered in the Senior and Occupational categories. Write a reflection on the shadowing experience of a best practice teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 2 pages in length. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or training 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.
 - Maintain 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 outline with these headings in this order when preparing lesson.
The lesson/workshop plan may not exceed two pages in length.

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

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