Early Childhood Education

Early Childhood Education, an *individual event,* recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood 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.

The theme for 2017–2018 is "Science – It's Out of this World!"

EVENT CATEGORY

Occupational: grades 10–12

See page 85 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

- Hospitality & Tourism

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 age category (possible age categories of 2–3, 4–5, or 6–8 years old).

2. Room consultant will check the resource container and give the case study to the participant to plan for the activity.

3. Room consultants and evaluators will have 20 minutes to preview the *portfolio* while the participant plans the activity using materials from the resource container.

4. 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. Following the presentation, evaluators will have 5 minutes to interview the participant.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

(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, Resource Container	Table	Not provided	20 minutes planning	20 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participant must be or have been enrolled in an *occupational* early childhood education and services program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*). Programs which meet this requirement may be determined by the state department of education. Students enrolled in general courses in Family and Consumer Sciences or *comprehensive* child development courses are not eligible.

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

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
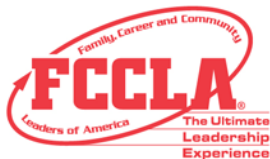
Hardcopy Portfolio

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* and tabs, must fit within the cover, be one-sided, and may not exceed 33 pages, as described below. 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 44 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.*
0–4	*Content Divider Pages* or Sections	Use 0 to 4 *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 25 8 ½" x 11" pages or 35 slides	Documentation of Experience/*Occupational* Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	Lesson Plans	Include 3–5 example *lesson plans* exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art).
	Evidence of Skills	Show evidence of actual implementation of a *lesson plan(s)* included in *portfolio* (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).

Early Childhood Education Specifications (continued)

Activity Plan and Presentation

On site, 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.

| 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 *content*, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan **may be up to** 10 minutes in length 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.

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 appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding *lesson plan* and *portfolio*. Questions are asked after the presentation.

Resource Container

The Resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for use in 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, colored paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, cellophane tape, masking tape, other tape, socks, songs, straws, glue stick, paste, yarn, story books, resource books, picture books, and student-made items related to the theme, etc. Materials may be recycled or environmentally friendly. Types and quantities of materials are determined by the participant and are limited only by the size of the container.

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.
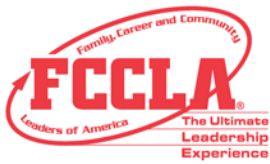
STAR Events Point Summary Form
EARLY CHILDHOOD EDUCATION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
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 or Resource Container exceeds the size limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 33 single-sided pages or 44 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 4 content divider pages or slides - Up to 25 content pages or 35 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_____
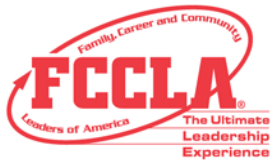
EARLY CHILDHOOD EDUCATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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	**1-2** Lesson plans are from one early childhood concept	**3-4** Lesson plans indicate an understanding of multiple childhood development concepts	**5-6** Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	**7-8** Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	**9-10** 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						
Activity Planning Form: **Learning Objective and Instructional Strategies/Rationale** 0–8 points	**0** No written plan	**1-2** A written plan is limited in scope	**3-4** Written plan has one of these explained well: an objective and rationale	**5-6** A written plan is evident with learning objective and rationale that is well thought out	**7-8** Objective and rationale are well written and thought out. Outcomes are measurable	
Activity Planning Form: **Setting, Materials, Activity** 0-8 points	**0** Not evident	**1-2** Settings, materials and activity are all explained	**3-4** Settings, materials and activities are well planned and detailed in description	**5-6** Setting, materials, and activities are well planned with creativity and appropriateness for age level	**7-8** 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	**1-2** Includes some plans for modification and there are limited assessment methods listed	**3-4** Modification plans are complete and there is a plan for assessment with multiple methods evident	**5-6** Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	**7-8** 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)

ACTIVITY (continued)

Activity 0–10 points	**0** Activity is limited	**1-2** Activity is evident with a focus on content	**3-4** Activity is evident with a focus on content with extensive sequence evident	**5-6** Activity is well organized. Has appropriate content, and is age appropriate	**7-8** Activity is creative, well organized, rich in content and age appropriate	**9-10** Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
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	

| **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 _____
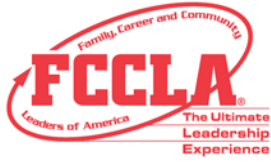
Topic and Type of Activity:

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: