

Say Yes to FCS Education, an *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a *portfolio*, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an **oral presentation**.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary).
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.
- 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 structured learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.

**CAREER READY PRACTICES**

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION**

- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.1 Analyze the potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.8 Demonstrate employability skills, work ethic, and professionalism.
- 4.3.3 Implement an integrated curriculum that incorporates a learner's language learning styles, early experiences and cultural values.

**EVENT CATEGORIES**

**Senior:** Participants in a comprehensive program in grades 10 – 12

**Occupational:** Participants in an occupational program in grades 10 – 12

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event category.
2. An entry is defined as one (1) participant.
3. An event category is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

**PROCEDURES & REGULATIONS**

1. The Say Yes to FCS Education 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.
2. The Say Yes to FCS Education project must be planned and prepared by the participants 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.
3. Each entry must submit the portfolio to a room location designated in the State Leadership Conference program during the specified registration time.
4. The participant will have five (5) minutes to set up for the event. Other persons may not assist.
5. The presentation may be up to ten (10) minutes in length.
6. If audio or audiovisual recordings are used, they are limited to a three (3) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
7. Following the presentation, evaluators may interview participant.
8. Evaluators will use the rating sheet to score and write comments for participants.
9. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
10. Spectators may not observe any portion of this event.
11. Two (2) individuals may be chosen from each event category to represent New Jersey at the National Leadership Conference.

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

  

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

**SAY YES TO FCS EDUCATION SPECIFICATIONS**

**Portfolio**

The *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 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider* pages and tabs, must fit within the cover, be one-sided, and not exceed 26 pages, as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ name, chapter name, school, city, state, event name, and project title.
1- 8½” x 11” page	Table of Contents	One 8½” x 11” page. List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	<i>FCCLA Planning Process Summary Page</i>	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.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> .
0-6	<i>Divider Pages or Sections</i>	Use up to six (6) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 16 8½” x 11” pages	FCS Education Research	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8½” x 11” pages.
	FCS Educator Interview Summary	Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8½” x 11” pages.
	Classroom Observation Summary	Conduct a minimum of two (total) classroom observations – one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8½” x 11” pages.
	FCCLA Integration Plan	Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8½” x 11” pages.
	FCS Marketing Lesson Plan, Implementation and Documentation	Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.  <b>Planning:</b> Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.  <b>Organization:</b> List all materials needed and describe the instructional strategies used to implement the lesson.  <b>Activities:</b> Choose up to three activities to implement the lesson. Describe each activity include activity timeframe, and materials needed.

Up to 16 8½” x 11” pages (con’t)		<p><b>Assessment:</b> Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</p> <p><b>Other Resources:</b> Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p><b>Sources and Notes:</b> Include specific citations for materials used in lesson and any additional notes, as needed.</p> <p>The lesson plan should not exceed three 8½” x 11” pages.</p>
	Works Cited / <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

**Oral Presentation**

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The *portfolio* will be used by the participant during the oral presentation.

Organization / Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of FACS Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of project. Use original, creative and appealing <i>visuals</i> 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 Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding project. Questions are asked after the presentation.

**Say Yes to FCS Education Rating Sheet**

Name of Participant \_\_\_\_\_ School \_\_\_\_\_

Category: \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary Page	0-1	2	3	4	5		
FCS Education Research Summary	0-1	2	3	4	5		
FCS Educator Interview Summary	0-1	2	3	4	5		
Classroom Observation Summary	0-2	3-4	5-6	7-8	9-10		
FCCLA Integration Plan	0-1	2	3-4	5	6-7		
Work Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
<b>FCS Marketing Lesson Plan</b>							
FCS Marketing Lesson Plan: <i>Planning</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Organization</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Activities</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Assessment</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Other Resources</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Sources, Notes, and Documentation</i>	0	1	2	3	4		
<b>ORAL PRESENTATION</b>							
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		
Use of Portfolio and Visuals during Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing, 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: 79-89

Bronze: 70-78

**SAY YES TO FCS EDUCATION**  
**Research Summary Instructions**

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state’s educational data by answering the questions below the table. Include this completed summary in the portfolio.

	<b>Institution #1</b>	<b>Institution #2</b>	<b>Institution #3</b>
<b>Name</b>			
<b>Location (City and State)</b>			
<b>FCS Teacher Educator Contact Information</b>			
<b>College/ Department offering FCS Education Degree</b>			
<b>Average Yearly Cost (In-State and Out-State)</b>			
<b>Minimum Program Entry Requirements</b>			
<b>Minimum Graduation Requirement (Hours)</b>			

**STATE EDUCATION DATA:** \_\_\_\_\_  
*(name of state)*

Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

What is the job outlook for Family and Consumer Sciences Educators in your state?

What is the beginning teacher’s salary in your state?

What is the average teacher’s salary in your state? What impacts salaries for teachers in your state?

What continuing education or professional development is required to maintain certification in order to teach in your state?

**SAY YES TO FCS EDUCATION**  
**FCS Educator Interview Instructions**

Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Name of Family and Consumer Sciences Educator Interviewed: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Elementary FCS Ed  Middle School FCS Ed  High School FCS Ed  Postsecondary or Other FCS Ed

1. What is your undergraduate degree? If you have an advanced degree, what is it?
2. Why did you become a Family and Consumer Sciences Educator?
3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?
5. Do you integrate FCCLA into your courses and if so, how?
6. Why do teachers stay or leave this field?
7. What other career options are available to someone with your degree?
8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?

**SAY YES TO FCS EDUCATION  
Classroom Observation Instructions**

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the portfolio.

Educator Observed: \_\_\_\_\_ Subject: \_\_\_\_\_ School: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Date and Time: \_\_\_\_\_

CRITERIA	DESCRIPTION/COMMENTS
1. Subject Matter Content - <i>knowledge of subject matter is evident and thorough</i>	
2. Organization - <i>organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction</i>	
3. CTSO Integration – <i>instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment</i>	
4. Rapport - <i>instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm</i>	
5. Teaching Methods - <i>relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives</i>	
6. Presentation - <i>establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate)</i>	

**SAY YES TO FCS EDUCATION**

2018-2019

**STAR EVENT**

Page 9 of 13

7. Management - <i>uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</i>	
8. Sensitivity - <i>exhibits respect to students' personal culture, gender differences, or disabilities</i>	
9. Student assistance - <i>assists students with instructional/academic problems</i>	
10. Personal - <i>exhibits self-control, professional behavior and appearance</i>	
11. Physical Environment - <i>number of students; layout of room; distractions if present (temperature, noise, etc.)</i>	

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:

**SAY YES TO FCS EDUCATION**  
**FCCLA Chapter Integration Plan**

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
FACTS – Families Acting for Community Traffic Safety	Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe	Child Development	4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.	<ul style="list-style-type: none"> <li>• State and national FACTS program recognition</li> <li>• National Programs in Action STAR Event</li> </ul>	9-12	Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.
<b>National FCCLA Program #1</b>						
<b>National FCCLA Program #2</b>						
<b>National FCCLA Program #3</b>						

**SAY YES TO FCS EDUCATION**  
**Lesson Plan Template**

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages in length.

<b>Topic:</b>
<b>Grade Level:</b>
<b>Timeframe:</b>
<b>FCCLA National Program(s) Integration:</b>
<b>FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration:</b>
<b>Learning Objectives:</b>
<b>National Family and Consumer Sciences Standards:</b>
<b>Career Readiness Practices (Select all that apply):</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Act as a responsible and contributing citizen and employee</li><li><input type="checkbox"/> Apply appropriate academic and technical skills</li><li><input type="checkbox"/> Attend to personal health and financial well-being</li><li><input type="checkbox"/> Communicate clearly and effectively and with reason</li><li><input type="checkbox"/> Consider the environmental, social and economic impacts of decisions</li><li><input type="checkbox"/> Demonstrate creativity and innovation</li><li><input type="checkbox"/> Employ valid and reliable research strategies</li><li><input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them</li><li><input type="checkbox"/> Model integrity, ethical leadership and effective management</li><li><input type="checkbox"/> Plan education and career paths aligned to personal goals</li><li><input type="checkbox"/> Use technology to enhance productivity</li><li><input type="checkbox"/> Work productively in teams while using cultural global competence</li></ul>

<b>Materials Needed:</b>
<b>Instructional Strategies:</b>
<b>Activity 1:</b> <b>Activity 1 Timeframe:</b> <b>Activity 1 Materials Needed:</b>
<b>Activity 2:</b> <b>Activity 2 Timeframe:</b> <b>Activity 2 Materials:</b>
<b>Activity 3:</b> <b>Activity 3 Timeframe:</b> <b>Activity 3 Materials Needed:</b>

**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:**