

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

- RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 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.11-12.1c 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.
- 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.11-12.4 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.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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 depth, value, and pattern).
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization’s objectives
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-TT.1 Use foundational knowledge if subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.

### CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ 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.
- ✓ Use technology to enhance productivity.

### NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.4.3 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4.7 Demonstrate security and emergency procedures.

### EVENT CATEGORIES

**Junior:** Participants in grades 6 – 9

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

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

**Post-Secondary:** Enrolled as a full time student in a post-secondary program with a major in Education. A post-secondary student must have membership dues paid and plan to compete at the 2019 NLC. This entry is an addition to the Junior/Senior/Occupational Categories.

### 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.
5. For the Junior Category, participants must have completed a course or unit of study in child or human development knowledge areas. For the Senior and Occupational categories, 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.

### PROCEDURES & REGULATIONS

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


11. 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.
12. Spectators may not observe any portion of this event.
13. 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
■		■		■	■	■		■	■

**TEACH AND TRAIN 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 38 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	FCCLA <i>Planning Process</i> 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. <u>Each step is fully explained.</u>
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</i> or Sections	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 28 8½” x 11” pages	Career Exploration Summary	Pages 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 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.
	<i>Lesson Plan</i> or <i>Workshop Plan</i>	<b>Planning:</b> 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 Practice selection(s).  <b>Organization:</b> List all materials needed and describe the instructional strategies used to implement the lesson.

Up to 28 8½" x 11" pages (con't)		<p><b>Activities:</b> Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.</p> <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 the 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>
	Evidence of Prior Presentations	Pages 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 <i>Technology</i> Used	Explain how <i>technology</i> was used to enhance the lesson or workshop planning and/or execution.
	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.

**Shadowing Experience** (*Senior and Occupational Categories Only*)

Shadowing Experiences with a <i>Best Practices Educator</i>	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.
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**Oral Presentation**

The oral presentation **may be up to ten (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 <i>current</i> data and show evidence of knowledge of selected career.
Relationship of FACS 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 <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.

**Teach and Train Rating Sheet**

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

Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Occupational \_\_\_\_\_ Post-Secondary

**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		
Career Exploration	0-1	2	3	4	5-6		
Self Assessment	0-1	2	3	4	5		
Work Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
<b>JR - Prior Presentation OR SR/OCC – Prior Presentation and Job Shadowing</b>							
<b>JUNIOR:</b> Evidence of Prior Presentation <b>SR/OCC:</b> Evidence of Prior Presentation & Shadowing Experience	0-2	3-4	5-6	7-8	9-10		
<b>LESSON PLAN</b>							
Lesson/Workshop Plan: <i>Planning</i>	0-1	2	3	4	5-6		
Lesson/Workshop Plan: <i>Organization</i>	0-1	2	3	4	5-6		
Lesson/Workshop Plan: <i>Activity</i>	0-1	2	3	4	5-6		
Lesson/Workshop Plan: <i>Follow Up</i>	0-1	2	3	4	5-6		
Evidence of Technology Used	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Selected Career	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, 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

**Teach and Train**  
Career Exploration and Self-Assessment  
Summary Page Instructions

**Directions:**

Career Exploration and Self-Assessment summary should not exceed three (3) 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 (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 three (3) pages in length. Use this outline in this order. Include this in the 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.
  - 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 in length.

<b>Topic:</b>
<b>Grade Level:</b>
<b>Timeframe:</b>
<b>FCCLA National Program(s) Integration (if applicable):</b>
<b>FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):</b>
<b>Learning Objectives:</b>
<b>National Family and Consumer Sciences Standards (or others as appropriate):</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:**