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**. Level 2 and Level 3 participants will also complete a **shadowing experience** of a "*best practices*" educator.

NEW JERSEY LEARNING STANDARDS

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.GCA.1	Model how to navigate cultural difference with sensitivity and respect.

| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

9.4.8.GCA.2   Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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-PS.2   Implement methods to enhance learners success.

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.

9.3.12.ED-TT.5   Establish a positive climate to promote learning.

9.3.12.ED-TT.7   Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

CAREER READY PRACTICES
- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.

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.
4.2.1   Analyze child development theories and their implications for educational and childcare practices.
4.2.5   Analyze strategies that promote growth and development of children, youth, and adults.
4.3.1   Analyze a variety of curriculum and instructional models.
4.3.2   Implement learning activities in all curriculum areas that meet the developmental needs of learners.
4.3.4   Demonstrate a variety of teaching methods to meet the individual needs of learners.
4.4   Demonstrate a safe and healthy learning environment for children, youth, and adults.
4.5.3   Demonstrate interpersonal skills that promote positive and productive relationships with learners.
4.6   Demonstrate professional practices and standards related to working with children, youth, and adults.
12.1.1   Analyze the physical, emotional, social, and cognitive development.
12.1.2   Analyze current and emerging interrelationship among the physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3   Analyze current and emerging research about human growth and development, including but not limited to brain development research

EVENT LEVELS
Level 1: Participants through grade 8
Level 2: Participants in grades 9 – 10
Level 3: Participants in grades 11 – 12
Level 4: Post-Secondary

ELIGIBILITY
1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.
5. Level 1: Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences child or human development unit or course. Level 2 and Level 3: Eligible participants must be or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Education and Training or Human Services career pathways.

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. Chapters with multiple entries in this event must submit different projects for each entry.

3. 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.

4. The *portfolio*, including the career exploration and self assessment summary, lesson/workshop plan, and samples of the equipment, materials or supplies must be used as visual aids during the *oral presentation*.

5. 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.

6. 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.

7. Spectators may not observe any portion of this event.

8. Two (2) individuals may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each entry <u>must</u> submit a *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation **may be up to ten (10) minutes** in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. *Presentation equipment*, with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

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. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the "hard copy" portfolio. The digital portfolio is a digital replica of the "hard copy" portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

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 may not exceed 38 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½" x 11" page	*Project Identification Page*	*Plain paper*, with no *graphics* or decorations; must include participants' name, school, chapter name, city, state, event name, event level and project title.
1- 8½" x 11" page	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1- 8½" x 11" page	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. 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 signed proof of submission in the *portfolio*.
0-6	*Divider Pages* or Sections	Use up to six (6) *divider*/section pages. *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 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.
	Lesson Plan or Workshop Plan	**Planning:** 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). **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve *content* and/or delivery.

Up to 28 8½" x 11" pages (con't)		**Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in the portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed.
	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 *Technology* Used	Explain how *technology* was used to enhance the lesson or workshop planning and/or execution.
	Works Cited / *Bibliography*	Use MLA or APA 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.

Shadowing Experience *(Level 2 and Level 3 Participants 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 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.

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 hard copy *portfolio* will be used by the participant during the oral presentation. 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*.

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 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 *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of project. Use original, creative and appealing *visuals* 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 business 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 _____ **Event Level** _____

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	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
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	5-6		
Work Cited/Bibliography	0	1	2		3		
Appearance	0-1	2	3	4	5		
Level 1 - Prior Presentation OR Levels 2 & 3 – Prior Presentation and Job Shadowing							
Level 1: Evidence of Prior Presentation **Levels 2 & 3:** Evidence of Prior Presentation & Shadowing Experience	0-2	3-4	5-6	7-8	9-10		
LESSON PLAN							
Lesson/Workshop Plan: *Planning*	0-2	3-4	5-6	7-8	9-10		
Lesson/Workshop Plan: *Organization*	0-1	2	3	4	5-6		
Lesson/Workshop Plan: *Activity*	0-1	2	3	4	5-6		
Lesson/Workshop Plan: *Follow Up*	0-1	2	3	4-5	6-7		
Evidence of Technology Used	0-1	2	3	4	5		
ORAL PRESENTATION							
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/Education Coursework	0	1	2	3	4		
Use of Portfolio and Visuals during Presentation	0	1	2		3		
Voice, Body Language, Clothing, Grammar and Pronunciation	0	1	2	3	4		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score   _____

Verification of Total Score (please initial)
Evaluator   _____
Room Consultant   _____
Circle Rating Achieved: Lead Consultant   _____

2022
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
Level 2 and Level 3

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.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration (if applicable):
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):
Learning Objectives:
National Family and Consumer Sciences Standards (or others as appropriate):
Career Readiness Practices (Select all that apply):   ☐ Act as a responsible and contributing citizen and employee   ☐ Apply appropriate academic and technical skills   ☐ Attend to personal health and financial well-being   ☐ Communicate clearly and effectively and 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   ☐ Work productively in teams while using cultural global competence

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:
Directions:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:
Directions:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:
Directions:

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: