

The Effective Teacher Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an ***individual or team*** event in which the participant demonstrates knowledge of the education career pathway and the skills needed to be a successful teacher. Inspiration, motivation and effective techniques used in planning age-appropriate activities to engage students contributes to success in the classroom. The topic for the 2022 State Leadership Conference is **“Kicking off a school year... The first 3 days of a new school year.”**

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.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
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.
- 9.3.12.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.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.
- ✓ 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.
- ✓ Work productively in a team while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.4 Analyze the abilities and needs of children and their effects on children's growth and development.
- 4.2.5 Analyze strategies that promote children's growth and development.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.

EVENT CATERGORIES

- Junior:** Participants in grades 6-8
- Senior:** Participants in a comprehensive program in grades 9-12
- Occupational:** Participants in an occupational program in grades 9-12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA member.
2. A chapter may submit two (2) entries in category.
3. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
4. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS:

1. Each participant/ team will assume they are third year teachers who are charged with the responsibility of helping a group of first year teachers prepare for the first day of school. The topic for the 2022 State Leadership Conference is **"Kicking off a school year... The first 3 days of a new school year."** The participants will prepare a PowerPoint presentation and three sample lesson plans. Some subtopics to consider are not limited to preparing the classroom, establishing credibility with your students, expectations, procedures and routines, etc.
2. The Effective Teacher project must be planned and prepared by the participant only. Supporting resources are acceptable as long as participant coordinates the use and cites the resources appropriately.

3. The participant(s) will prepare a seven (7) to ten (10) minute PowerPoint presentation (Google Slides is also acceptable) that contains 10 to 15 slides about how to prepare for the first 3 days of a school year. The presentation should be inspiring and filled with helpful information. No electrical outlets will be available.
4. The participant(s) must also prepare three (3) sample lessons using the format provided. The lesson will be planned for an age group and subject that is the choice of the participant(s). The length of the lessons that the participants are planning are as follows: Day 1 is 20 minutes long; Day 2 is 30 minutes long; and Day 3 is 40 minutes long.
5. Although, this is an in-person event, each entry will have both a “hard copy” and a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.
6. Each entry must submit a digital file (in addition to the “hard copy” requirements) with the following information:
 - A. Project Identification Page
 - Participant(s) Name(s)
 - School Name
 - Chapter Name
 - Event Name (The Effective Teacher)
 - Event Category
 - The age of the students and subject (class)
 - B. PowerPoint presentation
 - C. Planning Process Sheet
 - D. Three completed Lesson Plan forms
 - E. Work Cited Page
7. The “hard copy” file folder will be submitted at the designated set-up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location). The file folder must include one copy of the following materials in one (1) letter-sized file folder:
 - A. Project Identification Page
 - Participant(s) Name(s)
 - School Name
 - Chapter Name
 - Event Name (The Effective Teacher)
 - Event Category
 - The age of the students and subject (class)
 - B. Planning Process Sheet
 - C. Three completed Lesson Plan forms
 - D. Work Cited Page
8. The folder must be labeled on the front cover, upper left corner as follows:
 - A. Participant(s)’s Name
 - B. School Name
 - C. Chapter Name
 - D. Event Name (The Effective Teacher)
 - E. Event Category
 - F. The age of the students and subject (class)

9. The participant(s) must prepare an oral presentation to be delivered to evaluators. The presentation must not exceed ten (10) minutes in length. Using the PowerPoint presentation, participants will discuss the challenges teachers face on the first day of school and positive ways to set the stage for the coming school year. Participant(s) can also refer to the Planning Process Sheet and Lesson Plans that are a part of this event.
10. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

LESSONS LEARNED SPECIFICATIONS

File Folder

Each entry will submit one (1) letter size file folder containing the items listed below at registration. The file folder must be labeled on the front cover, upper left corner as follows:

- Participant(s) Name(s)
- School Name
- Chapter Name
- Event Name (The Effective Teacher)
- Event Category
- The age of the students and subject (class)

Project Identification Page	One 8½" x 11" page on plain paper, participant must include name, school name, chapter name, event name (The Teacher), event category, and age of the students and subject.
Planning Process Sheet	Each step of the Planning Process that was used to plan and implement the project.
PowerPoint presentation	PowerPoint presentation (or Google Slides presentation) that addresses the challenges of meeting students for the first time and "setting the stage" for the school year. The PowerPoint presentation should be motivating and inspiring. It should contain information to help new teacher prepare and develop the skills they need for a successful start for a school year. This presentation to limited to 7 to 10 minutes and should contain 10 to 15 slides.
Lesson Plans	3 sample lesson plans should be prepared to help model the way for the new teachers. Day 1 is 20 minutes long; Day 2 is 30 minutes long; and Day 3 is 40 minutes long. Use the format provided.
Work Cited/Bibliography	List of references and how the research was conducted.

2022 Theme:

**"Kicking off a school year...
The first 3 days of a new school year."**

Lesson Planning

Each entry will submit 3 Lesson Planning Form (attached sheet). Each lesson plan may be up to two (2) pages long with the following information. Each lesson plan should consider the time available for each of the three days. Day 1 lesson is 20 minutes long; Day 2 lesson is 30 minutes long; and Day 3 lesson is 40 minutes long.

Title of Lesson	Provide a creative name for your lesson.
Learning Goal	Identify the learning outcome the students will take away from the lesson. The lesson is age appropriate.
Objectives	Identify the purpose of the lesson and what objectives the students will accomplish throughout the lesson. The objectives are realistic.
Materials	Identify all supplies used throughout the lesson.
Setting	Describe the classroom atmosphere and learning environment. It is suitable for the activity.
Activity	Develop a lesson activity that addresses the topic or subtopic regarding the start of the school year. The activity should be interactive, creative, and age appropriate.
Accommodations	Explain modifications to the lesson plan that could be used to differentiate the activity for a student(s) with special needs.
Assessment	The lesson plan should incorporate at least one (1) formative assessment that allows the teacher to ascertain levels of understanding.

Oral Presentation

The oral presentation may not exceed ten (ten) minutes and is delivered to evaluators. The presentation should concentrate on the PowerPoint, planning process sheet and lesson plans. The oral presentation should address the challenges of the start of the school year and the skills needed to ensure a successful year. Point out how the lesson plans address the goals and expectations for the classroom.

Explain the challenges and rationale for the project	Explain why you selected these particular goals and objectives. Identify and explain the specific concerns.
Presentation	Speak clearly with appropriate pitch, tempo, and volume. Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes if used. Use proper grammar and pronunciation.
Response to Evaluators Questions	Provide clear and concise answers to evaluators' questions regarding the project and subject matter.

LESSON PLANNING FORM

<u>Title of Lesson</u>		<u>Amount of Time</u>
<u>Learning Goal</u>		
<u>Objectives</u>		
<u>Materials</u>	<u>Setting</u>	
<u>Activity</u>		
<u>Accommodations</u>		
<u>Assessment</u>		

THE EFFECTIVE TEACHER RATING SHEET

Name: _____ School: _____

Check One Event Category: _____ Junior _____ Senior _____ Occupational

Write the appropriate rating under the "SCORE" column. Points given may range between 0 and the maximum number indicated. Where information is missing, assign a score of 0. Total points and enter under "TOTAL SCORE."

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
Planning Process: Objectives and summary are clear, concise and well-written	0-2	3-4	5-6	7-8	9-10		
Lesson Plans: Complete and well-written	0-2	3-4	5-6	7-8	9-10		
Works Cited: Complete list of resources	0-1	2	3	4	5		
POWERPOINT							
Slides address the concerns for the start of the school year	0-2	3-4	5-6	7-8	9-10		
The message is inspiring and motivational	0-1	2	3	4	5		
The challenges are clearly presented with logical and helpful tips	0-2	3-4	5-6	7-8	9-10		
Slides are visually appealing and well planned.	0-1	2	3	4	5		
LESSON PLANS							
Goal and objectives are appropriate for the age group and clearly explained	0-1	2	3	4	5		
Content is cohesive with the lesson and supports the strategy for orientation for the first days of school.	0-2	3-4	5-6	7-8	9-10		
All materials are clearly identified	0-1	2	3	4	5		
Accommodations and assessments are realistic and identifies understanding	0-1	2	3	4	5		
ORAL PRESENTATION							
Explain the challenges teachers face during the start of the school year; Slides, lesson rationale and activities	0-2	3-4	5-6	7-8	9-10		
Speaks clearly with appropriate grammar, terminology, pitch, tempo, volume and appropriate handling of notes	0-1	2	3	4	5		
Responses to 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