

TEACH AND TRAIN—Junior

Rubric

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ 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	
Career Exploration 0–5 points	0 Not included	1 Research is not current, and missing more than 3 topics	2 Research is current but from unreliable sources, missing 1–2 required topics	3 Research is current but only partially describes job or other topics	4 Research is current, appropriate for topic; from reliable sources	5 Research is current, documented correctly, and includes all six required topics	
Self Assessment 0–5 points	0 Not included	1 Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	2 Covers areas of self assessment with limited information and detail	3 Adequately addresses all areas of self assessment	4 Examined personal interests in detail, and states career value, and analyzed styles	5 Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan:</i> Planning 0–5 points	0 Shows no evidence of advance planning	1 Plan shows some consideration for audience members	2 Plan includes a rationale and shows an adequate understanding of the audience	3 Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	4 Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	5 Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<i>Lesson/Workshop Plan:</i> Organization 0–5 points	0 Shows no organization	1 Plan does not include an introduction and/or conclusion and content is difficult to follow	2 Plan includes an adequate introduction and conclusion with unorganized content	3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	5 Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/Workshop Plan:</i> Activity 0–5 points	0 No activity included	1 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to the lesson/workshop	2 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	3 Activity plans include adequate logistical and resource information. Activity is interesting	4 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	5 Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
<i>Lesson/Workshop Plan:</i> Follow Up 0–5 points	0 No follow up was done	1 Outcomes are inadequately stated. No evaluation was used	2 Outcomes are inadequately stated. An evaluation method was used, but results are not presented	3 Outcomes are measurable and complete. A single evaluation method was used and results are explained	4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Junior Rubric (continued)

Points

Evidence of Prior Presentation 0–5 points	0 No prior presentation done	1 Participant indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	2 Minimal evidence of prior presentation of the lesson/workshop plan	3 Extensive evidence of prior presentation of the lesson/workshop plan	4 Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	5 Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
Evidence of Technology Used 0–5 points	0 No technology used in lesson/workshop planning or execution	1 Technology used to develop or execute lesson/workshop not explained	2 Technology used to develop or execute lesson/workshop but not explained in portfolio	3 Technology and techniques used to develop or execute lesson/workshop are explained	4 Technology used to develop or execute lesson/workshop was explained thoroughly	5 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
Works Cited/Bibliography 0–3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not current or appropriate for project	2 Complete list of resources but inconsistent format	3 Complete alphabetical list of appropriate resources, in a consistent format			
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat and professional, correct grammar and spelling used; effective organization			

TEACH AND TRAIN

ORAL PRESENTATION							Points
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	0 No evidence of relationship to FACS	1 Minimal evidence of FACS knowledge and coursework	2 Some evidence of FACS knowledge and coursework	3 FACS knowledge and coursework is evident but not shared	4 Coursework and knowledge of the relationship to FACS is evident and shared	5 Coursework and knowledge of FACS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the 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 Initial _____

Room Consultant Initial _____

Name(s) of Participant(s) _____

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Teach and Train—Senior and Occupational Rubric (continued)

Points

TEACH AND TRAIN

Shadowing Experience 0–5 points	0 No shadowing experience done	1 Shadowing experience was done without a best practices educator	2 Shadowing experience done with a best practices educator but is documented minimally	3 Shadowing experience with a best practices educator is documented extensively	4 Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	5 Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans. The lesson/workshop plan was presented by the participant during their shadowing experience	
Evidence of Technology Used 0–5 points	0 No technology used in lesson/workshop planning or execution	1 Technology used to develop or execute lesson/workshop not explained	2 Technology used to develop or execute lesson/workshop but not explained in portfolio	3 Technology and techniques used to develop or execute lesson/workshop are explained	4 Technology used to develop or execute lesson/workshop was explained thoroughly	5 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
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Evaluator's Comments:

Evaluator Initial _____ Room Consultant Initial _____

TOTAL

(90 points possible)

TEACH AND TRAIN

Career Exploration and Self Assessment Summary Page

Name(s) of Participant _____

DIRECTIONS:

Career Exploration and Self Assessment summary should not exceed 2 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:

1. What are the education path and qualifications 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. 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 about a career in education or training appeals to you.
4. What other aspects of your self assessment have you considered?

TEACH AND TRAIN

Shadowing Reflection Summary

Name of Participant _____

DIRECTIONS:

To be completed by participants entered in the senior and occupational categories. Write a reflection on the shadowing experience of a best practice teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 2 pages in length. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings 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.

Use this outline with these headings in this order when preparing lesson.
The lesson/workshop plan may not exceed two pages in length.

1. Presenter Name
2. Lesson/Workshop Title
3. Objective(s)
4. Audience Description
5. Location of Presentation(s)
6. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			
Curriculum Standard or Corporate Strategy addressed:				
Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.				
Evaluation Methods				