



# TEACH AND TRAIN

Teach and Train is an individual event that 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.

## **Event Category**

Junior: through grade 9

Senior: Grades 10-12

Occupationally Specific: Grades 10-12

## **Eligibility**

1. Participation is open to any state/nationally affiliated FCCLA chapter member(s). Chapter should select the category that corresponds with the type course in which the participants are or have been enrolled and the category indicated on the Affiliation Form. Event categories may be changed two weeks prior to the regional meeting for a \$20 fee to pay for the cost of replacement awards. This can be done by faxing in the Change/Deletion form located in the Forms/Resource section of the guidebook. Payment must be received in the state office prior to the region meeting.
2. The chapter's entry must be a dues-paying member from a state and nationally affiliated chapter, which is submitted with a postmark on or before **November 1**. Additional members wanting to participate in Competitive Events may be affiliated online until two weeks prior to the region meeting. Forms and payment must be received at the state office by that date. If affiliation paperwork and payment is not received in the state office by the deadline, it may be brought to the Headquarters room at the region meeting prior to Competitive Event Registration. A \$50 onsite affiliation fee per member (which includes national and state dues) will be collected. The FCCLA Confirmation Receipt will then be provided.
3. The chapter advisor must submit the electronic entry forms on the Texas FCCLA website. Competitive Event Payment Invoice and payment must be mailed to Family, Career and Community Leaders of America postmarked on or before **December 1**.
4. A designated chapter member must register and attend the regional or state leadership meeting in order to officially enter the regional or state competition. Note: Participants will need to pay the conference registration fees and the Competitive Event fee.
5. A project entered in this event may not be entered in any other category of the State Competitive Events. A project may be disqualified if this occurs. The Teach and Train project must be planned and prepared only by the participant. 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.
6. 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.
7. The participant(s) must complete an in-depth project conducted during a one-year span starting July 1 and ending June 30 of the current school year preceding the regional, state or national leadership meeting.

## Procedures & Time Requirements

1. Each participant will submit a portfolio (hard copy or electronic) to the Event Chairperson at the Competitive Event Registration.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Judges will have 10 minutes to preview the portfolio (hardcopy or electronic). Participants will inform the judges of their chosen career area. The participant must make the electronic portfolio accessible to the judges.
4. The presentation of the activity **may be up to 10** minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, judges will have 5 minutes to interview the participant.
6. Judges will use the rubric to score and write comments for each participant.
7. 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.
8. The total time required for this event is approximately 30 minutes.

## General Information

1. A table will be provided. Wall space will not be provided.
2. The portfolio may be an electronic or hard copy portfolio. The judges must be able to access the hardcopy or electronic portfolio (if electronic-on computer, or as a printed handout) prior to the presentation.
3. If presenting an electronic portfolio, participants may bring an LCD projector and computer equipment needed.
4. Presentation Elements: **Allowed:** Audio, Easel(s), Props/Pointers, Visual Equipment, Visuals; **Not Allowed:** Costumes/Uniforms, File Folder, Skits
5. Disqualification will occur if:
  - The participant does not check in at the Competitive Event Registration (participants must register for meeting and for STAR/Proficiency Events)
  - Participant does not present during the designated time
  - Chapter entry is not presented
6. Rubric will be returned to the participants by mail only if a #10, standard business, self-addressed, stamped envelope is provided by the chapter during the Competitive Event Registration. Participant's & advisor's name must appear on the outside of the envelope. One envelope per team must be submitted.

## TEACH AND TRAIN SPECIFICATIONS

### HARDCOPY PORTFOLIO

The hardcopy portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the National FCCLA store, [www.fcclainc.org](http://www.fcclainc.org).

#### The binder/notebook

- A decorative and/or informative cover may be included.
  - All materials, including the divider pages and tabs, must fit within the cover.
  - Must contain no more than 35 pages:
  - 1 Project Identification Page
  - 1 Table of Contents Page
  - 1 Planning Process Summary Page
  - 0-7 divider pages
  - Up to 25 pages including:
  - Career Exploration Summary
  - Self-Assessment Document
  - Lesson or Workshop plan
  - Evidence of Use of Family and Consumer Sciences Coursework
  - Evidence of prior presentations, and
  - Works Cited/Bibliography
  - Divider pages may be tabbed and may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers; they must not include any other content.
  - All pages must be one-sided only.
  - All pages except divider pages must be 8 ½ " X 11".
- The portfolio will be turned in at Competitive Event Registration to the event chairperson.
- Decorative pages are allowed

### ELECTRONIC PORTFOLIO

- An electronic portfolio may be either a PowerPoint or an electronic document that can be viewed by the judges and event chairperson prior to the oral presentation; The portfolio needs to be in PDF format and on a USB port.
- Electronic portfolio may be up to 35 pages: or 45 slides, because slides have less content than document pages.
- One (1) Project Identification page,
- One (1) Table of Contents,
- Up to 25 content pages or 35 content slides including the documents listed below. (Career Exploration and Self Assessment Summary, Lesson/Workshop plan, Family and Consumer Sciences Coursework, Bibliography, evidence of prior presentations)
- Divider or Section slides may contain a title, a section name, graphic elements, thematic decorations and/or page numbers.

The electronic portfolio on a USB port will be turned in to the event chairperson at the Competitive Event registration. Participants assume the responsibility of providing the technology used to show the judges the project.

Project Identification Page or Slide	One slide or one 8 ½" x 11" page on plain paper; must contain participants' name, school, city, state, region and career investigated.
FCCLA Planning Process Summary Page	One 8 ½" x 11" summary page of 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
Career Exploration	Pages or slides that provide detailed research including job descriptions; duties

Summary Page	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 Summary	Pages or slides 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.
Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes.
Lesson plan or workshop plan.	<b>Planning:</b> Indicate for whom the lesson or workshop is intended and describe the audience special needs and interests in selection of this lesson. Describe desired outcomes. <b>Organization:</b> Describe the flow of the lesson or workshop including the introduction, content, and conclusion. Maintain audience attention and productive learning. Include use of technology and supplies needed. Use the lesson plan or workshop plan summary page as a guide to develop detailed lesson plans. <b>Activity:</b> Describe the activities; define the resources and supplies needed. Develop the handouts. <b>Follow Up:</b> Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Works Cited/Bibliography	Pages or slides that use the MLA citation style to cite all references. Resources used should be reliable and current.
Appearance	Portfolio must be neat, legible and professional and use correct grammar and spelling.

### SHADOWING EXPERIENCE (Senior and Occupationally Specific Categories 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 are not limited to written summaries of interviews from business, industry, agency and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience.
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### ORAL PRESENTATION

The oral presentation **may be up to** 10 minutes in length and is delivered to judges. 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 current data and show evidence of knowledge of selected career. Can be presented together.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of Portfolio and Visuals	Use portfolio to describe all phases of project. Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes. Provide a short overview of the lesson, workshops and the outcomes and evaluation.

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.
Grammar/Word Usage/ Pronunciation	Use proper grammar and pronunciation.
Responses to Judges Questions	Provide clear and concise answers to judges' questions regarding project.

Names(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. Both can be put on same page.

**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 advancement 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**  
Lesson/Workshop Plan

Use this outline with these headings in the 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.				

**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 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 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, languages, cultural values, and ethical standards of teaching/training.

6. Include other applicable observations.

[Click here to return to Table of Contents](#)