



**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.

## CAREER CLUSTER/CAREER PATHWAY

### Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

### Connection to National Standards for Family and Consumer Sciences

**4.0 Education and Early Childhood**  
Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.

### Content Standards/Competencies

- 4.1** Analyze career paths within education & related services.
- 4.3.1** Apply and Analyze a variety of curriculum and instructional models.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 30 for more information on event categories.

## ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.

3. Junior category: participants must have completed a course or unit of study in child or human development knowledge areas.  
Senior/Occupational category: 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.
4. 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.
5. While Family and Consumer Science Coursework and FCCLA leadership opportunities will provide the participant with skills for the teaching and training profession, the project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
6. The Teach and Train project must be planned and prepared by the participant(s) 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.

## PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). *The participant must make the electronic portfolio accessible to evaluators.*

4. The presentation **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, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. The evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
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.
2. The *portfolio* may be an *electronic* or *hardcopy portfolio*. The evaluators 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 equipment needed.
4. Spectators may not observe any portion of this event.
5. **Presentation Elements:**  
 Allowed: *Audio, Easel(s), Flip Chart(s), Portfolios, Props/Pointers, Visual Equipment, Visuals.*  
 Not Allowed: *Costumes/Uniforms, File Folder, Manuals, Skits.*

## 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 FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook 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*, and up to 25 *content pages* including documents listed below. *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 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

## Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or 35 content slides including the documents listed below. Divider or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*i.e. equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*.

Project Identification Page or Slide	One slide or one 8½" x 11" page on <i>plain paper</i> , which must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA Planning Process Summary Page	Two slides or 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.
Career Exploration Summary	Pages or slides 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 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 (include in Shadowing Experience for Senior and Occupational).
Lesson Plan or Workshop Plan	<p><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.</p> <p><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.</p> <p><b>Activity:</b> Describe the activity(s), define <i>resources</i> and supplies needed. Develop the handouts.</p> <p><b>Follow Up:</b> Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.</p>
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Works Cited/Bibliography	Use the MLA or APA citation style to cite all references. Resources used should be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

## Teach and Train Specifications (continued)

### 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 (include above Evidence of Prior Presentations).
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### Oral Presentation

The oral presentation **may be up to** 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 current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the 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 Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# STAR Events Point Summary Form

## TEACH AND TRAIN



**TEACH AND TRAIN**

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend	<b>5</b> The individual attended	
<b>Hardcopy Portfolio</b> 0–1 points <i>OR</i> <b>Electronic Portfolio</b> 0–1 points	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–1 points	<b>0</b> Portfolio exceeds the page limit/not all required pages are present or completed correctly	<b>1</b> Portfolio contains no more than 35 single-sided pages or 45 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides • Evidence of prior presentation	
<b>Project Identification Page</b> 0–2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of evaluators

\_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

**ROOM CONSULTANT TOTAL**

(10 points possible)

**AVERAGE EVALUATOR SCORE**

(90 points possible)

**FINAL SCORE**

(Average Evaluator Score plus Room Consultant Total)


**RATING ACHIEVED** (circle one)    **Gold:** 90–100    **Silver:** 70–89.99    **Bronze:** 1–69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



# TEACH AND TRAIN—Junior

## Rubric



TEACH AND TRAIN

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<b>Evidence of Prior Presentation</b> 0–5 points	<b>0</b> No prior presentation done	<b>1</b> Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	<b>2</b> Minimal evidence of prior presentation of the lesson/workshop plan	<b>3</b> Extensive evidence of prior presentation of the lesson/workshop plan	<b>4</b> Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed.	<b>5</b> Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
<b>Lesson/Workshop Plan: Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes a rationale and shows an adequate understanding of the audience	<b>3</b> Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> 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	
<b>Lesson/Workshop Plan: Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> 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	

# Teach and Train—Junior Rubric (continued)

Points

TEACH AND TRAIN

<i>Lesson/ Workshop Plan: Follow Up</i> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> 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	
<b>Evidence of Technology Used</b> 0–5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but incorrect style	<b>3</b> Complete list of appropriate resources, in a MLA or APA style			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat and professional, correct grammar and spelling used; effective organization			

ORAL PRESENTATION							Points
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship to FACS	<b>1</b> Minimal evidence of FACS knowledge and coursework	<b>2</b> Some evidence of FACS knowledge and coursework	<b>3</b> FACS knowledge and coursework is evident but not shared	<b>4</b> Coursework and knowledge of the relationship to FACS is evident and shared	<b>5</b> Coursework and knowledge of FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/ Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_

**TOTAL**  
(90 points possible)

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

<b>PORTFOLIO</b>							<b>Points</b>
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan:</i> <b>Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes a rationale and shows an adequate understanding of the audience	<b>3</b> Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> 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> <b>Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> 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> <b>Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting.	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> 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> <b>Follow Up</b> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> 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—Senior and Occupational Rubric (continued)

Points

TEACH AND TRAIN

<b>Shadowing Experience</b> 0–5 points	<b>0</b> No shadowing experience done	<b>1</b> Shadowing experience was done without a best practices educator	<b>2</b> Shadowing experience done with a best practices educator but is documented minimally	<b>3</b> Shadowing experience with a best practices educator is documented extensively	<b>4</b> Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	<b>5</b> 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	
<b>Evidence of Technology Used</b> 0–5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but incorrect style	<b>3</b> Complete list of appropriate resources, in a MLA or APA style			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat and professional, correct grammar and spelling used; effective organization			

## ORAL PRESENTATION

<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship to FACS	<b>1</b> Minimal evidence of FACS knowledge and coursework	<b>2</b> Some evidence of FACS knowledge and coursework	<b>3</b> FACS knowledge and coursework is evident but not shared	<b>4</b> Coursework and knowledge of the relationship to FACS is evident and shared	<b>5</b> Coursework and knowledge of FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:** Evaluator Initial \_\_\_\_\_ Room Consultant Initial \_\_\_\_\_

**TOTAL**  
(90 points possible)

## TEACH AND TRAIN

### Career Exploration and Self Assessment Summary Page

Name 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 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

### Senior and Occupational

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

#### **DIRECTIONS:**

Write a reflection on the shadowing experience of a best practices 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.

**III. Document evidence of prior presentations, including outcomes.**

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				