

FUTURE FCS EDUCATOR

Future FCS Educator, an individual state competitive event, recognizes participants who demonstrate their ability to explore and experience the Family and Consumer Sciences Educator career. Participants will prepare a portfolio and oral presentation.

2017 Event Sponsor

Colorado State University



CAREER CLUSTER/ PATHWAY

- ◆ Education and Training

EVENT CATEGORIES

Senior: grades 10—12

Occupational: grades 10 – 12

EVENT PROCEDURE & TIME REQUIREMENTS

1. Participants will attend a required Orientation Meeting at a time and place designated prior to the event.
2. Participants will have 5 minutes to setup the event. Other persons may not assist.
3. Evaluators will have 10 minutes to preview the portfolio before the presentation begins, during the participant setup time.
4. The oral presentation may be up to 10 minutes. A one-minute warning will be given at the 9 minute mark. Participants will be stopped at 10 minutes. The total presentation may not be pre-recorded.
5. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation. Visual equipment, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participants.
7. Evaluators will have up 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Event Setup Time	Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Electrical Access	Total Time
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes, prior to presentation	10 minutes	5 minutes	None	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual Equipment	Visuals
X	X	X			X	X	X	X	X

Hardcopy Portfolio

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a 3-ring red or white binder. A decorative and/or informative cover maybe included. All materials, including the content divider pages and tabs, must fit within the cover, be one-sided, and may not contain more than 34 pages. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

Electronic Portfolio

An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e. equipment, files, projectors, screens, and 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. Portfolio may not exceed 45 slides, as described below.

1- 8½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper or slide</i> , with no graphics or decorations; must include participant's name, chapter name, school, city state, FCCLA national region event name and project title
1- 8½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio in the order in which the parts appear.
1-8 1/2"x11" page or 2 slides	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.
0-6	Content Divider Pages or sections	Use up to 6 content diver/sections pages or slides. Content diver/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.
Project Content/Components		
Up to 25 8½" x 11" Pages or 35 slides	Self-Interest Statement	Provide a 2-3 paragraph reflection on the reasons for your interest in advocating for or becoming a Future FACS Educator. Be sure to include: <ol style="list-style-type: none"> Who or what has inspired you to advocate for OR consider FCS teaching as a future career? Through your career research, what evidence supports the need in this career area? What excites you about this career choice?
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.
	Advocating for FACS Educator Lesson Plan-Use the FCS Lesson Planning Template	<p>Teach a minimum of 30 minute lesson to your peers in a FCS class or at a FCCLA chapter gathering to advocate for the profession of FCS teaching. The lesson plan should include:</p> <p>Planning: Indicate for whom the lesson or workshop is intended and describe the <i>audience</i> special needs and interests in selection of this lesson. Describe desired outcomes. Explain the teaching method utilized, why they were chosen, and hot these methods will you achieve the desired outcome.</p> <p>Organization/ Presentation: Describe the flow of the lesson or workshop including the introduction, <i>content</i>, and conclusion. Maintain <i>audience</i> attention and productive learning. The lesson should include a hands-on activity related to one of the FCS content areas (ex. Child Development, Nutrition and Wellness, Fashion Merchandising, Interior Design, etc.). <i>Technology should be utilized as well.</i> (Continued on next page)</p>

Project Content/Components (Continued)

Up to 25 8½" x 11" pages or 35 slides for all components	Advocating for FACS Educator Lesson Plan (Continued)-Use the FCS Lesson Planning Template	<p>Activity/ Audience Engagement: Describe the hands-on activity (s) used to engage audience including <i>resources</i> and supplies needed. Develop the handouts.</p> <p>Reflection: Include a reflection on and evaluation of the lesson or workshop including ways to improve the content and/ or delivery.</p>
	Social Media Advocacy	Post photos and a summary of your effort to advocate for FACS Education through a social media platform (ex. Facebook, school or district website, Pinterest, FCCLA chapter website, blog, etc.). Provide evidence of your social media presence. Be creative so viewers will be drawn to the information.
	Work Cited/ Bibliography	Use MLA or APA citation style to cite all references. Resources should be reliable and current.
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

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 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 the FACS Education Career	Present current data and show evidence of knowledge of Family and Consumer Sciences Educator career.
Use of Portfolio and Visuals	Use portfolio to describe all phases of the projects.
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 Evaluators Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

FUTURE FCS EDUCATOR POINT SUMMARY ---

Name of Participant _____
 Chapter _____ Category _____

DIRECTIONS

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 participant together. Please do **NOT** staple.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Consultant or Colorado FCCLA Staff if there are any questions regarding the evaluation process.

Event Consultant Check			Points
Orientation <i>0 or 2 points</i>	0 Did not attend	1 Attended orientation	
Punctuality <i>0 or 1 point</i>	0 Participant was late for presentation	1 Participant was on time for presentation	
Portfolio <i>0 or 2 point</i>	0 Portfolio is not in order or does not meet requirements	1 Portfolio is in order but does not meet requirements	2 Portfolio is in order and meets requirements

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____ divided by number of evaluators
 _____ = **Average Evaluator Score**

Event Consultant Total
(4 points possible)

Average Evaluator Score
(96 points possible)

Final Score
(Average Evaluator Score plus
Room Consultant Total)

VERIFICATION OF FINAL SCORE AND RATING

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Event Consultant _____

FUTURE FCS EDUCATOR RUBRIC

Name of Participant _____
 Chapter _____ Category _____

	Portfolio						Points
FCCLA Planning Process Summary Page <i>0-5 points</i>	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 steps are summarized	4 Evidence that Planning Process was used to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Self Interest Statement <i>0-5 points</i>	0 Not included	1 Missing analysis of inspiration, career research/support of need, and what excites student about career	2 Missing analysis of two of the topics: inspiration, career research/support or what excites student about career	3-4 Statement has covered the three topics in minimal detail	5 Self Interest Statement thoroughly and clearly addresses inspiration, career research/support and what excites student about career		
Evidence of Career Research <i>0-10 points</i>	0 No evidence provided	1-2 Some research done but incomplete information	3-4 Research is current but from unreliable sources	5-6 Research is current but only partially describes the job description	7-8 Research is current, appropriate for topic, from reliable sources	9-10 Research is complete, current from reliable sources, documented correctly, and appropriate for topic	
Career Planning <i>0-10 points</i>	1-2 Briefly explained career goals	1-2 Briefly explained career goals	3-4 Limited examples of coursework as it relates to FCS Educator career choice	5-6 Brief explanation, limited evidence of how coursework will be used in selected career	7-8 States career goal (s) that includes plan for education/ training and other activities for achieving goals	9-10 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Lesson Plan: Planning <i>0-10 points</i>	0 Shows no evidence of planning	1-2 Plan shows some consideration for audience	3-4 Plan shows adequate understanding of the audience	5-6 Plan includes an objective/ purpose, uses creative teaching methods and shows understanding of the audience	7-8 Plan includes an objective/ purpose and creative teaching methods, shows understanding of audience and indicates a connection to FCS curriculum	9-10 Plan includes an objective/ purpose and creative teaching methods, shows understanding of the audience, and completely connects the lesson to FCS curriculum	
Lesson Plan: Organization <i>0-5 points</i>	0 Shows no organization	1 Plan does not include an introduction and/ or conclusion and content is hard to follow	2 Plan includes a solid introduction and conclusion, with unorganized content	3 Plan includes a solid introduction and conclusion, but the content is unorganized. Includes some use of technology	4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	5 Plan includes creative methods, well-placed content and activities. Shows superb effort to advocate for FCS Education as a career. Includes effective use of technology	
Lesson Plan: Activity <i>0-5 points</i>	0 No activity included	1 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson	2 Activity plans include some steps and resource information. Creativity is lacking and does not tie to lesson	3 Activity plans include adequate logistical and resource information. Activity is interesting	4 Activity plans include adequate logistical and resource information. Activity is interesting	5 Activity plans include logistical information and an extensive list of resources Activity is creative, interesting, and would engage students	

Portfolio Continued Future FCS Educator							Points
Lesson Plan Reflection <i>0-5 points</i>	0 No reflection/ evaluation was completed	1 Reflection lacks thought and no evaluation was used	2 An evaluation method was used but the results are not explained well	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 measureable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	
Social Media Advocacy <i>0-3 points</i>	0 Not provided	1 Social Media presence is mentioned but evidence is minimal, with few photos or post that demonstrate FCS Educator advocacy efforts	2 Social Media Advocacy plan is present, and evidence is present, including photos and adequate summary of FCS Educator advocacy efforts	3 Social Media Advocacy evidence is present, including interesting photos and a summary that strongly demonstrates FCS Educator advocacy efforts. Use of social media is creative, and draws in viewers			
Works Cited/ Bibliography <i>0-3 points</i>	0 No resources listed	1 Resources are incomplete, not current or not reliable for project	2 Reliable resources but incorrect style	3 Complete list of current and reliable resources, in MLA or APA style			
Appearance <i>0-3 points</i>	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information.			
Oral Presentation							Points
Organization and Delivery <i>0-10 points</i>	0 Presentation is not done and doesn't cover elements	1-2 Presentation covers some topic elements	3-4 Covers all topic elements with minimal information	5-6 Presentation covers all topic elements but does not explain project well	7-8 Presentation covers elements well but does not flow well	9-10 Presentation covers all information well and the presentation flows seamlessly and with logical delivery	
Knowledge of FACS Education Career <i>0-5 points</i>	0-1 No knowledge exhibited	2 Minimal knowledge exhibited	3 Some evidence of knowledge. Knowledge is evident but not included	4 Knowledge is evident and shared minimally throughout presentation		5 Knowledge is evident and shared extensively in presentation	
Use of Portfolio and Visuals <i>0-3 points</i>	0 Portfolio is not used during presentation	1 Portfolio is used a limited amount of speaking time	2 Portfolio is used during presentation		3 Presentation moves seamlessly between portfolio and oral presentation		
Voice <i>0-3 points</i>	0 No voice qualities are used effectively	1 Some voice qualities are used in presentation	2 Voice quality is adequate.		3 Voice quality is pleasing and easy to listen to		
Body Language and Clothing Choice <i>0-3 points</i>	0 Shows nervousness and inappropriate clothing choice	1 Body language shows nervousness and/or clothing choices detract from presentation	2 Body language shows minimal nervousness and appropriate clothing choices		3 Body language and clothing choice enhance presentation		
Grammar/Word Choice/ Pronunciation <i>0-3 points</i>	0 Extensive errors; more than 5 errors	1 Some (3-4) errors	2 Few (1-2) errors		3 Presentation has no grammar or pronunciation errors		
Response to evaluator's questions <i>0-5 points</i>	0 Did not answer evaluator's questions	1 Unable to answer some questions	2 Responded to questions but with some inaccuracy or unease	3 Responded adequately to all questions	4-5 Responses to questions were appropriate and given without hesitation		

Additional Comments:

Total Score (Maximum 96):

Final Score:

Evaluator Initial _____

Consultant Initial _____

FCS LESSON PLAN WORKSHEET

Name of Participant _____

Chapter _____ Category _____

Title: _____

School: _____ Grade Level: _____ FCS Area: _____

Lesson Idea/Topic and Relevance:	
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What are you going to teach? Why are you going to teach this topic?

Planning:

Organization:

Activity: