

TEACH OR TRAIN

TEACH OR 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. Levels 2 and 3 & 4 participants will also complete a shadowing experience of a “best practices” educator.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 11 prior to event planning and preparation.
2. The project developed for the Teach or Train event does not have to relate to a Family and Consumer Sciences curriculum area.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

*See page 7 for more information on event levels.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED

Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■		■	■	■		■	■

TEACH OR TRAIN COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> (<i>hardcopy</i> or electronic) during the participants set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3 minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

TEACH OR TRAIN SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
Hardcopy Portfolio	The <i>portfolio</i> 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 obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one-sided and may not exceed 44 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
Electronic Portfolio	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 57 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1– 8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize 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.		
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–7 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 7 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

TEACH OR TRAIN SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Lesson/Workshop	Create 1 lesson or workshop plan	Create 2 related lesson or workshop plans. The second lesson/workshop must build upon the presented information and skills learned in the first lesson/workshop.	Create 3 related lesson or workshop plans. The second and third lessons/workshops must build upon the presented information and skills learned in the first lesson/workshop.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 34 8 ½" x 11" pages or 44 slides	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.		
	Lesson/Workshop Plan: Planning	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.		
	Lesson/Workshop Plan: Organization	List all materials needed and describe the instructional strategies used to implement the lesson.		
	Lesson/Workshop Plan: Activities	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.		
	Lesson/Workshop Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.		
	Lesson/Workshop Plan: Other Resources	Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable.		
	Lesson/Workshop Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.		
	Evidence of Prior Presentation	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. indicate the lesson or workshop was presented and the outcomes, including improvement methods. Minimum of one presentation required.		
	Evidence of Technology Used	Explain and provide evidence of how <i>technology</i> enhanced the lesson or workshop planning and execution.		
	Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

TEACH OR TRAIN SPECIFICATIONS (CONTINUED)

SHADOWING EXPERIENCE	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Best Practices Educator Shadowing		<p>Document experience of shadowing and interviewing an educator who is competent and <i>professionally</i> excellent in selected career field. This can include in-person or virtual experiences.</p> <p>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 organization personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the <i>portfolio content pages</i>.</p>	

PRESENTATION FORMAT	
Oral Presentation	<p>The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i>, with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i>, materials, supplies and/or equipment to demonstrate how to carry out the project.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
Knowledge of Teaching or Training	Demonstrate thorough research and knowledge of teaching or training.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	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, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

TEACH OR TRAIN

Resources

A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [Career Exploration and Self-Assessment Summary Page Instructions](#)
- [Shadowing Reflection Summary Instructions](#)
- [Teach or Train Lesson Plan Template](#)

National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
 - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
 - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

TEACH OR TRAIN

STAR EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ State: _____ Team #: _____ Station #: _____ Level: _____

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, write “No Show” across the top and return with other forms. Do NOT change *team* or station 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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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 staple all items related to the presentation together.
5. 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 Consultant.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition(s) 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only) 0 No 1 Yes		
Event Online Orientation Form 0 or 1 points	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
Hardcopy Portfolio 0 or 1 point OR Electronic Portfolio 0 or 1 point	0 Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	0 Portfolio exceeds the page limit	1 At least 2 errors 2 1 error 3 no errors Portfolio is completed correctly and does not exceed 44 single-sided pages or 57 slides, including: <ul style="list-style-type: none"> • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 7 Content Divider Pages or slides • Up to 34 content pages or 46 content slides 	
Punctuality 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
Dress Code 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		AVERAGE EVALUATOR SCORE
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	FINAL SCORE (Average Evaluator Score plus Room Consultant Score)	

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

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

TEACH OR TRAIN LEVEL 1 RUBRIC

Participant Name: _____
 Chapter: _____ State: _____ Team #: _____ Station #: _____ Level: _____

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Career Exploration 0–5 points	0 No evidence of career research	1 2 Career research poorly detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	3 Career research loosely detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	4 Career research detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	5 Career research well detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	
Self–Assessment 0–5 points	0 No evidence of self– assessment	1 2 Self–assessment poorly detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	3 Self–assessment loosely detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	4 Self–assessment detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	5 Self–assessment well detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	
Lesson/Workshop Plan: Planning 0–6 points	0 Not evident	1 2 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	3 4 Lesson Plan generally meets all Planning criteria. (See specifications)	5 Lesson Plan meets all Planning criteria. (See specifications)	6 Lesson Plan clearly meets all Planning criteria. (See specifications)	
Lesson/Workshop Plan: Organization 0–5 points	0 Not included	1 2 Materials and strategies for lesson implementation poorly detailed	3 Materials and strategies for lesson implementation generally detailed	4 Materials and strategies for lesson implementation detailed	5 Materials and strategies for lesson implementation well detailed	
Lesson/Workshop Plan: Activities 0–7 points	0 No activities included	1 2 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	3 4 Activity plans include adequate logistical and resource information. Activity is interesting	5 6 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	7 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	
Lesson/Workshop Plan: Assessment 0–5 points	0 Not included	1 2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident. Plan for improvement loosely detailed	4 Assessment method(s) evident. Plan for improvement detailed	5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Lesson/Workshop Plan: Other Resources 0–5 points	0 No resources developed	1 2 Resources for lesson plan poorly developed or not included	3 Resources for lesson plan generally developed and included	4 Resources for lesson plan developed and included	5 Resources for lesson plan well developed and included	
Evidence of Prior Presentation 0–5 points	0 No documented evidence of prior presentation	1 2 Evidence of prior presentation documented. Outcomes and improvement methods poorly detailed	3 Evidence of prior presentation documented. Outcomes and improvement methods loosely detailed	4 Evidence of prior presentation documented. Outcomes and improvement methods detailed	5 Evidence of prior presentation well documented. Outcomes and improvement methods well detailed	
Evidence of Technology Used 0–3 points	0 Role of technology not evident	1 Role of technology included	2 Role of technology included	3 Role of technology well detailed		
Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

TEACH OR TRAIN LEVEL 1 RUBRIC (CONTINUED)

Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 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 Teaching or Training 0–3 points	0 Knowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	2 Knowledge of teaching or training is evident and used in the presentation	3 Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/Standards 0–3 points	0 No evidence of relationship between FCS coursework and project	1 Limited evidence of relationship between FCS coursework and project	2 Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework and project		
Use of Portfolio and visuals During Presentation 0–3 points	0 Portfolio not used during presentation	1 Portfolio used minimally during presentation OR was used to limited amount of speaking time	2 Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
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 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

TEACH OR TRAIN LEVEL 2 RUBRIC

Participant Name: _____
 Chapter: _____ State: _____ Team #: _____ Station #: _____ Level: _____

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Career Exploration 0–5 points	0 No evidence of career research	1 2 Career research poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	3 Career research loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	4 Career research detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Career research well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
Self-Assessment 0–5 points	0 No evidence of self-assessment	1 2 Self-assessment poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	3 Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	4 Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Self-assessment well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
Lesson/Workshop Plan: Planning 0–5 points	0 Not evident	1 2 Planning portion of Lesson Plans unclear or does not meet criteria. (See specifications)	3 Lesson Plans generally meets all Planning criteria. (See specifications)	4 Lesson Plans meets all Planning criteria. (See specifications)	5 Lesson Plans clearly meets all Planning criteria. (See specifications)	
Lesson/Workshop Plan: Organization 0–5 points	0 Not included	1 2 Materials and strategies for lessons implementation poorly detailed	3 Materials and strategies for lessons implementation generally detailed	4 Materials and strategies for lessons implementation detailed	5 Materials and strategies for lessons implementation well detailed	
Lesson/Workshop Plan: Activities 0–5 points	0 No activities included	1 2 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	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	
Lesson/Workshop Plan: Assessment 0–5 points	0 Not included	1 2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident. Plan for improvement loosely detailed	4 Assessment method(s) evident. Plan for improvement detailed	5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Lesson/Workshop Plan: Other Resources 0–5 points	0 No resources developed	1 2 Resources for lesson plans poorly developed or not included	3 Resources for lesson plans generally developed and included	4 Resources for lesson plans developed and included	5 Resources for lesson plans well developed and included	
Evidence of Prior Presentation 0–4 points	0 No documented evidence of prior presentations	1 2 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed	3 Evidence of prior presentations documented. Outcomes and improvement methods detailed	4 Evidence of prior presentations well documented. Outcomes and improvement methods well detailed	
Evidence of Technology Used 0–3 points	0 Role of technology not evident	1 Role of technology poorly detailed	2 Role of technology included	3 Role of technology well detailed		
Works Cited/Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

TEACH OR TRAIN LEVEL 2 RUBRIC (CONTINUED)

Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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SHADOWING EXPERIENCE						POINTS
Best Practices Educator Shadowing 0–4 points	0 No documented shadowing experience	1 Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	2 Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	3 Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	4 Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 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 Teaching or Training 0–3 points	0 Knowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	2 Knowledge of teaching or training is evident and used in the presentation	3 Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/Standards 0–3 points	0 No evidence of relationship between FCS coursework and project. National Program not identified	1 Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and explained well		
Use of Portfolio and visuals During Presentation 0–3 points	0 Portfolio not used during presentation	1 Portfolio used minimally during presentation OR was used to limited amount of speaking time	2 Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice–pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
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 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:					TOTAL (92 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

TEACH OR TRAIN LEVELS 3 & 4 RUBRIC

Participant Name: _____
 Chapter: _____ State: _____ Team #: _____ Station #: _____ Level: _____

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Career Exploration 0–5 points	0 No evidence of career research	1 2 Career research poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	3 Career research loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	4 Career research detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Career research well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
Self-Assessment 0–5 points	0 No evidence of self-assessment	1 2 Self-assessment poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	3 Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	4 Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Self-assessment well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
Lesson/Workshop Plan: Planning 0–5 points	0 Not evident	1 2 Planning portion of Lesson Plans unclear or does not meet criteria. (See specifications)	3 Lesson Plans generally meets all Planning criteria. (See specifications)	4 Lesson Plans meets all Planning criteria. (See specifications)	5 Lesson Plans clearly meets all Planning criteria. (See specifications)	
Lesson/Workshop Plan: Organization 0–5 points	0 Not included	1 2 Materials and strategies for lessons implementation poorly detailed	3 Materials and strategies for lessons implementation generally detailed	4 Materials and strategies for lessons implementation detailed	5 Materials and strategies for lessons implementation well detailed	
Lesson/Workshop Plan: Activities 0–5 points	0 No activities included	1 2 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	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	
Lesson/Workshop Plan: Assessment 0–5 points	0 Not included	1 2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident. Plan for improvement loosely detailed	4 Assessment method(s) evident. Plan for improvement detailed	5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Lesson/Workshop Plan: Other Resources 0–5 points	0 No resources developed	1 2 Resources for lesson plans poorly developed or not included	3 Resources for lesson plans generally developed and included	4 Resources for lesson plans developed and included	5 Resources for lesson plans well developed and included	
Evidence of Prior Presentation 0–4 points	0 No documented evidence of prior presentations	1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed	3 Evidence of prior presentations documented. Outcomes and improvement methods detailed	4 Evidence of prior presentations well documented. Outcomes and improvement methods well detailed	
Evidence of Technology Used 0–3 points	0 Role of technology not evident	1 Role of technology poorly detailed	2 Role of technology included	3 Role of technology well detailed		
Works Cited/Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

TEACH OR TRAIN LEVELS 3 & 4 RUBRIC (CONTINUED)

Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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SHADOWING EXPERIENCE						POINTS
Best Practices Educator Shadowing 0–4 points	0 No documented shadowing experience	1 Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	2 Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	3 Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	4 Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 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 Teaching or Training 0–3 points	0 Knowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	2 Knowledge of teaching or training is evident and used in the presentation	3 Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/Standards 0–3 points	0 No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	1 Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio and visuals During Presentation 0–3 points	0 Portfolio not used during presentation	1 Portfolio used minimally during presentation OR was used to limited amount of speaking time	2 Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
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 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	