TEACHING STRATEGIES

Piloting 2023-2024 Only Offered in Selected States
(Arizona, Georgia, Indiana, Michigan, Oklahoma)

TEACHING STRATEGIES

An individual event recognizing participant(s) who exhibit knowledge, expertise and competency in incorporating research–based teaching strategies into an original Lesson Plan Activity for any grade level and content area. Participant(s) must prepare a portfolio and a resource container to justify their teaching strategy selections through an in–person role–play where the participant acts as the teacher and the evaluator acts as the student.

ELIGIBILITY & GENERAL INFORMATION

15. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
16. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
17. 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 and must be the work of the participant(s) only.
18. National Leadership Conference 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).**
19. 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	Teaching Strategy Summary, Lesson Plan(s), Project Components, Resource Container 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**
■	■		■	■	■	■	■	■

TEACHING STRATEGIES
PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4
Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.		
Room Consultant will check the resource container for the Lesson Plan Activity.		
5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.	
20 minutes	The presentation may be up to 20 minutes in length. A 1–minute warning will be given at 19 minutes. The participant will be stopped at 20 minutes. The oral presentation is a time for the participant(s), in the role of the teacher, to present one activity from the prepared lesson plan to the evaluators, in the role of the students. The presentation is intended to be a role–play, rather than a traditional presentation. Evaluators are able to interact and engage with the participant and are allowed to take items from the participant including technology, handouts, etc.	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project.	
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.	
Total Time: 35 Minutes		

TEACHING STRATEGIES
SPECIFICATIONS

PORTFOLIO FORMAT	
Hardcopy Portfolio	The 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 obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one–sided and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. 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, 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 47 slides, as described below.

SPECIFICATIONS		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, but cannot be larger.	
1– 8 ½" 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 ½" x 11" 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.	
1– 8 ½" x 11" page or 1 slide	**Evidence of Online Summary Form Submission**	Complete the Online Project Summary Form located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *portfolio*.	
0–4 Content Divider/section pages or slides	**Content Divider Pages or sections**	Use 0 to 4 Content Divider/section pages or slides. Content Divider/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.	

Up to 37 8 ½" x 11" pages or 48 slides	**Lesson Plan**	Use the template provided to develop an original lesson plan incorporating 2 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted.	Use the template provided to develop an original lesson plan incorporating 3 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted.
	Lesson Plan: Planning	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.	
	Lesson Plan: Organization	List all materials needed and describe the instructional strategies used to implement the lesson.	
	Lesson Plan: Activities	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.	
	Lesson Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.	
	Lesson Plan: Other Resources	Develop resources needed to implement the lesson (handouts, etc.) and include them in resource container as applicable. Technology can be used as other resources and evaluators can interact with any technology presented.	
	Lesson Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.	
	Teaching Strategies Summary	Develop a research–based summary outlining the effectiveness of both of the selected teaching strategies and how to implement them in the classroom. Summary should not exceed 2 pages or 4 slides.	Develop a research–based summary outlining the effectiveness of 3 of the 3 selected teaching strategies and how to implement them in the classroom. Summary should not exceed 3 pages or 6 slides.
	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources should be reliable and current.	

PRESENTATION FORMAT

Lesson Plan Activity and Presentation	Participants will deliver a Lesson Plan Activity, which may not exceed 20 minutes in length, to evaluators. The Lesson Plan Activity should highlight the selected research–based teaching strategies encouraging learning as the central focus of the lesson plan. The presentation may not be prerecorded. Only the materials and supplies in the participant's resource container may be used to complete the Lesson Plan Activity. Presentation Equipment is allowed for Lesson Plan Activity Presentation. Visuals are limited to the contents of the resource container and any software needed for the Lesson Plan Activity Presentation.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Introduction	Express directions, instructions and objectives with clarity.	
Lesson Plan Activity	Present 1 Lesson Plan Activity highlighting the 2 selected researched–based teaching strategies.	Present 1 Lesson Plan Activity highlighting 4 of the 4 selected researched–based teaching strategies.
Knowledge of Teaching Strategy	Demonstrate knowledge of the 2 selected researched–based teaching strategies.	Demonstrate knowledge of the 4 selected researched–based teaching strategies.
Application of Teaching Strategy	Demonstrate effective application of the 2 selected researched–based teaching strategies.	Demonstrate effective application of 4 of the 4 selected researched–based teaching strategies.
Use of Resource Materials & Supplies	Detail use of creativity, safety and variety while completing Lesson Plan Activity.	
Wrap–up	Reinforce lesson objective with appropriate summary.	

TEACHING STRATEGIES
SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Presentation Skills	The Lesson Plan Activity may be up to 20 minutes in length. Participants must present the Lesson Plan Activity to evaluators as a demonstration rather than an explanation.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver lesson plan in an organized, sequential manner; concisely and thoroughly present condensed activity in accordance with time requirements.	
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.	

PRESENTATION FORMAT	
Resource Container	The resource container is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Participants may determine the specific materials and necessary quantities used for Lesson Plan Activity. Types and quantities of materials are limited only by the size of the container. Participant may access Internet resources during planning time, but internet will not be provided.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high.	

TEACHING STRATEGIES
Resources

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

- Lesson Plan Template

- FCCLA Planning Process

- Work Cited Citation Guide

National Leadership Conference Resources

- Confirm STAR Events Instructions
  - o **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
  - o **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.

TEACHING STRATEGIES

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** **2** **3** **2 or more errors 1 error no errors** Portfolio is completed correctly and does not exceed 45 single–sided pages or 53 slides, including: • 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 4 Content Divider Pages or slides • Up to 37 content pages or 48 content slides (Additional pages for materials (handouts, PowerPoints, etc.) is permitted.)	
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*	**FINAL SCORE**	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
_____	*Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)*	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: _____

TEACHING STRATEGIES
LEVEL 2 RUBRIC

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	
Lesson Plan 0–5 points	**0** Lesson plan with teaching strategies not included	**1 2** Original lesson plan uses the provided worksheet but incorporates less than 2 researched–based teaching strategies	**3** Original lesson plan uses the provided worksheet to generally incorporate 2 researched–based teaching strategies	**4** Original lesson plan uses the provided worksheet to incorporate 2 researched–based teaching strategies	**5** Original lesson plan uses the provided worksheet, clearly incorporates 2 researched–based teaching strategies	
Lesson Plan: Planning 0–3 points	**0** Not evident	**1** Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	**2** Lesson Plan generally meets all Planning criteria. (See specifications)	**3** Lesson Plan clearly meets all Planning criteria. (See specifications)		
Lesson Plan: Organization 0–3 points	**0** Not included	**1** Materials and strategies for lesson implementation poorly detailed	**2** Materials and strategies for lesson implementation generally detailed	**3** Materials and strategies for lesson implementation well detailed		
Lesson Plan: Activities 0–3 points	**0** No activities prepared	**1** Selected activities do not support lesson plan or are poorly detailed	**2** 1–3 activities selected support lesson plan and are detailed	**3** 1–3 activities selected clearly support lesson plan and are well detailed		
Lesson Plan: Assessment 0–3 points	**0** Not included	**1** Assessment method(s) unclear or improvement plan poorly detailed	**2** Assessment method(s) generally evident. Plan for improvement detailed	**3** Assessment method(s) clearly evident. Plan for improvement well detailed		
Lesson Plan: Other Resources 0–3 points	**0** No resources developed	**1** Resources for lesson plan poorly developed or not included in resource container	**2** Resources for lesson plan generally developed and included in resource container	**3** Resources for lesson plan well developed and included in resource container		
Lesson Plan: Sources, Notes & Documentation 0–3 points	**0** Not included	**1** Citation for specific lesson plan materials and notes poorly detailed	**2** Citation for specific lesson plan materials and notes generally detailed	**3** Citation for specific lesson plan materials and notes well detailed		
Teaching Strategies Summary 0–5 points	**0** No summary included	**1 2** Summary includes less than 2 of the 2 research–based teaching strategies or classroom implementation strategies unclear. Exceeds 2 pages	**3** Summary generally outlines the effectiveness for 2 of the 2 research–based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	**4** Summary outlines the effectiveness for 2 of the 2 research–based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	**5** Summary clearly outlines the effectiveness for 2 of the 2 research–based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 2 pages	
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)		

LESSON PLAN ACTIVITY AND PRESENTATION					POINTS
Introduction 0–5 points	**0** No explanation	**1 2** Directions, instructions and objectives unclear	**3** Directions, instructions and objectives mostly explained	**4** Directions, instructions and objectives explained	**5** Directions, instructions and objectives clearly explained	

	0	1 2	3	4	5	
Lesson Plan Activity 0–5 points	No lesson plan or teaching strategies included	Lesson plan incomplete or less than 2 of the 2 research–based teaching strategies presented	1 lesson plan presented, may be incomplete. 2 of the 2 selected research–based teaching strategies generally detailed	1 complete lesson plan presented. 2 of the 2 selected research–based teaching strategies detailed	1 complete lesson plan presented. 2 of the 2 selected research–based teaching strategies well detailed	
Knowledge of Teaching Strategy 0–5 points	No teaching strategies included	Demonstrated knowledge unclear or less than 2 of the 2 researched–based teaching strategies included	Demonstrated knowledge for 2 of the 2 selected researched–based teaching strategies generally evident	Demonstrated knowledge for 2 of the 2 selected researched–based teaching strategies evident	Demonstrated knowledge for 2 of the 2 selected researched–based teaching strategies clearly evident	
Application of Teaching Strategy 0–5 points	No teaching strategies included	Demonstrated application unclear or less than 2 of the 2 researched–based teaching strategies included	Demonstrated application for 2 of the 2 selected researched–based teaching strategies generally evident	Demonstrated application for 2 of the 2 selected researched–based teaching strategies evident	Demonstrated application for 2 of the 2 selected researched–based teaching strategies clearly evident	
Use of Resource Materials & Supplies 0–5 points	Not evident	Creativity, safety and variety while completing activity plan unclear	Creativity, safety and variety while completing activity plan generally evident	Creativity, safety and variety while completing activity plan evident	Creativity, safety and variety while completing activity plan clearly evident	
Wrap–up 0–5 points	Objectives not reinforced or summarized	Objectives poorly reinforced or not summarized well	Objectives generally reinforced and mostly summarized	Objectives reinforced and summarized	Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
	0	1	2	3		
Voice 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
	0	1	2			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
	0	1	2	3		
Grammar/ Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
	0	1	2	3		
Responses to Evaluators' Questions 0–3 points	Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	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: _____

FCCLA

TEACHING STRATEGIES
STRATEGY SELECTION CHART LEVEL 2

Participant Name: _____

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

INSTRUCTIONS: Each participant's demonstration must represent at least 2 of the 2 strategies listed below. At designated participation time, each participant will turn in 3 copies of this page with the 2 skills represented in the project checked. In the event that more than 2 skills are represented in a project, participants should check the 2 that best reflect the quality and difficulty of work accomplished. If participants check more than 2 skills, the first 2 on the list only will be evaluated.

Include in your presentation a minimum of 2 Teaching Strategies from those listed below:	SELECTED SKILL
Cooperative Learning	
Culturally Responsive Teaching	
Differentiation	
Exit Ticket	
Experiential Learning	
Flipped Classroom	
Game–Based Learning	
Group Work	
Growth Mindset	
Inquiry–Based Instruction	
Lesson Objective Transparency	
Modeling	
Play–Based Learning	
Pre/Post Assessments	
Prompting	
Reflection	
Role Play	
Scaffolding	
Socratic Seminar	
Student–Led Classroom	
Think–Pair–Share	

TEACHING STRATEGIES
LEVELS 3 & 4 RUBRIC

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	
Lesson Plan 0–5 points	**0** Lesson plan with teaching strategies not included	**1 2** Original lesson plan uses the provided worksheet but incorporates less than 4 researched–based teaching strategies	**3** Original lesson plan uses the provided worksheet to generally incorporate 4 researched–based teaching strategies	**4** Original lesson plan uses the provided worksheet to incorporate 4 researched–based teaching strategies	**5** Original lesson plan uses the provided worksheet, clearly incorporates 3 researched–based teaching strategies	
Lesson Plan: Planning 0–3 points	**0** Not evident	**1** Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	**2** Lesson Plan generally meets all Planning criteria. (See specifications)	**3** Lesson Plan clearly meets all Planning criteria. (See specifications)		
Lesson Plan: Organization 0–3 points	**0** Not included	**1** Materials and strategies for lesson implementation poorly detailed	**2** Materials and strategies for lesson implementation generally detailed	**3** Materials and strategies for lesson implementation well detailed		
Lesson Plan: Activities 0–3 points	**0** No activities prepared	**1** Selected activities do not support lesson plan or are poorly detailed	**2** 1–3 activities selected support lesson plan and are detailed	**3** 1–3 activities selected clearly support lesson plan and are well detailed		
Lesson Plan: Assessment 0–3 points	**0** Not included	**1** Assessment method(s) unclear or improvement plan poorly detailed	**2** Assessment method(s) generally evident. Plan for improvement detailed	**3** Assessment method(s) clearly evident. Plan for improvement well detailed		
Lesson Plan: Other Resources 0–3 points	**0** No resources developed	**1** Resources for lesson plan poorly developed or not included in resource container	**2** Resources for lesson plan generally developed and included in resource container	**3** Resources for lesson plan well developed and included in resource container		
Lesson Plan: Sources, Notes & Documentation 0–3 points	**0** Not included	**1** Citation for specific lesson plan materials and notes poorly detailed	**2** Citation for specific lesson plan materials and notes generally detailed	**3** Citation for specific lesson plan materials and notes well detailed		
Teaching Strategies Summary 0–5 points	**0** No summary included	**1 2** Summary includes less than 3 of the 3 research–based teaching strategies or classroom implementation strategies unclear. Exceeds 3 pages	**3** Summary generally outlines the effectiveness for 3 of the 3 research–based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	**4** Summary outlines the effectiveness for 3 of the 3 research–based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	**5** Summary clearly outlines the effectiveness for 3 of the 3 research–based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 3 pages	
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)		

LESSON PLAN ACTIVITY AND PRESENTATION						POINTS
Introduction 0–5 points	**0** No explanation	**1 2** Directions, instructions and objectives unclear	**3** Directions, instructions and objectives mostly explained	**4** Directions, instructions and objectives explained	**5** Directions, instructions and objectives clearly explained	

TEACHING STRATEGIES
LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2	3	4	5	
Lesson Plan Activity 0–5 points	No lesson plan or teaching strategies included	Lesson plan incomplete or less than 3 of the 3 research–based teaching strategies presented	1 lesson plan presented, may be incomplete. 3 of the 3 selected research–based teaching strategies generally detailed	1 complete lesson plan presented. 3 of the 3 selected research–based teaching strategies detailed	1 complete lesson plan presented. 3 of the 3 selected research–based teaching strategies well detailed	
Knowledge of Teaching Strategy 0–5 points	No teaching strategies included	Demonstrated knowledge unclear or less than 3 of the 3 researched–based teaching strategies included	Demonstrated knowledge for 3 of the 3 selected researched–based teaching strategies generally evident	Demonstrated knowledge for 3 of the 3 selected researched–based teaching strategies evident	Demonstrated knowledge for 3 of the 3 selected researched–based teaching strategies clearly evident	
Application of Teaching Strategy 0–5 points	No teaching strategies included	Demonstrated application unclear or less than 3 of the 3 researched–based teaching strategies included	Demonstrated application for 3 of the 3 selected researched–based teaching strategies generally evident	Demonstrated application for 3 of the 3 selected researched–based teaching strategies evident	Demonstrated application for 3 of the 3 selected researched–based teaching strategies clearly evident	
Use of Resource Materials & Supplies 0–5 points	Not evident	Creativity, safety and variety while completing activity plan unclear	Creativity, safety and variety while completing activity plan generally evident	Creativity, safety and variety while completing activity plan evident	Creativity, safety and variety while completing activity plan clearly evident	
Wrap–up 0–5 points	Objectives not reinforced or summarized	Objectives poorly reinforced or not summarized well	Objectives generally reinforced and mostly summarized	Objectives reinforced and summarized	Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS					POINTS	
	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
	0	1	2	3		
Voice 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
	0	1	2			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
	0	1	2	3		
Grammar/ Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
	0	1	2	3		
Responses to Evaluators' Questions 0–3 points	Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	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: _____	

TEACHING STRATEGIES
STRATEGY SELECTION CHART LEVELS 3 & 4

Participant Name: _____

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

INSTRUCTIONS: Each participant's presentation must represent at least 3 of the skills listed below. At designated participation time, each participant will turn in 3 copies of this page with the 3 skills represented in the demonstration. In the event that more than 3 skills are represented in a project, participants should check the 3 that best reflect the quality and difficulty of work accomplished. If participants check more than 3 skills, the first 3 on the list only will be evaluated.

Include in your presentation a minimum of 3 Teaching Strategies from those listed below:	SELECTED SKILL
Cooperative Learning	
Culturally Responsive Teaching	
Differentiation	
Exit Ticket	
Experiential Learning	
Flipped Classroom	
Game–Based Learning	
Group Work	
Growth Mindset	
Inquiry–Based Instruction	
Lesson Objective Transparency	
Modeling	
Play–Based Learning	
Pre/Post Assessments	
Prompting	
Reflection	
Role Play	
Scaffolding	
Socratic Seminar	
Student–Led Classroom	
Think–Pair–Share	