

OHIO FCCLA EARLY CHILDHOOD SKILL EVENT

TEACHER RESOURCE KIT

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DESCRIPTION OF EVENT:

Individual participant will plan, prepare and present materials to demonstrate four (4) developmentally appropriate activities that could be used to assess preschool children based on one of the Ohio Early Learning Content Standards. *This skill event supports and integrates the following Early Childhood Education and Care Content Standards Career Specialization competencies:*

CDA: (Child Development Associate)

- *Establish developmentally appropriate environment that encourages play exploration in accordance with National Association for the Education of Young Children (NAEYC) standards.*
- *Provide activities and opportunities that encourage curiosity, exploration and problem solving appropriate to development stages and learning styles in accordance with NAEYC standards.*
- *Provide supportive environment for children to learn and practice appropriate and acceptable behaviors as individuals or in groups in accordance with NAEYC.*

NSFCS: (National Standards for Family and Consumer Sciences)

- *Analyze developmentally appropriate practices for Early Childhood Education and services.*
- *Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.*
- *Demonstrate techniques for positive, collaborative relationships with children.*
- *Demonstrate professional practices and standards related to working with children.*

OCAP: (Occupational Competency Analysis Profile)

- *OCAP 3.2: Establish an environment for preschoolers that encourage developmentally appropriate play, exploration and learning*
- *OCAP 6.1: Promote developmentally appropriate social and emotional development*
- *OCAP 6.3: Help each child function in a group situation*
- *OCAP 10:1: Demonstrate knowledge of early childhood theories and practices*
- *OCAP 10:2: Demonstrate professionalism*

ITACS (Integrated Technical Academic Competency) FasTrack Teaching Profession:

- *Understanding the learner*
- *Describe the leaning process*
- *Demonstrate teaching skills that promote learning*
- *Demonstrate effective communication skills in teaching*
- *Explain the rationale for instructional planning*

NAEYC (National Association for the Education of Young Children) Initial Learning Licensure Standards

- *Promoting child development learning*
- *Teaching and learning*

ELIGIBILITY:

1. Participant is an affiliated member of the state and national FCCLA organizations.
2. Participant is enrolled in an Early Childhood Education and Care Program.

PURPOSES:

1. To understand and utilize the Early Learning Content Standards developed by the Ohio Department of Education.
2. To develop a portable collection of materials to support **one** of the following Early Learning Content Standards (English Language Arts, Mathematics, Science or Social Studies) and are developmentally appropriate for children aged 3-5.
3. To understand and explain how the collection of materials supports the indicators of the chosen content area that can be used for assessment of preschool children.

RESOURCES:

Herr, Judy (2004). Working with Young Children. Tinley Park, IL: Goodheart-Wilcox, Inc.

Ohio Department of Education (2004). Early Learning Content Standards. www.ode.state.oh.us

Graphic Organizer for Ohio's Early Learning Content Standards Terminology may be downloaded at www.ode.state.oh.us/ctae/student/fccla

RULES:

1. This is an individual event.
2. All activities will reflect practices identified in the Early Learning Content Standards (Web site: www.ode.state.oh.us) and will be developmentally appropriate for preschool children.
3. The four activities in the Teacher Resource Kit must be developed by the participant. Materials may be a combination of student-originated and commercially-prepared props (i.e. a ball, a block, etc.).
4. Teacher Resource Kit Plan must be typed according to the format listed in the procedures and placed in a folder. (1 Cover page, 1-5 content pages including graphics and photographs). Margins and table borders may be manipulated for a best fit.
5. Participant will present three typed copies of the Teacher Resource Kit Plan to the evaluators in a binder or other report folder.
6. The Teacher Resource Kit must be no larger than 27" length x18" width x18" height.
7. Participants may have assistance to carry in or remove materials, however, only the participant may set up the materials.
8. Participants will manipulate the materials during the presentation and may encourage the evaluator's participation in the activities.
9. Reading a prepared speech is discouraged and will result in loss of presentation points. The participant may use their Description Sheet as a reference.
10. Set-up and presentation will be stopped by the chairperson at 25 minutes. The presentation will be stopped at 20 minutes. 10 minutes will be reserved for questioning, scoring and clean-up.
11. Participant must be in professional dress. (see procedures for appropriate choices)
12. Participants will be responsible for taking Teacher Resource Kit from the room when judging is completed.
13. This activity will be closed to observers.

<u>TIMING FOR THE EVENT</u>	
Set up and presentation	20 minutes
Questioning, Scoring and Clean-Up	10 minutes
TOTAL TIME for Event	30 minutes

<u>SUPPLIES AND EQUIPMENT</u>	
<i>Supplied by the participant</i>	<i>Supplied by the rally site</i>
1. Three copies of the Teacher Resource Kit Plan	1. Tables and Chairs for participant and evaluators
2. Teacher Resource Kit	2. ODE Learning Content Standards

PROCEDURES:

1. **Prior to the presentation of the skill event the participant will:**
 - A. Choose one of the following Early Learning Content Standard Areas: English Language Arts, Mathematics, Science or Social Studies. (*refer to graphic organizational chart for terminology*)
 - B. Select one standard under the selected content area from above. (For example: Under the Content area **Mathematics**, you might choose *Geometry and Spatial Sense for Early Childhood*)
 - C. Develop activities from four (4) different indicators selected from one or more organizers under the chosen Early Learning Standard.
 - D. Prepare the materials to support the selected indicators. All materials must fit in the Teacher Resource Kit (*see requirements for tool kit below*)
 - E. Complete the Teacher Resource Kit Plan by downloading the template from the Ohio FCCLA site (www.ohiofccla.com or www.ode.state.oh.us/ctae/student/fccla) The Teacher Resource Kit Plan must be professional in appearance and cannot exceed 6 pages in length including cover page, graphics and photographs.

Cover Page Components

1. Skill Event Title: Teacher Resource Kit
2. Early Learning Content Area; English Language Art, Math, Science, Social Studies

3. Early Learning Standard
4. Participant's Name
5. Participant's School

Content Plan Components

1. List Participant's names and school
 2. Circle Early Learning Content Area (English Language Arts, Math, Science, Social Studies)
 3. List Early Learning Standard
 4. List the Organizer(s)
 5. List the selected indicators under the Early Learning Standard.
 6. List activity titles or description of activities planned to complete each indicator.
 7. Write a two-part behavioral objective that describes the expected outcome of each activity. Objectives must contain a condition of performance (material, equipment, person or time the child will use) and an observable behavior (visible action the child will complete). Reference: Herr, Judy (2002). **Working with Young Children** (p. 278).
 8. Write instructional strategies (procedures) to explain how each activity will be implemented.
 9. List all materials required to implement each activity in the corresponding column on the Teacher Resource Kit Plan.
- F. Assemble The Teacher Resource Kit .
1. Teacher Resource Kit should be a sturdy container with a lid that measures no larger than 27" length x 18" deep x 18" high.
 2. Label Kit with Early Learning Content Standard Area and Early Learning Standard.
 3. Place all materials into the Kit that are used to implement the activities. (Examples: game boards, cards, counters, etc.)
 4. All materials used for the Skill Event presentation must fit into the closed container.
 5. The container may also be decorated.
- G. Wear Professional Dress. Acceptable choices include:
1. Suits, slacks, dresses and skirts at the knee or below
 2. No jeans
 3. Button down shirts, sweaters, blouses, sweaters or blazers.
 4. Clothing must cover the midriff at all times
 5. Modest jewelry. Visible piercing limited to earrings.
 6. Modest make-up and hair. Avoid extremes

2. During the activity presentation to evaluators, the participant will:

- a. Greet evaluators and present them with three copies of the Teacher Resource Kit Plan.
- b. Set up Activities while evaluators review Teacher Resource Kit Plan.
- c. Introduce self and school.
- d. Identify Early Learning Content Standard Area.
- e. Identify Early Learning Standard.
- f. Explain and demonstrate each activity and how children will use the materials. Participant may choose to have evaluators observe or participate in the demonstration.
- g. Explain how each activity integrates the chosen indicator and how the child's progress will be assessed.
- h. Explain how each activity is age appropriate in regards and addresses preschool children's attention span, level of difficulty and creativity needs.
- i. Explain how each activity addresses at least one of the developmental learning domains. (physical, intellectual, emotional and social)
- j. Explain how each activity could be adapted one way to meet the differing needs of children (race, gender, ethnicity, culture).
- k. Answer evaluator's questions completely and concisely at the conclusion of the activity.
- l. Clean-up.