

FCCLA STAR Events Volunteer Handbook:

Culinary Arts



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PLEASE BE SURE TO BRING THIS HANDBOOK AND YOUR CONFIRMATION MAILING TO THE ROOM CONSULTANT AND EVALUATOR ORIENTATION AT THE 2009 NATIONAL LEADERSHIP CONFERENCE.



June 1, 2009

Dear STAR Events Volunteer:

Family, Career and Community Leaders of America (FCCLA) sincerely appreciates your willingness to serve as a volunteer for STAR Events during the 2009 National Leadership Conference in Nashville, Tennessee. The success of the national STAR Events is dependent upon the support, cooperation, and assistance of many people. Your event assignment and orientation schedule are below and specific information about your assignment is enclosed.

Part of the philosophy of STAR Events is that establishing a team of adult and youth evaluators for each event fosters respect and interaction between youth and adults. STAR Events volunteer teams are typically made up of two adult evaluators, one student evaluator, one adult room consultant, and one student room consultant. You will meet your team at the orientation session which is conducted prior to the events for clarifying rules, answering questions, explaining the evaluation process, and reviewing the philosophy associated with the events. This orientation is very important in ensuring that both volunteers and the participants have a positive experience so volunteers *MUST* attend the designated orientation session listed below.

Volunteer Assignment Culinary Arts – Sunday, July 12 – 6:00 a.m.-6:00 p.m. (lunch will be provided)

Please arrive at the Presidential Ballroom CE of the Gaylord Opryland Resort and Convention Center by 6:00 a.m. Transportation to The Art Institute of Tennessee-Nashville, the competition site, will be provided following a brief orientation.

You are also invited to attend the STAR Events Recognition Sessions on Thursday, July 16 in the Delta Ballroom of the Gaylord Opryland Resort. Participants from the Central and Pacific Regions will be honored at the 8:00 a.m. session and the North Atlantic and Southern Regions will be recognized at the 10:30 a.m. session. You are welcome to attend either session as volunteers will be recognized at both. Please join us to take a bow for all of your hard work and help recognize all of the outstanding students.

In addition to the information in this mailing, the Culinary Arts Volunteer Handbook on the Programs/STAR Events page of the FCCLA national website, www.fcclainc.org, will provide you with more information and further directions on your specific duties. Please read this information carefully, familiarize yourself with the rules and procedures *BEFORE* your arrival at the National Leadership Conference. Please bring all mailed and online materials with you to the orientation and event.

If you need additional information or clarification prior to your arrival in Nashville, please contact RanDee Platt, Competitive Events Intern, at 703-476-4900 x253. Onsite, the STAR Events Information Center, located the Delta D Registration Desk of the Gaylord Opryland Resort, will be open specifically for Culinary Arts questions only on Saturday, July 11 from 7:00-9:00 p.m. as well as during the conference program published hours for all volunteers Sunday, July 12 through Wednesday, July 15 for your convenience.

The FCCLA competitive events team looks forward to meeting you and working together in Nashville! This is an exciting and rewarding time for all of us. STAR Events participants are fortunate to have your commitment and support.

Sincerely,

Edie Doane
Competitive Events Coordinator

RanDee Platt
Competitive Events Intern



INFORMATION

Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences Education or as defined by your state Department of Education in public and private schools through grade 12.

MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through –

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Career preparation.

PURPOSES

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

PROGRAM EMPHASIS

FCCLA –

- Is the only in-school student organization with the family as its central focus.
- Is a career and technical student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system.
- Provides opportunities for active student participation at local, state and national levels.

MEMBERSHIP

FCCLA has a national membership of approximately 220,000 young men and women in 7,500 local chapters. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

Since its founding in 1945, FCCLA has involved more than ten million youth. Former members are eligible to participate through Alumni & Associates.

GOVERNANCE

Ten national officers (students) are elected by the voting delegates at the annual National Leadership Conference and together make up the National Executive Council.

The National Board of Directors is composed of adult representatives from education and business and four youth representatives.

State associations and local chapters elect their own youth officers. State programs come under the direction of Family and Consumer Sciences education staff. Chapter advisers are Family and Consumer Sciences teachers.

FINANCIAL AND COOPERATIVE SUPPORT

FCCLA is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations. FCCLA is endorsed by the U.S. Department of Education (Office of Vocational and Adult Education) and the American Association of Family and Consumer Sciences (AAFCS).



STAR EVENTS

STUDENTS TAKING ACTION WITH RECOGNITION

STAR EVENTS FACT SHEET

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and career preparation.

STRUCTURE

Family, Career and Community Leaders of America's STAR Events competition offers individual skill development and application of learning through the following activities:

- **cooperative**--teams work to accomplish specific goals
- **individualized**--members work alone to accomplish specific goals
- **competitive**--individual or team performance measured by an established set of criteria.

STAR Events promote the FCCLA Mission to prepare members for the multiple roles of family member, wage earner and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

PHILOSOPHY

The goals of STAR Events are--

- Active student participation and recognition of youth accomplishments.
- Cooperation and competition are stressed in positive and constructive ways and teamwork is encouraged.
- In addition to participating in STAR Events, members are involved in planning, conducting, and evaluating the events.
- STAR Events are designed to emphasize the positive accomplishments of youth.
- Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.
- Members are evaluated against a set of standard criteria rather than against another individual.
- The belief that all people are winners is the foundation of these events and procedures.

EVALUATION/RECOGNITION

STAR Events evaluation and recognition procedures were developed around the belief that all participants are winners.

- Participants must advance from local, district/region, and state levels to be selected for national-level participation. Thus, this is an earned honor.
- All participants receive recognition for their achievements in the form of medals and certificates.
- The evaluation teams determine whether recognition should be gold, silver, or bronze.
- Members receive gold, silver, or bronze medals to commemorate their achievements at a STAR Events Recognition Session.

NATIONAL STAR EVENTS

STAR Events currently includes the following competitions:

Applied Technology

Career Investigation

Chapter Service Project (Display and Manual)

Chapter Showcase (Display and Manual)

Culinary Arts

Early Childhood

Entrepreneurship

Fashion Construction

Focus on Children

Hospitality

Illustrated Talk

Interior Design

Interpersonal Communications

Job Interview

Life Event Planning

National Programs in Action

Parliamentary Procedure

Promote and Publicize FCCLA!

Recycle and Redesign

Teach and Train

For more information contact—

Edie Doane, Competitive Events Coordinator
Family, Career and Community Leaders of America, Inc.
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900
(703) 860-2713 fax

The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



FOLLOW UP

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



Culinary Arts, a *team event*, recognizes participants enrolled in *occupational* culinary arts/food service training programs for their ability to work as members of a *team* to produce a quality meal using industrial culinary arts/food service techniques and equipment. *Teams* of participants must **develop a plan** for the time allotted, **prepare menu items** given to them at the time of the event, and **present their prepared items** to evaluators.

Culinary Arts is sponsored in part by The Culinary Institute of America, Johnson & Wales, Kendall College, Orlando Culinary Academy, and Wiley, Inc.



JOHNSON & WALES UNIVERSITY



WILEY



Orlando Culinary Academy
Le Cordon Bleu Program
Orlando



CAREER CLUSTER/CAREER PATHWAY

Hospitality and Tourism—Restaurant and Food and Beverage Services Pathway

The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services. Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.

Connection to National Standards for Family and Consumer Sciences

8.0 Food Production and Services

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production, and services.

Content Standards/Competencies

8.2 Demonstrate food safety and sanitation procedures.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

EVENT CATEGORY

Occupational: grades 10–12

See page 26 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in this event.
2. Teams should be made up of three participants from the same state.
3. Participation is open to any nationally affiliated FCCLA *occupational* chapter member.
4. Participants must be or have been enrolled in a culinary arts/food service *occupational* training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid employment). Students enrolled in food and nutrition courses in Family and Consumer Sciences *comprehensive* programs are not eligible.
5. Participants must attend the Culinary Arts orientation session prior to competition. Participants will receive event-specific information at this time.

PROCEDURES & TIME REQUIREMENTS

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. 20 minutes will be scheduled for equipment inventory check.

2. *Teams* will be given a menu and all required recipes and ingredients.
3. *Teams* will have 30 minutes to organize work area, obtain supplies, and construct a time management plan.
4. *Teams* will have 60 minutes to prepare required food products according to recipe specifications.
5. After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature.
6. Participants will have 15 minutes to clean up their workstations and return unused food to the central station.
7. Evaluators will use the rubric to score and write comments for each participant throughout the session by observing their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste, and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 2 hours and 5 minutes.

GENERAL INFORMATION

1. An equipment and tool requirements list will be provided to participants and posted on the FCCLA national Web site by the national office by May 1. Only items on the list may be brought to the event. Any necessary large equipment will be provided.
2. Three sample menus will be posted on the FCCLA national Web site by December 1. One of the three menus will be selected for the competition at the National Leadership Conference.
3. All food will be provided. Identical food items will be available to each *team*. No other food products, garnishes, or condiments may be brought to the event.
4. Participants will receive team scores on their personal appearance, and food production.
5. Spectators may not observe any portion of this event.
6. Words in *italics* are defined in the glossary.
7. See **Allowable Presentation Elements** chart on page 13.

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial *uniform*; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

| | |
|-------------------------|--|
| Clothing and Appearance | Wear appropriate clothing and head covering and present a well-groomed appearance. |
| Safety and Sanitation | Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup, and return supplies after event within the designated time period. |
| Temperature | Food products are served at the appropriate temperature. |

Food Production

Participants will have 30 minutes after receiving recipes to work with their team members to construct a time management plan using the provided planning sheet, obtain supplies, and organize work area.

Teams of three individuals will have 60 minutes to prepare food products and garnish. Participants should be proficient in the preparation of a minimum of three food products. Any of the following food products may appear on the menu: appetizers, sauces, soups, vegetables, salads, breads, sandwiches, beverages, entrees, and/or desserts. Participants may bring only the items listed on the provided required equipment list to the event. No other smallwares or equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste.

| | |
|----------------------------------|---|
| Equipment, Tools, and Techniques | Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes. |
| Time Management Plan | Work cooperatively with <i>team</i> members to divide duties, make a time schedule, and develop a sequential plan for completing tasks efficiently. |
| Follow Recipe Directions | Follow directions of recipes in proper sequence. |
| Teamwork | Work as an effective, contributing <i>team</i> and display leadership skills. |

Food Presentation

Each *team* will prepare two identical plates that have been attractively garnished. The *team* will present all plates for evaluation of appearance, taste, and temperature at the end of the 60-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 60-minute time limit. Evaluation will be based on industry standards.

| | |
|--------------------|--|
| Product Appearance | Prepare two plates consistently, with creative product appearance and appropriate portion sizes. |
| Product Taste | Food products meet industry standards of appropriate taste for each recipe. |
| Garnish | Enhance presentation with garnish that reflects creativity and is appropriate to food products made. |



STAR Events Point Summary Form CULINARY ARTS



CULINARY ARTS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

DIRECTIONS:

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

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators = **FINAL SCORE**

RATING ACHIEVED (circle one)

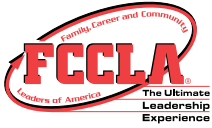
Gold: 90–100

Silver: 70–89.99

Bronze: 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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



CULINARY ARTS Rubric



CULINARY ARTS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category: Junior Senior Occupational

| SAFETY AND APPEARANCE | | | Points |
|--|--|--|---|
| Clothing and Appearance 0–5 points | 0 1 2 Non-professional appearance, attire and/or grooming | 3 4 Neat appearance, attire and grooming but lacks polish | 5 Professional appearance, attire and grooming |
| Safety 0–10 points | 0 1 2 3 4 Disregard of safety creating unsafe situation during preparation | 5 6 7 8 Shows minimal safety concerns | 9 10 Follows all safety practices |
| Sanitation 0–10 points | 0 1 Unsanitary situation creates unsafe product | 2 3 4 5 6 7 8 Shows minimal sanitation concerns during preparation | 9 10 Follows all safety practices |
| Preparation Temperature 0–7 points | 0 1 Food item/ingredients not held/handled to maintain proper temperatures | 2 3 4 5 6 Some food items/ingredients not held/handled to maintain proper temperatures | 7 All food items/ingredients held/handled to maintain proper temperatures |
| FOOD PRODUCTION | | | Points |
| Equipment, Tools, and Techniques 0–15 points | 0 1 2 3 4 5 6 7 8 Selection and usage of tools/equipment lacks understanding and demonstration of skills | 9 10 11 12 13 Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques | 14 15 Selects and uses all tools/equipment correctly and safely |
| Time Management Plan 0–5 points | 0 1 2 Disregard of written time management plan | 3 4 Partial implementation of written time management plan | 5 Effectively follows written time management plan |
| Follow Recipe Direction 0–5 points | 0 1 2 Did not follow recipe or proper sequence | 3 4 Partially followed recipe and proper sequence | 5 Followed recipe and proper sequence |
| Teamwork 0–10 points | 0 1 2 3 4 Members lack team organization | 5 6 7 8 Members demonstrate minimal teamwork | 9 10 Members work effectively and and efficiently as a team |
| FOOD PRESENTATION | | | Points |
| Product Appearance 0–10 points | 0 1 2 3 4 Presentation needs improvement | 5 6 7 8 Presentation is acceptable but lacks professional qualities | 9 10 Presentation is attractively displayed and shows creativity |
| Serving Temperature 0–10 points | 0 1 Not served at proper temperatures. Plates/bowls not prechilled or preheated | 2 3 4 5 6 7 8 Some food items not served at proper temperatures. Some plates/bowls not prechilled or preheated | 9 10 All food items served at proper temperatures. All plates/bowls prechilled or preheated |
| Product Taste 0–8 points | 0 1 Questionable taste; needs improvement | 2 3 4 5 6 Adequate, but not outstanding taste. Not all items served at proper temperatures | 7 8 Pleasing, appropriate taste for food/recipe |
| Garnish 0–5 points | 0 1 2 Inappropriate selection of garnish or no garnish or too much | 3 4 Adequate but not outstanding. Lacks creativity | 5 Appropriate for food items. Exhibits creativity |

Evaluator's Comments:

TOTAL

The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Applied academics—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

Audiovisual equipment—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, Chicago, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, *city*, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content pages—Pages of a *manual*, business plan, or *portfolio* that contain information about the project; one side of page only with no *stacking/overlapping*.

Costume/Uniform—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Dimensions—The stated or required size of a *display*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths

placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., used to showcase a chapter's service project, chapter program of work, or a Focus on Children project, and is contained within a specified area that includes all materials, *visuals*, and *audio-visual equipment* to be used for the presentation.

Divider pages—Pages of a *manual* or *portfolio* that separate sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a section.

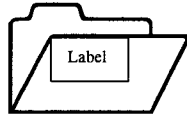
Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or display.

Electronic Portfolio—An electronic portfolio, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Webfolio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share resources, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

File folder—A letter-size folder 8½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately.



Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hard copy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, resources, supplies, equipment, and evaluation process.

Manual—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Overlapping—See *stacking*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Plain paper—8½" x 11" paper with no *graphics* or design. Paper may be any color.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Portfolio—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. Portfolio may be either hardcopy or electronic. See event specifications for allowable format.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or display containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed.

School-based learning—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Stacking/Overlapping—Placing more than one piece of paper, program, or catalog on a page so when the page is fully extended it covers another document on that page. If this occurs it is counted as two or more *content* pages. Participants may avoid *stacking/overlapping* penalties by gluing or laminating items or sealing sheet protectors when used.

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

STAR Events Glossary (continued)

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Uniform—See *costume*.

Visual equipment—Equipment used for visual projection without sound (e.g., projectors, VCRs, LCD projector).

Visuals—Posters, charts, slides, transparencies, presentation software, etc.

Work-based learning—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

EVALUATOR INFORMATION

Culinary Arts

EVALUATORS— GENERAL INFORMATION AND INSTRUCTIONS

- ❑ Evaluation teams typically consist of two adults and one student member.
- ❑ Become familiar with the rules, point summary forms, and the rubric sheet criteria for your assigned event. Question any criteria not understood. Remember that individual state event rules often differ from national event rules and that national rules must be followed for the national event.
- ❑ Before each participant begins, you will receive a rubric sheet, point summary form, and other pertinent information about the participant. Take a few minutes to preview the information, as it is a part of their presentation and evaluation.
- ❑ Time is allowed at the completion of each presentation for you to work (quickly) on your ratings and comments.
- ❑ When completing the rubric sheet, fill in the correct score bubble. Write the appropriate rating in the score column and *write comments* on the back of the rubric sheet. Written comments serve as a valuable source of feedback for the individuals and teams. Record total points. Verify point total and initial.
- ❑ If unsure about anything concerning the presentation, ask the participants to explain or clarify.
- ❑ Do not request that participants hand you items—instead, please stand up for a closer look.
- ❑ Score the participant entry and discuss the presentation in private with the other evaluators on your team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation. Do NOT inform participants of their score and/or rating.
- ❑ Compare ratings with other evaluators and discuss the scores given to each student. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. Although evaluator scores will vary, (we recommend that all three evaluator ratings be within a 10-point range.) If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. **Rounding off points: Scores should NOT be rounded.**
- ❑ Each team of evaluators will complete a point summary form for each individual or team. Verify point total and initial. Include the point summary form for each individual or team even if there are no point deductions.
- ❑ Rubric sheets and point summary forms are to be turned in to the room consultant at the end of the presentation, *NOT* held by evaluators until the end of the day to be adjusted.
- ❑ The decisions of the evaluators are final.
- ❑ Do not discuss the final ratings with anyone prior to the Recognition Sessions.
- ❑ Discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

THE EVALUATION PROCESS

Evaluators play a key role in STAR Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participants. **It is the goal of STAR Events to make participation a positive experience for all participants, regardless of the ratings they receive.** A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- ❑ ***Focus on the achievements of youth.*** The evaluation process must stress what students do well and give them credit and recognition.
- ❑ ***Promote interaction between youth and adults.*** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.
- ❑ ***Encourage youth to take an active role in their own evaluation.*** Participants are asked to evaluate themselves as well as review the comments evaluators make about their performance.
- ❑ ***Measure achievements against standard criteria rather than against another student.*** All efforts should be made to rate the individual or team against the criteria on the rubric rather than comparing them to previous presentations.
- ❑ ***Recognize that all students are winners.*** Each participant has winning qualities or they would not have made it to the national level STAR Events. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions and evaluations provided certain conditions are met. It is important, that as an evaluator, you strive for the following:

- ❑ ***Consensus.*** Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria. Please attempt to have the evaluation rating of participants within a 10-point range.
- ❑ ***Consistency.*** Attempt to rate students consistently when their performance is similar.
- ❑ ***Fairness.*** Do not let influencing factors interfere with your evaluation of a participant(s) presentation. If you know the individual(s) or feel influenced in any way, ask that the participant(s) be sent to another team for evaluation.
- ❑ ***Honesty and Sincerity.*** Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual(s).
- ❑ ***Attention to Detail.*** Be very specific in your evaluation comments. Rather than "You did a fine job," highlight the areas where they did a fine job.
- ❑ ***Feedback.*** Focus primarily on what the participant did well. Don't overload on the negatives—that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.

Many thanks—evaluators make these events possible!

- Because of the high stress and potentially chaotic nature of this event, it is important that all evaluators listen to and comply with instructions given by the Lead and Assistant Lead Consultants. All questions about event rules and management should be directed first to the Lead or Assistant Lead Consultant, not other evaluators, room consultants, or site staff.
- Participants are evaluated on performance as a team not as individuals.
- The food preparation area will be organized in such a way that evaluators can observe the work habits of each team.
- Participants will have up to 60 minutes to prepare three or more food items. All participant teams will be preparing the same assigned menu. Evaluators should observe and score as assigned by the Lead Consultant.
- Score the entry and discuss in private with the other evaluators on your team.
- Spend a few minutes reviewing strengths and areas for improvement of the presentation.
- Complete the rubric and initial your rubric next to the "Total Score" box at the bottom of the second page.
- Submit your final rubric and any additional comment sheets to the adult room consultant for review.
- Once the adult room consultant has finished reviewing and totaling the participant's score, double check for accuracy and initial the Point Summary Form where directed.
- At the end of the day complete the evaluator evaluations form and submit to the youth room consultant.
- Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

**ROOM
CONSULTANT
INFORMATION**

Culinary Arts

Prior to the Event

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.

At the National Leadership Conference

- Attend room consultants' orientation to review specific responsibilities.
- Assist with participant registration/orientation.
- Room consultants will be assigned a duty by the Lead Consultant during orientation. This may include but is not limited to helping clean or prepare kitchens between participants, timing, checking participants' equipment, assisting with scoring, overseeing busing, etc.
- Because of the high stress and potentially chaotic nature of this event, it is important that all room consultants listen to and comply with instructions given by the Lead and Assistant Lead Consultants. All questions about event rules and management should be directed first to the Lead or Assistant Lead Consultant, not other room consultants, evaluators, or site staff.
- Assist in whatever way possible to make sure evaluators and participants stay on time.
- At the end of the day complete the room consultant evaluation form and return evaluations to the Assistant Lead Consultant.
- Assist the Lead and Assistant Lead Consultants with the general cleaning of kitchens following the end of the competition and transporting materials back to the STAR Events
- Thank site staff at the end of the event for their hospitality and evaluators for their assistance.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.