

FCCLA STAR Events Volunteer Handbook:

Teach and Train



CONTENTS

Volunteer Letter.....	3
General FCCLA Information.....	4
STAR Fact Sheet	5
FCCLA Planning Process.....	7
Event Rules.....	8
STAR Glossary	21
Evaluator Information	24
General Instructions.....	25
The Evaluation Process	26
Event Specific Evaluator Instructions.....	27
Room Consultant Information.....	28
Adult Room Consultant Instructions.....	29
Student Room Consultant Instructions.....	30

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.

Required Events:

Teach and Train Orientation Schedule

- Students, Chapter Advisers, and Chaperone Volunteers – Sunday, July 12 – 4:00-5:00 p.m. – Canal D
- Business and Industry Evaluators – Monday, July 13 – 7:00-7:45 a.m. – Lincoln E

Volunteer Assignment Teach and Train – Monday, July 13 – 7:00 a.m.-4:00 p.m. (lunch will be provided)
Please see the enclosure for your specific room assignment.

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 Teach and Train 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 at the Delta D Registration Desk of the Gaylord Opryland Resort, will be open 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.



Teach and 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*. Senior and occupational participants will also complete a shadowing experience of a “best practices” educator.

CAREER CLUSTER/CAREER PATHWAY

Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

Connection to National Standards for Family and Consumer Sciences

4.0	Education and Early Childhood Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.
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Content Standards/Competencies

4.1	Analyze career paths within education & related services.
4.3.1	Apply and Analyze a variety of curriculum and instructional models.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 26 for more information on event categories.

ELIGIBILITY

- States may submit one entry in each category of this event.
- Participation is open to any nationally affiliated FCCLA chapter member.
- Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.
- The project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
- Teach and Train project activities and supporting materials must be planned, conducted, and prepared by the participant only.

PROCEDURES & TIME REQUIREMENTS

- Each participant will submit a *portfolio (hardcopy or electronic)* to the event room consultant at the designated participation time and inform evaluators of their chosen career area.
- The participant will have 5 minutes to set up for the event. Other persons may not assist.
- Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)*. *The participant must make the electronic portfolio accessible to evaluators.*
- The presentation of the activity **may be up to 10 minutes** in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
- Following the presentation, evaluators will have 5 minutes to interview the participant.
- Evaluators will use the rubric to score and write comments for each participant. The evaluators will meet with each other to discuss participant’s strengths and suggestions for improvement.
- The *portfolio*, including the career exploration and self assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation*.

8. The total time required for this event is approximately 30 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. The *portfolio* may be an electronic or hard copy portfolio. The evaluators must be able to access the hardcopy or *electronic portfolio* (if electronic-on computer, or as a printed handout) prior to the presentation.
3. If presenting an electronic portfolio, participants may bring an LCD projector and computer equipment needed.
4. Spectators may not observe any portion of this event.
5. Words in *italics* are defined in the glossary.
6. See **Allowable Presentation Elements** chart on page 13.

Hardcopy Portfolio

The *hardcopy 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/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 Table of Contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 pages including the Career Exploration Summary, Self-Assessment Document, Lesson or Workshop plan, evidence of Use of Family and Consumer Sciences Coursework, evidence of prior presentations, and Works Cited/*Bibliography*. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". *Stacking/overlapping* is not allowed in the *portfolio*. The *portfolio* will be turned in to the room consultant at the designated participation time.

Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and career investigated.
Table of Contents page	One 8½" x 11" page
Divider pages	0-7 <i>divider pages</i> , may be tabbed and may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers.
Career Exploration Summary Page and Self-Assessment Summary with evidence of self-assessment	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary. Evidence of self-assessment: Examples include examining personal interests, values, aptitudes, skills personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Lesson plan or workshop plan. • Rationale and Audience • Introduction • Activity Description • Measurable and desired outcomes • Conclusion • Evaluation Methods	Use the lesson plan or workshop plan summary page as a guide to develop detailed lesson plans. Rationale and Audience: Indicate for whom the lesson or workshop is intended and describe the audience, special needs/or interests in selection of this lesson. Introduction: Describe how you would begin, attention getter, Anticipatory set, Introduction of the lesson. Activity Description: Describe the activities, define the resources needed, supplies, for the activity. Develop the handouts. Outcomes: describe how you would measure the outcomes and the desired outcome of the lesson or workshop. Conclusion: describe how you would conclude the lesson or workshop. Evaluation methods: How would you evaluate the lesson?
Use of Family and Consumer Sciences Coursework	Include examples or samples of Family and Consumer Sciences and academic coursework. Describe ways Family and Consumer Sciences coursework will be used in selected career.
Works Cited/ <i>Bibliography</i>	Use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current.
Evidence of prior presentations	Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Teach and Train Specifications (continued)

Electronic Portfolio

An *electronic portfolio* may be either a Power Point or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages: or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content slides* including the documents listed below. (Career Exploration and Self Assessment Summary, Lesson/ Workshop plan, Family and Consumer Sciences Coursework, Bibliography, evidence of prior presentations) *Divider or Section slides* may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*ie. 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.

<i>Project Identification Page or Slide</i>	One slide or one 8½" x 11" page on <i>plain paper</i> , which must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
Table of Contents page or slide	One page or slide
Divider pages or slides	0–7 <i>divider pages</i> , may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers.
Career Exploration Summary Page or slides	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Lesson plan or workshop plan. • Rationale and Audience • Introduction • Activity Description • Measurable and desired outcomes • Conclusion • Evaluation Methods	Use the lesson plan or workshop plan summary page as a guide to develop detailed lesson plans. Rationale and Audience: Indicate for whom the lesson or workshop is intended and describe the audience, special needs/or interests in selection of this lesson. Introduction: Describe how you would begin, attention getter, Anticipatory set, Introduction of the lesson. Activity Description: Describe the activities, define the resources needed, supplies, for the activity. Develop the handouts. Outcomes: describe how you would measure the outcomes and the desired outcome of the lesson or workshop. Conclusion: describe how you would conclude the lesson or workshop. Evaluation methods: How would you evaluate the lesson?
Use of Family and Consumer Sciences Coursework	Pages or slides that include examples or samples of Family and Consumer Sciences and academic coursework. Describe ways Family and Consumer Sciences coursework will be used in selected career.
<i>Works Cited/Bibliography pages or slides</i>	Pages or slides that use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current.
Evidence of prior presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

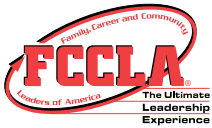
Shadowing Experiences with a "best practices" educator	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include but are not limited to written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience.
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Teach and Train Specifications (continued)

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

Organization of oral presentation	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career and Relationship of Family and Consumer Sciences Coursework	Present current data and show evidence of knowledge of selected career. Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of <i>Portfolio</i> , Evidence of prior presentations, Lesson/Workshop Plan	Use <i>portfolio</i> to describe all phases of project. Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes. Provide a short overview of the lesson, workshops and the outcomes and evaluation.
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 and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project.



STAR Events Point Summary Form

TEACH AND TRAIN



TEACH AND TRAIN

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category: Junior Senior Occupational

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. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. 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 paper clip all items related to the presentation together. Please do **NOT** staple.
4. 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 or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points <i>OR</i> Electronic Portfolio 0–1 points	0 Binder is not the Official FCCLA Binder	1 Binder is the Official FCCLA Binder	
Portfolio Pages 0–1 points	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Project Identification Page 0–2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0–1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= AVERAGE EVALUATOR SCORE

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

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 _____

TEACH AND TRAIN—Junior

Rubric

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

 Category: Junior

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	0 Not included	1 Research is not current, and missing more than 3 topics	2 Research is current but from unreliable sources, missing 1–2 required topics	3 Research is current but only partially describes job or other topics	4 Research is current, appropriate for topic; from reliable sources	5 Research is current, documented correctly, and includes all six required topics	
Self Assessment 0–5 points	0 Not included	1 Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	2 Covers areas of self assessment with limited information and detail	3 Adequately addresses all areas of self assessment	4 Examined personal interests in detail, and states career value, and analyzed styles	5 Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan:</i> Planning 0–5 points	0 Shows no evidence of advance planning	1 Plan shows some consideration for audience members	2 Plan includes a rationale and shows an adequate understanding of the audience	3 Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	4 Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	5 Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum	
<i>Lesson/Workshop Plan:</i> Organization 0–5 points	0 Shows no organization	1 Plan does not include an introduction and/or conclusion and content is difficult to follow	2 Plan includes an adequate introduction and conclusion with unorganized content	3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to	4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	5 Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/Workshop Plan:</i> Activity 0–5 points	0 No activity included	1 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	2 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	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	
<i>Lesson/Workshop Plan:</i> Follow Up 0–5 points	0 No follow up was done	1 Outcomes are inadequately stated. No evaluation was used	2 Outcomes are inadequately stated. An evaluation method was used, but results are not presented	3 Outcomes are measurable and complete. A single evaluation method was used and results are explained	4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Junior Rubric (continued)

Points

TEACH AND TRAIN

Evidence of Prior Presentation 0–5 points	0 No prior presentation done	1 Participant indicates that the lesson/workshop plan was presented but shows no evidence of the	2 Minimal evidence of prior presentation of the lesson/workshop plan	3 Extensive evidence of prior presentation of the lesson/workshop plan	4 Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	5 Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
Evidence of Technology Used 0–5 points	0 No technology used in project	1 Technology used to develop project but not explained	2 Technology used but not explained in portfolio	3 Technology and techniques used to develop project are explained	4 Technology used to develop project was explained and addresses a Family and Consumer Sciences concern	5 Technology used to develop project addresses a concern related to Family and Consumer Sciences, and materials were developed to document project	
Works Cited/Bibliography 0–3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not current or appropriate for project	2 Complete list of resources but inconsistent format	3 Complete alphabetical list of appropriate resources, in a consistent format			
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat and professional, correct grammar and spelling used; effective organization			

ORAL PRESENTATION							Points
Oral Presentation 0–5 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	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 Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	0 No evidence of relationship to FCS	1 Minimal evidence of FCS knowledge and coursework	2 Some evidence of FCS knowledge and coursework	3 FCS knowledge and coursework is evident but not shared	4 Coursework and knowledge of the relationship to FCS is evident and shared	5 Coursework and knowledge of FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation			
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 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

 Category: Senior Occupational

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	0 Not included	1 Research is not current, and missing more than 3 topics	2 Research is current but from unreliable sources, missing 1–2 required topics	3 Research is current but only partially describes job or other topics	4 Research is current, appropriate for topic; from reliable sources	5 Research is current, documented correctly, and includes all six required topics	
Self Assessment 0–5 points	0 Not included	1 Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	2 Covers areas of self assessment with limited information and detail	3 Adequately addresses all areas of self assessment	4 Examined personal interests in detail, and states career value, and analyzed styles	5 Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan:</i> Planning 0–5 points	0 Shows no evidence of advance planning	1 Plan shows some consideration for audience members	2 Plan includes a rationale and shows an adequate understanding of the audience	3 Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	4 Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	5 Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum	
<i>Lesson/Workshop Plan:</i> Organization 0–5 points	0 Shows no organization	1 Plan does not include an introduction and/or conclusion and content is difficult to follow	2 Plan includes an adequate introduction and conclusion with unorganized content	3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to	4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	5 Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/Workshop Plan:</i> Activity 0–5 points	0 No activity included	1 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	2 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	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	
<i>Lesson/Workshop Plan:</i> Follow Up 0–5 points	0 No follow up was done	1 Outcomes are inadequately stated. No evaluation was used	2 Outcomes are inadequately stated. An evaluation method was used, but results are not presented	3 Outcomes are measurable and complete. A single evaluation method was used and results are explained	4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Senior and Occupational Rubric (continued)

Points

TEACH AND TRAIN

Shadowing Experience 0–5 points	0 No shadowing experience done	1 Shadowing experience was done without a “best practices” educator	2 Shadowing experience done with a “best practices” educator but is documented minimally	3 Shadowing experience with a “best practices” educator is documented extensively	4 Shadowing experience with a “best practices” educator is documented extensively. Participant indicates the effect of the experience on their future career plans	5 Shadowing experience with a “best practices” educator is documented extensively. Participant indicates the effect of the experience on their future career plans. The lesson/workshop plan was presented by the participant during their shadowing experience	
Evidence of Technology Used 0–5 points	0 No technology used in project	1 Technology used to develop project but not explained	2 Technology used but not explained in portfolio	3 Technology and techniques used to develop project are explained	4 Technology used to develop project was explained and addresses a Family and Consumer Sciences concern	5 Technology used to develop project addresses a concern related to Family and Consumer Sciences, and materials were developed to document project	
Works Cited/Bibliography 0–3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not current or appropriate for project	2 Complete list of resources but inconsistent format	3 Complete alphabetical list of appropriate resources, in a consistent format			
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat and professional, correct grammar and spelling used; effective organization			

ORAL PRESENTATION Points

Oral Presentation 0–5 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	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 Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	0 No evidence of relationship to FCS	1 Minimal evidence of FCS knowledge and coursework	2 Some evidence of FCS knowledge and coursework	3 FCS knowledge and coursework is evident but not shared	4 Coursework and knowledge of the relationship to FCS is evident and shared	5 Coursework and knowledge of FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation			
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 0–5 points	0 Did not answer evaluators’ questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators’ questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator’s Comments:

TOTAL

TEACH AND TRAIN

Career Exploration and Self Assessment Summary Page

Name(s) of Participant(s) _____

DIRECTIONS:

Career Exploration and Self Assessment summary should not exceed 2 pages in length. Use this outline with these headings, in this order, when preparing Career Exploration and Self Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

CAREER EXPLORATION:

1. What are the requirements (college degree, certification and physical, psychological, practice teaching) of an education career?
2. What is your plan for higher learning?
3. What skills are needed for this career?
4. What education path will be needed for this career?
5. What is the current job outlook for this career? What is the future job outlook for this career?
6. Many teachers leave the profession during the first 5 years. What could you do now to think ahead to sustainability?
7. Who could be a mentor to you in this career pursuit?
8. What are the professional advancements of this career?

SELF ASSESSMENT:

9. What personal interests do you have in this career?
10. What personal skill inventory do you have that indicates that you might be suited to this career choice?
11. Why do you value this career?
12. What learning style do you have that would suit this career?
13. Describe why a career in education or training appeals to you.
14. What other aspects of your self assessment have you considered?

TEACH AND TRAIN

Shadowing Reflection Summary

Name of Participant _____

DIRECTIONS:

To be completed by participants entered in the senior and occupational categories. Write a one page reflection on the shadowing experience of a best practice teacher or a corporate trainer. Shadowing Summary should not exceed 2 pages in length. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.

II. Observations:

1. What observations did you make about room management techniques?
2. What observations did you make about the content/curriculum being taught?
3. How did the teacher or trainer manage the lesson?
4. What evidence did you see of planning?
5. Discuss with the teacher/ trainer the following.
 - The school's or organization's mission statement
 - The curriculum standards or guidelines.
 - The career of teaching/ training.
 - Maintaining a professional motivation for the career.
 - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
 - Why did they choose the presentation strategies methods that were used?
 - How did they choose the activities?
 - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
6. Include other applicable observations.

TEACH AND TRAIN

Lesson Plan Summary Page

Use this outline with these headings in this order when preparing lesson.
The lesson plan may not exceed two pages in length.

1. Presenter Name:
2. Lesson/Workshop Title
3. Objective(s)
4. Audience
5. Age
6. Location of presentation(s)
7. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			
Curriculum Standard or Corporate Strategy addressed:				
Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.				

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.

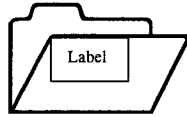
Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or display.

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

Teach and Train

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!

- Review the participant's **portfolio** 10 minutes prior to the presentation.
- Participants may give up to a 10 minute oral presentation of their project to the evaluators. Following the oral presentation, evaluators will have 5 minutes to question participant and determine their knowledge of the subject or to ask for clarification.
- 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. Make written remarks on the rubric or the provided comment sheets.
- 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.

**ROOM
CONSULTANT
INFORMATION**

Teach and Train

Prior to the Event

- ❑ Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- ❑ **Bring a calculator to the National Leadership Conference** for totaling points.

At the National Leadership Conference

- ❑ Attend room consultants meeting to review specific responsibilities.
- ❑ Assist with participant registration/orientation.
- ❑ Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- ❑ Serve as doorkeeper for the event and enforce the no spectator policy.
- ❑ Check off participant names on time schedule when they present.
- ❑ Collect and review participants' portfolios while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Then give the portfolios to evaluators and encourage them to score the "Portfolio" section of the rubric.
- ❑ Following the participants' presentations, encourage evaluators to make constructive **and** thorough comments on the rubrics or provided comment sheets.
- ❑ Keep evaluators on schedule and check for blank areas on rubrics.
- ❑ Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the total points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- ❑ Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- ❑ Collect and return supplies to the Assistant Lead Consultant.
- ❑ Assist with Recognition Sessions as needed.
- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.

Prior to the Event

- ❑ Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- ❑ **Bring a stopwatch to National Leadership Conference** for timing events. A wristwatch is not acceptable.

At the National Leadership Conference

- ❑ Attend room consultants meeting to review specific responsibilities.
- ❑ Assist adult room consultants as needed.
- ❑ Serve as timekeeper for the event.
 - allow participants 5 minutes to setup; other persons may not assist
 - allow the adult room consultant and evaluators 10 minutes to preview the portfolio
 - begin timing when participants begin their oral presentation
 - hold up warning card at 9 minutes (one minute warning)
 - stop participants at 10 minutes
 - allow 5 minutes for questioning by evaluators
- ❑ Direct the participant outside of the event room after the interview so evaluators may complete their rubrics.
- ❑ Have the participant complete the STAR Events evaluation form and collect completed forms to give to the Assistant Lead Consultant at the end of the day.
- ❑ Thank the participant for their work and participation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next portfolio.
- ❑ Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.
- ❑ Give evaluators the next portfolio to review once they have finished scoring.
- ❑ At the end of the day complete the room consultant evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Sessions as needed.
- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.