

2017 SkillsUSA Michigan CHAMPIONSHIPS
Early Childhood Education

Early childhood educator (care giver) must be able to develop and communicate with those around them based on materials at their disposal. Based on this assumption you are to use the materials provided and complete the tasks that are listed below:

CONTEST LOCATION:

Amway Grand Plaza Hotel
187 Monroe Avenue NW
Grand Rapids, MI 49503, US
(616) 774.2000
<http://www.amwaygrand.com/>

RESUME:

Each student must submit a one-page printed resume before the contest start at the contest site (present to contest coordinator, not judges). The resume is no longer submitted online. This is the only time that resumes can be turned in. Failure to do so will result in a 10 point penalty.

Supplied by the technical committee:

- An assortment of manipulative products will be provided
- Puppets, baby dolls, blocks, magnifying glasses, tweezers, musical instruments

Supplied by the contestant:

- 2 glue sticks
- 1 bottle of white glue (1-4 oz)
- Markers – 10 count
- Crayons – 8 count
- Scissors
- 12” ruler
- 2 ink pens (blue or black)
- Three No. 2 pencils, sharpened with erasers
- Scotch tape
- Stapler
- 10 paper clips
- Construction paper – 10 sheets of white and 10 sheets of colored (total 20 sheets) – 9 x 12 or 12 x 18
- Resume – 1 page, hard copy
- Lunch money or lunch

Supplied by the advisor:

- A variety of materials to help students in the execution of their lesson plan. Materials

would be for all students to use on our table to create their teacher made project.

CONTEST RULES

Due to the following changes being implemented at the National Level for the Early Childhood Education contest we will be updating our State contest as follows.

- 1.1 Design a lesson in the area of Science, Math, Language Arts, Social Studies, Music and Movement, or Food and Nutrition that address a basic concept in the assigned subject area. An area will be chosen prior to the start of the competition. All competitors will complete a lesson in the chosen area.

The Lesson plan demonstration will be 5-7 minutes.

3. Book Reading 3-5 minutes

3.2 Present a 3-5 minute book reading presentation in front of the judges, pretending to present to stuffed animals.

3.3 Provide an introduction to the book, including basic book vocabulary (title, author, illustrator)

3.4 Provide opportunities for children to interact

3.5 Avoid the use of visual aids except with the book

Students will bring their own book to the state competition.

Rubric will be posted.

NOTE – There will be a penalty of 5 points deducted for each 30 seconds or fraction thereof under the 3 minutes and over 5 minutes

Interview 5-7 minutes

- a. Respond to a set of interview questions regarding knowledge of early childhood development, professionalism, and occupational leadership
- b. Exhibit poise and professional attitude
- c. Demonstrate appropriate use of voice and projection
- d. Engage in appropriate eye contact and body positioning

Students will participate in a 5-7 interview process. **Example** questions will be posted on the website and at the State competition there will x number of questions randomly chosen and asked of each competitor.

Rubric will be posted.

Students will complete a multiple choice written knowledge exam assessing child development, knowledge of quality childcare and general preschool teaching knowledge.

Given assorted materials, as would be readily available in an early childhood classroom, the

contestant will develop a lesson plan and “teacher made” project to assist them in teaching a basic concept for one of the areas from a given list of curriculum areas for a mixed group of preschool children age 4. Plan is to be closely tied to “Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8”, Third Edition, by Bredekemp & Copple. Please state clearly the page number and paragraph number for 2 items from the DAP book, pages 97-135.

The curriculum areas are: Food and Nutrition, Language Arts, Math, Music & Movement, Science and Social Studies.

The judge will draw a curriculum area before materials are selected and the contestant will complete a lesson plan outline after viewing the materials. Submit lesson plan after materials are prepared for presentation. The contestant will have two (2) hours to prepare the lesson plan.

The contestant will develop a written plan for a lesson that includes the following components:

- A. Curriculum Area
- B. Objective or purpose (skills or concepts)
- C. Description of activity
- D. Materials or supplies needed

The contestant will have up to 2 hours to write, plan, and prepare their project (plan outline to be provided).

The contestant will give a 5-7 minute demonstration of the lesson plan including the use of the “teacher-created” project to a panel of judges.

Note: There will be a penalty of 5 points deducted for each 30 seconds or fraction thereof under 5 minutes and over 7 minutes.

Judges will not interact with contestants during lesson plan presentation.

Judges will have 1-2 minutes after contestant presentation to ask any questions related to preschool teaching of each contestant.

Contestants **WILL** present their lesson to large stuffed animals.

Clothing Requirements:

- Black dress shoes (closed toe and closed heel), less than 2” heel
- Plain short sleeve white polo or official SkillsUSA white polo
- Black dress slacks
- Undershirt – white (if necessary)
- Black socks or black or skin tone seamless hose
- **No other attire will be allowed**

- **Please cover all visible tattoos**
- **No piercing other than ears**
- **No tennis shoes**

Revised 1/13/17

Contest Time Frame:

8-10 a.m. - Contestants write and build lesson plan

10-11 a.m. - Test

9:30 – 11:00 a.m. – Judges score lesson plans

11:00 – Begin judging contestants.

Early Childhood Education

Contestants are evaluated on their ability to plan and present appropriate activities for children between the ages of 3 and 5 relating to a specific theme and demonstrate general knowledge of quality early childhood education. Contestants are given materials readily available in a child-care facility to prepare their lesson plan and activity. Curriculum areas include food and nutrition, language arts, mathematics, music, science and social studies.

Test

Will be created by Business and Industry and will be provided at the State Competition. It will be a 25 question 100 point multiple choice test. Questions for the test will be developed from the 7 standards and competencies listed in the 2017-2018 Early Childhood Education National Technical Standards.

NOTES:

- *Competitors are to introduce themselves only by Contestant Number, not by Name or School.*
- *Observers are NOT allowed.*

Revised 1/13/17

EXAMPLE QUESTIONS FOR EARLY CHILDHOOD EDUCATION COMPETITONS

Following is a list of questions that the judges will choose from for the Question part of the Early Childhood Education competition. The judges will choose 3-4 of the questions to ask each of the contestants. All contestants will be asked the same questions.

1. Define and give an example of an open-ended question.
2. Share 4 examples of positive non-verbal communication you would share with a child.
3. Explain the modifications you would make to a large motor lesson plan where running and jumping are involved with a child who has physical impairments.
4. What steps are involved in reporting suspected child abuse or neglect of a child in your care?
5. Explain why keeping confidentiality is important for professionals in education.
6. Identify 4 characteristics of a child with autism. What does Autism Spectrum Disorder mean?
7. What is the purpose of follow-up activities?
8. How should a teacher handle non-participants?
9. How do music experiences help children grow cognitively?
10. Why do experiences with food promote the development of the whole child?
11. What aspects of their activities are children capable of planning?
12. How do direct and indirect learning experiences differ?
13. Why are routines important to children?
14. Explain the difference between physical age and developmental age.
15. Describe how stress created by negative experiences can affect the brain.

Scoring Rubric for Early Childhood Education Lesson Plan Contestant # _____

Category	10=complete,VERY well done	7=few errors, mostly well done	5=some errors, not very well done	3=many errors	WEIGHT of this category:	LINE SCORE
Printing, Spelling, Neatness	Printing is easy to read; 0 spelling errors; appearance is neat, clean and crisp	Printing is legible; 1-2 spelling errors; appearance is neat and clean	Printing is a struggle to read; 3 spelling errors; appearance is questionable	Printing is illegible; 4 spelling errors, appearance is messy	multiplied by x 2 equals =	<u> </u> 20
Age-Appropriate Teaching Methods as outlined in "Considerations for early childhood educators...NAEYC"	Focuses totally on the process, not the product; is a hands-on activity; is totally child centered; encourages interactive learning and is relevant to a 4 year old	Focuses mostly on the process, not the product; is a hands-on activity; is child centered; some interactive learning and can be done by a 4 year old	Focuses more on the product, not the process; the teacher's hands do most of the activity; some interactive learning but is difficult to do alone	Focuses totally on the product or is a craft; is not a hands-on activity; is teacher-centered; discourages interactive learning; is not for a 4 year old	multiplied by x 5 equals =	<u> </u> 50
Age-Appropriate Goals and or concepts as referred to in NAEYC	Listed 4 concepts that can be learned, and referenced 2 or more appropriate NAEYC goals, and explained in detail how the objectives are supported by the activity	Listed 3 concepts that can be learned, and/or referenced 2 appropriate NAEYC goals, and clearly explained how the objectives are supported by the activity	Listed 2 concepts that can be learned, and referenced 1-2 appropriate NAEYC goals, and somewhat explained how the objectives are supported by the activity	Listed 1 concept that can be learned, and referenced 1 appropriated NAEYC goal, and vaguely explained how the objectives are supported by the activity	multiplied by x 5 equals =	<u> </u> 50
Does the procedure and use of materials support goals?	Completely gears materials to the abilities and developmental needs of a 4 year old; the procedure is clear, efficient, yet simple	Mostly gears materials to the abilities and developmental needs of a 4 year old; the procedure is clear but could be organized	Materials are not geared to the abilities and developmental needs of a 4 year old; OR the procedure is unclear or inefficient	Materials are not geared to the abilities and developmental needs of a 4 year old; AND the procedure is unclear or inefficient	multiplied by x 3 equals =	<u> </u> 30
Four areas of lesson plan completed correctly	Content area, materials needed, objectives or goals, and presentation sections are complete, AND show great detail	Content area, materials needed, objectives or goals, and presentation sections are all complete, in some detail	Content area, materials needed, objectives or goals, and presentation sections are incomplete, OR lacking in detail	Content area, materials needed, objectives or goals, and presentation sections are incomplete, AND lacking in detail	multiplied by x 3 equals =	<u> </u> 30

* TOTAL SCORE * out of 180 possible _____

Book Reading Scoring Rubric

Contestant # _____

Judge # _____

Personal Qualities **50 pts**

Grammar	10
Voice (volume, timing, diction, inflection, and projection)	10
Poise	10
Attitude (ex. enthusiasm, sincerity, positivity)	10
Body Positioning (ex. child's level, body orientation)	10
Total	

Book Presentation **150 pts**

Book Introduction (Title, Author, Illustrator) and Closing (Summary, Recall)	25
Use of Age Appropriate Vocabulary	25
Models Literacy Awareness (Left to Right, Top to Bottom, Print Describes Pictures)	25
Expansion of Language (ex. use of synonyms, examples)	25
Opportunities for Children to Interact with Book/Teacher (ex. open-ended questions, children finish sentences, prediction)	25
Relates book to personal experiences of self and/or children	25
Total	

Activity Design **50 pts**

Creativity	10
Interesting/Engaging to Children	10
Incorporates a Variety of Concepts (emotions, colors, letters, categories)	10
Addresses a Range of Learning Levels (emerging language to early readers)	10
Use of Multiple Child Responses (pointing, labeling, counting)	10
Total	

Demonstration Scoring Rubric

Contestant # _____

Judge # _____

Personal Qualities **50 pts**

Grammar	10
Voice (volume, timing, diction, inflection, and projection)	10
Poise	10
Attitude (ex. enthusiasm, sincerity, positivity)	10
Body Positioning (ex. child's level, body orientation)	10
Total	

Presentation Technique **150 pts**

Attention Getting- Introduction	25
Closing/Summation	25
Developmentally Appropriate Language	25
Presentation Followed Lesson Plan and Supported Goals	25
Opportunities presented for children to interact with materials	25
Questions and activities encourage discovery (not rote memorization)	25
Total	

Activity Design **50 pts**

Developmentally Appropriate Activity for Preschool Children	10
Addresses Multiple Areas of Development (sensory, motor, cognitive)	10
Includes Multiple Learning Styles (visual, auditory, tactile)	10
Adaptability for Special Needs	10
Originality/Creativity	10
Total	

Penalties

Time: (-5) points for every :30 or fraction thereof <5:00 and >7:00	
Tools: (-2) points for each missing item to be provided by contestant	
Clothing: up to (-5%) may be deducted for clothing infractions	

Early Childhood Education Interview Rubric
 Contestant # _____

value of categories will be dependent on
 number of questions asked

Knowledge of Early Childhood Education Development x # of Questions asked	Answers to all questions are fully fleshed-out; demonstrates knowledge & understanding of topics	Answers to all questions are complete but brief; most demos knowledge & understanding of topics	Answers to half of questions are brief & vague; moderately demos understanding of topics	Answers to all questions are brief; unclear whether candidate has much knowledge of topics	
Knowledge of professionalism and occupational leadership	Has researched position/job market; understands the requirements; can relate personal history to position. Can list his/her qualifications/strengths	List some strength/qualifications and has moderate understanding of position	List some strengths but doesn't relate to position has moderate understanding of position; minimal knowledge of requirements	Little knowledge of position, requirements; unconvincing; can only list 1 or 2 personal qualifications	
Poise and professional attitude	Poised; maintains eye contact; relaxed; confident; prepared; enthusiastic; professional; smiles!	Only breaks eye contact occasionally; shows slight nervousness; minor mistakes but recovers quickly; smiles most of the time	Minimal eye contact; distracted; nervous hand, leg, body twitches; trouble recovering from mistakes; forgets to smile	Tension & nervousness is obvious; unable to recover from mistakes; no eye contact; hand/feet jittery	
Appropriate use of voice and projection	Strong, firm handshake; sure voice; smiles; greets each judge	Firm handshake; good voice; no smile or lacks confidence	Weak handshake; soft voice; no smile	No handshake; OR mumbles OR no smile; uncertain	