



Early Childhood Education

2022 SkillsUSA Michigan State Championships

Contest Description

Task and Materials List

Contest Location:

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

Purpose: To evaluate the contestant's knowledge of early childhood education based on developmentally appropriate practice for children ages 3-5 years. This is demonstrated through a written test, interview, literary reading and the ability to create and implement a lesson in a designed content area as determined on the contest day. The State contest will mimic the National contest guidelines **Early Childhood Education, 2022**, (pay attention to Standards and Competencies, Committee Identified Academic Skills, Connections to National Standards) however due to time constraints, changes may occur in the length of time given for portions of the contest.

Resume:

Each student must submit a one page printed resume before the contest starts 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.

Clothing Requirements:

- Official SkillsUSA white polo shirt OR PLAIN short sleeve white polo
- Black **dress slacks (accompanied** by black dress socks or black or skin-tone seamless hose)
- Black closed-toe **dress** shoes

No other attire will be allowed. Please cover all visible tattoos. No piercings other than ears.

Knowledge Performance:

Contestants will complete a multiple-choice written exam assessing knowledge of early childhood education and quality childcare.

Skill Performance:

The skill performance of this contest consists of three parts:

1. Ability to interview and answer questions pertaining to working in an early childhood setting
2. Ability to create and implement a developmentally appropriate lesson in an assigned curricular area
3. Ability to demonstrate a developmentally appropriate literary reading

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Interview:

Contestant will respond to interview questions, regarding knowledge of early childhood, collaboration and working with children and families.

Contestant will exhibit professionalism: Poise/body position, Attitude, Eye contact and Appropriate grammar/language

Lesson Planning:

Equipment and Materials:

Supplied by the technical committee: An assortment of consumable and non-consumable materials to assist in the execution of the lesson plan and demonstration.

Supplied by the contestant - Tools of the profession:

12" ruler

Scissors

Scotch tape – 1 roll

Stapler

Staples – 1 strip paper

Clips – 10

Ink pens – 2 black or blue

Sharpened pencils with erasers – 3

Markers – 10 count

Crayons – 8 count

White school glue – 4oz bottle

Glue sticks – 2

Construction paper, white – 10 sheets

Construction paper, colored – 10 sheets

PENALTIES: A two-point deduction for each missing or excess item supplied by the contestant.

Lesson Planning:

Given assorted materials, as readily available in an early childhood facility, the contestant will

develop a lesson plan and "teacher made" project to assist them in teaching a basic concept for one of the following curriculum areas: food and nutrition, literacy, math, music and movement, science, social studies or creative arts.

The curriculum area will be chosen the day of the contest. Contestants shall complete a handwritten lesson plan and prepare materials during the allotted plan time. The plan must be:

- a. Neatly printed in ink.
- b. Developmentally appropriate for children 3-5 years according to the *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8* (2009, third edition).

c. Follow the specified outline: see lesson plan

Contestants will have two hours to plan their lesson and prepare materials needed for their presentation. Warnings will be given within one hour remaining and again at thirty minutes.

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Lesson Demonstration:

Contestants will be given their lesson plan and materials prior to their presentation time. Contestants will be given five to seven minutes to present their lesson. Contestants shall present as if children are present. Do not present to judges.

Follow specified criteria:

- Verbal/nonverbal communication
- Presentation technique
- Appropriate introduction/closure
- Foster critical thinking
- Creativity

Contestants are only to introduce themselves by Contestant number.

Penalties: Five-point deduction for every 30 seconds greater than *two* minutes allotted for setup and for every 30 seconds under or over the five- to seven-minute demonstration time.

Book Reading Demonstration:

Contestants will bring an age appropriate book (for 3-5 year old) to the contest. Contestants will be given three to five minutes to present their book. Contestants shall exhibit dynamic book reading skills

- a. Literacy awareness
- b. Developmentally appropriate practice
- c. Verbal and nonverbal communication
- d. Interactive
- e. Foster critical thinking

Contestants are not required to read the entire book.

Contestants shall present as if children are present. Do not present to judges.

Penalties: Five-point deduction for every 30 seconds under or over the three- to five- minute demonstration time.

Contest Time Frame:

7:45AM - Check in materials and get settled

8:00-10:00AM - Contestants write and prepare demonstration materials

10:00-10:15AM - Bathroom Break

10:15-11:00AM - Written Test

11:00-Contestants present to Judges - Lesson Demonstration, Book Reading Demonstration and Interview

Observer rule: No observers will be allowed to be present during the competition.

Lesson Plan Form

Contestant # _____

Please print neatly, in INK. Turn into contest committee when complete.

Content Area		Book Reading Choice	
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Materials- only list materials that children would need to complete the activity:

Goals- list developmentally appropriate learning targets for the activity (you may reference DAP):

Lesson Plan- Explain your plan for the activity
<ul style="list-style-type: none">• Clearly identify the INTRODUCTION, MIDDLE, and CONCLUSION of the activity.• Use "quotation marks" to indicate necessary questions/statements

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 4 equals =	40
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 8 equals =	80
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 appropriate NAEYC goal, and vaguely explained how the objectives are supported by the activity	multiplied by X 8 equals =	80
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 6 equals =	60
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 4 equals =	40

* TOTAL SCORE * out of 300 possible _____

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		

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	

Contestant # _____

	25-20	19-15	14-9	8 to zero	
Knowledge of Early Childhood Education Development	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	

TOTAL _____ out of 100 points

