

Early Childhood Education

Purpose: Contestants are evaluated on their ability to plan and present appropriate activities for children between the ages of 3 and 5 and demonstrate general knowledge of quality early childhood education. Contestants must bring materials readily available in a childcare facility to prepare their lesson plan and activity. Contestants are to only introduce themselves by contestant number, not by name or school, and only the contestant numbers can be indicated on submitted materials. No observers are allowed during this contest.

Resume: Each contestant must submit a one page printed resume before the contest start at the contest site. Failure to do so will result in a penalty.

Supplies: The following supplies can be supplied by the contestant:

- Children's book
- Glue stick
- Bottle of glue
- Markers
- Crayons
- Scissors
- Ruler
- Puppets/dolls
- Pens
- Pencils
- Scotch tape
- Stapler
- Paper clips
- Construction paper
- Blocks
- Resume

Contest Schedule:

8 am to 10 am – Contestants prepare lesson plan

10 am to 11 am – Contestants take written test, Judges score lesson plans

11 am – Begin judging contestants

Contest Information

Lesson Plan Development - 2 Hours: 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. Given the materials the contestant brought to the contest, the contestant will develop a lesson plan and “teacher made” project to assist them in teaching a basic concept. Upon completion, the lesson plan will be submitted to the judges for evaluation. The contestants will move on to the written exam and will present their lesson plans afterwards. The following items must be included:

1. Curriculum area
2. Objective or purpose (skills or concepts)
3. Description of activity
4. Materials or supplies needed

Written Test - 1 Hour: Students will complete a multiple choice written knowledge exam assessing child development, knowledge of quality childcare and general preschool teaching knowledge. It will be a 25 question 100-point multiple choice test. Questions for the test will be developed from the standards and competencies listed in the 2018 Early Childhood Education National Technical Standards

Lesson Plan Demonstration - 5-7 Minutes: The demonstration of the lesson plan will include the use of the “teacher-created” project to the judge(s). Judges will not interact with contestants during lesson plan presentation. There will be a penalty of 5 points deducted for each 30 seconds under 5 minutes and over 7 minutes.

Book Reading - 3-5 Minutes. Present a book reading presentation in front of the judges, pretending to present to children. Introduce the book, including basic book vocabulary (title, author, and illustrator). Provide opportunities for children to interact and avoid the use of visual aids except with the book. Students do not need to finish book and students must bring their own book to the state competition

Interview - 5-7 Minutes. Respond to a set of interview questions regarding knowledge of early childhood development, professionalism, and occupational leadership. Exhibit poise and professional attitude. Demonstrate appropriate use of voice and projection. Engage in appropriate eye contact and body positioning. Example questions can be found on the following page.

EXAMPLE QUESTIONS FOR INTERVIEW PORTION

The following is a list of questions that the judges will choose from for the Interview 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.

- Define and give an example of an open-ended question.
- Share 4 examples of positive non-verbal communication you would share with a child.
- 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.
- What steps are involved in reporting suspected child abuse or neglect of a child in your care?
- Explain why keeping confidentiality is important for professionals in education.
- Identify 4 characteristics of a child with autism. What does Autism Spectrum Disorder mean?
- What is the purpose of follow-up activities?
- How should a teacher handle non-participants?
- How do music experiences help children grow cognitively?
- Why do experiences with food promote the development of the whole child?
- What aspects of their activities are children capable of planning?
- How do direct and indirect learning experiences differ?
- Why are routines important to children?
- Explain the difference between physical age and developmental age.
- Describe how stress created by negative experiences can affect the brain.



Book Reading Scoring Rubric	
Contestant #	
Judge #	
Personal Qualities	
Grammar	/10
Voice (volume, timing, diction, inflection, and projection)	/10
Poise	/10
Attitude (ex. Enthusiasm, sincerity, and positivity)	/10
Body Positioning (ex. Child's level, body orientation)	/10
Sub Total	/50
Book Presentation	
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
Sub Total	/150
Activity Design	
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
Sub Total	/50
Total	/250



Demonstration Scoring Rubric	
Contestant #	
Judge #	
Personal Qualities	
Grammar	/10
Voice (volume, timing, diction, inflection, and projection)	/10
Poise	/10
Attitude (ex. Enthusiasm, sincerity, and positivity)	/10
Body Positioning (ex. Child's level, body orientation)	/10
Sub Total	/50
Presentation Technique	
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
Sub Total	/150
Activity Design	
Developmentally Appropriate Activity for Preschool Children	/10
Addresses Multiple Areas of Development (sensory, mot or, cognitive)	/10
Includes Multiple Learning Styles (visual, auditory, tactile)	/10
Adaptability for Special Needs	/10
Originality / Creativity	/10
Sub Total	/50
Penalty – Time: (-5) points for every :30 or fraction thereof <5:00 and > 7:00	
Penalty – Tools: (-2) points for each missing item to be provided by contestant	
Total	/250



Scoring Rubric for Early Childhood Education Lesson Plan

Contestant # _____

Category	10 – Complete, Well Done	7 – Few errors, mostly well done	5 – Some errors, not well done	3 – Many errors	Total	Total w/ Weight
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	/10	X 2 =
Age-appropriate teaching methods	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	/10	X 5 =
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	/10	X 3 =
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	/10	X 3 =
Total Score						/130



Scoring Rubric for Early Childhood Education Lesson Plan

Contestant # _____

Category					Total
Knowledge of Early Childhood Education Development #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	
Total Score					