

EARLY CHILDHOOD EDUCATION NYS



PURPOSE

To evaluate a 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 and the ability to create and implement a lesson in a designated content area as determined by the committee.

CLOTHING REQUIREMENT

NYS Official attire for men: Official red blazer, NYS Black Jacket, the older red national windbreaker or older red sweater and the Black Carhartt Jacket from Nationals. Black dress slacks; white dress shirt; plain black tie with no pattern or a SkillsUSA black tie. Black socks and black shoes. Smock or apron for clothing protection at discretion of contestant

NYS Official attire for women: Official red blazer, NYS Black Jacket, the older red national windbreaker or older red sweater and the Black Carhartt Jacket from Nationals. Black dress slacks or skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend on to the lapels of the blazer; black sheer or skin-tone hose and black shoes, heels no higher than ½ inch. that are not backless or open toe. Smock or apron for clothing protection at discretion of contestant

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

Open to active SkillsUSA members enrolled in technical education programs with childcare as the occupational objective.

OBSERVER RULE

Observers are not allowed to be present during presentations.

EQUIPMENT AND MATERIALS

1. **Supplied by the NYS chair/committee:**
 - a. No supplies will be supplied at the contest by the contest chair.
2. **Supplied by the contestant:**
 - a. Tools of the profession:
 1. Two glue sticks
 2. White school glue (1–4 oz.)
 3. Markers — 10 count
 4. Crayons — 8 count
 5. Scissors
 6. 12" ruler
 7. Two ink pens (black or blue)
 8. Three No. 2 sharpened pencils with erasers
 9. Scotch tape
 10. Stapler- one strip of staples
 11. 10 paper clips
 12. Construction paper — 10 sheets of white and 10 sheets assorted colors (20 sheets total)
 13. Tissue Paper
 14. Pompons
 15. Cotton balls
 16. Pipe cleaners
 17. String or yarn
 18. Popsicle sticks
 - b. All competitors must create a one-page résumé using a word processor. Resume to be handed in at orientation meeting. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the NYS SkillsUSA Web site:
<http://www.nysskillsusa.org/>

SCOPE OF THE CONTEST

The contest is defined by industry standards as set by the current industry technical committee. Contest standards have been cross-checked for applicability to the National Association for the Education of Young Children (NAEYC) and National Child Development Associate Credential. (CDA).

Knowledge Performance

The contest includes a multiple-choice, fill in the blank, written exam assessing knowledge of early childhood education and quality childcare

Skill Performance

The skill performance in this contest consists of three parts.

1. Ability to interview and answer questions pertaining to working in a childcare facility.
2. Ability to create a developmentally appropriate lesson in an assigned curricular area.
3. Ability to demonstrate/perform the above lesson plan in front of the judges. (A transitional activity may be discussed between judges/contestants at the end of the lesson performance.)

Contest Guidelines

Interview

- 1) Contestant will respond to interview questions regarding knowledge of early childhood, collaboration and working with children and families.
- 2) Contestants shall exhibit professionalism:
 - a) Poise
 - b) Attitude
 - c) Eye contact
 - d) Appropriate grammar/language.

Lesson Presentation

1. Assorted materials that you bring would be readily available in a childcare facility. These items are for the contestant to use in developing the lesson plan.
2. Contestants will address a basic concept from one of the following curriculum areas for a small group of 4-year-old preschool children. Curriculum areas: food and nutrition, language arts, math, music and movement, science and social studies.
3. Before choosing materials, the contestant will be assigned a curriculum area. The contestant may then choose the materials needed.

4. Contestant shall complete a handwritten lesson plan and prepare materials during the allotted plan time. The plan must be:
 - a. Be neatly printed in ink
 - b. Development appropriate for children 3-5 years according to the *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* (2009, third edition).
 - c. Follow the specified outline:
 1. Curriculum Area
 2. Materials needed.
 3. Goals/areas of development
 4. Written Procedure/Sequence
 5. Scaffolding
 6. Mechanics (spelling, grammar, punctuation, etc)
5. Contestants will have up to one hour to write their lesson plan. They will be given a 30-minute warning.
6. Once time is called all lesson plans and materials will be collected from the contestants. They will be returned when it is their turn to present.
7. Contestants shall present as if children are present. Do not present to judges.
8. The judges will be unknown to the contestant.
9. Penalty: Five points will be deducted for each 30 seconds or fraction thereof under three minutes or over four minutes.
10. Penalty: Two points will be deducted for EACH item used in the lesson that was NOT on the "Supplied by Contestant" list.
11. Judges will have one to two minutes to ask questions related to inclusion and diversity in preschool teaching.
12. All materials will need to be taken with the contestant at the end of their portion of the competition and are the property of the contestant.

Standards and Competencies

ECE 1.0 — Develop a hands-on lesson plan for a small group of preschool children at the age-appropriate level and in the curriculum area assigned

- 1.1 Design a lesson in the area of language arts, food and nutrition, math, music and movement, science or social studies that addresses a basic concept in the assigned subject area
- 1.2 From the assortment provided, choose materials to incorporate into the lesson
- 1.3 Organize the choice of supplied material to assist in addressing a basic concept
- 1.4 Write a neat lesson plan on the lesson plan outline sheet supplied
- 1.5 Include essential components in the lesson plan
 - 1.5.1 List the curriculum area used
 - 1.5.2 Describe curriculum goals, including skills and concepts
 - 1.5.3 Provide a description of the activity
 - 1.5.4 List all materials or supplies needed
- 1.6 Gear materials to the age, ability and developmental needs of preschool children
- 1.7 Use correct spelling and grammar
- 1.8 Submit the handwritten lesson plan to the judges

ECE 2.0 — Using good presentation skills and age-appropriate methodologies, deliver the designed presentation.

- 2.1 Employ attention-gaining techniques in the introduction
- 2.2 Use age-appropriate teaching methods
- 2.3 Support lesson goals with appropriate procedure and use of materials
- 2.4 Use voice as a teaching tool — timing, diction, inflection and projection
- 2.5 Exhibit poise and professional attitude while presenting
- 2.6 Present at the child's eye level
- 2.7 Allow children to interact with materials
- 2.8 Provide a variety of learning experiences
- 2.9 Present children with the opportunity to construct their own learning as opposed to teacher-directed instruction
- 2.10 Conclude the lesson appropriately
- 2.11 Display originality and creativity during the presentation

- 2.12 Respond to questions asked by the judges following the presentation

ECE 3.0 — Apply knowledge of child development and general preschool-related knowledge

- 3.1 Describe the growth and development of the young child
- 3.2 Explain how to provide a safe and healthy learning environment
- 3.3 Discuss the advancement of the physical and intellectual development of children
- 3.4 Describe how to encourage the social and emotional development of young children
- 3.5 Provide effective classroom and program management
- 3.6 Maintain a commitment to professionalism

ECE 4.0 — Demonstrate professional and ethical standards related to working with children, their families and the communities

- 4.1 Integrate process skills, including critical and creative thinking, leadership, communication and management in working with and interacting with children and their families
- 4.2 Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families and co-workers

ECE 5.0 — Evaluate developmentally appropriate practices to enhance various levels of child growth and development

- 5.1 Assess strategies that promote physical, emotional, social, intellectual, cultural and moral development of children
- 5.2 Analyze components of an integrated curriculum that incorporates a child's language, learning styles, home experiences and cultural values
- 5.3 Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity related to children, parenting and child nurturing practices
- 5.4 Choose positive guidance and discipline practices that promote child growth and development

- 5.5 Devise nonviolent, proactive strategies to prevent and manage conflict among children and between adults and children
- 5.6 Access, evaluate and utilize current and emerging research related to child growth and development to assess early childhood practices and procedures

ECE 6.0 — Evaluate factors affecting children and families with a variety of disadvantaging conditions

- 6.1 Examine characteristics, needs and interventions related to children with special needs, such as those with learning, emotional, physical disabilities, developmental delays and socioeconomic and academic disadvantages
- 6.2 Describe the impact of heredity and environment on disadvantaging conditions that affect children