P**U**RPOSE
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, interview, literary reading and the ability to create and implement a lesson in a designated content area as determined by the committee.

E**L**IGIBILITY
Open to active SkillsUSA members enrolled in technical education programs with early childhood/childcare as the occupational objective.

C**L**OTHING **R**EQUIREMENTS
NYS Business Casual - which consists of:
- Button-up collared, white dress shirt, white blouse (collarless or small-collared) or white turtleneck, with any collar.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black dress shoes - no open back or open toed shoes

Note: Contestants must wear their official contest clothing to the contest orientation meeting. Also bring #2 pencil, resume, and safety assurance form.

O**B**SERVER **R**ULE
Observers, who are not participants, will be allowed to be present during the competition. No talking or gesturing shall be permitted. No observers will be allowed in the interview area or be permitted to enter or exit the demonstration area while a contestant is speaking. No video/audio recorders will be allowed by observers.

E**Q**UIMENT AND M**A**TERIALS
1. Supplied by the technical 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. 12” ruler
      2. Scissors
      3. Scotch tape — 1 roll
      4. Stapler
      5. Staples — 1 strip
      6. Paper clips — 10
      7. Ink pens — 2 black or blue
      8. Sharpened pencils with erasers — 3
      9. Markers — 10-count
     10. Crayons — 8-count
     11. White school glue — 4 oz. bottle
     12. Glue sticks — 2
     13. Construction paper, white — 10 sheets
     14. Construction paper, assorted — 10 sheets
     15. Tissue Paper
     16. Pompons
     17. Cotton Balls
     18. Pipe Cleaners
     19. String or yarn
     20. Popsicle Sticks
     21. 12 pack of colored pencils
   b. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. 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 website: http://www.nysskillsusa.org.

S**C**OPE OF THE **C**ONTEST
This contest is established 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), the National Association of Early Childhood Specialists in
State Department of Education (NAECS/SDE), National Head Start Association (NHSA) and National Child Development 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 of this contest consists of three parts:
1. Ability to interview and answer questions pertaining to working in a childcare facility
2. Ability to create and implement 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. Contestant shall exhibit professionalism:
   a. Poise/body position
   b. Attitude
   c. Eye contact
   d. Appropriate grammar/language

Lesson Planning
1. An assortment of 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 shall address developmentally appropriate concepts from one of the following curriculum areas: food and nutrition, literacy, math, music and movement, science or social sciences.
3. 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:
   1. Curriculum Area
   2. Materials Needed
   3. Goals/Areas of Development
   4. Written Procedure/Sequence
   5. Scaffolding
   6. Mechanics (spelling, grammar, punctuation, etc.)
4. Contestants will have up to one hour to plan, write their lesson and prepare materials needed for their presentation. Warning will be given at thirty minutes remaining.
5. Once time is called all lesson plans and materials will be collected from the contestants. The lesson plans and materials will be returned when it is their turn to present.
6. Penalty: Two points will be deducted for EACH item used in the lesson prep/presentation that was NOT on the “Supplied by Contestant” list.

Lesson Demonstration
1. Contestants will be given five to seven minutes to present their lesson.
2. Contestants shall present as if children are present. Do not present to judges.
3. At end of presentation, judges will have one to two minutes to ask questions of contestants pertaining to inclusion/adaptations.
4. Follow specified criteria:
   - Verbal/nonverbal communication
   - Presentation technique
   - Appropriate introduction/closure
   - Foster critical thinking
   - Creativity
5. Judges will be unknown to contestants.
6. 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.
7. 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.
Standards and Competencies

ECE 1.0 — Develop a hands-on lesson plan for a small group of children ages 3–5 years in the assigned curricular area
1.1 Create a written lesson plan that addresses developmentally appropriate concepts from one of the following curriculum areas: food and nutrition, literacy, math, music and movement, science or social sciences
1.2 From the assortment of materials, choose items to incorporate into the lesson
1.3 Write a legible plan on the provided lesson plan sheet
1.4 Include essential components in the lesson plan
   1.4.1 Curriculum area
   1.4.2 Materials needed
   1.4.3 Goals/Areas of development
   1.4.4 Written procedure/sequence
   1.4.5 Scaffolding
   1.4.6 Mechanics (spelling, grammar, punctuation, etc.)
1.5 Prepare developmentally appropriate lesson and materials for children ages 3–5 years
1.8 Submit written lesson and all materials to the contest chairperson

ECE 2.0 — Using applicable teacher skills and developmentally appropriate methodologies, demonstrate the written lesson. (Demonstration 5–7 minutes)
2.1 Demonstrate developmentally appropriate teaching techniques
2.2 Exhibit attention-gaining techniques in the introduction
2.3 Support lesson goals with appropriate procedure and use of materials
2.4 Use voice as a teaching tool — expression, grammar, volume, inflection
2.5 Promote critical thinking in children
2.6 Allow children to interact with materials
2.7 Present on child’s level
2.8 Conclude the lesson appropriately
2.9 Display originality and creativity
2.10 Respond to judge’s question following the presentation

ECE 3.0 — Apply knowledge of child development and early childhood education
3.1 Display an understanding of theorists and their contribution to the foundation of early childhood education
3.2 Describe child growth and development
3.3 Explain how to provide a safe and healthy learning environment
3.4 Discuss how to encourage development in all areas: physical, social, emotional, cognitive and linguistic
3.5 Provide safe and effective classroom management

ECE 4.0 — Demonstrate professional and ethical standards
4.1 Maintain a commitment to professionalism
4.2 Describe positive techniques for collaborative work with peers
4.3 Demonstrate understanding for positive and collaborative relationships with children, family and community

ECE 5.0 — Evaluate developmentally appropriate practices to enhance various learning levels of child growth and development
5.1 Assess strategies that promote physical, cognitive, social, emotional and linguistic development in children
5.2 Analyze components of an inclusive curriculum that incorporates learning styles, language, home experiences and values
5.3 Respect diversity with sensitivity to anti-bias, gender equality, age, culture and ethnicity related to children and parenting
5.4 Demonstrate positive guidance techniques
5.5 Devise strategies to encourage self-discipline
5.6 Educate self in current and emerging research in early childhood practice

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 physical, emotional, social or developmental delays or socioeconomic disadvantages
6.2 Describe the impact of heredity and environment on conditions that affect children