Official Rules
NYS SkillsUSA Early Childhood Education (Virtual)

(Please read ALL of the following information carefully before beginning so as not to be disqualified)

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

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

CLOTHING REQUIREMENT
1. Official SkillsUSA Competition Clothing recommended but NOT required.
2. Contestant clothing options include the following:
   o Official Competition Clothing.
   o Trade Appropriate Clothing.
   o Professional Dress.
   o Business Casual.
3. Clothing must meet industry safety standards.
4. No identification of the contestant, school or state is allowed on clothing.
5. No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
6. No shorts or sleeveless shirts are allowed.
7. Skirts must be at least knee-length.

**NOTE** Contestants must wear their official contest clothing to the contest orientation ZOOM Meeting. Your resume should be submitted prior to the orientation for review.

Proper Personal Protective Equipment (PPE) must be worn by contestants to meet all state, local, and school requirements due to COVID-19.

SCOPE OF THE CONTEST

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 a developmentally appropriate literary reading
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. Contestants will provide an assortment of materials commonly found in a childcare facility (these items are listed below).
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. Contestant shall complete a lesson plan and prepare materials during the allotted plan time. The plan must be:
   a. Neatly completed online
   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:
      i. Curriculum Area.
      ii. Materials Needed.
      iii. Goals/Areas of Development.
      iv. Written Procedure/Sequence.
      v. Scaffolding.
      vi. Mechanics (spelling, grammar, punctuation, etc.).
4. Contestants will have three hours to plan their lesson and prepare materials needed for their presentation. Warnings will be given with one hour remaining and again at thirty minutes.
5. Contestants may leave presentation area upon completion but will no longer have access to their plan or materials.
6. Penalty: A two-point deduction shall be indicated for each missing or excess item supplied by the contestant.

Lesson Demonstration
1. Contestants should arrive at the demonstration area early.
2. Contestants will be given a lesson plan 15 minutes prior to their assigned presentation time.
3. Contestants will be given five to seven minutes to present their lesson.
4. Contestants shall present as if children are present. Do not present to judges.
5. At end of presentation, judges will ask one question of contestants pertaining to inclusion/adaptations.
6. Follow specified criteria:
   a. Verbal/nonverbal communication.
   b. Presentation technique.
   c. Appropriate introduction/closure.
   d. Foster critical thinking.
   e. Creativity.
7. Judges will be unknown to contestants.
8. 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.
9. Contestants will return all materials to a designated committee member upon completion of the presentation. Materials made by contestants are the property of the contestants.

**Book Reading Demonstration**

1. Prior to the contest day, contestants will choose a developmentally appropriate book for 3-5 year olds to read aloud.
2. Contestants should arrive at the demonstration area. Contestants will be given three to five minutes to present their reading.
3. 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.
4. Contestants are not required to read the entire book.
5. Contestants shall present as if children are present. Do not present to judges.
6. Judges will be unknown to contestants.
7. Penalties: Five-point deduction for every 30 seconds under or over the three- to five- minute demonstration time.
8. Contestants will return all materials to a designated committee member upon completion of the presentation.

**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**

- 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
- From provided materials, choose items to incorporate into the lesson
- Write a legible plan on the provided lesson plan sheet
- Include essential components in the lesson plan
  - Curriculum area
  - Materials needed
  - Goals/Areas of development
  - Written procedure/sequence
  - Scaffolding
  - Mechanics (spelling, grammar, punctuation, etc.)
- Prepare developmentally appropriate lesson and materials for children ages 3–5 years
- Submit written lesson and all materials to technical committee member

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will be performing for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition. These changes will be posted on the SkillsUSA Championships contest update website at [http://updates.skillsusa.org](http://updates.skillsusa.org).
ECE 2.0 — Using applicable teacher skills and developmentally appropriate methodologies, demonstrate the written lesson. (Demonstration 5–7 minutes)

- Demonstrate developmentally appropriate teaching techniques
- Exhibit attention-gaining techniques in the introduction
- Support lesson goals with appropriate procedure and use of materials
- Use voice as a teaching tool — expression, grammar, volume, inflection
- Promote critical thinking in children
- Allow children to interact with materials
- Present on child’s level
- Conclude the lesson appropriately
- Display originality and creativity
- Respond to judge’s question following the presentation

ECE 3.0 — Using applicable teacher skills and developmentally appropriate methodologies, demonstrate a literacy experience (Demonstration 3–5 minutes)

- Choose a book for demonstration
- Read the book using developmentally appropriate teaching techniques
- Exhibit attention-gaining technique for introduction
- Introduce book using title, author and illustrator
- Use voice as a teaching tool — expression, grammar, volume, inflection
- Promote critical thinking in children
- Provide opportunities for children to interact
- Present on child’s level

ECE 4.0 — Apply knowledge of early childhood education and employment skills through an interview process

- Exhibit professionalism during interview
- Use appropriate verbal and nonverbal communication
- Display self-awareness
- Demonstrate knowledge of high-quality early childhood programs

ECE 5.0 — Apply knowledge of child development and early childhood education

- Display an understanding of theorists and their contribution to the foundation of early childhood education
- Describe child growth and development
- Explain how to provide a safe and healthy learning environment
- Discuss how to encourage development in all areas: physical, social, emotional, cognitive and linguistic
- Provide safe and effective classroom management

ECE 6.0 — Demonstrate professional and ethical standards

- Maintain a commitment to professionalism
- Describe positive techniques for collaborative work with peers
- Demonstrate understanding for positive and collaborative relationships with children, family and community
ECE 7.0 — Evaluate developmentally appropriate practices to enhance various learning levels of child growth and development

- Assess strategies that promote physical, cognitive, social, emotional and linguistic development in children
- Analyze components of an inclusive curriculum that incorporates learning styles, language, home experiences and values
- Respect diversity with sensitivity to anti-bias, gender equality, age, culture and ethnicity related to children and parenting
- Demonstrate positive guidance techniques
- Devise strategies to encourage self-discipline
- Educate self in current and emerging research in early childhood practice

ECE 8.0 — Evaluate factors affecting children and families with a variety of disadvantaging conditions

- Examine characteristics, needs and interventions related to children with special needs, such as those with physical, emotional, social or developmental delays or socioeconomic disadvantages
- Describe the impact of heredity and environment on conditions that affect children

EQUIPMENT AND MATERIALS:
The following items will be supplied by the technical committee

1. Contest ZOOM or Google Meeting Links for orientation and competition prior to competition day.

Supplied by Contestant

For Judging, the contestant will need to have

1. Computer with high-speed internet capability and camera to use applications such as ZOOM, Teams, Etc. Recommended that you use a Chromebook or Laptop with a camera that has an external power source in case of a power outage. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing the on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: www.speedtest.net. Allow the page to load and click on GO.

2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles.

3. A contest Proctor will be required to be on-site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite “hands and eyes” for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with the information needed to assist in accurate scoring of the contestant’s work or presentation. However, the Proctor shall not serve as a judge nor have any influence on contestant scores.

4. The contestant’s instructor or advisor shall be on-site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.

5. Tools of the profession:
   a. 12” ruler.
   b. Scissors.
   c. Scotch tape — 1 roll.
   d. Stapler.
   e. Staples — 1 strip.
   g. Rubber bands - 10
h. Ink pens — 2 black or blue.
   i. Sharpened pencils with erasers — 3.
   j. Markers — 10-count.
   k. Crayons — 8-count.
   l. White school glue — 4 oz. bottle.
   m. Glue sticks — 2.
   n. Construction paper, white — 10 sheets.
   o. Construction paper, assorted — 10 sheets.
   p. Index cards (any size) — 10 cards

For Contest

**ALL CONTESTANTS MUST CREATE A ONE-PAGE RESUME AND SUBMIT IT VIA EMAIL AS A PDF TO THE TECHNICAL COMMITTEE CHAIR SEVEN (7) DAYS PRIOR TO ZOOM ORIENTATION. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at http://updates.skillsusa.org. Failure to do so will result in a 10-point deduction.**
Championships for 2021

Special Instructions to Contestants

Due by April 1, 2021

Date submitted: March 2, 2021

Contest Name: Early Childhood Education

Chairperson: Cheryl Richardson

List any new special instructions for the contestants that are not listed or might be changed from the New York SkillsUSA Technical Standards for 2020. If you have updated your standards for your contest there should not be much of a need for this form. DO NOT list requirements already printed in the NYS standards.

Deleted Materials & Supplies:

Additional Materials & Supplies:

- tissue paper
- pompoms
- cotton balls
- string or yarn
- popsicle sticks
- colored pencils
- asst. buttons

Other:

Lesson plan format is attached.
Lesson Plan

Curriculum Area ___________________________ Theme ___________________________

Activity Name ___________________________

DEVELOPMENTAL GOALS: (Why do I have the children do this?)
- to
- to
- to

BEHAVIORAL OBJECTIVE
(Conditions of performance) (Behavior) (Level of performance)
(Ex. given the crayon the child will draw a face with eyes and a mouth)

Given ____________________________________________________________

the child will _______________________________________________________

____________________________________________________________________

until ______________________________________________________________

MATERIALS NEEDED: (What do I need for this activity?) Please list
**PRIOR PREPARATION:** (What do I (the teacher) need to do before this activity? Ex. cutout pattern, paint example, glue or fold) **Please List**

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**THE LESSON**

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**INTRODUCTION/MOTIVATION:** (How will I introduce this activity to gain the children’s attention?)

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**PROCEDURE:** (Step by step detailed directions so that if someone else were to do this activity they could understand it).
**CLOSURE:** (How do I end this activity?)

**OPEN ENDED QUESTIONS:** (Three questions you could ask the children concerning this activity. Yes/No answers are unacceptable).

1.

2.

3.