



PURPOSE

To evaluate a competitor'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.

ELIGIBILITY

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

CLOTHING REQUIREMENTS

NYS SkillsUSA Business Professional

- White polo shirt (plain or with NYS SkillsUSA or SkillsUSA NY monogram) or White dress shirt with plain black tie with no pattern or a SkillsUSA black tie, or business like white collarless blouse or white blouse with small plain 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 leather shoes that are not backless or open toe

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

OBSERVER RULE

Observers are not allowed to be present during presentations.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. An assortment of consumable and non-consumable materials to help execute the lesson plan and demonstration (lesson plan template provided at orientation).
2. Supplied by the competitor:
 - 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)
 - b. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit at orientation.

DEVICES

Cell phones or other electronic devices not approved by the NYS Chairperson will be collected by the contest chair during the competition. Chairpersons will announce their acceptance by listing it on their standard or at the orientation meeting. In case of emergencies, advisors should allow the competitors to take their phones to the contest areas.

If the competitor uses their device in a manner which compromises the integrity of the competition, the competitor’s score may be penalized.

SCOPE OF THE COMPETITION

This competition is run to industry standards as set by the current industry technical committee. Competition 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

All competitors are required to take the NYS SkillsUSA professional development test at the orientation meeting.

The competition 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 competition 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

COMPETITION GUIDELINES

Interview

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

Lesson Planning

1. An assortment of materials commonly found in a childcare facility shall be available for use in lesson planning.
2. The assortment of materials will be unknown to competitors prior to the competition.
3. Competitors shall address developmentally appropriate concepts from one of the following curriculum areas: nutrition, literacy, math, physical, science, social studies, and creative arts.
4. Competitors shall complete a written lesson plan using a provided template, integrating the children's book provided and preparing all 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 (2021, fourth 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. Competitors 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.
6. Competitors may leave the presentation area upon completion but will no longer have access to their plan or materials.
7. **Penalty:** A two-point deduction shall be indicated for each missing or excess item supplied by the competitor.

Lesson Demonstration

1. Competitors should arrive at the demonstration area early.
2. Competitors will be given their lesson plan and materials 15 minutes prior to their assigned presentation time.
3. Competitors will be given five to seven minutes to present their lesson.
4. Competitors shall present as if children are present. Do not present to judges.
5. At the end of the presentation, judges will ask one question of competitors 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 competitors
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. Competitors will return all materials to a designated committee member upon completion of their presentation. Materials made by competitors are the property of the competitors.

Book Reading Demonstration

1. Competitors will have access to and choose from designated books.
2. Competitors should arrive at the demonstration area early and will have 15 minutes to practice their book and make their lesson plan presentation.
3. Competitors will be given three to five minutes to present their lesson.
4. Competitors shall exhibit dynamic book reading skills:
 - a. Literacy awareness
 - b. Developmentally appropriate practice
 - c. Verbal and nonverbal communication
 - d. Interactive
 - e. Foster critical thinking
5. Competitors are not required to read the entire book.
6. Competitors shall present as if children are present. Do not present to judges.
7. Judges will be unknown to competitors.
8. **Penalties:** Five-point deduction for every 30 seconds under or over the three- to five- minute demonstration time.
9. Competitors will return all materials to a designated committee member upon presentation completion.

STANDARDS AND COMPETENCIES

ECE1.0—Develop 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, social sciences, creative arts.
- 1.2. From provided 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
- 1.6. Submit written lesson and all materials to technical committee member

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

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

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

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

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

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

ECE 6.0—Demonstrate professional and ethical standards

- 6.1. Maintain a commitment to professionalism
- 6.2. Describe positive techniques for collaborative work with peers
- 6.3. 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

- 7.1. Assess strategies that promote physical, cognitive, social, emotional, and linguistic development in children
- 7.2. Analyze components of an inclusive curriculum that incorporates learning styles, language, home experiences and values
- 7.3. Respect diversity with sensitivity to anti-bias, gender equality, age, culture, and ethnicity related to children and parenting
- 7.4. Demonstrate positive guidance techniques
- 7.5. Devise strategies to encourage self-discipline
- 7.6. 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

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