



Early Childhood Education: Display of Theme Development

2022 Theme: Environment

ENTRY PER SCHOOL: 3
STATE COMPETITION: Yes
ELIGIBILITY: Educators Rising Chapters at the Middle and High School Levels
SCHOLARSHIP: No

COMPETITION TYPE: Team (2-4 students) — Closed to spectators
NATIONAL COMPETITION: NO

Contest Purpose

To demonstrate knowledge and skills in planning developmentally appropriate teaching concepts, demonstrate abilities to select appropriate activities for young children, and work collaboratively in planning around a theme related to Early Child Education. Contestants are expected to create a display relating to children from ages 2-5. Participants will prepare a lesson plan and daily schedule to be submitted prior to the competition and then prepare a presentation that includes learning props to present at the conference that coincides with the theme. Participants will conduct an oral presentation of no more than 10 minutes, followed by questions from the judges concerning preparation and contents of the presentation.

How to Enter

- A. Participants must be registered online for the competition by the submission deadline stated on www.edrisingaz.org

Judging and Scoring

- A. The judges' decisions are final.
- B. Scoring is based on the ECE: Display of Theme Development Competition rubric.

Competition Guidelines

- A. Participants may use their district's lesson plan format.
- B. The lesson plan, schedule, and display must include the name of the school, city, and state within the display.
- C. The display will illustrate a quality early childhood environment that uses intentional materials to support theme development and conceptual knowledge of young learners.
- D. The lesson plan requires the intentional completion of the lesson plan for a half day preschool program based on character development AND the creation of a 3.5 hour program schedule.
- E. The oral presentation must be no longer than 10 minutes and must portray the theme of character development for the targeted age group.
- F. All samples of student art, materials, books, bulletin boards, and props used in the plan should be set up for display during the assigned set up time. Materials should not exceed \$25 in cost.
- G. A six-foot table will be provided for the display. Wall space will not be available.
- H. During the competition, there will be questions from the judges regarding development of the lesson plan contents and presentation. There will also be a reflective interview in which contestants will analyze their teaching and instruction after their lesson performance in the following areas:

Environment & Materials:

- Would you change anything in the environment or use different manipulatives if you taught this lesson again?
- Potential resources include: books about theme, blueprints, Early Childhood resource books, and internet resources- in addition to physical resources utilized in the presentation

Lesson:

- How does your lesson plan address the theme?
- What instructional strategies do you use to maintain engagement throughout the lesson?
 - How did your learning materials and props enhance your lesson?

Reflection:

- What research did you conduct when preparing?
- What key vocabulary was emphasized and why?
- Why is it important to engage students in character development at this stage of development

ECE: Display of Theme Development Judge's Scoresheet

CONTESTANT'S NAME: _____

CONTESTANTS'SCHOOL: _____

Judges will use their discretion to assign points by evaluating the contestants via the rubrics on this scoresheet.

Lesson Plan and Daily Schedule

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement	Score
Lesson Plan - Depth	The Theme Development lesson addresses both the objective and is developmentally appropriate for the ages of the learners. Language development is evident and explained.	The Theme Development lesson addresses both the objective and is developmentally appropriate for the ages of the learners. Language development is evident but is not always clear or modeled.	The Theme Development lesson addresses either the objective and/or is developmentally appropriate for the ages of the learners but not both. Language development is evident but is not always clear or modeled.	The Theme Development lesson does not address the objective or is developmentally appropriate for the ages of the learners. Language development is not evident and is not modeled.	
Lesson Plan – Creativity	Instruction, learning props and theme development are stimulating, challenging and peak student interest. Modeling is used to support the learning objective. Lesson plan connects to standard and meets the various learning styles of the student audience.	Instruction, learning props and theme development peak student interest. Modeling is used to support the learning objective. Lesson plan connects to standard and meets the various learning styles of the student audience.	Instruction, learning props and theme development peak student interest but does not maintain engagement. Modeling is sometimes used to support the learning objective. Lesson plan connects to standard and meets some learning styles of the student audience.	Instruction, learning props and theme development does not maintain engagement. Modeling is not used to support the learning objective. Lesson plan connects to standard and does not meet the various learning styles of the student audience.	
Lesson Plan - Organization	Explanation of essential information, goals, and objectives is clear and well-written. Key vocabulary chosen supports child's conceptual knowledge. Activities and materials clearly support development and learning. Activities and materials encourage curiosity, thinking, and character development at the highest levels of learning. Learning centers are intentionally planned and utilized effectively.	Explanation of essential information, goals, and objectives is present. Key vocabulary chosen supports child's conceptual knowledge. Activities and materials support development and learning. Activities and materials encourage curiosity, thinking, and character development. Learning centers are intentionally planned and utilized.	Explanation of essential information, goals, and objectives is addressed. Key vocabulary chosen somewhat supports child's conceptual knowledge. Activities and materials somewhat support development and learning. Activities and materials somewhat encourage curiosity, thinking, and character development at the highest levels of learning. Learning centers are addressed and somewhat utilized.	Explanation of essential information, goals, and objectives is not clear nor well-written. Key vocabulary chosen does not supports child's conceptual knowledge. Activities and materials do not support development and learning. Activities and materials fail to encourage curiosity, thinking, and character development at the highest levels of learning. Learning centers are absent.	
Daily Schedule	Contestant was able to clearly and effectively schedule students' day to enhance learning and maximize instructional time.	Contestant was able to demonstrate the ability to schedule students' day to provide learning with limited gaps in instructional time.	Contestant was able to somewhat demonstrate the ability to schedule students' day to provide learning with gaps in instructional time.	Contestant was not able to properly demonstrate the ability to schedule students' day to provide learning and instructional time.	

Lesson Plan and Daily Schedule Score: _____ / 40 Points

Presentation

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement	Score
Presentation Content	The presentation reflects the team's deep understanding of the theme. The impact of the educational-related strategies is clearly contextualized with compelling data/research.	Presentation is comprehensive, in- depth, and well-organized. Shares material that spotlights the specific educational-related strategy/practice, but may not always reflect the most effective selections to convey the intended messages.	Presentation is on-topic but is inconsistent in its comprehensiveness, depth, choice of material, or organization.	Presentation struggles to stay on topic or to address items in the guidelines in a meaningful way.	
Learning Prop	Team was able to clearly and effectively communicate the learning prop's purpose and effectiveness in enhancing lesson and theme. Prop is creative and well-constructed.	Team was able to communicate the learning prop's purpose and effectiveness in enhancing lesson and theme.	Team was somewhat able to communicate the learning prop's purpose and effectiveness in enhancing the lesson and theme.	Team was not able to properly communicate the learning prop's purpose or effectiveness in enhancing the lesson and theme.	
Presentation Delivery	The presentation reflects a truly impressive command of how to build and deliver a powerful story as a team of equal contributors with sound choices in sequencing the lesson. Professional caliber of presentation skills displayed including eye contact, clarity of speech, pacing, connection with audience, and conciseness.	Eye contact, clarity of voice, pacing, connection with the audience is commendable although not consistently at professional levels. Choices for sequencing and framing material are logical and straightforward.	Inconsistent eye contact, clarity of voice, pacing, connection with the audience. Choices for sequencing may miss opportunities for increased impact. Workload among team members appears to be imbalanced which may distract from the intended impact of the presentation.	Delivery is inconsistent and is in need of improvement in terms of eye contact, pacing, clarity of voice, and connection with the audience. Choices for sequencing reflects a need for increased research, preparation or skill development.	
Overall Impact	The presentation was clear, powerful, and undeniable in impact. The visuals and presentation content/delivery effectively complement each other to craft a highly impactful professional presentation.	The visuals, content, and delivery work together to offer a commendable presentation. With minor revisions, the presentation could be considered of professional caliber.	The presentation demonstrates effort. At multiple moments, the visuals, content, and delivery may not effectively complement one another which may limit the overall impact of the presentation.	The presentation demonstrates inconsistent, unprofessional, or superficial aspects of the visuals, content, and/or delivery causing the audience to become distracted.	

Presentation Score: _____ / 40 Points

Reflective Interview

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs	Score
Q & A Discussion	The team responses demonstrated a shared, consistent thoughtfulness and professional insight rooted in the deep experience of the material.	The team responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to them.	The team responses reflected a broad spectrum of levels of quality that varied by answer.	The team responses may reflect effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.	
Reflection	Team was able to appropriately and thoughtfully answer questions posed by the judges. Team provided clarifying information when asked. Team was well prepared & confident; excellent posture, grammar, use of knowledgeable vocabulary pertinent to the field and maintained eye contact.	Team was able to appropriately answer questions posed by the judges. Team provided clarifying information when asked. Team was prepared & confident; good posture, grammar, use of knowledgeable vocabulary pertinent to the field and maintained eye contact.	Team was able to appropriately answer some questions posed by the judges. Team provided some clarifying information when asked. Team was prepared; good posture, grammar, use of some knowledgeable vocabulary pertinent to the field and maintained eye contact.	Team was able to appropriately answer some questions posed by the judges. Team demonstrated good posture, grammar, use of some knowledgeable vocabulary pertinent to the field, maintained eye contact but did not seem confident or prepared.	

Reflective Interview Score: _____ / 20 Points

TOTAL Lesson Plan, Presentation, and Reflective Interview Score: _____ / 100 Points

Comments to the Contestant for Specific Feedback: