Preschool Interactive Display – Illinois*

Team of 2 | Skilled and Technical | Education and Training

To evaluate the contestant's ability to prepare an interactive display (bulletin board) that is developmentally appropriate (as defined by NAEYC) for three, four and five-year-olds.

Eligibility (Team of 2)

Open to a team of two (2) active SkillsUSA members enrolled in an adolescent development, educational exploration or education preparation program.

Standards and Competencies

Standards and competencies will be assessed will be determined by the project designed by the competitor.

PID 1.0 — Using applicable teacher skills and developmentally appropriate methodologies, create an interactive display

1.1. Develop two objectives
1.2. Plan and design using developmentally appropriate teaching techniques
1.3. Use elements such as color, balance and focal points to gain attention
1.4. Develop a coherent, meaningful and easily understood theme that aligns to objectives
1.5. Demonstrate quality artwork and design
1.6. Provide evidence of imagination, creativity and originality

PID 2.0 — Apply knowledge of early childhood education and employment skills through an interview process

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

PID 3.0 — Apply knowledge of child development and early childhood education

3.1. Display an understanding of theorists and their contribution of 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

CPD 4.0 — SkillsUSA Framework

4.1. Demonstrate mastery of the essential elements outlined within the SkillsUSA Framework.

Scope of the Competition

Knowledge Performance

Professional Development Career Readiness Assessment – Assess preparedness to enter the workforce as defined by the SkillsUSA Framework which identifies skills that are essential for success in the workplace and life.

There is no written technical skill knowledge exam for this contest.

Skill Performance

The competition requires the creation of a developmentally appropriate preschool interactive display around a teachable concept that is outlined by two objectives. Skill also will be evaluated through an interview.

Competition Guidelines

1. The interactive display will teach a concept. Competitors will identify two goals or objectives related to the use of display.
2. The display must be developmentally appropriate, as defined by NAEYC, for three, four and five-year-old children.
3. The display must provide opportunities for children to interact with the materials on the board. Materials used may include but are not limited to: magnets, Velcro, pockets, clothespins, hooks, buttons and flaps. To improve durability and allow for repeated use, materials may be laminated.
4. The display must have enough text on it to provide an early literacy experience for children and simple instructions to help teachers guide children in the use of the interactive display. Stencils or computer- generated lettering may be used. Follow U.S. copyright rules and regulations for all imagery.
5. Competitors must prepare all materials.
6. Competitors must use rigid lightweight board as mounting material. The total mounting material may be smaller than, but not exceed 36″ high by 48″ wide by 2″ thick (thickness includes the mounting board and materials applied). A penalty of five (5) points per 1/8″ over size will be assessed. Tri-fold boards are acceptable.
7. All materials used should be typical supplies found within a pre-school/ early childhood education classroom.
8. Entries must be self-supporting. If not using a trifold, a supporting device (such as a tabletop easel) must be used or created to allow for a safe, durable exhibit and use of the board. Not meeting this requirement will result in a penalty of 10 points.
9. A verification letter signed by a local school administrator certifying that the display was designed and constructed by the competitor. The letter must include the following information:
    a. The name of the school, city and state
    b. The local advisor
    c. The names of the competitor
    d. Two objectives or goals of the display
10. Each competitor must supply a one-page, typed résumé. Resumes will be submitted to the judges during the interview.
11. Interview Component
    a. Both members shall be prepared to participate in the interview component.
    b. Interviews will last five to ten minutes.
    c. The interview component will consist of questions around the objectives/ goals, development, intentionality of interactivity, outcomes and career preparation and goals.

Clothing Requirements
Class E: Contest Specific – Business Casual
- Official SkillsUSA white polo shirt.
- 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 closed-toe dress shoes.

Equipment and Materials
1. Supplied by the technical committee:
    a. Table space to display board
2. Supplied by the competitor:
    a. Interactive Board
    b. Support Device (Tabletop Easel), if needed,
    c. One-page résumé

Observer Rule
Observers will not be present during the interview or judging. Boards may be viewed throughout the contest day in the display area.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information.
- Analyze mass media messages.
- Use text structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information for use in written and oral presentations.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate persuasive writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Solve practical problems involving percentages.
- Measure angles
- Find surface area and perimeter of two-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Solve practical problems involving complementary, supplementary and congruent angles.
- Use measures of interior and exterior angles of polygons to solve problems.

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.

Math Standards

- Numbers and operations.
- Geometry.
- Measurement.
- Problem solving.
- Communication.
- Connections.
- Representation.

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: http://www.nctm.org.