



Recognizing teachers who have developed lessons that produce quantitative and qualitative results with students in the economic strands in any subject area, in Mississippi's Schools.

## 2009 Best Practices

Made possible by the National Council on Economic Education through funding from an Excellence in Economic Education grant awarded by the U.S. Department of Education Office of Innovation and Improvement from and funds provided by the Mississippi Council on Economic Education

### AWARDS

**Entries are judged in three categories:**

Primary (K-4)

Intermediate/Middle (5-8)

Senior High (9-12)

**Award winners receive certificates and cash prizes:**

**\$500 for each winner in three divisions: Elementary, Middle and High School  
\$300 for each second place winner and \$200 for each third place in three divisions: Elementary, Middle and High School**

The Purposes of the Best Practices Award Program are:

- To recognize outstanding educators who effectively teach economic education principles;
- To reward improvement in economic education teaching practices;
- To encourage educators to develop descriptions of their successful teaching practices; and
- To encourage replication of successful teaching by fostering a widening and continuing exchange of ideas in economic education among educators throughout Mississippi in every level of education.

The Mississippi Council on Economic Education (MCEE) initiated the program to recognize highly skilled classroom teachers who devote their creative energies to assure that their students become effective economic decision-makers.

Award-winning teachers gain recognition, earn cash awards and are honored at professional meetings in Fall 2009. Being a Best Practices Economics Education Winner reflects the teacher's ability to effectively teach basic economic concepts, principles and understandings. Students involved in these projects not only show cognitive growth but also experience many exciting and interesting activities they will long remember.

## RULES

1. All K-12 certified teachers from public, private or parochial schools may enter.
2. No more than three teachers may form a team.
3. Educators may only enter the grade category in which they teach or have significant responsibilities.
4. Entries must follow, precisely, the instructions outlined on the Entry Forum, Parts I, II, & III. Follow the order presented and limit your responses, as noted. Do not omit or add sections.
5. The entry must be the teacher's or team's own work. All references and resources used must be cited. Adaptation of another's work must be indicated.
6. The instructional program or activity must be taught in the period August 2008 to May 2009. The entry must be postmarked by August 31, 2009.
7. Eligible teachers are limited to one entry per year. Award winning entries from previous years' competitions may be revised and re-taught for submission. Previous first place or category winning entries may *not* be resubmitted.
8. The MCEE selects outstanding educators and economists to serve as the Committee of judges. The decisions by the judges are final. Number of prizes awarded in each category is at the discretion of the judges.
9. All entries and accompanying materials become the property of the Mississippi Council on Economic Education and may be disseminated to educators throughout the state and included on the MCEE website. Entrants must submit a written request to the MCEE for permission to use the materials for publication and/or other professional or commercial purposes.

## JUDGING CRITERIA

### **An award-winning entry will:**

- \*Provide a description of correct economic content relating to the economics strand found in the MS Social Studies framework.
- \*Emphasize teaching basic economic concepts and developing economic reasoning skills.
- \*Teach content appropriate for the maturity and learning ability levels of students.
- \*Provide logically sequenced instructional procedures that can be adapted by other teachers.
- \*Show new and better ways to teach key economic understandings.
- \*Use evaluation instruments and techniques to assess learning outcomes.
- \*Offer documented evidence that the instruction made a difference in students' economic and/or personal finance understanding and attitudes.

### **Your entry will be judged on the following criteria:**

Abstract	5 percent
Chronology and Lesson Plans including Economic Standards	55 percent
Evaluation	20 percent
Overall entry: Correct Economic Content, Quality of Presentation, Adaptability for Other Teachers, All Resources Cited, Format Correct and Complete.	20 percent

Teachers: Please contact MCEE if you have questions about the application or the rules: Phone: 601-974-1325 or e-mail: [mscee@millsaps.edu](mailto:mscee@millsaps.edu)



**B. Abstract**

**(1 page)**

Provide a concise overview of the project that explains the academic content, the skills, and student outcomes. Discuss the major outcomes of the instruction and its impact on the students. Describe how this entry has achieved effective and quantitative and qualitative results with students in the economic strands of the curriculum.

**C. Chronology, Instructional Process and Lessons**

**(up to 5 pages)**

Provide a chronological list of up to three (3) of your most effective lessons and activities related to the direct instruction of economic concepts. Lesson plan refers to work accomplished during 1-3 class sessions. Include the following: Lesson Description, Grade Level, National Economic Content Standards and Benchmarks, MS Social Studies Frameworks Competencies and Student Objectives along with Time Required, materials, Procedure, Closure, Assessment, Extension Activities (optional).

**D. Evaluation**

**(up to 3 pages)**

Describe the **student outcomes** that directly support the standards and learning objectives (Part II, Section C), *including how you assessed them*. Evaluation tools might include: applications of learning, performance assessments, pre-and post-test results, student portfolios, written work or any other assessment instrument or technique. **Provide data supporting student achievement. Be specific.** Pre/Post tests should be administered and *must* be included in this section if used.

**G. Overall Entry**

**Economic Content:** The economic content presented must be correct.

**Quality of Presentation:** The entry must be well written. Clarity, correct grammar and punctuation are required.

**Adaptability for Other Teachers:** Teaching strategies and student activities should be easily adaptable by other teachers in comparable grades and courses.

**Resources:** Entry must clearly state resources required for completion of student/teacher activities.

**Format Correct and Complete:** Directions for project presentation must be followed exactly.

**Part III. Attachments**

1. A bibliographical listing of all resources and reference materials used (required) **(1 page)**.
2. May include teacher narrative, student work, newspaper articles, photos, and so on. These materials may not exceed the 8 ½ x 11-inch format and will not be returned. **(2-5 pages)**