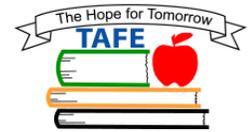




# Goal Setting - Special Edition Guidelines



Every TAFE member must also be a member of Educators Rising to compete at the region and state levels.

Entries Per School	2
Type of Event	Individual (with or without an assistant)
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	EDC01, EDC02, EDC03, EDC09, EDC10,
Principles of Education and Training TEKS	b4; 1A, C, E; 2C-E; 4A-C
Human Growth and Development TEKS	b4; 1A, C, E; 12A-C
Instructional Practices in Education and Training TEKS	b4; 1A, C, E; 2B-C, E
Practicum in Education and Training TEKS	b4; 1A, C, E; 2B-C, E
Child Development TEKS	b4; 1A-C; 8A-H
Child Guidance TEKS	b4; 1A-C; 10A-E
College and Career Readiness Skills	ELA: I A, II A-B, III A-B, V A-C Depending on the lesson plan, Math, Science, and Social Studies Standards may be included. Cross-Disciplinary: I A-F, II A-E

NOTE: The members of the Competitive Events/Service Committee selected TEKS from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child Development, Child Guidance and Principles of Education) that they thought were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific project, other TEKS might also apply.

### OBJECTIVES:

- To provide a student with special needs an opportunity to find out what career will fit their interests and abilities best, research the suggested career choices, choose and research one career that most interests the student, and set goals to attain a career in their selected career choice.
- To provide a student with special needs an opportunity to practice their presentation skills and communicate the results of their career search to their peers and adults.

## OVERVIEW:

Background: As we know life doesn't always work out how we plan. The career a person chooses without any prior knowledge of their likes and skills could be a choice that will burden them for the rest of their working career. By taking aptitude tests and filling out career surveys people can find out what profession is most suitable for each individual's interests. As well as what ways to achieve them.

This contest is an individual event in which the student will utilize resources provided on the internet such as surveys, aptitude tests, and questionnaires to discover what profession and career would be most suitable to his/her interests and skills. The student will then research ways to achieve the goal and present his/her findings to judges a display board. The presentation should encapsulate the basics of the career as well as key milestones, education needed, and goal process/plan. The participant must prepare a *display board* (with or without assistance) that will be used in the *oral presentation* (presented with or without assistance) to present his/her findings. The display board may be no larger than 36" x 48".

## CONTEST GUIDELINES

### I. General Competitive Events Guidelines must be followed.

#### II. Region

- A. Each chapter may submit up to 2 entries.
- B. Student may prepare and present with or without an assistant
- C. Chapters must indicate on their conference registration form the number entering this event.
- D. Registration will be handled according to each region's guidelines.
- E. Contestants receiving a score of 90-100 will be recognized and will be qualified to advance to state.
- F. After receiving the Judge's Rubrics, the state qualifier with or with an assistant can make any needed corrections before going to state.

#### III. State:

- A. Awards will be given as follows:
  1. Blue Ribbon 90 - 100
  2. Red Ribbon 80 - 89
  3. White Ribbon 70 - 79

B. Ribbons will be distributed to each school at the Teach Tomorrow Summit.

#### IV. Display

- A. The project will be illustrated on a board no larger than 36" x 48"
  1. Name of contestant (and assistance if utilized)
  2. Name of school, school district, town/city
  3. Title of display (should include career)
- B. Must contain artifacts from all areas of the project.
  1. Tests, surveys, aptitude tests, and/or questionnaires to discover what profession and career would be most suitable to interests, abilities and skills.
  2. Research one career chosen from the suggested careers.
    - i. Description of the career
    - ii. Job outlook
    - iii. What type of education and/or training is required for the chosen career?
    - iv. Are any licenses or certifications required?

- v. Pay range
  - vi. Are there opportunities for advancement?
3. Career Plan
- i. Short Term Goals
  - ii. Long Term Goals

## V. Presentation

- A. The contestant will have five (5) minutes to give his/her presentations and will be stopped at the end of five (5) minutes. The timekeeper will give a one (1) minute warning after four (4) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of five (5) minutes, a STOP sign will be held up and contestants will be asked to stop.
- B. Contestant will use their display board to present the following:
  - a. Name
  - b. Name of school, school district, town/city
  - c. Title of display
  - d. Results from tests, surveys, and/or questionnaires
  - e. Research of career chosen from suggested careers
  - f. Career Plan
  - g. Reflection on benefits of the project
- C. Following the presentation, the judges will have five (5) minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors before final ribbons are awarded. Contestant may have the support of an assistant while answering questions.
- D. Contestants will take their display with them after the presentation.

## CONTEST FACILITATOR'S AND JUDGES' INFORMATION:

### I. Both Region and State:

- A. The judging panel will consist of 1-2 adults and possibly 1 student.
- B. The contestant will have five (5) minutes to give their presentations and will be stopped at the end of five (5) minutes. The timekeeper will give a one (1) minute warning after four (4) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of five (5) minutes, a STOP sign will be held up and contestants will be asked to stop.
- C. After the presentation, judges will have five (5) minutes to ask questions and finish their rubric. If something was missed during the presentation, this is time to ask questions and get clarification.
- D. The contestants will be judged against a standard of excellence rather than against each other.
- E. The same set of judges must judge the display and the presentation.

### II. Region

- A. 90-100 are state qualifiers
- B. Facilitators will follow the guidelines set up by their region.

### III. State

- A. Facilitators will follow the General Instructions for Facilitators.
- B. Judges will follow the General Instructions for Judges.