



GENERAL COMPETITION INFORMATION

**Failure to follow the stated guidelines could result in disqualification of student competing.
Competitors must log into the EdRising Membership Portal to submit competition/contest applications.**

All students wishing to compete at the Educators Rising National Conference must complete 3 required steps:

1. **Be an Active level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process.
2. **Complete the online application** and upload all required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **This is NOT done automatically if you competed at a state or regional conference.**
3. **Register to attend** the Educators Rising National Conference.

GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 1st** of the year in which they are competing. **Check or credit card payment must be received in the National Office by February 15th to be considered an Active-level member.**
- **Students may only compete in one competitive event.**
- **For contests:** Teacher leaders may enter up to two entries (individual or dual) per school in each event per division.
 - Dual means two students participating.
 - For dual entries consisting of students of varying grade levels, the entry will be placed in the division for the grade level of the most senior member.
- **For competitions:** Teacher leaders may enter up to two entries per school in each individual event per division and one team for team events per division. Competitions/contests which are marked as individual or dual will be considered individual events for this purpose.
 - All team events must have at least two students (and no more than four) per school to qualify.
 - For teams consisting of students of varying

grade levels, the team will be placed in the division for the grade level of the most senior member.

- If a competitor is from a state that holds state competitions/contests, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitions/contests. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitions, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference; for contests, entries scoring 97-100 will be eligible to advance to nationals; no other entrants from states that offer the competition/contests at the state level will be eligible for those state-level-offered competitions/and contests. For nationals, schools are permitted to replace up to fifty percent of the original team members that qualified at the state-level.
- For states that do not offer state-level competitions/contests, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions/contests.
 - For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking

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competition or don't compete in the state-level competitions at all — you, cannot compete in Public Speaking at the National Conference this year. If you live in a state that didn't hold a Public Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Competition Entries

- All submitted materials must reflect original work from the 2023-2024 school year. Material that may have been created or submitted in previous years is ineligible.
- **In order to be scheduled to compete in a national competition, all competitor applications, national dues, and required materials must be submitted online by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal.**
 - **All competitions and contests require an online application submission even if no additional items need to be submitted.**
 - For team competitions only one application should be submitted, all participating students are to be listed as team members in all places indicated on the application form.
 - Each competition guideline will identify what materials are required for submission prior to the competition. Failure to submit the required materials by the submission deadline will result in disqualification.
 - Students who have won state-level competitions must also submit their entries on the national website by the deadline to compete at the national conference. Your state does not do this for you.
- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.
- Except when explicitly specified, the Internet may not

be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

LEVELS OF COMPETITION

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
 - Middle School — Grades 7, 8
 - High School Junior Varsity— Grades 9, 10
 - High School Varsity level — Grades 11, 12
 - Collegiate level – Undergraduates only
- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.
- For Competitions: Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. Places fourth through ten will receive electronic certificates after the conference. For Contests: Ribbons will be awarded to students in each category in each division with scores as follows:
 - Blue-Scores 98-100
 - Red-Scores 94-97
 - White-Scores 90-93

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference.** Conference dates and locations will be posted on the Educators Rising website and Membership Portal.
- Competitors must report to their assigned areas on time. Failure to report at their scheduled time can result in disqualification. **Competition schedules will be posted in the [Educators Rising Membership Portal](#) one month prior to the conference.** Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.
- Competitors are expected to dress in business-casual attire. **(See the section Competition Dress Code for details on what is acceptable.)** Points will be deducted

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from the entrant's score for failing to follow the dress code.

- Spectators are only permitted in the competitions marked "Open to Spectators." This includes parents, chaperones, teacher leaders, and other attendees. Spectators may not coach or offer any verbal or nonverbal assistance to a contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the contestant.
- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

Competition Dress Code

All competitors are expected to dress in business-casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as "business casual."

- **Slacks, Pants, and Suit Pants**
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants that people wear for biking.
- **Skirts, Dresses, and Skirted Suits**
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini skirts, skorts, sun dresses, and spaghetti-strap dresses are inappropriate.
- **Shirts, Tops, Blouses, and Jackets**
Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- **Shoes and Footwear**
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Covering**

Hats are not appropriate inside the building. Head covers that are required for religious purposes or to honor cultural traditions are allowed.

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.
- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written permissions must be obtained for the rights to display and present media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with the entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)
- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students from competing if it is determined that any part of their documents have been plagiarized.

Electronic Devices

- Recording devices are not allowed in competitive events.
- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.
- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.
- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.
- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

Ready to compete at Nationals?

Here is a checklist to help you get prepared, registered, and on the official schedule for nationals!

SUBMISSIONS OPEN: **FEBRUARY 1, 2024 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 8, 2024 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 8, 2024 5:00 P.M. EASTERN TIME**

- Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. *Some processes may be different from your state/regional conference.*
- Update your contact information in the EdRising Membership Portal for the summer.** It is recommended that students use a personal mail address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Please note, that some school emails do not allow for Educators Rising emails to be received.
- Step one:** [Go to the National Competition page in the EdRising Membership Portal.](#) **Step two:** Click on the title of the competition for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. *This only registers you for the competitions, you will still need to register for the conference separately.*
- Complete the online application, upload any required documents/video links, and submit.** Depending on your competition, some of these items are judged before the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents prior to submitting them.

You must complete and submit the online application by the deadline stated on the [National Competitions page](#) in the Student Resources section of the EdRising Membership Portal to be registered to compete at the Educators Rising National Conference.

For competitions that have multiple students participating only one application should be submitted and all students need to be listed as team members in all places indicated on the application form.
- Print and save your confirmation email.** You will need this information when you register for the conference.
- Register to attend the Educators Rising National Conference.** All national conference information, including how to register, can be found on the [Educators Rising National website](#).
- Find out when you are scheduled to compete onsite.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.
- Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.
- Head to Nationals!** The top 10 for each competition and the students scoring 90-100 for each contest will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference you can attend this final celebration.



OUTSTANDING CHAPTER COMPETITION

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: Middle School, H High School Varsity, Collegiate

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard III: Building Content Knowledge
- Standard VII: Engaging in Reflective Practice
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

Contest Purpose

The purpose of the Outstanding Chapter Award is to provide Educators Rising students with the opportunity to highlight attributes of their chapter that contribute to the field of education. Students will provide evidence of responsive planning and reflective practices in the execution of a Career Technical Student Organization. Students will also demonstrate an understanding of how to support and increase leadership skills amongst the members, provide services to enhance school and community culture and promote the field of education.

In this competition, the Educators Rising school program will work throughout the year to complete major activities for maintaining an active chapter including but not limited to creating bylaws, recruiting members, maintaining finances, holding effective meetings, creating yearly objectives, and completing chapter projects as well as participating in state and national events.

The students will also work together to develop the live, 10-minute presentation and then select at least two and no more than four students from the school to present an reflection of the chapters activities that would support their outstanding chapter submission to a panel of judges at the National Conference.

Competition Guidelines

- A. Get together and assemble all required components for the submission. Each component will require detailed evidence of participation or completion
- B. Prepare a 10-minute live presentation reflecting on the accomplishments of the year.
- C. No fewer than two and no more than four student representatives from competing school programs will participate in a 15-minute interactive session with a panel of judges at the National Conference. In the 15-minute interactive session, the student representatives will deliver their live, 10-

minute presentation to a panel of judges reflect on the year and, optionally, to share chapter artifacts. The presentation should be professional, clear, and informative. The reflection should include what the participants felt went well, how to improve, and what was learned from the experience. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. For the balance of the 15-minute interactive session, the judges will ask the students follow up questions.

- D. One judge will serve as a timekeeper during the presentations. Team members will receive a visual, non-verbal indication that there is one minute remaining when they reach the nine-minute mark of their presentations. Student presentations will be stopped at 10 minutes.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Outstanding Chapter Award Competition rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



CHAPTER PROJECT REFLECTION FORM (Cont.)

Event Details

Event Name:	
Event Date:	
Event Time:	
Event Location:	
Target Audience:	

REFLECTION

Please address the following areas in your reflective essay:

- Describe the planning process for the event. Be sure to note members involved in the planning process, administrative approvals, and development of the event. Explain why this service project was selected. Provide details of the steps the chapter took to collaborate with others to ensure completion of the event.
- Define the purpose of the event. Note if the event aligns to Educators Rising Standards, cross-cutting themes and/or mission.
- Provide information of any outside agencies or programs that participated or benefited from the event.
- Explain the expected and actual outcomes. Reflect on the experience and provide details of areas of strengths and weaknesses of the event. How will the chapter improve the activity for the future?



OUTSTANDING CHAPTER AWARD

LEVEL (MIDDLE SCHOOL, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

PRE-SCORED COMPONENTS

Points Available	10	5	0
Chapter Bylaws	Submitted a completed set of chapter by-laws; includes at least all of the following areas: voting, membership, officers, committees	Submitted with incomplete or partial information	Not submitted
Leadership & Membership Verification	Contains complete roster; includes student names, Educators Rising ID#, Ethnicity, and Gender; leadership roles are indicated	Contains a roster with incomplete or partial information	Not submitted
Dues	Verification that all members on the roster have paid state and national dues by the fall or spring deadline	Verification submitted but is incomplete or does not match the verified roster submitted.	Not submitted

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Meeting Agendas	Portfolio contains at least three (3) agendas with an explanation of responsible party for completion and the fidelity of implementation	Portfolio contains at least three (3) agendas with an explanation of responsible party for completion OR fidelity of implementation, but not both.	Portfolio contains at least two (2) agendas with explanation of responsible party for completion OR fidelity of implementation, but not both.	Portfolio contains at least two (2) agendas with limited to no supporting information
Meeting Minutes	Portfolio contains at least three (3) meeting minutes that align to submitted agendas	Portfolio contains at least three (3) meeting minutes; all do not align to submitted agendas	Portfolio contains at least two (2) meeting minutes that align with submitted agendas	Incomplete or limited meeting minutes
Chapter Finances	Portfolio contains a chapter budget at least two (2) treasurer reports	Portfolio contains a chapter budget and at least one (1) treasurer report	Portfolio contains a chapter budget; missing treasurer reports	Incomplete or limited chapter budget and treasurer reports



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Communication	The chapter has a website/web page on the school website. The school also utilizes at least one social media platform. All forms of communication have been updated in the last month.	The chapter has a website/web page on the school website. The school also utilizes at least one social media platform. All forms of communication have been updated in the last three (3) month.	The chapter has a website/web page on the school website OR at least one social media platform. All forms of communication have been updated in the last month.	The chapter has minimal evidence of ongoing communication methods through webpages or social media platforms.
Reflective Practices	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least three (3) copies of a completed evaluation	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least two (2) copies of a completed evaluation	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least one (1) copy of a completed evaluation	Limited or incomplete explanation of evaluation procedures; missing copies of completed evaluations

Chapter Objectives

Points Available	10	5	0
General Chapter Objectives	Submitted a completed set of measurable chapter objectives	Submitted with incomplete or partial information	Not submitted

Points Available	40 – 30 Accomplished	29-20 Commendable	19-10 Developing	9-0 Needs Improvement
Yearly Chapter Objectives	Submitted a completed set of measurable chapter objectives for the year; reflects standards and cross-cutting themes of Educators Rising	Submitted a set of measurable chapter objectives; limited alignment to Educators Rising standards and cross-cutting themes.	Submitted a set of measurable chapter objectives; does not align to Educators Rising standards and cross-cutting themes.	Submitted a set of chapter objectives for the year; does not align to Educators Rising standards and cross-cutting themes.
Meeting Yearly Chapter Objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; includes multiple projects for each objective with a clear alignment to support meeting objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; includes projects for each objective with limited or unclear alignment to support meeting objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; does not provide an explanation to alignment of activities to objectives	Limited to no alignment of activities to meet yearly chapter objectives.



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Chapter Projects (Each project may only count in one category.)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Membership Recruitment Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Teaching Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Recreation or Social Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Teacher/Staff Appreciation Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Leadership Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Education Awareness Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Service Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Fundraising Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
School Climate Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Campus-Wide or Collaborative CTSO Project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Chapter's choice additional project	Project reflection was completed and contains all of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading project, roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components

State & National Participation

Points Available	20	10	0
Leadership Conferences	Submitted a completed list of members who attended leadership conferences; include dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
State Conference	Submitted a completed list of members who attended the state conferences; include dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted



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State Leadership	Submitted evidence of the chapter having a current state officer or state officer candidate	Submitted with incomplete or partial information	Not submitted
Teacher Leader Attendance	Submitted a completed list of teacher leader events attended, including dates, locations, advisor names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
National Conference	Submitted a completed list of members who attended the previous national conference, including dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
National Leadership	Submitted evidence of the chapter having a current national officer, national ambassador, or national officer candidate	Submitted with incomplete or partial information	Not submitted

Points Available	10	0
State Competitions & Contest	Submitted a completed list of members who competed at the state conference; includes competition, level, member names, and Educators Rising ID#	Not submitted
National Competitions & Contest	Submitted a completed list of members who competed at the state conference; includes competition, level, member names, and Educators Rising ID#	Not submitted

Partnership Evaluation

Points Available	15	10	5	0
Partnership Evaluation	Portfolio contains at least three (3) evaluation forms from administrators, educators, or program partners	Portfolio contains two (2) evaluation forms from administrators, educators, or program partners	Portfolio contains one (1) evaluation form from administrators, educators, or program partners	Not submitted



COMPONENTS SCORED ON-SITE

Presentation and Q&A

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Content	Presentation is comprehensive, in-depth, and expertly organized. Shares professional-caliber material that meaningfully addresses all items in guidelines	Presentation is comprehensive, in-depth, and well-organized. Shares professional-caliber material that addresses all items in guidelines.	Presentation is on-topic but inconsistent in its comprehensiveness, depth, or organization.	Presentation struggles to stay on-topic or to address items in the guidelines in a meaningful way.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestants are conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery from multiple team members distracts from the content of the presentation and diminishes its potential impact.
Presence	The contestants' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or more of the presenters may appear to slip in and out of professional character at moments during the session.	The contestants' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestants display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.



EDUCATORS RISING

<p>Q&A Discussion</p>	<p>The contestants' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material. The contestants display impressive, professional level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestants display some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>
<p>Overall Impact</p>	<p>The presentation's demonstration of clear, powerful, and undeniable impact and innovation translates fully. The visuals and the presentation content and delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The visuals, content, and delivery work together to offer a commendable presentation. With minor revisions and delivery tweaks, the project could be considered professional caliber.</p>	<p>The presentation demonstrates effort. At multiple moments, the visuals, content, and delivery may not effectively complement one another, which may limit the impact of the presentation.</p>	<p>The presentation demonstrates inconsistent, off-topic, unprofessional, or superficial aspects of the visuals, content, or delivery. The audience is frequently distracted from the intended impact by aspects of the visuals, content, or delivery.</p>

Length

Points Available	5	3	0
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes.	Presentation is shorter than three minutes or had to be stopped at 10 minutes.



OUTSTANDING CHAPTER AWARD

LEVEL (MIDDLE SCHOOL, HIGH SCHOOL VARSITY, COLLEGIATE)

Students' Names: _____

Students' School, City, State: _____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.
- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

Organizational Management

	10	5	0	Score
Chapter Bylaws	10	5	0	
Leadership & Membership Verification	10	5	0	
Dues	10	5	0	

	Accomplished	Commendable	Developing	Needs Improvement	Score
Meeting Agendas	20-16	15-11	10-6	5-1	
Meeting Minutes	20-16	15-11	10-6	5-1	
Chapter Finances	20-16	15-11	10-6	5-1	
Communication	20-16	15-11	10-6	5-1	
Reflective Practices	20-16	15-11	10-6	5-1	

Chapter Objectives

	10	5	0	Score	
General Chapter Objectives	10	5	0		
	Accomplished	Commendable	Developing	Needs Improvement	Score
Yearly Chapter Objectives	40-30	29-20	19-10	9-10	
Meeting Yearly Chapter Objectives	40-30	29-20	19-10	9-10	



Chapter Projects *(Each project may only count in one category.)*

	Accomplished	Commendable	Developing	Needs Improvement	Score
Membership Recruitment Project	20-16	15-11	10-6	5-1	
Teaching Project	20-16	15-11	10-6	5-1	
Recreation or Social Project	20-16	15-11	10-6	5-1	
Teacher/Staff Appreciation Project	20-16	15-11	10-6	5-1	
Leadership Project	20-16	15-11	10-6	5-1	
Education Awareness Project	20-16	15-11	10-6	5-1	
Service Project	20-16	15-11	10-6	5-1	
Fundraising Project	20-16	15-11	10-6	5-1	
School Climate Project	20-16	15-11	10-6	5-1	
Campus-Wide or Collaborative CTSO Project	20-16	15-11	10-6	5-1	
Chapter's choice additional project	20-16	15-11	10-6	5-1	

State & National Participation

	20	10	0	Score
Leadership Conferences	20	10	0	
State Conference	20	10	0	
State Leadership	20	10	0	
Teacher Leader Attendance	20	10	0	
National Conference	20	10	0	
National Leadership	20	10	0	

Points Available	10	0	Score
State Competitions & Contest	10	0	
National Competitions & Contest	10	0	

Partnership Evaluation

	15	10	5	0	Score
Partnership Evaluation	15	10	5	0	

PRE-SCORED COMPONENTS ___/ 595

COMPONENTS SCORED ON-SITE

PRESENTATION Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	10-9	8-6	5-3	2-1	
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Q&A Discussion	10-9	8-6	5-3	2-1	
Overall Impact	10-9	8-6	5-3	2-1	

Length

	7-10 Minutes	3-6 Minutes	Presentation is shorter than three minutes or had to be stopped at 10 minutes.	Score
Length	5	3	0	

ON-SITE SCORE ___/ 55

TOTAL SCORE ___/650

FEEDBACK FOR STUDENTS: Write two or more sentences.