

# TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

## GENERAL INFORMATION FOR ALL EVENTS

(Event specific information begins on page 4)

**Failure to follow the stated guidelines may result in disqualification of student competing.**

All students wishing to compete in TAFE or Educators Rising events must complete the following:

- Be an active paid member of Educators Rising for the current school year. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process. Additionally - your chapter must have paid its TAFE State Dues for the current school year. **TAFE State dues must be paid in full by November 1st.**
- Register to attend your TAFE Area Conference or the TAFE Teach Tomorrow Summit. **Registration for the conference does not register your students for competitive events.**
- Sign up to compete in competitive events and submit all required materials by the stated deadline on the TAFE [Guidelines & Rubrics](#) page located on the [TAFE Website](#).

## GENERAL RULES & REGULATIONS

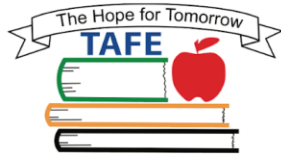
**NOTE:** General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

### Eligibility

- Competitors must be a paid active-level student member of Educators Rising prior to competing at an Area or State Conference.
- Competitors can only compete in 3 events of which no more than 2 can be national events. ELF Test, Student of the Year, and Breakout Session do not count as part of the 3 events.
- For Educators Rising National Events, the Top 10 highest scoring entries in each level will be eligible to compete at the Educators Rising National Conference. In addition to being in the Top 10, students must have earned 70% of available points at Area to advance to State and 80% of available points at State to advance to Nationals.
  - Students may only compete in one individual event and one team event at the Educators Rising National Conference. Dual events count as an individual event.

### Competitive Event Entries

- All submitted materials must reflect original work from the 2023-2024 school year. Materials that may have been created or submitted in previous years are **ineligible**. All competitors must complete a [Statement of Originality](#) form for each event they are participating in.
- Each competitive event guideline will identify what materials are required for submission prior to the conference. Failure to submit required materials by the deadline will result in disqualification. Files should be uploaded using this template for a file name: **division.schoolinitials.eventabbreviation for example: JV.RRHS.ED**
- All video files that are submitted in advance must be uploaded to [YouTube](#). All competitors should also have the video available offline on their computer or on a flash drive.
- All presentations or presentation resources should be available for offline use. Internet access may not be available at all locations.



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## Levels of Competition

- The breakdown of grades noted below is used to designate levels for competitive event entries. Not all competitive events are open to all divisions. Please refer to the event guidelines to check the levels eligible to compete in that event. Teams consisting of students from varying grade levels should be registered in the level of the most senior member.
  - **Middle School** - Grades 7 & 8
  - **Junior Varsity** - Grades 9 & 10
  - **Varsity** - Grades 11 & 12
  - **Collegiate** - Undergraduate Students
  - **Special Edition** - This is for students who have an IEP. It is specifically designed to accommodate special needs students who require accommodations to compete.

## Conference Registration, Attendance, & Participation in Events

- Teacher leaders must login to the TAFE website and register for the conference they are attending. **Registration for the conference does not register your students for competitive events.** Please follow the instructions provided on the [TAFE Website](#) to register for competitive events. Students whose teacher leader fails to register for the conference or competitive events before the deadline will not be allowed to attend or compete.
- Competitors should observe professional dress as defined by the [Dress Code Compliance Form](#). Students will not be allowed to compete if they are not compliant with the dress code. By attending any TAFE sponsored event or conference, you agree to be compliant with the dress code.
- **Judges scores are final - Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback.** If a school/district is found in violation of this, they will lose IN GOOD STANDING status with the TAFE association. All questions or concerns should be brought to the attention of the officers and/or TAFE Staff putting on the event.
- The schedule of competitors will be followed as closely as possible. Please understand that events can run behind and ahead of schedule throughout the day. Please be sure and follow all forms of TAFE communication so you do not miss the opportunity to compete.

## Designation of Awards

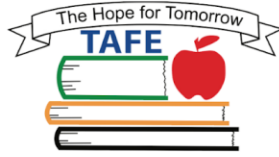
- Students will receive awards based on the number of points scored on the event rubric. All those receiving a certificate will be recognized on screen during the Closing General Session at the Teach Tomorrow Summit. Awards will be given as follows. The following awards will be given at Area & State Conferences:
  - **National Qualifier** (Varying criteria - State Conference Only)
  - **State Qualifier** (Area conference Only)
  - **Gold Certificate** (90% to 100% of total points awarded only at State)
  - **Silver Certificate** (80% to 89% of total points awarded only at State)
  - **Bronze Certificate** (70% to 79% of total points awarded only at State)
  - **Did Not Place** (0% to 69% of total points awarded only at State)

## Area TAFE Conference To-Do List

- Register for your local conference (**September 28, 2023 - October 10, 2023**)
- Register for competitive events (**September 28, 2023 - October 10, 2023**)

## State TAFE Conference To-Do List

- Register to attend the 2023 TAFE State Conference (**December 11, 2023 - January 26, 2024**)
- Register for a time to compete at the 2023 TAFE State Conference (**January 29, 2024 - February 2, 2024**)



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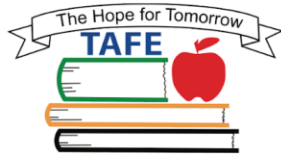


## GOAL SETTING CONTEST SPECIAL EDITION

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 TEKS were selected from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child development and child guidance) that were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific projects, other TEKS might also apply.

**OBJECTIVE:** 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.



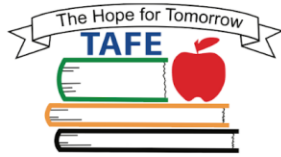
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**OVERVIEW:** Background: As we know life doesn't always work out how we plan. The career a person chooses without any prior knowledge of their likes and skills could be a choice that will burden them for the rest of their working career. By taking 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.<sup>2</sup> 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:

- **Goal Setting**
  - Each chapter may submit up to 2 entries.
  - Student may prepare and present with or without an assistant
  - Chapters must indicate on their conference registration form the number entering this event.
  - Registration will be handled according to each area's guidelines.
  - Contestants receiving a score of 90-100 will be recognized and will be qualified to advance to state.
  - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections to their display and presentation before competing at state.
- **Display**
  - The project will be illustrated on a board no larger than 36" x 48"
    - Name of contestant
    - Name of school, school district, town/city
    - Title of display (should include career)
  - Must contain artifacts from all areas of the project.
    - Tests, surveys, aptitude tests, and/or questionnaires to discover what profession and career would be most suitable to interests, abilities, and skills.
    - Research one career chosen from the suggested careers.
      - Description of the career
      - Job outlook
      - Type of education and/or training is required for the chosen career
      - Licenses or certifications required
      - Pay range
      - Opportunities for advancement
    - Career Plan
      - Short Term Goals
      - Long Term Goals
- **Presentation Closing**
  - The contestant will have five (5) minutes to give their presentation 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



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contestants will be asked to stop.

- Contestant will use their display board to present the following:
  - Name
  - Name of school, school district, town/city
  - Title of display
  - Results from tests, surveys, and/or questionnaires
  - Research of career chosen from suggested careers
  - Career Plan
  - Reflection on benefits of the project
- 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 scores are awarded.
- Contestants will take their display with them after the presentation.

## CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - The judging panel will consist of 1-2 adults and 1 student.
  - The contestants 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.
  - 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.
  - The contestants will be judged against a standard of excellence rather than against each other.
  - The same set of judges must judge the display and the presentation.
- **Area:**
  - 90-100 are state qualifiers.
  - Facilitators will follow the guidelines set up by their area.
- **State:**
  - Facilitators will follow the General Instructions for Facilitators.
  - Judges will follow the General Instructions for Judges

# GOAL SETTING

## DETAILED SCORING RUBRIC

Instructions Followed		
	Adheres	Does Not Adhere
Board does not exceed 36"X 48"	4	0
Name of Contestant displayed	2	0
Name of school, district, city displayed	2	0
Title of Display	2	0

Artifacts			
	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
<b>Description of career</b>	Tasks are clearly, completely explained	Tasks descriptions are either not clear or are incomplete	Tasks descriptions are both not clear and are incomplete
<b>Job outlook</b>	Cites credible sources to make realistic forecasts for various geographic areas and an extended time	Either cites questionable sources or fails to cite sources or makes unrealistic forecasts or forecasts for limited geographic areas or for a limited time	Either cites questionable sources or fails to cite sources and makes unrealistic forecasts and for limited geographic areas and for a limited time
<b>Education/ training required</b>	Includes educational ranges (such as undergraduate and graduate degrees) and options of types of institutions (such as traditional campus and distant/online opportunity) includes tuition ranges	Omits one of the following: • Educational options (such as undergraduate and graduate degrees) • Types of institutions (such as traditional campus and distant/online opportunity) • Tuition ranges	Omits two or all of the following: • Educational options (such as undergraduate and graduate degrees) • Types of institutions (such as traditional campus and distant/online opportunity) • Tuition ranges
<b>Licensures or certifications required</b>	Identifies process for obtaining license/certificates as differentiated by three or more states/ territories/ District of Columbia	Identifies process for obtaining license/certificates as differentiated by two states/ territories / District of Columbia	Identifies process for obtaining a Texas Teaching Certificate only
<b>Pay range</b>	Salaries given for 2 to 3 geographic areas and for entry level and advanced experience and degrees	Salaries given for 1 or 2 geographic areas and for only entry level or advanced experience or degrees	Salaries given for only 1 geographic area and for either entry level or advanced experience or degrees
<b>Opportunities for advancement</b>	Includes conventional and unconventional promotion possibilities and identifies necessary actions for fruition	Includes only conventional promotion possibilities and identifies necessary actions for fruition	Includes only conventional promotion possibilities but does not identifies necessary actions for fruition

<b>Career Plan</b>			
	<b>Accomplished 5 - 4</b>	<b>Proficient 3</b>	<b>Developing 2 - 1</b>
<b>Short Term Goals</b>	Clearly identifies immediate concrete actions that can be taken to achieve goal	Vaguely identifies immediate concrete actions that can be taken to achieve goal	Only hints at immediate concrete actions that can be taken to achieve goal

<b>Design of Project</b>			
	<b>Accomplished 5 - 4</b>	<b>Proficient 3</b>	<b>Developing 2 - 1</b>
<b>Good use of color, texture, lettering</b>	Skillfully incorporates color, texture and lettering choices	Unskilled incorporation of color, texture and lettering choices	Little to no consideration of color, texture and lettering choices
<b>Professional quality</b>	Worthy of consideration for publication	Some modification needed before publication	Considerable modification needed before publication

<b>Student Presentation</b>			
	<b>Accomplished 5 - 4</b>	<b>Proficient 3</b>	<b>Developing 2 - 1</b>
<b>Introduced presenter's name, name of, school, school district, and city</b>	Presenter's name; name of presenter's; school; district and city are clearly articulated without prompting	One of the the following are omitted: presenter's name; school; district and city, or are given only after judge's prompting	Two of the following are omitted: presenter's name; names of presenters; school; district and city, or are given only after judge's prompting

	<b>Accomplished 10 - 8</b>	<b>Proficient 7 - 4</b>	<b>Developing 3 - 1</b>
<b>State title of display</b>	Title of display clearly articulated without prompting	Title of display articulated only after judge's prompting	Title of display not clearly articulated even after judge's prompting
<b>Presented results for interest tests, surveys and/or questionnaires</b>	Presented results for 3 of more of interest tests, surveys and/or questionnaires	Presented results for only 2 of interest tests, surveys and/or questionnaires	Presented results for only 1 of interest test, survey and/or questionnaire
<b>Presented research on career</b>	Concisely and logically articulates project process, results and conclusion	Articulates project process, results and conclusion but may not be concise or presentation does not flow logically	Either does not articulate project process, results or conclusion or flow not concise or presentation does not proceed logically
<b>Presented career plan</b>	Clearly specifies career objective(s) based on research and personal assessments with feasible, sequential short and long term goals	Career objective(s) not completely clear or not based on research and/or personal assessments or short and long term goals either not feasible, or sequential	Career objective(s) not clear and not based on research and/or personal assessments and short and long term goals either not feasible, or sequential

# GOAL SETTING

## FEEDBACK & TALLY SHEET

Instructions Followed			Score		
	Adheres	Does Not Adhere	J1	J2	J3
Board does not exceed 36"X 48"	4	0			
Name of Contestant displayed	2	0			
Name of school, district, city displayed	2	0			
Title of Display	2	0			

Artifacts				Score		
	Accomplished	Proficient	Developing	J1	J2	J3
Description of career	5 - 4	3	2 - 1			
Job outlook	5 - 4	3	2 - 1			
Education/ training required	5 - 4	3	2 - 1			
Licensures or certifications required	5 - 4	3	2 - 1			
Pay range	5 - 4	3	2 - 1			
Opportunities for advancement	5 - 4	3	2 - 1			

Career Plan				Score		
	Accomplished	Proficient	Developing	J1	J2	J3
Short Term Goals	5 - 4	3	2 - 1			

Design of Project				Score		
	Accomplished	Proficient	Developing	J1	J2	J3
Good use of color, texture, lettering	5 - 4	3	2 - 1			
Professional quality	5 - 4	3	2 - 1			

Student Presentation				Score		
	Accomplished	Proficient	Developing	J1	J2	J3
Introduced presenter's name, name of, school, school district, and city	5 - 4	3	2 - 1			
State title of display	10 - 8	7 - 4	3 - 1			
Presented results for interest tests, surveys and/or questionnaires	10 - 8	7 - 4	3 - 1			
Presented research on career	10 - 8	7 - 4	3 - 1			
Presented career plan	10 - 8	7 - 4	3 - 1			

**FINAL SCORE :**      / 100

**ACTUAL TIME :**

**TOTALS**

J1	J2	J3

Student Feedback		
Judge 1	Judge 2	Judge 3