



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

GENERAL INFORMATION FOR ALL EVENTS

(Event specific information begins on page 4)

**Failure to follow stated guidelines may result in disqualification of student competing.
For a complete list you can view the [TAFE Policies and Procedures](#).**

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

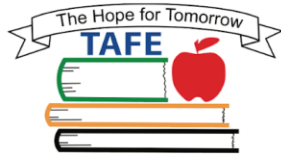
NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

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 ranked, students must have earned 70% of the available points, then ranked in the top 5 at Area to advance to State and 80% of the available points and ranked in the top 10 at State to advance to Nationals.
 - *Students may only compete in one event at the Educators Rising National Conference.*

Competitive Event Entries

- All submitted materials must reflect original work from the 2024-2025 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 the competitor's **FORM ID found on the 2025 TTS Database**.
- All video files that are submitted in advance must be uploaded to [YouTube](#).
- For area conferences:
 - All competitors should 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 accommodation(s) 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 30, 2024 - October 14, 2024**)
- Register for competitive events (**September 30, 2024 - October 14, 2024**)
- **For Bulletin Board and Project Visualize, submit a photo and summary sheet for an Originality Pre-Submission no later than the day before your area conference.**

State TAFE Conference To-Do List

- Register to attend the 2024 TAFE State Conference (**December 9, 2024 - January 17, 2025**)
- Submit Prescored materials by **January 24, 2025 @ 5:00pm**
- Register for a time to compete at the 2024 TAFE State Conference (**January 20, 2025 – January 24, 2025**)



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

DIFFERENTIATED LESSON PLAN COMPETITION

\$100 Scholarship to Judge's Choice Winner

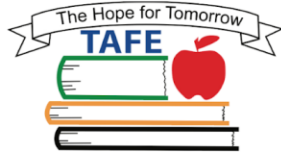
Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	EDC01, EDC02, EDPC01, EDPC02, EDPC03, and EDPC04
Principles of Education and Training TEKS	b4; 2B, D; 7B
Human Growth and Development TEKS	b4; 2E; 4F; 5F; 6G
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A, B; 5A-F; 7A-C
Practicum in Education and Training TEKS	b4; 3A-D; 5A-G; 6A-D; 7A-C
Child Development TEKS	b4; 1A-E; 8A-H
Child Guidance TEKS	b4; 1A-C; 4A; 8A-D; 9A-D; 10E, F
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 challenge future educators to plan, prepare, and deliver effective lessons for diverse learners. To promote teaching skills among TAFE students.

OVERVIEW: No matter what age, grade or subject a teacher teaches, the class is certain to have a variety of learners. The class may have some ESL/ELL students, some learning support, some emotional support, some gifted, and some very “average students.” Within all the mentioned needs are diverse learning styles. It is up to the teacher to differentiate the lesson to meet the needs of all the students.

This competition is an individual event where future educators will be given a lesson plan and class demographics. The competitor will then have twenty (20) minutes to differentiate the lesson for each of the diverse types of learners in the class. Then, he/she will have ten (10) minutes to present the differentiation strategies to the judges. These strategies do not have to be taught, just presented. Then, the judges will have five (5) minutes to ask questions



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COMPETITION GUIDELINES:

- **Differentiated Lesson Plan**
 - Each chapter may submit up to 2 entries per division for the area competition.
 - Preparation and presentation must be done solely by the competitor.
 - Chapters must indicate on their conference registration form the number entering this event.
 - Registration will be handled according to each area's guidelines.
 - Competitors must bring a pen or pencil which they will use to write ideas for differentiating the lesson.
 - The competitor will be given:
 - A lesson plan to differentiate.
 - The class demographics.
 - The competitor will first report to the planning room where he/she will be given the lesson plan and class demographics. The competitor will have twenty (20) minutes to plan ways to differentiate the lesson for the learners in the given class. Cell phones cannot be used in this competition.
 - After twenty (20) minutes, the competitor will be escorted back to the competition room where he/she will present his/her ideas for differentiating the lesson to the judges.
 - The competitor will then have:
 - Ten (10) minutes to present differentiation ideas to the judges
 - Five (5) minutes to answer judges' questions.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judging panel will consist of 1-3 adults.
 - The competitor will first report to the planning room where he/she will be given the lesson plan and class demographics. He/she will have twenty (20) minutes to plan differentiations for the lesson.
 - After twenty (20) minutes, the competitor will be escorted back to the competition room where he/she will present his/her ideas for differentiating the lesson to the judges. Competitors will be stopped after ten (10) minutes.
 - The timekeeper will give a one (1) minute warning after nine (9) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of ten (10) minutes, a STOP sign will be held up and competitors will be asked to stop.
 - After the presentation, judges will have five (5) minutes to ask questions and finish their rubric. Each judge will prepare a Judge's Rubric for each competitor.
 - Before verifying scores for the competitor, facilitator should give the next competitor the case study and have the runner escort the competitor to the planning room, so he/she can begin planning.
- **Area:**
 - 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.

DIFFERENTIATED LESSON PLAN

DETAILED SCORING RUBRIC

Lesson Plan				
	20 - 16 Accomplished	15 - 11 Strong	10 - 6 Developing	5 - 0 Emerging
Differentiated Instruction/Activities	Lesson clearly offers appropriate, creative, and wellintegrated challenges for students of all levels, including gifted students and students with special needs.	Lesson includes some differentiated instruction for gifted students and students with special needs.	Lesson includes minimal differentiated instruction, limited to either gifted students OR students with special needs.	An attempt was made in the lesson to differentiate but no activities are included.
Class Demographics & Grade level Appropriateness	All activities are appropriate for the intended grade level and class demographics.	Most activities are appropriate for the intended grade level and class demographics.	Some but not all activities are appropriate for the intended grade level and class demographics.	Activities are inappropriate for the intended grade level and class demographics.
Vocal Delivery	Contestant's clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact and understanding.	Contestant's clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the speaker is conveying.	Contestant's clarity of voice, pacing, and modulation of tone are straightforward, but the impact would be increased with a more dynamic vocal delivery.	Contestant's clarity of voice, pacing, and modulation of tone are inconsistent and at times, the vocal delivery distracts from the content of the speech diminishing impact.
Responses to Judges Questions	<p>The contestant's responses in the Q&A session demonstrates a professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions.</p> <p>The contestant displays impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.</p>	<p>The contestant's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.</p>	The contestant's responses in the Q & A session reflected a broad spectrum of levels of quality from answer to answer.	The contestant's responses in the Q&A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered.
Overall Impact	<p>The contestant clearly and consistently demonstrates professional-caliber skills in differentiated lesson planning.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>	<p>The contestant demonstrates strong skills in differentiated lesson planning.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>	<p>The contestant demonstrates developing skills in differentiated lesson planning.</p> <p>More preparation and expert guidance regarding the basics of differentiating lesson plans are recommended.</p>	<p>The contestant demonstrates emerging skills in differentiated lesson planning.</p> <p>Significantly more preparation and expert guidance is recommended.</p>

DIFFERENTIATED LESSON PLAN

FEEDBACK & TALLY SHEET

Lesson Plan					
	Accomplished	Strong	Developing	Emerging	Score
Differentiated Instruction/Activities	20 - 16	15 - 11	10 - 6	5 - 0	
Class Demographics & Grade level Appropriateness	20 - 16	15 - 11	10 - 6	5 - 0	
Vocal Delivery	20 - 16	15 - 11	10 - 6	5 - 0	
Responses to Judges Questions	20 - 16	15 - 11	10 - 6	5 - 0	
Overall Impact	20 - 16	15 - 11	10 - 6	5 - 0	

FINAL SCORE	/ 100	ACTUAL TIME	Minutes	Seconds	TOTAL	

Student Feedback