# 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](#).
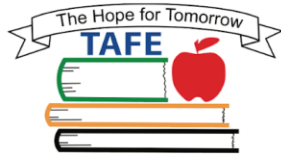
## GENERAL RULES & REGULATIONS

**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.

## 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)**

# LESSON PLANNING AND DELIVERY HUMANITIES COMPETITION
## $100 Scholarship to Judge's Choice Winner

### National Qualifying Competition
*Competitors may only compete in one event at the national level.*

| | |
|---|---|
| Entries Per Chapter | 2 per division |
| Type of Event | Individual |
| State Competition | Yes |
| National Competition | Yes |
| National Education and Training Career Cluster Knowledge and Skill Statements TEKS | EDC01, EDC02, EDPC01, EDPC02, EDPC03, and EDPC04 |
| Principles of Education and Training TEKS | b4; 2B, D; 4A |
| Human Growth and Development TEKS | b4; 2E; 4F; 5F; 6F; 7G |
| Instructional Practices in Education and Training TEKS | b4; 3A-D; 4A, B; 5A-F; 6A -D; 7A-C |
| Practicum in Education and Training TEKS | b4; 3A-E; 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 |

**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 and child guidance) 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.

# GENERAL RULES AND REGULATIONS – As of 8.19.2024

*NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.*
*Guidelines are subject to change. Please refer to the EdRising Membership Portal for the latest version.*
***Failure to follow the stated guidelines will result in disqualification of student competing.***

## 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. Click here to join.

2. **Complete the online application** and upload all required materials in their final form 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.

### 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 that 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 competitive events. Visit our state program page on the Educators Rising national website to contact your state/regional coordinator.

- For states that offer state-level competitive events, 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, you must compete in a state level event in order to be eligible to compete at the Educators Rising National Conference. Only entries scoring 97-100 will be eligible to advance to nationals. No other entrants from states that offer the competitive events at the state level will be eligible for those state-level-offered competitive events.

- For nationals, schools are permitted to replace up to fifty percent of the original team members who qualified at the state- level.

- For states that do not offer state-level competitive events, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions. This does not apply to contests since you must qualify at state first before moving to nationals in any competition.

- o For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking 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.

**Division of Competition**

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
  - o Middle School — Grades 7, 8
  - o High School Junior Varsity— Grades 9, 10
  - o High School Varsity level — Grades 11, 12
  - o 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.

**Application and Submission**

- All submitted materials must reflect original work from the 2024-2025 school year. Material that may have been created or submitted in previous years is <u>ineligible.</u>

- **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. <span style="color:red">Deadline extensions will NOT be granted.</span>**

  - o **All competitions and contests require an online application submission even if no additional items need to be submitted.**

  - o 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.

  - o Each competition guideline will identify what materials are required for submission before the competition. Failure to submit the required materials by the submission deadline will result in disqualification. <u>All submitted materials must be in their final form.</u>

- o Students who have won state-level competitive events 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. We recommend that all competitors 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.

**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 before the conference.*** Be sure to check these schedules before 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 may be deducted 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 competitor during that competitor's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the competitor.

- 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.

## Judging and Scoring

- All competitions will be recorded to allow for review when determining placement.

- Scoring is based on the posted individual competition rubric.

- Final scores will be based on a scaled score. Scaled scores are calculated through a number of methods including judges tie breakers and room normalizations.

- **Judges will break ties in all competitive events.**

- To accommodate a large number of competitors, we use multiple rooms each with its own set of judges. To ensure fairness across these rooms, we employ a well-established mathematical method to normalize scores. This method helps balance judge subjectivity and ensures all competitors have a fair shot, regardless of their assigned room.

  o In each competitive event, each competitor gets an average score from the judges. That score is averaged with the partner judge. If there is a deviation of more than one standard deviation between rooms, the two rooms are normed against one another to that deviation. Final scores used for ranking are the normalized (also known as scaled scores).

  o When normalizing scoring, perfect scores will be excluded from the normalization process. If more than one student in the same division in the same competition receives a perfect score, a second set of judges will review the recorded presentations for those students to make a final decision.

## Awards

- 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. All places 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:
  o Blue-Scores 98-100
  o Red-Scores 94-97
  o White-Scores 90-93

## Inquiry Process

- Following the conference, the student scores will be released directly to the participating student(s). The scores will provide individual judges' scores, the average score for the two judges, and the normalized score (if necessary.)

- Students will have 3 business days to file an inquiry regarding the validity of their score. Students will be required to complete the online inquiry request form and submit all required documentation for consideration. **No appeal will be accepted after the 3-day period.**

- Staff will review the scoring and respond to the inquiry within 30 days. **All decisions are final.**

## 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, nice-looking dress synthetic pants and jeans without holes are acceptable. Inappropriate slacks or pants include jeans with holes, 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 political messaging and/or potentially offensive, 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.

# GENERAL COMPETITION INFORMATION CONT.

- **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 permission must be obtained to display and present media-related materials at the Educators Rising National Conference and 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.

## Use of AI

- Unless specifically stated in the guideline, the use of artificial intelligence (AI) software and programs is strictly prohibited in creating and preparing all materials submitted for Educators Rising competitions. This includes but is not limited to, documents, graphics, speeches, videos, and presentations. All submitted work must be the original and independent creation of the participant. Use of spelling and grammar check is allowed.

- Students competing will attest that they did not use any AI in the development and delivery of their competition. Students who are found in violation will be disqualified from the competition.

## 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 deadlines, 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.

# DEADLINES AND CHECKLIST

## 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, 2025 8:00 A.M.** EASTERN TIME
DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 7, 2025 5:00 P.M.** EASTERN TIME
DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 7, 2025 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. Often 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 by the stated deadline.** 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 before submitting them. Only competitors who register by the deadline will scheduled to compete.

   *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 and application number.** You will need the application number when you register for the conference.

☐ **Register as a competitor for 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!** National placers 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.

# LESSON PLANNING AND DELIVERY COMPETITION
# Humanities (English Language Arts & Social Studies)

**COMPETITION TYPE:** Individual — Closed to spectators
**ELIGIBILITY LEVELS:** High School Junior Varsity, High School Varsity
**EDUCATORS RISING STANDARDS:**

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

*"I am certain that after the dust of centuries has passed over our cities, we, too, will be remembered not for victories or defeats in battle or in politics, but for our contribution to the human spirit."*

**— President John F. Kennedy**

### Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. This competition challenges young educators to plan and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.

The humanities encourage thoughtful exploration of ideas and expression and are critical to individual identity and collective culture. Great teachers in these subjects are the linchpins to the flourishing of an enlightened democracy.

Subject areas eligible for this competition**: English Language Arts and Social Studies (including civics and government, economics, history, and geography). *If you are interested in teaching visual art, music, media arts, dance, or drama/theater, check out the Educators Rising "Lesson Planning and Delivery Competition — Arts."*

**\*\*Due to limitations in judging expertise in multiple languages, all lessons must be taught in English. Teaching a foreign language lesson is not an eligible subject area for this competition.** *If you are interested in teaching a lesson in Spanish, check out the new Educators Rising "Lesson Planning and Delivery Competition – Spanish."*

For models of excellence, students are strongly encouraged to examine the videos and reflective commentaries of National Board Atlas Videos in the Student Resources section of the EdRising Membership Portal.

### Resources to consider when creating your lesson plan

- [Lesson plan template](#)

- [Using Bloom's Taxonomy in Lesson Planning](#) (July 3, 2023, by Niall McNulty)

## Competition Guidelines

*There are three components to this competition:*

- *A written lesson plan: submitted and scored by judges prior to the national conference.*
- *A lesson delivery video: submitted and scored by judges prior to the national conference, but also brought by the competitor to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and*
- *A reflection between competitor and on-site judges at the national conference. This includes a student presenting his/her reflections about the lesson as well as an interactive Q&A exchange.*

### LESSON PLAN: A written lesson plan

A.  The lesson plan must be submitted online. The entrant should provide his/ her name, the name of the classroom teacher and the school where the lesson was taught, the grade level and subject, the date the lesson was performed, the title of the lesson, the objective of the lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.

B.  The lesson content and grade level are the entrant's decision.

### LESSON DELIVERY: A 10-minute-or-less video

A.  The lesson described in the plan must be delivered to an actual classroom of students with the classroom teacher present. The classroom teacher may not be the entrant's Educators Rising teacher leader.

B.  A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson.)

C.  The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.

D.  Competitors must bring their video to the competition site on a USB drive.

E.  By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

### REFLECTION: An interactive session with judges

A.  The entrant will have 10 minutes with a panel of judges to reflect on the lesson and, optionally, to share student- and/ or teacher-created artifacts from the lesson. The reflection should include what the entrant felt went well, how to improve, and what was learned from the experience that will help him/her become a better teacher. Note cards or papers containing entrant-generated material to support the reflection are permitted. A slide deck is encouraged only if the use of slides enhances the entrant's communication of his or her reflection. Slide decks are not required. *The video will not be shown as a part of this session.*

B.  Judges may ask follow-up questions during the 10-minute reflective, interactive session.

# LESSON PLANNING AND DELIVERY—HUMANITIES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

**DETAILED SCORING RUBRIC**

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

## PRE-SCORED COMPONENTS

**Lesson Plan Document**

| Points Available | 20-16 Accomplished | 15-11 Commendable | 10-6 Developing | 5-1 Needs Improvement |
|---|---|---|---|---|
| Clear & High Expectations | Clear and high expectations are evident throughout every aspect of the plan. This means the lesson title, goal, and objective are clearly and prominently stated.<br><br>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.<br><br>The lesson is conceived to realistically achieve upper-level thinking on Bloom's taxonomy, and the plan clearly spells that out.<br><br>The plan includes a clear alignment to relevant learning standards. | Clear and high expectations are evident throughout most aspects of the plan. This means:<br><br>The lesson title, goal, and objective are clearly stated and are logical given the instructional context.<br><br>The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design.<br><br>The plan suggests alignment to relevant learning standards. | Clear and high expectations are evident throughout some aspects of the plan. This means:<br><br>The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context.<br><br>The plan could benefit from asking more from students, or from a more strategically designed progression of activities that would be better suited to actually meet high expectations.<br><br>The plan may offer only superficial information related to learning standards alignment. | Clear and high expectations are evident throughout few or no aspects of the plan.<br><br>This means:<br><br>The lesson title, goal, and objective may be missing or unclear or reflect levels of rigor and relevance that may be too low given the instructional context.<br><br>The plan could benefit from asking much more from students, or from a revision for clarity.<br><br>The plan makes no mention of alignment learning standards. |

**Lesson Plan Document Cont.**

| Points Available | 20-16<br>Accomplished | 15-11<br>Commendable | 10-6<br>Developing | 5-1<br>Needs Improvement |
|---|---|---|---|---|
| Organizing and Sequencing Content for Student Learning | The progression of the lesson is clearly articulated and strategically designed to maximize student engagement and learning and to meet the lesson's goal and objective. | The progression of the lesson is logically designed to meet the lesson's goal and objective.<br><br>It could benefit from some more explanation for how each facet of the students' experience in the lesson will support the achievement of the goal and objective. | The progression of the lesson aims to meet the goal and objective.<br><br>It needs more detail or a clearer strategy in order to reflect a comprehensive vision of how each facet of the students' experience in the lesson will support the achievement of the goal and objective. | The progression of the lesson seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson's goal and objective. |
| Instructional Methods | The lesson plan strategically incorporates multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning and to meet the lesson goal and objective.<br><br>The use of the instructional methods with the content and goal/objective is expert-level in its conception. | The lesson plan incorporates multiple methods of instruction to attempt to maximize student engagement and learning and to meet the lesson goal and objective.<br><br>A more strategic use of the instructional methods with the content and goal/objective would likely yield better student outcomes. | The lesson plan attempts to incorporate multiple methods of instruction, but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability. | The lesson plan reflects a limited understanding of instructional methods to support student learning, student engagement, and meeting the goal and objective. |
| Materials | The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize student engagement and learning and to meet the lesson goal and objective. | The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize student engagement and learning, given the lesson plan's goal and objective. | The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection.<br><br>Not all materials are essential to achieve the lesson's goal. | The lesson plan includes a partial list of materials to be used.<br><br>The strategy is vague or incomplete in describing how to leverage the use of these materials to support student engagement and learning to meet the lesson's objective and goal. |

# EDUCATORS RISING

## Lesson Plan Document Cont.

| Points Available | 20-16 Accomplished | 15-11 Commendable | 10-6 Developing | 5-1 Needs Improvement |
|---|---|---|---|---|
| Assessment | The plan includes a professional-caliber selection of assessment method(s) and a thorough description and rationale as to how student learning relevant to the lesson will be assessed. | The plan includes a detailed description of how student learning relevant to the lesson will be assessed. It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s). | The plan includes a basic description of how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if a basic understanding of uses of assessment. | The plan includes an attempt at a description of how student learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful. |
| Mechanics & Professionalism | Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics — including grammar, spelling, punctuation, and capitalization contain no errors. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions. |

## Lesson Delivery Video

| Points Available | 10-9 Accomplished | 8-6 Commendable | 5-3 Developing | 2-1 Needs Improvement |
|---|---|---|---|---|
| Execution of Clear & High Expectations | Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the students' comprehension of the goal and objective of the lesson. The video shows clear evidence of facilitating students' reaching for thinking on upper levels of Bloom's taxonomy. | Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most students' comprehension of the goal and objective of the lesson. The video suggests that students' reaching for thinking on the upper levels of Bloom's taxonomy. | Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some students comprehend the goal and objective of the lesson. The video shows some evidence that some students attempt to think on the upper levels of Bloom's taxonomy. | Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that students engaged in an appropriately challenging learning experience or attempted thinking on the upper levels of Bloom's taxonomy. |

**Lesson Delivery Video Cont.**

| Points Available | 10-9 Accomplished | 8-6 Commendable | 5-3 Developing | 2-1 Needs Improvement |
|---|---|---|---|---|
| Engaging with Students | The video shows clear and consistent evidence that the competitor is comfortable, strategic, and fair when engaging with students. The competitor consistently interacts with students in ways that engender students' desire to participate substantively in their own learning. | The video shows some evidence that the competitor is mostly comfortable, strategic, and fair when engaging with students. The competitor interacts with students mostly in ways that engender students' desire to participate in their own learning. | The video shows evidence that, in several moments, the competitor is comfortable, strategic, and fair when engaging with students. The video may also show 1 or 2 moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning. | The video shows evidence that the competitor is not yet comfortable, strategic, and consistently fair when engaging with students. The video may also show multiple moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning. |
| Organizing and Sequencing Content for Student Learning | The video shows clear evidence of the execution of a strategically designed progression to maximize student engagement and learning and to meet the lesson goal and objective. | The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson's goal and objective. It is not entirely clear how every aspect of the students' experience in the lesson supports the achievement of the goal and objective. | The video shows evidence that the progression of the lesson moves the student toward the objective and goal, though multiple, more strategic paths are available. | The video shows a progression of the lesson that seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective |

**EDUCATORS RISING**

**Lesson Delivery Video Cont.**

| Points Available | 10-9<br><br>Accomplished | 8-6<br><br>Commendable | 5-3<br><br>Developing | 2-1<br><br>Needs Improvement |
|---|---|---|---|---|
| Execution of Instructional Methods | The video shows evidence of strategic incorporation of multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning and to meet the lesson goal and objective.<br><br>The deployment of the instructional methods with the content and goal/objective is expert-level in its execution. | The video shows evidence of multiple methods of instruction in an attempt to support student engagement and learning, and to meet the lesson goal and objective.<br><br>A more strategic deployment of the instructional methods with the content and goal/ objective would likely yield better student outcomes. | The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability. | The video reflects a limited understanding of the deployment of instructional methods to support student learning, student engagement, and meeting the lesson goal and objective. |
| Classroom Management | The video shows clear and consistent evidence of expert-level usage of classroom management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) to achieve maximum possible student engagement throughout the lesson. | The video shows evidence of strong usage of classroom management strategies to achieve near-total student engagement throughout the lesson. | The video shows evidence of the usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson. | The video shows evidence of the competitor's developing understanding of how to manage a classroom.<br><br>Inefficient or misguided usage of specific management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limits potential student engagement throughout most of the lesson. |

# EDUCATORS RISING

**Lesson Delivery Video Cont.**

| Points Available | 10-9<br><br>Accomplished | 8-6<br><br>Commendable | 5-3<br><br>Developing | 2-1<br><br>Needs Improvement |
|---|---|---|---|---|
| Execution of Assessment | The video shows clear evidence of a professional-caliber use of assessment to measure student learning directly related to the lesson's objective and goal. | The video shows some evidence of an attempt to assess student learning related to the lesson plan's objective and goal. | The video shows an attempt to assess student learning, but the attempt may be superficial or not positioned to deliver substantive information related to the lesson objective and goal. | The video shows an attempt at assessment, but the attempt may not relate directly to a clearly stated lesson goal and objective.<br><br>The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful. |
| Professionalism | The video shows clear and consistent evidence of the competitor conducting himself/herself as a professional educator at all times.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. | The video shows evidence of the competitor conducting him/herself as a professional for a strong majority of the lesson.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. | The video shows some evidence of the competitor conducting him/herself as a professional during the lesson.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. | The video shows inconsistent evidence of the competitor conducting him/herself as a professional during the lesson.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. |
| Execution from Plan to Delivery | The video shows clear and consistent evidence that a well-designed plan successfully translated into a well-executed lesson. | The video shows evidence that the lesson plan was followed carefully. | The video shows evidence that only parts of the plan were translated into the actual lesson. | The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality. |

# EDUCATORS RISING

## COMPONENTS SCORED ON-SITE

### Interactive Reflection

| Points Available | 15-13<br><br>Accomplished | 12-9<br><br>Commendable | 8-5<br><br>Developing | 4-1<br><br>Needs Improvement |
|---|---|---|---|---|
| Evidence of Rigorous Reflection | The competitor demonstrates professional-level insight to reflect candidly and deeply on all facets of the teaching process, including planning, delivery of instruction, and evaluating effectiveness.<br><br>The competitor demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement. | The competitor demonstrates thoughtful reflection on the teaching process but may not achieve professional-level depth and insight on every facet (planning, delivery, instruction, evaluating effectiveness).<br><br>The competitor demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps. | The competitor reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.<br><br>The competitor's next steps are basic and would benefit from strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went. | The competitor demonstrates limited or superficial reflection on the lesson and, through that process may yield only partial or surface-level insights into the teaching process.<br><br>The competitor's next steps are not clear or logical and would benefit from significantly strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went. |
| Responses to Judges' Questions | The competitor demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions.<br><br>The competitor's display impressive, professional-level depth of knowledge and understanding given his/her experience and preparation. | The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.<br><br>The competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation. | The competitor's responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her.<br><br>The competitor displays basic knowledge and understanding of the selected topic based on his/her experience and preparation. | The competitor's responses in the Q&A session reflected limited or superficial responses. |

**Interactive Reflection Cont.**

| Points Available | 15-13 Accomplished | 12-9 Commendable | 8-5 Developing | 4-1 Needs Improvement |
|---|---|---|---|---|
| Overall Impact | The competitor clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection. The competitor shows clear and consistent evidence of his/her identity as an educator. | The competitor demonstrates strong skills in lesson planning, delivery, and reflection. The competitor shows evidence of cultivating an identity as an educator. | The competitor demonstrates developing skills in lesson planning, delivery, and reflection. Further practice should yield more strategic pedagogical choices and more consistent success | The competitor demonstrates limited skills in lesson planning, delivery, and reflection. More preparation and expert guidance regarding the basics of planning and delivery instruction are recommended. |

# LESSON PLANNING AND DELIVERY— HUMANITIES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name:_____

Student's 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.

## PRE-SCORED COMPONENTS

**Lesson Plan Document**

|  | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---|---|---|---|---|---|
| Clear & High Expectations | 20-16 | 15-11 | 10-6 | 5-1 | |
| Organizing and Sequencing Content for Student Learning | 20-16 | 15-11 | 10-6 | 5-1 | |
| Instructional Methods | 20-16 | 15-11 | 10-6 | 5-1 | |
| Materials | 20-16 | 15-11 | 10-6 | 5-1 | |
| Assessment | 20-16 | 15-11 | 10-6 | 5-1 | |
| Mechanics & Professionalism | 20-16 | 15-11 | 10-6 | 5-1 | |

**LESSON PLAN DOCUMENT PRE-SCORE_____/ 120**

*Continued*

**EDUCATORS RISING**

**Lesson Delivery Video**

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---|---|---|---|---|---|
| Execution of Clear & High Expectations | 10-9 | 8-6 | 5-3 | 2-1 | |
| Engaging with Students | 10-9 | 8-6 | 5-3 | 2-1 | |
| Organizing and Sequencing Content for Student Learning | 10-9 | 8-6 | 5-3 | 2-1 | |
| Execution of Instructional Methods | 10-9 | 8-6 | 5-3 | 2-1 | |
| Classroom Management | 10-9 | 8-6 | 5-3 | 2-1 | |
| Execution of Assessment | 10-9 | 8-6 | 5-3 | 2-1 | |
| Professionalism | 10-9 | 8-6 | 5-3 | 2-1 | |
| Execution from Plan to Delivery | 10-9 | 8-6 | 5-3 | 2-1 | |

**LESSON DELIVERY VIDEO PRE-SCORE_____/ 80**

## COMPONENTS SCORED ON-SITE

Interactive Reflection

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---|---|---|---|---|---|
| Evidence of Rigorous Reflection | 15-13 | 12-9 | 8-5 | 4-1 | |
| Responses to Judges' Questions | 15-13 | 12-9 | 8-5 | 4-1 | |
| Overall Impact | 15-13 | 12-9 | 8-5 | 4-1 | |

**INTERACTIVE REFLECTION ON-SITE SCORE_____/ 45**

**TOTAL SCORE_____/245**

**FEEDBACK FOR STUDENTS:** Write two or more sentences.