



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

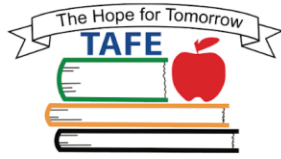
- Students will receive awards based on the number of points scored on the event rubric. All those receiving a certificate will be recognized on screen during the Closing General Session at the Teach Tomorrow Summit. Awards will be given as follows. The following awards will be given at Area & State 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

PROFESSIONAL DEVELOPMENT COMPETITION

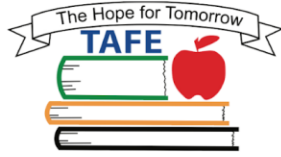
\$100 Scholarship to Judge's Choice Winner

Entries Per Chapter	2 per division
Type of Event	Team (2-4)
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements <u>TEKS</u>	EDC01, EDC02, EDPC01, EDPC02, EDPC03, and EDPC04
Principles of Education and Training <u>TEKS</u>	b(4), 1A-D, 7A
Human Growth and Development <u>TEKS</u>	b(4), 1A-D
Instructional Practices in Education and Training <u>TEKS</u>	b(4), 1A-D, 2B, 3B, 4A-B, 5A-F; 6A-D; 7A-C; 8A-C; 9A-B
Practicum in Education and Training <u>TEKS</u>	b(4), 1A-D, 2B, 4A-B; 5A-G; 6A-D; 7A-C; 8A-C; 9A-B
Child Development <u>TEKS</u>	b(4), 1A-D, C, F
Child Guidance <u>TEKS</u>	b(4), B1, 1A-D, 4, 10D-F

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.

CONTEST OVERVIEW: 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 professional presentation to an actual audience which consists of parents or professionals in education. 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. This competition encourages TAFE members to prepare a professional presentation on a relevant issue to your community or school. Examples may include but are NOT limited to:

- | | | |
|----------------------|------------------------|-------------------|
| abuse | dress code | sexual harassment |
| bullying | educational curriculum | teen pregnancy |
| cyberbullying | fighting | teen suicide |
| developmental delays | parent relations | |



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

COMPETITION GUIDELINES:

There are three components to this competition:

- A written plan/outline: submitted and scored by judges prior to the competition, but also brought by the contestant to the on-site competition.
- A presentation delivery video: submitted and scored by judges prior to the competition but also brought by the entrants to the on-site competition on a USB drive.
- A reflection between entrants and judges at the competition.

- **Written Plan/Outline**
 - The written plan must be submitted online or in person depending on the Competition coordinator. The entrant should provide his/ her name, description of audience, place, date presentation was performed, title of presentation, relevance to your community or school of presentation, description of presentation, desired outcomes of the presentation, and a method of assessing whether the outcomes were achieved.
 - The presentation content and audience are the entrant's decision.
 - Contestants must bring a copy of the presentation plan with them to the competition site.

- **Presentation Delivery: 10-minute or less video**
 - The presentation must be delivered to an actual audience of professional educators or parents with the teacher leader present.
 - 10-minute video, clearly depicting the entrant's presentation, must be submitted online along with the written plan/outline. Do not exceed the 10-minute length. Only the first 10 minutes of the video will be judged. (Given that most presentations take longer than 10 minutes, your video may be edited to include a compilation of important parts of your presentation.) All entrants must participate equally during the presentation delivery and reflection with judges on-site.
 - The video file must be in .mp4 format. Videos that are not in this file format will not be accepted and will be disqualified. The maximum file size is 2GB.
 - Entrants must bring their video to the competition site on a USB drive.
 - By submitting a video for this TAFE competition, the entrants assume 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: Interactive Session with Judges**
 - The entrants will have 10 minutes with a panel of judges to reflect on the presentation. The reflection should include what the entrants felt went well, how to improve, and what was learned from the experience that will help him/her become a better presenter. Note-cards, Props, papers containing entrant-generated material to support the reflection are permitted and encouraged. The video will not be shown as a part of this session.
 - Judges may ask follow-up questions during the 10-minute reflective, interactive session.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judges' decisions are final.
 - Scoring is based on the Professional Development Presentation Contest Rubric.

PROFESSIONAL DEVELOPMENT

DETAILED SCORING RUBRIC

Lesson Plan Document				
	5 Accomplished	4 Commendable	3 Developing	2 - 1 Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom's taxonomy, and the plan clearly spells that out.</p>	<p>Clear and high expectations are evident throughout most aspects of the plan. This means: The lesson title, goal, and objective are clearly stated, and are logical given the instructional context.</p> <p>The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design.</p>	<p>Clear and high expectations are evident throughout some aspects of the plan. This means: The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context.</p> <p>The plan could benefit from asking more from participants, or from a more strategically designed progression of activities that would be better suited to meet high expectations.</p>	<p>Clear and high expectations are evident throughout few or no aspects of the plan. This means: 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.</p> <p>The plan could benefit from asking much more from participants, or from a revision for clarity.</p>
Organization and Sequencing of Ideas	<p>The progression of the lesson is clearly articulated and strategically designed to maximize participant engagement and learning, and to meet the lesson goal and objective.</p>	<p>The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.</p>	<p>The progression of the lesson aims to meet the goal and objective. It needs more detail or clearer strategy to reflect a comprehensive vision of how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.</p>	<p>The progression of the lesson seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.</p>
Instructional Methods	<p>The lesson plan strategically incorporates multiple methods of instruction to maximize participant engagement and learning, and to meet the lesson goal and objective.</p> <p>The use of the instructional methods with the content and goal/objective is expert-level in its conception.</p>	<p>The lesson plan incorporates multiple methods of instruction to attempt to maximize participant engagement and learning, and to meet the lesson goal and objective.</p> <p>A more strategic use of the instructional methods with the content and goal/objective would likely yield better participant outcomes.</p>	<p>The lesson plan attempts to incorporate multiple methods of instruction but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.</p>	<p>The lesson plan reflects limited understanding of instructional methods to support participant learning, participant engagement, and meeting the goal and objective.</p>
Materials	<p>The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize participant engagement and learning, and to meet the lesson goal and objective.</p>	<p>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 participant engagement and learning, given the lesson plan's goal and objective.</p>	<p>The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection.</p> <p>Not all materials are essential to achieve the lesson's goal.</p>	<p>The lesson plan includes a partial list of materials to be used.</p> <p>The strategy is vague or incomplete for describing how to use the materials to support participant engagement and learning to meet the objective and goal.</p>

Assessment	The plan includes a professional caliber selection of assessment method(s) and a thorough description and rationale as to how participant learning relevant to the lesson will be assessed.	The plan includes a detailed description of how participant 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 for how participant learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how participant learning will be assessed, but the method (s) may not be entirely relevant, realistic, explained, or educationally useful.
Relevance	The topic is a current issue and the contestants are able to fully explain its importance to the participants.	The topic is a semi-current issue and contestants are mostly able to explain its importance to the participants.	The topic is not a current issue; however, the contestants are mostly able to explain its importance to the participants.	The topic is not a current issue, and the contestants lack understanding and ability to explain topic's relevance.
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				
	5 Accomplished	4 Commendable	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 participants' comprehension of the goal and objective of the lesson.	Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most participants' comprehension of the goal and objective of the lesson.	Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some participants comprehend the goal and objective of the lesson	Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that participants engaged in an appropriately challenging learning experience.
Engaging with Participants	The video shows clear and consistent evidence that the contestants are comfortable, strategic, and fair when engaging with participants. The contestants consistently interact with participants in ways that engender participants' desire to participate substantively in their own learning	The video shows some evidence that the contestants is mostly comfortable, strategic, and fair when engaging with participants. The contestants interact with participants mostly in ways that engender participants' desire to participate in their own learning.	The video shows evidence that, in several moments, the contestants are comfortable, strategic, and fair when engaging with participants. The video may also show 1 or 2 moments in which the participant misses or misjudges decisions that may not serve to engender participants' desire to participate in their own learning.	The video shows evidence that the contestants are not yet comfortable, strategic, and consistently fair when engaging with participants. The video may also show multiple moments in which the participant misses or misjudges decisions that may not serve to engender participants' desire to participate in their own learning
Organizing and Sequencing Content for Participant Learning	The video shows clear evidence of the execution of a strategically designed progression to maximize participant 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 goal and objective. It is not entirely clear how every aspect of the participants' experience in the lesson supports the achievement of the goal and objective.	The video shows evidence that the progression of the lesson moves the participant toward the objective and goal, though multiple, more strategic paths are available.	The video shows a progression of the lesson that seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.
Execution of Instructional Methods	The video shows evidence of strategic incorporation of multiple methods of instruction to maximize participant engagement and learning, and to meet the lesson goal and objective. 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 participant engagement and learning, and to meet the lesson goal and objective. A more strategic deployment of the instructional methods with the content and goal/objective would likely yield better participant 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 limited understanding of the deployment of instructional methods to support participant learning, participant 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 classroom, managing transitions within the lesson, addressing offtopic comments, redirecting or preempting disruptions) to achieve maximum possible participant engagement throughout the lesson.	The video shows evidence of strong usage of classroom management strategies to achieve near-total participant engagement throughout the lesson.	The video shows evidence of usage of classroom management strategies to achieve acceptable participant engagement throughout most of the lesson.	The video shows evidence of the contestant's developing understanding of how to manage a classroom. Inefficient or misguided usage of specific management strategies limit potential participant engagement throughout most of the lesson.
Execution of Assessment	The video shows clear evidence of a professional-caliber use of assessment to measure participant learning directly related to the lesson's objective and goal.	The video shows some evidence of an attempt to assess participant learning related to the lesson plan's objective and goal.	The video shows an attempt to assess participant learning, but the attempt may be superficial or not position 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 state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Knowledge and Passion of Topic	The participants present relevant statistics, personal stories, or other methods to engage the targeted audience and succeed.	The participants present some statistics, personal stories, or methods to engage the audience and mostly succeed.	The participants present little statistics, personal stories, or other methods to engage the audience and partially succeed.	The participants present no statistics, personal stories, or other methods and do not engage the audience.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to 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.

Interactive Reflection

	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Execution of Clear & High Expectations	The contestants demonstrate professional-level insight to reflect candidly and deeply on all facets of the teaching process, including planning, delivery of instruction, and evaluating effectiveness. The contestants demonstrate professional-level insight in planning for strategic, appropriate next steps to maximize ongoing participant learning and engagement.	The contestants demonstrate thoughtful reflection on the teaching process but may not achieve professional level depth and insight on every facet (planning, delivery, instruction, evaluating effectiveness). The contestants demonstrate thoughtfulness — though not comprehensiveness — in planning for appropriate next steps.	The contestants reflect on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process. The contestants' next steps are basic and would benefit from strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went.	The contestants demonstrate limited or superficial reflection on the lesson, though that process may yield only partial or surface-level insights on the teaching process. The contestants' 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.
Execution of Clear & High Expectations	The contestants demonstrate professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions. The contestants' display impressive, professional-level depth of knowledge and understanding given their experience and preparation.	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 their experience and preparation.	The contestants' responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her. The contestants display basic knowledge and understanding of the selected topic based on their experience and preparation.	The contestants' responses in the Q&A session reflected limited or superficial responses.
Execution of Clear & High Expectations	The contestants clearly demonstrate professional-caliber skills in lesson planning, delivery, and reflection. The contestants show clear and consistent evidence of their identity as an educator.	The contestants demonstrate strong skills in lesson planning, delivery, and reflection. The contestants show evidence of cultivating an identity as an educator.	The contestants demonstrate developing skills in lesson planning, delivery, and reflection. Further practice should yield more strategic pedagogical choices and more consistent success.	The contestants demonstrate limited skills in lesson planning, delivery, and reflection. More preparation and expert guidance regarding the basics of planning and delivery instruction are recommended.

PROFESSIONAL DEVELOPMENT

FEEDBACK & TALLY SHEET

Lesson Plan Document					
	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2 - 1	
Organization and Sequencing of Ideas	5	4	3	2 - 1	
Instructional Methods	5	4	3	2 - 1	
Materials	5	4	3	2 - 1	
Assessment	5	4	3	2 - 1	
Relevance	5	4	3	2 - 1	
Mechanics & Professionalism	5	4	3	2 - 1	

Lesson Delivery Video					
	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	5	4	3	2 - 1	
Engaging with Participants	5	4	3	2 - 1	
Organizing and Sequencing Content for Participant Learning	5	4	3	2 - 1	
Execution of Instructional Methods	5	4	3	2 - 1	
Classroom Management	5	4	3	2 - 1	
Execution of Assessment	5	4	3	2 - 1	
Professionalism	5	4	3	2 - 1	
Knowledge and Passion of Topic	5	4	3	2 - 1	
Execution from Plan to Delivery	5	4	3	2 - 1	

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	

FINAL SCORE	/ 125
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ACTUAL TIME	Minutes	Seconds

TOTAL	
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Student Feedback