

Collegiate Events

These team, dual and individual events are for students who have graduated high school and are currently attending college. JV and Varsity cannot compete with Collegiate members. **These events are for college students not dual credit high school students.**

Students competing in any competitive event must compete at each level and qualify to advance to the next level of competition, beginning at area conferences.

State Events

These events do not advance past the state conference

Breakout Session

Educational Leadership Fundamentals Test

Impromptu Lesson

Impromptu Speaking

Outstanding Chapter Contest

Portfolio

Teacher Leader of the Year

National Events

These events have the potential to advance to the National Level

COMPETITIONS

Children's Literature

Creative Lecture

Educators Rising Moment

Educators Rising Moment Spanish

Ethical Dilemma

Public Service Announcement-Teacher Recruitment

Public Speaking

Researching Learning Challenges

CONTESTS

Interactive Bulletin Board-Elementary

Interactive Bulletin Board-Middle School/High School

Project Visualize Service

Teacher Created Materials



TAFE

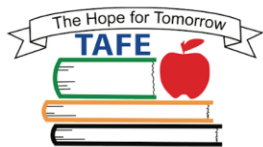
Texas Association of Future Educators

Collegiate Competitive Events Planner

CHAPTER EVENTS

COMPETITIVE EVENT	# OF ENTRIES	COMPETITORS NAMES
Breakout Session Team (2-6)	1	
Outstanding Chapter Team (2-4)	1	
Portfolio Individual	10	
ELF Test Individual	No Limit	
Impromptu Lesson Individual	2	

Impromptu Speaking Individual	2	
Children's Literature Individual or Dual (2)	2	
Creative lecture Individual	2	
Educators Rising Moment Individual	2	
Educators Rising Moment Spanish Individual	2	
Ethical Dilemma Team (2-4)	1	
Interactive Bulletin Board (ELEM) Individual or Dual (2)	2	
Interactive Bulletin Board (MS/HS) Individual or Dual (2)	2	
Project Visualize Service Individual or Dual (2)	2	
PSA-Teacher Recruitment Team (2-4)	1	
PSA-Teacher Recruitment Spanish Team (2-4)	1	
Public Speaking Individual	2	
Researching Learning Challenges Team (2-4)	1	
Teacher Created Materials (ELEM, MS/HS) Individual or Dual (2)	2	



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 students 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. **TAFE State dues must be paid in full by November 1st.** View the [EdRising Membership Page](#) for more information.
- 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

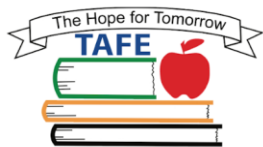
NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

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.
- Competitive Event entries will not be accepted after the area conference registration closes.
- For Educators Rising National Events:
 - For Competitions at the Area Level: students must have earned 70% of available points first, then the top 5 advance to the Teach Tomorrow Summit
 - For Contests at the Area Level: students must earn 90% of the overall possible points to advance to the Teach Tomorrow Summit.
 - For Competitions at the State Level: students must have earned 80% of available points first, then the top 10 advance to the Educators Rising Conference.
 - For Contests at the State Level: students must earn 97% of the overall possible points to advance to the Educators Rising National Conference.
 - ***Students may only compete in one event max, at the Educators Rising Conference.***

Competitive Event Entries

- All submitted materials must reflect original work from the 2025-2026 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 point deductions. Files should be uploaded using the competitor's **FORM ID found on the TTS Database**.
- All video files that are submitted in advance must be uploaded to [YouTube](#).



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

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 divisions 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. **Students who do not compete in their correct division will be disqualified.**
 - **Middle School** - Grades 7 & 8
 - **Junior Varsity** - Grades 9 & 10
 - **Varsity** - Grades 11 & 12
 - **Collegiate** - Undergraduate Students, not dual credit high school 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.

Substitutions

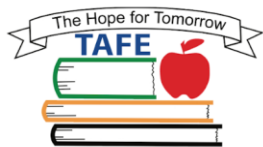
- Substitutions for individual events are not accepted, once registration has closed.
- Substitutions are allowed into team or dual events only, after registration has closed.
 - Events with more than one competitor can be substituted if at least one of the competitors was in the original group. A substitute must complete the [Competitive Event Change Form](#).
 - Substitutions into team or dual events must keep the entry in the same division, if not, this will result in a disqualification of the team or dual event.
- The number of competitors that compete in each level of competition is what is allowed to advance to the next level of competition.
- Failure to notify the competitive events team of a substitution may result in disqualification of the team or dual event.

Technology

- Students are required to bring their own device to Area and State conferences for competitive events. The devices must be checked prior to leaving home to make certain they can access wi-fi outside the district.
- All devices should be adequately charged before arriving at their competition room.
- No phones will be allowed in planning rooms.
- Wi-Fi is not always available at each conference location. Competitors need to have all videos, and presentations downloaded, so they are accessible without the internet.
- Screens/projectors are only guaranteed to be provided at the State conference.
 - Competitors will need to provide their own connectors/dongles to connect their computers to projectors.
- All presentations, presentation resources or videos should be available for offline use. Internet access may not be available at all locations.

Conference Registration, Attendance, & Participation in Events

- Teacher leaders must log in 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 fail to register for the conference or competitive events before the deadline will not be allowed to attend or compete.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- 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** - TAFE does not have an inquiry period for scores, all scores are final. **Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges or competitive events headquarters 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 events can run behind and/or 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 State Qualifiers will be recognized on screen during the Closing General Session at Area Conferences and National Qualifiers, State Only Contests receiving Gold Certificates, and State Only Competitions Top 5 at the Teach Tomorrow Summit Closing General Session. 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 area conference (October 1- 15, 2025)
- Register for competitive events (October 1 - 15, 2025)
- 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 TAFE State Conference (December 10, 2025 - January 30, 2026)
- Submit Prescored materials by January 30, 2026 @ 5:00pm
- Register for a time to compete at the TAFE State Conference (January 26-30, 2026)



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

BREAKOUT SESSION PRESENTATION

Entries Per Chapter	1
Type of Event	Contest (Team of 2-6)
State Contest	Yes
National Contest	No
Prescored Event	Yes, for Area and State

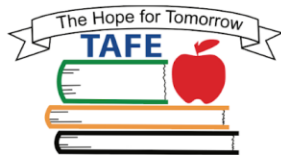
OBJECTIVE: To allow students an opportunity to demonstrate their teaching skills by planning, preparing and presenting a 40-minute breakout session that is aligned with one of the TAFE TRAFLES.

OVERVIEW: This contest is a team event where members work together to plan, prepare, and present a 40-minute breakout session. The lesson taught, presented, or facilitated must align with one of the TAFE TRAFLES. Teams that score 90-100 at their area conference will advance to present their breakout session at the TAFE Teach Tomorrow Summit.

CONTEST GUIDELINES:

- **Breakout Session**

- Each chapter may submit 1 entry for the area conference.
- Two to six students may present the breakout session.
- The team must score at least a 90 to qualify to advance to state to present their breakout session.
- After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.
- Prior to the Area/State
 - Students must plan and prepare a 40-minute breakout session that aligns with one of the seven TRAFLES areas. The areas are below.
 - Teaching/Training
 - Recreational
 - Appreciation (Teacher/Staff)
 - Fundraising
 - Leadership
 - Education Awareness
 - Service
- A description of the session must be submitted to the TAFE State office by October 31st for publishing and accurately describe the session. It entices conference participants to attend.
 - A brief outline of the session must be submitted for review. Minimum requirements include an introduction, body, and closing.
 - Prior to Start of Presentation

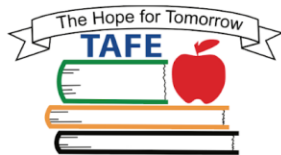


TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- The set-up is complete, so the session can begin on time. All resources are in place (technology set; materials sorted, counted, and bagged for ease of distribution or display, etc.)
- At least one team member greets participants as they enter the presentation room.
- During Presentation
 - Introduction: Chapter name, team members, city, state, title of session, goals and objective stated prominently at the beginning of the presentation.
 - The presentation must include accurate and up-to-date content and follow a logical sequence.
 - All members of the presentation team should be knowledgeable about the material covered and have equally active roles, whether speaking, assisting participants, managing materials, etc.
 - Session should include multiple strategies to maximize engagement between presenter(s) and participants as appropriate.
 - Presenters should use professional speaking techniques.
 - Management of logistics such as time, materials, transitions, etc. should be smooth. Movement of participants into groups or activities should be seamless.
 - Presenters should exhibit professionalism throughout the session.
- Presentation Closing
 - Appropriate time is allowed for questions. (They may be answered throughout the presentation or at the end.) If time is allowed at the end for questions, and no one asks questions, the team needs to be prepared to fill in with appropriate material to fill the rest of the time.
 - The session must have closing remarks and not just end abruptly.
 - The session must fit the 40-minute time frame.

CONTEST JUDGES' INFORMATION

- Both Area and State:
 - ***If a school has a team competing in this event, the teacher leader and a student from their chapter must judge in this event.***
 - The judging panel will consist of 1-2 adults.
 - The contestants will be judged against a standard of excellence rather than against each other.
 - Judges will use the Breakout Session Contest Rubric to score the breakout session team, and they will follow the guidelines set up by their event managers.



TEXAS ASSOCIATION OF FUTURE EDUCATORS **COMPETITIVE EVENTS**

BREAKOUT SESSION PRESENTATION

Proposal Form-must be submitted online by October 31st

Breakout Session Helpful Information

Conference Objectives

TAFE's goal is to offer a variety of exciting and interactive workshops for students and teacher leaders. In addition to professional development in areas related to teaching (such as brain-based instruction, tips for classroom management, etc.), TAFE would like to encourage students to think about how to use technology to teach all learners.

Conference Audience

Jr. High school students through college seniors and their TAFE chapter Teacher Leaders

Workshop Formats

Sessions will be 40 minutes long. Please consider a variety of formats for your presentation before you decide what would work best. Interactive sessions engage the audience. Students' workshop evaluations have clearly indicated that they are most engaged in sessions that involve them in hands-on activities or discussions. Lecturing with a PowerPoint slideshow won't hold their attention, so we will select proposals that will engage the audience. Please consider these formats for your workshop:

- **Debate:** Two or three debaters hold clearly differing points of view. A chairperson with a prepared set of questions moderates the session. This could work well with students as debaters

and a Teacher Leader as moderator. Topics could include different aspects of No Child Left Behind, pros and cons of high stakes testing, etc.

- **Demonstration:** This is a demonstration of a useful teaching tool or concept. The audience will come away with an understanding of how it is used but will not have any hands-on opportunities to try the tool or apply the concept.
- **Panel:** This format focuses on an issue facing the field of education. Groups of two or three students or Teacher Leaders will offer short presentations on the panel's topic, allowing sufficient time for a question-and-answer session with the audience.
- **Collaborative learning:** This includes a presentation and discussion, with most of the session devoted to discussion and feedback. Presenters bring targeted questions on their topic to pose to the participants. This is ideal for networking and in-depth discussion on one topic.
- **Skill building workshop:** The presenter(s) teaches the participants a specific skill needed by teachers (or TAFE Teacher Leaders) and includes at least one exercise to let the participants practice the skill, perhaps in small groups.
- **Make and Take:** This is a hands-on how-to session. The audience will have opportunities to make and/or apply useful teaching tools.

BREAKOUT SESSION PRESENTATION

DETAILED SCORING RUBRIC

Prior to Area or State		
	Adheres	Does Not Adhere
The session is aligned to TRAFLES, which is identified in the session description.	5	0
A description of session was submitted to area/state office by the deadline for publishing and accurately describes the session. It entices conference participants to attend.	5	0
A brief outline of the session was submitted to the area/state office by the deadline for review. Minimum requirements include an introduction, body and closing.	5	0

Before the Presentation		
	Adheres	Does Not Adhere
Set-up is complete so the session can begin on time. All resources are in place (technology set, materials sorted, counted, bagged, etc.)	5	0
At least one team member greets participants as they enter the presentation room.	5	0
The session has obvious closure and does not end abruptly.	10	0
The session fits the 40 minute time frame.	10	0

During the Presentation			
	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Introduction of Chapter Name, Team Members, City, State and Title of session.	Team clearly states chapter name, team members' names , city, state and title of session toward the beginning and are given without prompting from the judges.	Team states only 3 of: chapter name, team members, city, state or title of session or given only after prompted by the judges.	Team members either failed to state 3 or more of: chapter name, team members, city, state and title of session and did so only after prompted by the judges.
Stated Goals	Goals clearly stated and aligned with session activities and/or informations.	Goals only implied or not clearly aligned with session activitiesand/or informations	Goals either not stated or activities not aligned with session activities and/or information
Stated Objectives	Objectives are measurable and clearly stated and are aligned with session activities and/or information.	Objectives not measurable or only implied or or not clearly aligned with session activities and/or information	Objectives fail to meet two or more standards: not measurable, clearly stated, not aligned with activities and/or information

The presentation follows a logical sequence.	Session begins with a motivating introduction followed by appropriate activities/information in the body of the session and logically concludes with highlights of important points (note: this may be interactive with participants) Transitions between segments of session smooth.	Session lacks either a motivating introduction or appropriate activities/information in the body of the session or has an abrupt conclusion that does not fully highlight important points (note: this may be interactive with participants) Or the transitions between session segments not completely smooth	Session lacks two or more of the following elements: a motivating introduction; appropriate activities/information in the body of the session or conclusion that highlights important points (note: this may be interactive with participants); and/or the transitions between session segments not smooth
The presentation includes accurate and up-to-date content. Presenters are knowledgeable about material covered.	Information and activities expertly reflect T.R.A.F.L.E.S stated with current content.	Information and activities either dated or does not expertly reflect T.R.A.F.L.E.S.	Information and activities are dated and does not expertly reflect T.R.A.F.L.E.S
All support materials are accurate and error free.	Slides and handouts (if used) have no intrusive errors.	Slides and handouts(if used) have few noticeable errors.	Slides and handouts (if used) have noticeable intrusive errors.
Session includes multiple strategies to maximize engagement between presenter(s) and participants as appropriate.	Strategies appropriate for visual, auditory, and kinesthetic/tactile learners	Strategies not appropriate for one of the types of learners: visual, auditory, and kinesthetic/tactile	Strategies appropriate for only one of learner types: visual, auditory, and kinesthetic/tactile

Presentation Closing			
	Accomplished 10 - 8	Proficient 7 - 4	Developing 3 - 1
Appropriate time is allowed for questions. (Questions may be answered throughout the presentation rather than the end.)	Adequate time allowed for questioning.	Time for questioning is not sufficient to allow for complete answers.	There is time allowed for questions.
Materials (handouts, slide decks, patterns, digital files and more) are shared with participants when appropriate.	There are adequate materials for each participant to have materials to take back to campus to share	There are adequate materials to share with each school, but not enough materials for each participant.	There are inadequate materials to share with either each school or each participant.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF)

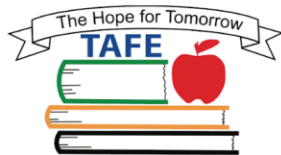
Entries Per Chapter	No limit
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

OBJECTIVE: Prepare students for content knowledge related to teacher certification. Develop students' content knowledge in the areas of leadership theory and best practices. Recognize students that have demonstrated excellent acquisition of content knowledge related to teaching.

OVERVIEW: This is an individual event. Students will be tested over Educational Leadership Fundamentals (ELF). Participants will prepare for the **test** by studying the online study guide posted on the TAFE website. Test questions for the state assessment may be tied to information found in books on leadership. The suggested reading list will also be posted on the website.

COMPETITION GUIDELINES:

- **Area**
 - One student per test.
 - **All ELF test participants take the ELF test PRIOR to their AREA Conference on their home campus.**
 - Tests will be in a multiple-choice format.
 - Questions on the test will come from the study guide posted online.
 - The contestants will have thirty (30) minutes to take the test and should be stopped at the end of the thirty (30) minutes. The timekeeper will give a five (5) minute warning and a 1-minute warning to inform the testers that the time is almost over.
 - The room will be set up with computers, tables and chairs, no cell phones, bags, or purses may be taken into the testing room.
 - Students scoring a score of 70 or above at the area level will be allowed to take the state assessment given at the TAFE Teach Tomorrow Summit.
- **State**
 - Tests will be two parts.
 - First part is a multiple choice test.
 - Second Part is an essay.
 - All students scoring 90-100 on the multiple-choice test will write an essay at the Teach Tomorrow Summit.
 - Questions on the test will come from the study guide that is posted online.
 - **All ELF test participants who qualified from AREA take the ELF test PRIOR to the Teach Tomorrow Summit at their home campus.**
 - **An email will be sent to teacher leaders of qualifiers, so they can schedule a time for their competitors.**
 - **Students have one hour to write their essay.**



TEXAS ASSOCIATION OF FUTURE EDUCATORS **COMPETITIVE EVENTS**

- The person with the highest combined score on the essay and the ELF test will receive a plaque on at the Teach Tomorrow Summit.

CONTEST PROCTORS' INFORMATION

- **Area and State-Home Campus Proctors**
 - ELF testers should report to the testing area 15 minutes prior to their testing time.
 - Testers who arrive after testing has started will not be allowed to test.
 - At the time the test is to start, the proctor will close the door and check the roll. Those not present should be marked NS for no show.
 - After the roll is called, and testing codes are handed out, the testing time will begin.
 - The proctor panel will consist of 1-3 adults proctoring testers.
 - One of the proctors will also need to be the timekeeper.
 - The contestants will have 30 minutes to take the test and should be stopped at the end of the 30 minutes. The timekeeper will give a 5-minute warning and a 1-minute warning to inform the testers that time is almost over. Contestants will be stopped at the end of 30 minutes. No essay in the area.
 - At area, all students receiving a score of 70-100 will be a state qualifier.

ELF TEST ESSAY

DETAILED SCORING RUBRIC

Essay Content				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Focus & Details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
	40 - 31 Accomplished	30 - 21 Commendable	20 - 11 Developing	10 - 1 Needs Improvement
Depth & Insight	The essay reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded solutions.	The essay reflects understanding of the issue and succeeds in proposing well-founded solutions.	The essay is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research.	The essay reflects limited or flawed understanding of the issue. Solutions offered may not be plausible.

Essay Mechanics				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or cliches may be present and detract from the meaning.
Sentence Structure, Grammar, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

IMPROMPTU LESSON COMPETITION

\$100 Scholarship to Highest Scorer

Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

OBJECTIVE: To challenge future educators to plan, prepare, and deliver effective lessons even when unexpected events create time restraints prohibiting advance planning. To promote teaching skills among T.A.F.E. students.

OVERVIEW: Highly skilled educators never stop building their mental toolbox of strategies to support learning.

Sometimes in teaching life, plans change suddenly, and teachers must improvise. For highly skilled teachers though, this doesn't mean making things up out of thin air; it means drawing upon the strategies and experiences in that mental toolbox to quickly create a quality learning opportunity.

This competition is an individual event in which a rising educator assembles a high-quality learning experience despite limited time to plan and finite resources to use. The contestant will be given a box of classroom materials as well as a written scenario detailing a specific class, including grade level, subject, and other relevant context.

SAMPLE SCENARIO 1

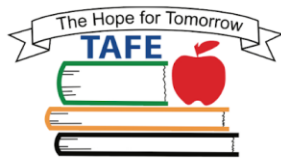
7th grade science class

You are covering for a teacher who had to leave school suddenly for a family emergency. The students have just finished a unit on systems of the human body. Today was originally scheduled to be their first day exploring a new unit on the anatomy of reptiles and amphibians. Outside the science classroom, there is a big bulletin board full of photos from the recent science fair, in which all middle school students participated.

SAMPLE SCENARIO 2

3rd grade English language arts class

*At the last second, you have been pulled from your morning prep period to substitute for a 3rd grade teacher who just called in sick. The students recently finished a whole class read-aloud of a novel called *My Teacher is an Alien*. You haven't read it, but the book has a reputation as a favorite among the students. They also have their own independent reading books. Third graders have been working all year on writing short essays; two major school-wide priorities are to encourage students to organize their thoughts in their writing and to use evidence to support their main points.*



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

The student will then have 20 minutes to plan and prepare a lesson in which he/she will effectively engage the class. Immediately following the planning, the contestant will enter the main competition room and teach a 15-minute lesson to the judges, with judges acting as cooperative students in the class.

COMPETITION GUIDELINES:

- Scenario and materials will be provided to the contestant in the planning room at the start of the 20-minute planning window.
- The planning room will contain a table, chairs, and a box of supplies. All contestants will have access to identical resources in the planning room and competition room.
- At the end of the 20-minute planning window, the contestant will report immediately to the judges in the main competition room.
- The contestant will teach his/her 15-minute lesson to a panel of judges, who will participate acting as cooperative students in the class.
- After the lesson, judges will have five minutes to ask questions. The contestants should respond comprehensively to all questions, as these answers will be scored when judges complete their scoring rubrics.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judging panel will consist of 1-3 adults.
 - The judges' decisions are final.
 - Scoring is based on the Impromptu Lesson Competition rubric.

IMPROMPTU LESSON

DETAILED SCORING RUBRIC

Teaching and Q&A				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Engagement	The lesson is highly engaging in ways that directly support meeting a clearly stated, educationally relevant goal. Students (or judges role-playing as students) are directly and substantively involved in their learning.	The lesson is engaging in ways that connect to a goal, although the level of engagement or the connection to the goal may not be professional-caliber at all moments of the lesson. Students (or judges role-playing as students) are involved in their learning.	The lesson is somewhat engaging at some moments. Connection to a goal may be limited or inconsistent. Students (or judges role-playing as students) are somewhat involved in their learning.	The lesson is either primarily not engaging or reflects minimal connection to a goal. The goal may not be clear or relevant. Students (or judges role-playing as students) are involved in their learning only in a limited way.
Creativity	The lesson reflects a very high level of creativity that advances student engagement and learning.	The lesson reflects a good level of creativity that advances student engagement and learning.	The lesson reflects an inconsistent level of creativity that advances student engagement and learning.	The lesson reflects a limited level of creativity that advances student engagement and learning.
Professionalism	All aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a consistently high level of professionalism.	Most aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.	Aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	Multiple aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.
Q&A Reflection	The contestant demonstrates professional-level insight and understanding of quality teaching when reflecting upon his/ her lesson delivery. Responses to judges' questions are entirely direct, comprehensive, and indicative of professional-caliber reflection.	The contestant demonstrates thoughtful reflection on his/her lesson delivery, but may not achieve consistent, professional-level insight and understanding of quality teaching. Responses to judges' questions are direct and mostly comprehensive, but not every answer reflects professional-caliber reflection.	The contestant, when reflecting upon his/her lesson delivery, demonstrates inconsistent thoughtfulness and understanding of quality teaching. Responses to judges' questions may be only partially substantive, and may not reflect thorough reflection.	The contestant's reflection is incomplete or reflects limited understanding of quality teaching. Responses to judges' questions are not direct or comprehensive.
Overall Impact	The entire presentation reflects excellent, professional-caliber teaching for student learning.	The entire presentation reflects good teaching for student learning.	The entire presentation reflects inconsistent teaching for student learning.	The entire presentation reflects limited teaching for student learning.

Lesson Length			
	5 - 4 Accomplished	3 Proficient	2 - 1 Developing
Lesson Length	Presentation was between ten and fifteen minutes.	Presentation was between eight and ten minutes or fifteen and sixteen minutes.	Presentation was less than eight minutes or longer than sixteen minutes.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

IMPROMPTU SPEAKING COMPETITION

\$100 Scholarship to Highest Scorer

Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

Objective: Poise, self-confidence, and the ability to use effective oral communication skills while under pressure are valuable qualities of all educators. This competition is designed to recognize students who demonstrate these qualities by combining clear thinking and conversational speaking into a coherent presentation on a current education-related topic.

COMPETITION GUIDELINES

- One 4x6-inch index card will be given to each contestant during the preparation time and may be used during the presentation. Contestants may write notes on both sides of the index card.
- Preparation must be done solely by the contestant. Teacher leaders or others may not assist during preparation or presentation.
 - **Contestants who discuss or share the topic with anyone during the conference will be disqualified.**
- Each presentation is to be a minimum of two minutes and a maximum of four minutes. A timekeeper will record the time used by each contestant, noting deductions of three points for each full half-minute (30 seconds) over the four-minute maximum or under the two-minute minimum. To adhere to the competition schedule, the judges will stop any speech at five Judging and scoring minutes. Contestants will receive a visual, non-verbal indication that there is one-minute remaining when they reach the three-minute mark of their speeches.
- All contestants will receive and speak on the same topic. The topic will be related to a current, education-related issue.
- The contestant will have 10 minutes to prepare his or her speech. Electronic devices are not permitted to be used to prepare or deliver speeches.
- A lectern may/may not be available for the presentation. No microphone will be available.
- Students may not share the topic with anyone after completing the speech.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judging panel will consist of 1-3 adults.
 - The judges' decisions are final.
 - Scoring is based on the Impromptu Speaking Competition rubric.

IMPROMPTU SPEAKING

DETAILED SCORING RUBRIC

Presentation Content				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Emerging
Depth	The speech reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded solutions.	The speech reflects understanding of the issue and succeeds in proposing well-founded solutions.	The speech is on- topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research.	The speech reflects limited or flawed understanding of the issue. Solutions offered may not be plausible.
Insight	The content of the speech reflects keen understanding and striking insight into a major public issue.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.	The speech offers intuitive ideas that would have benefited from further unpacking in this session.	The speech may offer ideas that are only partially developed and feel incomplete.

Presentation Delivery				
	10 - 9 Accomplished	8 - 6 Commendable	5 - 3 Developing	2 - 1 Emerging
Structure	The presentation reflects truly impressive, nuanced command of how to build and deliver a powerful message. The speech is successfully and strategically sequenced to move the listener.	The speech reflects a largely successful effort to develop a compelling message to the listener.	The speech follows traditional structure without evidence of further ambition or execution. It is direct and on-topic.	The speech is inconsistent or reflects a limited response to the prompt. The structure may be lacking, meandering, or weak in one or more areas.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the speech to deliver maximum possible impact to the listener.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the speech quite well. The presenter may appear to slip in and out of character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public presenter.	The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The speaker displays effort, but his/her eye contact, posture, and demeanor may distract from the intended impact of the speech.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the speaker is conveying.	Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the impact would be increased with a more dynamic vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent or inappropriate. At times, the vocal delivery distracts from the content of the speech and diminishes its potential impact.

Overall Impact				
	20 - 16 Accomplished	15 - 11 Commendable	10 - 6 Developing	5 - 1 Emerging
Overall Impact	The content and delivery blend seamlessly to craft an exceptional, professional caliber experience. The speech is ready right now to be delivered to policy-makers and education stakeholders because it could influence the debate on this issue.	The speech is commendable for its effort and on-topic substance. With some extensive revisions and coaching for delivery, the speech would be ready to deliver to policy-makers and education stakeholders.	The speech reflects a developing effort to engage in oratory on public issues. The speech's delivery and content have room for improvement.	The speech requires significantly more work. Delivery and content development would benefit from guided practice.

Length			
	5	2	0
Length	Speech is between two and four minutes.	Speech is between 1.5 and two minutes or four and 4.5 minutes.	Speech is shorter than 1.5 minutes or over 4.5 minutes.



OUTSTANDING CHAPTER CONTEST

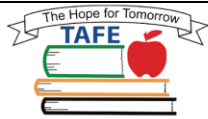
Entries Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	No
Prescored Event	Yes, Prescored for State

OBJECTIVE: To recognize an outstanding TAFE chapter for their contributions to future educators.

OVERVIEW: Texas Association of Future Educators will recognize outstanding TAFE chapters for their contributions to future educators. The completed forms and all required documents must be sent to the TAFE state office to be considered for this award. **We are not offering the Educators Rising version of this event. Educators Rising has a rule state for any competition/contest not offered at your state-level, "students may register to compete in those events at the Educators Rising National Conference."**

COMPETITION GUIDELINES:

- All complete applications received will be scored by a selection committee.
- Chapters must attend one of the following: Teach Tomorrow Summit, or Area Conference.
- All schools that achieve at least 500 points will be recognized as Outstanding TAFE Chapters and will be recognized as the Outstanding TAFE Chapter and will receive special recognition on stage at the Annual Teach Tomorrow Summit.
- Schools receiving 400 - 499 points will be recognized with an Honorable Mention certificate.
- The state office will appoint a committee of judges to score each of the applications.



OUTSTANDING CHAPTER CRITERIA

I. TAFE Objectives (100 points maximum)

A. General Objectives.....	20
B. Specific Objectives.....	40
C. Projects Meet Specific Objectives	40

II. Projects (225 points maximum)

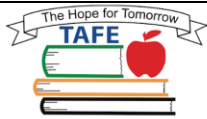
A. Teaching.....	25
B. Recreational or Social.....	25
C. Faculty Appreciation.	25
D. Fundraising.	25
E. Leadership.....	25
F. Education Awareness	25
G. Service	25
H. Bonus.....	5-50

III. TAFE Operations (include chapter samples) (90 points maximum)

A. Agenda for each meeting.....	10
B. Minutes for each meeting.....	10
C. Budget and Financial Reports.....	10
D. Project Evaluation.....	10
E. Committee Structure	10
F. Website	45

IV. State Participation (590 points maximum)

A. Membership.....	15
B. Teach Tomorrow Summit	
1. Attendance	25
2. Led a Breakout Session	15
3. Contest Judge Provided.	15
C. Completion of State Project/Contests (10 points each)	10-370
<i>BONUS – assisted in starting a new TAFE Chapter.....</i>	<i>20</i>
D. State Officer Candidate	15
E. State Officer School.....	20
F. Teacher Leaders' Workshop	
1. Attendance	25
2. Led a Breakout Session	15



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

V. Area Participation (95 points maximum)

A. Area Officer School.....	30
B. Attendance at Area Conference.....	15
C. Host an Area Event.....	20
D. Attendance at other Area Meetings (10 points each)	10-30

VI. Evaluation (10 points maximum)

Evaluation by Principal or three teachers (required).....	10
---	----

Total possible points.....1100

500 points must be earned to be recognized as an Outstanding Future Educators Chapter.

**400 - 499 points will be recognized with an Honorable Mention
certificate.**

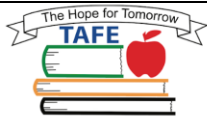
***Must attend one of the following: Teach Tomorrow Summit, or Area Conference.**

IN COMPLETING THE ATTACHED FORMS, PLEASE NOTE THE FOLLOWING:

- No one project can receive dual points.**
- No pictures are to be included in the entry.**

Important

To compete for the Outstanding Chapter Award, this **Entry Form** and attached **Nomination Form** must be completed and returned to the TAFE state office **SUBMITTED by January 30, 2026.**

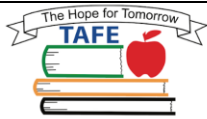


TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

**OUTSTANDING CHAPTER APPLICATION
NOMINATION FORM**

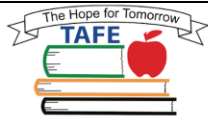
Please use this form and attach extra pages if necessary.

1. Objectives: (100 points maximum)	Possible Points
A. State the general objectives for the TAFE chapter	20
B. State specific objectives for the current year.	40
C. For each specific objective listed in B., list one project that the chapter does to meet that objective	40
2. Projects (225 points maximum) <i>List only one project for each category.</i>	Possible Points
A. Was there a Teaching Project? Briefly describe.	25
B. Was there a Recreational or Social Project? Briefly describe.	25
C. Was there a Teacher/Staff Appreciation Project? Briefly describe.	25
D. Was there a Fundraising Project? Briefly describe.	25
E. Was there a Leadership Project? Briefly describe.	25
F. Was there an Educational Awareness Project? Briefly describe.	25
G. Was there a Service Project? Briefly describe.	25
H. Were there any additional projects? Add additional documents and list and briefly describe each. (5pts. Each/maximum 10)	5-50



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

3. TAFE Operations (90 points maximum)		Possible Points
A. Attach a sample agenda. <i>Explain who prepares it and how well it's followed in a meeting.</i>		10
B. Attach a sample of the minutes from one of the chapter meeting.		10
C. Attach copy of the chapter budget.		5
D. Attach a copy of the chapter treasurer's reports. <i>Do not enclose copies of school ledger.</i>		5
E. Explain the process for evaluating projects.		5
F. Attach a copy of one of the evaluation forms.		5
G. Committee Structure: List chapter committees, describe how they are formed and how well they run.		5
Bonus:		
a. Does your chapter have a website/web page on the school website?		25
b. Does it have an active link to the state website?		10
c. Has the website been updated in the past three months?		10
Website URL:		
4. State Participation: (580 points)		Possible Points
A. Membership: Were the TAFE chapter dues received at the State Office by October 1.		15
B. Chapter attended Officer Training Workshop?		25
Teach Tomorrow Summit		
C. Chapter attended the Teach Tomorrow Summit the previous year?		25
D. Chapter lead a breakout session (non-competing) at the Teach Tomorrow Summit last year.		15
E. Chapter provided a judge for the previous year's conference.		15
F. Check the state projects chapter members are participating in this year. You receive 10pts. Max for each event. Does not count double for multiple events.		370
Breakout Session		Inside Our Schools
Chapter Yearbook		Inside Our Schools Spanish
Children's Literature K-3		Job Interview
Children's Literature K-3 Spanish		Lesson Planning and Delivery ARTS
Children's Literature Pre-K		Lesson Planning and Delivery CTE
Children's Literature Pre-K Spanish		Lesson Planning and Delivery Humanities
Creative Lecture		Lesson Planning and Delivery Spanish
Differentiated Lesson		Lesson Planning and Delivery STEM
E.L.F Testing		Outstanding Chapter
Educators Rising Leadership Award		Portfolio
Educators Rising Moment		Professional Development
Educators Rising Moment Spanish		Project Visualize
Ethical Dilemma		Public Speaking
Exploring Education Administration Careers		Public Service Announcement
Exploring Non-Core Teaching Careers		Public Service Announcement Spanish
Exploring Support Services Careers		Researching Learning Challenges
Interactive Bulletin Board		TAFE Student of the Year
Impromptu Lesson		TAFE Teacher of the Year
Impromptu Speaking		Teacher Created Materials



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

Bonus	Possible Points
a. Assisted in starting a new chapter. Name of School:	20
b. Mentored a new TAFE Teacher Leader. Name of Teacher Leader:	20
G. State Officer Candidate: The Chapter has submitted paperwork to be a state officer candidate?	15
H. Does the chapter presently hold a state office?	20
Teacher Leaders' Workshop	
a. Did the chapter Teacher Leader attend the Teacher Leaders' Workshop this year?	25
b. Did chapter Teacher Leader lead a breakout session at the Teacher Leaders' Workshop?	15
5. Area Participation (95 points maximum)	Possible Points
A. Does the chapter hold an Area Office Position? Office:	30
B. Did the chapter attend an Area Conference?	15
C. Did the chapter host an Area Event? (Fall workshop, etc.)	20
D. Attendance at other Area Meetings: (Fall workshop, etc.) 10 pts. each	10-30
List Meetings:	
6. Principal/Teacher Evaluation (10 points maximum)	Possible Points
A. Please use the attached evaluation form to get the principal or three teachers to complete an evaluation.	10
7. Chapter Information All Schools that achieve 500 points or more will be recognized on stage as Outstanding Future Educator Chapters. All schools that achieve between 400-499 points will receive an honorable mention certificate in your awards packet.	
We Certify to the best of our knowledge the information on this form is true.	

Teacher Leader Name

Teacher Leader Email

Teacher Leader Signature

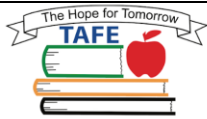
Principal Signature

Student President Name

Student President Signature

Name of School

School Address



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

OUTSTANDING CHAPTER APPLICATION

Principal/Teacher Evaluation

TAFE Pledge: As a TAFE member, I hereby pledge to promote positive attitudes regarding all noble aspects of education, to acknowledge the challenging role of the teaching profession, and to provide service and leadership within my school and community.

TAFE Mission: TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators.

Rate the TAFE Chapter on your campus on the following areas from 1 - 5 with
1 = "Needs Improvement" and 5 = "Outstanding"

Evaluation	Points Earned 1-5
Service (Fulfills the needs of the campus, district, and community)	
Character (Demonstrates positive and respectful attitude)	
Leadership (Models dependability, creativity, good communication, motivation, and inspiration)	
Scholarship (Excels in learning, knowledge, education, and academic standards)	
Collaboration (Works well with other organizations, teachers, and administration)	
Ethics (Exhibits confidentiality, honesty, and trustworthiness)	

Administrator/Teacher Name

Position

Signature

Date



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

PORTFOLIO CONTEST

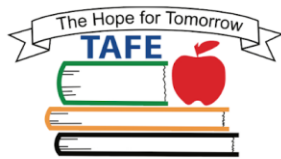
Entries Per Chapter	10 entries
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

OBJECTIVE: To assist TAFE members in compiling a dynamic record of their qualifications, experiences, and professional growth.

OVERVIEW: Members will prepare a portfolio in hard copy **OR** electronic format. Following the contest guidelines, students will bring a hard copy to the area (state) contest or make a digital copy of the portfolio accessible to the judges on a laptop via a web-based format or flash drive. Members will give an oral presentation that provides an overview of the sections, summarizing the students' skills and experiences. Students may prepare and/or present individually or with an assistant.

CONTEST GUIDELINES:

- **Portfolio**
 - One student per portfolio. Preparation and presentation must be done solely by the contestant.
 - Portfolios submitted at the area competition must be 75% complete and should have placeholders (labeled pages or designated spaces) with a description of the information or artifact to be added, and when it will be added.
 - Students can choose to use either the Hard Copy Portfolio or the Electronic Portfolio format.
 - The portfolio contents are to be prepared following the criteria established on the Judges' Scoring Sheet. (See Judges' Scoring Sheet)
- **Presentation**
 - Students presenting an electronic portfolio must provide their own laptop to present the portfolio.
 - The contestant will be given up to 5 minutes to present his/her portfolio. At the end of 5 minutes, the contestant will be stopped.
 - The presentation must open with the name of the presenter, name of the chapter and school, and the city.
 - The presentation must include an overview of the sections, summarizing the students' skills and experiences. (See judges' sheets.)
 - Following the presentation, the judges will have 5 minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors before final awards are made.
 - The contestant will take portfolio with him/her at the conclusion of his/her presentation.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judging panel will consist of 1-2 adults. (It is suggested that there be a panel of judges for every 10 portfolios.) It is recommended that student judges be competitors in this competition because they are familiar with the requirements of the competition.
 - The contestant will have 5 minutes to give his/her presentation and will be stopped at the end of 5 minutes. The timekeeper will give a 1-minute warning after 4 minutes have passed, and when 30 seconds are remaining. At the end of 5 minutes, the timekeeper will say, "STOP," and the contestant will stop the presentation.
 - After the presentation, judges will have 5 minutes to ask questions and finish their scoring sheet. If something was missing during the presentation, this is the time to get clarification. Each judge will prepare a Judge's Rubric for each competitor.
 - Each contestant will be judged against a standard of excellence rather than against each other.

PORTFOLIO

DETAILED SCORING RUBRIC

Portfolio		
	Adheres	Does Not Adhere
Hard Copy - Provided in a loose-leaf binder. The contents will be word-processed except for artifacts such as certificates, samples of student work from lessons presented, etc.	3	0
Electronic - Must be provided on a flash drive or accessed from a web-based application and presented on a laptop provided by the competitor. Artifacts must be viewable and in a non-editable format such as a pdf.		
Hard Copy - Cover page in binder	3	0
Electronic - Opening/Welcome page		
Hard Copy - Table of Contents (Includes bolded headings below)	3	0
Electronic - Navigation Page (Includes bolded headings below)		
Introduction	Adheres	Does Not Adhere
Title Page with Name, Chapter Name, City, and State	5	0
Hard Copy - Letter of introduction which includes explanation about why you are pursuing education as a career	5	0
Electronic - Short paragraph about you including why you are pursuing a career in education. Optional items to personalize page such as educational quote(s), professional photo, personal video, etc.		
Professional Information	Adheres	Does Not Adhere
Resume (Required)	4	0
Letter of Reference #1 (Required)	4	0
Letter of Reference #2 (Required)	4	0
Philosophy of Education (Required)	4	0
Optional items #1 (Optional) (academic highlights, interests, hobbies, professional pictures, etc.)	1	0
Optional items #2 (Optional) (academic highlights, interests, hobbies, professional pictures, etc.)	1	0
Practical Teaching Experiences	Adheres	Does Not Adhere
Lesson Plan (Required)	5	0
Experience Reflection (Required)	5	0
Captioned Photo (Required)	5	0
Optional Materials #1 (Optional) (lesson support materials, evaluations, captioned photos, video of teaching experiences, etc.)	1	0
Optional Materials #2 (Optional) (lesson support materials, evaluations, captioned photos, video of teaching experiences, etc.)	1	0

Optional Materials #3 (Optional) (lesson support materials, evaluations, captioned photos, video of teaching experiences, etc.)	1	0
Optional Materials #4 (Optional) (lesson support materials, evaluations, captioned photos, video of teaching experiences, etc.)	1	0
Optional Materials #5 (Optional) (lesson support materials, evaluations, captioned photos, video of teaching experiences, etc.)	1	0

Classroom Management Plan	Adheres	Does Not Adhere
Stated Rules	3	0
Stated Consequences	3	0
Stated Rewards	3	0
Optional Materials #1 (Optional) (handling attendance, tardy slips, excuses, distributing/returning supplies, collecting assignments, forming groups/coop learning, transitions/dissmissals, other management practices)	1	0
Optional Materials #2 (Optional) (handling attendance, tardy slips, excuses, distributing/returning supplies, collecting assignments, forming groups/coop learning, transitions/dissmissals, other management practices)	1	0
Optional Materials #3 (Optional) (handling attendance, tardy slips, excuses, distributing/returning supplies, collecting assignments, forming groups/coop learning, transitions/dissmissals, other management practices)	1	0
Optional Materials #4 (Optional) (handling attendance, tardy slips, excuses, distributing/returning supplies, collecting assignments, forming groups/coop learning, transitions/dissmissals, other management practices)	1	0
Optional Materials #5 (Optional) (handling attendance, tardy slips, excuses, distributing/returning supplies, collecting assignments, forming groups/coop learning, transitions/dissmissals, other management practices)	1	0

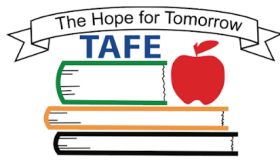
Communication Skills Must include a minimum of 2 of the following: Letters to parents/w receipt tag, Volunteer Requests, Flyer Announcing Event, Student Affirmation Letter, Enrichment or Tutoring Letter or other written communication.	Adheres	Does Not Adhere
Communication Artifact #1	3	0
Communication Artifact #2	3	0

Technology Skills At least 5 applications or technology tools are featured. Must include the following: Logo/Icon of the application is included (A hyperlink is hidden in logo to direct user to product.) Evidence of educational use such as a screenshot or photo of students engaged using product from each app/tool must be included. A short caption or description explaining the use must be included with each app/tool.	Adheres	Does Not Adhere
Technology Artifact #1	2	0
Technology Artifact #2	2	0
Technology Artifact #3	2	0
Technology Artifact #4	2	0
Technology Artifact #5	2	0

Honors/Awards Include at least two artifacts with descriptions. These might include: Photo of plaques or trophies, certificates, medals judge's commentaries, scholarships won, college acceptance letters, honor roll, athletic awards related to your education history.	Adheres	Does Not Adhere
Honor/Award Artifact #1	3	0
Honor/Award Artifact #2	3	0

Leadership Activities Include Name of Leadership Organizations in which you are active, Dates of Membership, Office(s) Held, Description of Activities, Captioned Photo, or Other Support Artifacts.	Adheres	Does Not Adhere
Leadership Activity #1	3	0
Leadership Activity #2	3	0
Leadership Activity #3	3	0

Presentation		
	Adheres	Does Not Adhere
Student introduced their self	2	0
Student was familiar with contents of the Portfolio and described the content in a coherent fashion	2	0
Student made regular eye contact with all judges	2	0
Student posture was upright and professional during presentation	2	0
Student was able to respond to questions in a knowledgeable fashion	2	0



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

TAFE TEACHER LEADER OF THE YEAR

SELECTION PROCESS

OBJECTIVE:

To recognize a teacher leader for his/her outstanding contributions to TAFE.

OVERVIEW:

The Texas Association of Future Educators' Board of Directors authorized a Teacher Leader of the Year Award beginning in 1996-97. Each area may nominate one teacher leader who is currently an active teacher leader in TAFE, whose school has been a member of TAFE for at least two years, who will then vie for the statewide honor.

COMPETITION GUIDELINES:

AREA:

- A. Students wanting to nominate their teacher leader or teacher leaders wanting to nominate their colleague for this prestigious award should submit a nomination letter to their area president teacher leader prior to or at the area conference.
- B. The area president's teacher leader will present all nomination letters to TAFE teacher leaders in attendance at the area conference.
- C. Teacher leaders will vote on the area nominee by secret ballot.
- D. Teacher leaders are eligible to win at the area level once every three years.

STATE:

- A. The area Teacher Leader of the Year will be their nominee for the state Teacher Leader of the Year. **The nominee will complete the TAFE Teacher Leader of the Year Application and submit it ONLINE no later than January 30, 2026.**
- B. The state Teacher Leader of the Year selection committee will consist of 3 TASSP principals not associated with the schools of the nominees.
- C. This committee will review applications and select the TAFE Teacher Leader of the Year. Announcement of the Teacher Leader of the Year will take place during the Teach Tomorrow Summit.
- D. Teacher leaders will be scored on the following:
 - a. Nomination letters from the following:
 - i. Nominee's school principal or administrator
 - ii. Nominee's TAFE student president or designee
 - iii. Nomination Letter written on your behalf from a teacher leader in your area
 - b. Local involvement: willingness to support chapter activities with adequate time and energy; appropriate representation of chapter's activities to faculty and administration; enthusiastic proponent of TAFE in local community; and model appropriate leadership styles for students.
 - c. Area/State involvement: promotes participation by the local chapter in state recognition programs; promotes participation by local students in the annual state conference; regularly attends state and area activities; and is willing to serve in leadership capacity in the state and area structure.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- d. Recognition and award: experiences, honors, or recognition that you have received which support your candidacy for the TAFE Teacher Leader of the Year Award.
- E. TAFE nomination form should:
 - a. Be typed in detail.
 - b. Include all three recommendation letters
 - c. Do not include additional pictures, newspaper clippings, additional materials, or extra sheets.
 - d. Should you have any questions, please contact the TAFE state office in Austin, (512) 443-2100 ext. 8512

JUDGES SCORING:

TOTAL:

- 1. Nomination Letters
 - a. Nominee's school principal or administrator _____/10
 - b. Nominee's TAFE student president or designee _____/10
 - c. Nomination Letter from a teacher leader in your area _____/10
- 2. Local Activities _____/20
- 3. State/Area Leadership Positions _____/30
- 4. Recognition Award _____/20

TOTAL POINTS: Possible 100 points _____/100



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

**TAFE TEACHER LEADER OF THE YEAR
OFFICIAL NOMINATION FORM**

INSTRUCTIONS:

1. All information requested on this form must be typed.
2. Please include a photo.
3. Attachments other than recommendations will not be considered.

APPLICATION INFORMATION:

Name of Area Nominee	
Area	
Home Address	
City/State/Zip	
School Name	
School Address	
School Phone	
E-Mail	
Official school position	

Number of years as TAFE Teacher Leader: _____

Chapter's annual dues current: (circle one) yes no

1. NOMINATION LETTERS: Attach typewritten recommendations from

- a. Nominee's school principal or administrator - 10 points
- b. Nominee's TAFE student president or designee - 10 points
- c. Nomination Letter written on your behalf from a teacher leader in your area - 10 points



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

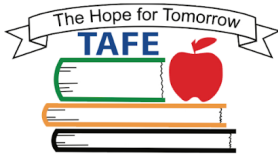
TAFE TEACHER LEADER OF THE YEAR

OFFICIAL NOMINATION FORM

2. LOCAL ACTIVITIES: POSSIBLE 20 POINTS

List the ten most important activities within your school and/or community in which you have participated for the betterment of both.

Activity Title and Year	Accomplishment



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

TAFE TEACHER LEADER OF THE YEAR

OFFICIAL NOMINATION FORM

3. AREA/STATE LEADERSHIP POSITIONS: POSSIBLE 30 POINTS

List the ten most important elected or appointed positions in which you were directly responsible for TAFE activities. For example, offices held in the state association, coordinating and/or hosting conferences, discussion group leader, etc.

Leadership Position and Year	Activity or Organization



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

TAFE TEACHER LEADER OF THE YEAR

OFFICIAL NOMINATION FORM

4. RECOGNITION AND AWARD: POSSIBLE 20 POINTS

List ten experiences, honors, or recognitions that you have received which support your candidacy for the TAFE Teacher Leader of the Year Award.

Recognition or Award and Year	Activity or Organization

I certify that the above information is true.

Signature of Nominee

Date

NATIONAL GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all national 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. **Replacements can be made up to 7 days prior to the conference. No replacements can be made after this time or onsite.**
- 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.

GENERAL COMPETITION INFORMATION CONT.

- 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.
 - Middle School — Grades 7, 8
 - High School Junior Varsity— Grades 9, 10
 - High School Varsity level — Grades 11, 12
 - Collegiate level – Undergraduates only
- Registering in the incorrect division will result in disqualification.
- 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 2025-2026 school year. Material that may have been created or submitted in previous years is ineligible.
- **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. **Deadline extensions will NOT be granted.****
 - **All competitions and contests require an online application submission even if no additional items need to be submitted.** 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.
 - **For team competitions only one application can be submitted** which lists all team members in all places indicated on the application form.
 - 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. All submitted materials must be in their final form.

- 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 competitors also bring a copy of the video file in MP3 format 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 and stay through the awards ceremony on the final day.** 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 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 contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the contestant.
- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

GENERAL COMPETITION INFORMATION CONT.

Judging and Scoring

- 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.
- 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).
- 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:
 - Blue-Scores 98-100
 - Red-Scores 94-97
 - 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.
- **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

GENERAL COMPETITION INFORMATION CONT.

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.



EDUCATORS RISING

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, 2026, 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 6, 2026, 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 6, 2026, 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. Only one application is to be submitted for Dual or Team competitions. *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 be 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.



CHILDREN'S LITERATURE COMPETITION – HIGHER ED

COMPETITION TYPE: Individual (may have additional co-author or illustrator) — Closed to spectators

ELIGIBILITY LEVELS: Collegiate

EDUCATORS RISING STANDARDS:

- Standard II: Learning About Students
- Standard IV: Engaging in Responsive Planning
- Standard VII: Engaging in Reflective Practice

"Children have never been very good at listening to their elders, but they never fail to imitate them." -- James Baldwin

Contest Purpose

Educators Rising students: this is your opportunity to summon your storytelling powers and create original children's literature. Great literature can be entertaining, educational, inspiring, or illuminating, and while it may be fictional, it speaks to inner truths. Children's book authors — like educators — help young people to understand these inner truths and to make sense of the world. This competition offers Educators Rising Collegiate students the opportunity to try out that identity as an author and an educator.

General Information

The book may be written and illustrated by one individual (the author/illustrator) or two individuals (an author and an illustrator). The one or two Educators Rising Collegiate student members participating in this competition must write all words and create all images themselves for their submission. No artist assistance or use of images from the web or any other third-party is permissible. The participant's original book will target an audience that could be as young as pre-K (age 4) up to as old as third grade (age 9).

Competition Guidelines

BOOK GUIDELINES

- A. Write a short story in a “book” format in English. The story can be about anything but should reinforce either academic or social/emotional values appropriate for public school.
- B. A signed “Statement of Originality” must be completed and submitted with the book.
- C. The book should be written for a target audience that could be as young as pre-K (age 4) up to as old as third grade (age 9).
 - a. Pre-K word count: 250-1,000 (The current sweet spot is 500 words or less).
 - b. K-3 word count: 1,000-3,000.
- D. The book includes a front and back cover, a title/credit page, and no more than 32 pages. (32 pages front only or 16 pages front/back excluding title/credit page).
- E. The title page should include the title of the story, appropriate age audience, author, illustrator (if different from the author), teacher leader’s name, school, contact information: email, and high school address.
- F. Maximum book size is 14” X 22” and should be bound using a durable user-friendly method of binding. (Commercially produced bound books are allowed for binding purposes only. Use of stock images or templates is prohibited.)
- G. Text or graphics may be either illustrated by hand or computer generated, but the student participants are responsible for composing or creating all text and graphics themselves. No artist assistance or use of images from the web or any other third party is permissible. Illustrations should be colorful, and art should amplify the impact of the reader’s experience with the story. Neatness counts.
- H. A pdf copy of the book and statement of originality will be required to be uploaded during the application process.

PRESENTATION GUIDELINES

- A. The author and illustrator will bring a copy of their book and Statement of Originality to the competition to present and read to the judges.
- B. Acceptable presentation length, including the story introduction will be between five and 10 minutes. Presenters exceeding 10 minutes or under five minutes will be deducted one point for going over 10 minutes or under five minutes and one additional point for every additional 1 minute over or under the time limit.
- C. The author and illustrator will introduce and read the book to the judges. Presentation made be done by either the author or illustrator if only one can attend the conference. It is not required that both be present.
- D. A timekeeper will hold up timecards as a warning at four minutes and again at nine minutes. The presentation will be stopped at 12 minutes.
- E. After the presentation, judges will have time to ask questions and finish scoring sheets. Judges will review the book and score. Once judges have completed scoring, they will return the book to the participant.
- F. Presenters should wear conference-appropriate clothing or dress in character costumes relevant to the book. No additional props can be used during the presentation.



CHILDREN'S LITERATURE COMPETITION – HIGHER ED

LEVEL (COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Literary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Story	An imaginative narrative for children told clearly and engagingly. Meaningful and original treatment of a theme. Contains a well-earned and satisfying ending. Reflects professional caliber children's literature.	An appealing narrative for children told fairly well but could have increased clarity and impact with minor tweaks in the storytelling. Generally successful treatment of a theme. Contains a generally successful ending. Reflects commendable student-level work.	The plot may lack focus or development at times. Theme may be unclear or not fully developed. Ending may not fully engage or satisfy the audience. Reflects developing student-level work.	Plot may be confusing or lack clarity. Story may reflect stereotypes or biases not appropriate for mainstream children's literature.
Illustrations/ Visuals	Vivid images contribute significantly to the meaning of the text. Illustrations reflect professional caliber children's literature through precision, imagination, and overall quality.	Vivid images contribute commendably to the meaning of the text. Illustrations reflect commendable student-level precision, imagination, and overall quality.	Images contribute inconsistently to the meaning of the text. The illustrations' connection to the story may be confusing at times or reflect inconsistent quality.	Images offer minimal connection or contribution to the meaning of the story. Images may be distracting, or reflect minimal precision, imagination, or overall quality.

Text Mechanics

Points Available	5	3	1
Text Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are flawlessly appropriate for this work of children's literature. (Well-used colloquialisms are permitted and encouraged where appropriate.)	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors.



Guideline Adherence

Points Available	2	0		
Statement of Originality	Submitted	Not Submitted or incomplete		
Title Page	The title page includes the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader’s name, school, contact information: email and high school address.	The title page does not include the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader’s name, school, contact information: email and high school address.		
Book’s Physical Size	Book is bound, and size is less than or equal to 14” x 22”	Book is not bound and/or size is greater than 14” x 22”		
Page Limit	Book is no more than 32 pages front only or 16 pages front/back excluding title/ credit page.	Book exceeds 32 pages front only or 16 pages front/back excluding title/credit page.		
Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Age Appropriate	Story is appropriate for ages 4–9.	Story is mostly appropriate for ages 4–9.	Story is somewhat appropriate for ages 4–9.	Story is not appropriate for ages 4–9.

COMPONENTS SCORED ON-SITE

Live Reading Presentation

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact, given the content of the story.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the reader is conveying.	Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the story's impact would be increased with a more dynamic vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent or needing improvement throughout the reading of the story. At times, the vocal delivery distracts from the content of the story and diminishes its potential impact.
Presence	The Competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the content of the literature to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The Competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or both of the presenters may distractingly appear to slip in and out of professional character at moments during the session.	The Competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker(s) could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The Competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.



Live Reading Presentation Cont.

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Q&A	The competitors' responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the book.	The competitors' responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The competitors' responses reflected a broad spectrum of levels of quality from answer to answer.	The competitors' responses may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.

Time of Presentation

Points Available	5	4	3	1
Length of live reading presentation	Presentation is between five and 10 minutes.	Presentation is between four and five minutes or 10 and 11 minutes.	Presentation is between three and four minutes or 11 and 12 minutes.	Presentation is shorter than three minutes or had to be stopped at 12 minutes.

Overall Impact

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Overall Impact	<p>The book captivates and inspires the reader, and is an excellent, professional-caliber representation of children's literature.</p> <p>The concept, execution, and presentation are professional-caliber.</p>	<p>The book is a commendable, student-level representation of children's literature.</p> <p>The concept, execution, and presentation represent commendable, student-level quality though not quite professional-caliber.</p>	<p>The book reflects a developing representation of children's literature. Aspects of the concept, execution, and presentation are acceptable, if basic. The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from intended impact.</p>	<p>The book reflects emerging skills in crafting and presenting original children's literature.</p> <p>The book may reflect a partial or incomplete understanding of the full task assigned.</p>



EDUCATORS RISING

CREATIVE LECTURE COMPETITION

COMPETITION TYPE: Individual — Open to spectators

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

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VII: Engaging in Reflective Practice

Contest Purpose

It's time for you to give your TED Talk. Not sure what that is? Check out some of the most viewed TED Talks here: www.ted.com.

Storytelling and effective oral communication skills are vital qualities for professional success. Captivating an audience and sustaining their attention and wonder with a compelling topic remains one of the most valuable abilities in an increasingly networked society. Because great stories about meaningful topics are so fascinating and valuable, TED Talks have become one of the most influential contributions to the Internet, garnering over a billion views. These creative lectures present bold ideas often through personal lenses and have elevated a public speaking format that has been replicated across the world. Watch some TED Talks on education here:

www.ted.com/topics/education.

The Creative Lecture Competition will offer ambitious, fearless, bold-thinking students a platform for sharing their ideas in a format that has been embraced by intellectual society.

The topic for the 2026 Creative Lecture Competition is: Reimagining Schools: A Student's Vision for the Future of Learning

PROMPT:

"The fact is that given the challenges we face, education doesn't need to be reformed — it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child."

— Sir Ken Robinson, *The Element: How Finding Your Passion Changes Everything* (2009)

What if schools were designed not around standardized tests, but around the unique potential, passions, and perspectives of every student? As someone who lives the experience of school every day, you have a powerful voice in the conversation about what education could—and should—look like. In this talk, share your personal journey through the current system and your bold ideas for reimagining schools as places of creativity, connection, and purpose. How can we design learning that truly prepares students for the real world? What would change if students had a greater say in how they learn and grow? Speak from your truth—and help us see what's possible.

Competition Guidelines

- A. The speech must be about the assigned topic.
- B. The presenter is required to use a visual aid, (e.g. slide deck or physical props) but no internet or audio will be available. **The presenter may not use notes.**
- C. The speech should incorporate the research or ideas of others but should ultimately reflect the presenter's original conclusions based on his/her synthesis of ideas and personal experience. Speech should be original, creative, and capture the audience's attention.
- D. The speech must be uploaded at the time of application.
- E. Each presentation is to be a minimum of four minutes and a maximum of 10 minutes. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.
- F. One judge will also serve as timekeeper. Speakers will receive a visual, non-verbal indication that there is one minute remaining when they reach the nine-minute mark of their speeches. Speakers will be stopped at ten minutes.



CREATIVE LECTURE COMPETITION

LEVEL (MIDDLE SCHOOL, HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Speech Mechanics

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Organization	The speech has a logical and effective structure with clear transitions.	The speech is generally well-organized with some effective transitions.	The speech structure is somewhat disorganized, or transitions are lacking	The speech is poorly organized with unclear or absent transitions
Grammar and Mechanics	Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Numerous errors in spelling, grammar, punctuation, formatting, capitalization.
Supporting Evidence	The speech contains strong, relevant, and credible evidence to support claims.	The speech contains adequate supporting evidence but could be stronger.	The speech has limited or weak supporting evidence.	The speech lacks supporting evidence or contains irrelevant evidence.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Depth	The presentation reflects a deep and comprehensive understanding of the topic's complexities. It succeeds in exploring the topic with skilled nuance.	The presentation reflects an understanding of the topic.	The presentation is on-topic and offers some good points, though those points may be surface-level and would benefit from greater exploration and detail.	The presentation reflects a limited or flawed understanding of the topic.



Insight	The content of the presentation reflects a keen understanding and striking insight into a major public issue.	The presentation offers useful, well-detailed ideas that warrant further exploration beyond this session.	The presentation offers intuitive ideas that would have benefited from further unpacking in this session.	The presentation may offer ideas that are only partially developed and feel incomplete.
Research	The presenter maximizes his/her impact by usefully incorporating at least two pieces of relevant, expertly selected supporting research.	The presenter supports his/her message by incorporating two pieces of research, though only some of the research cited may succeed in strengthening the presentation's impact.	The presenter makes an attempt to incorporate research into the presentation. However, through the cited research, the presenter does not necessarily display an understanding of his/her content.	The presenter makes minimal or no attempts to incorporate relevant research.
Visual Aids	Effective and visually appealing visual aids	Visual aids are generally effective but could be improved	Visual aids are distracting or not relevant	No visual aids or ineffective visual aids

Presentation Delivery

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Structure	The presentation reflects truly impressive, nuanced command of how to build and deliver a powerful, creative lecture. The speech is successfully and strategically sequenced to move the listener.	The presentation reflects a largely successful effort to develop a compelling message to the listener.	The presentation follows traditional structure without evidence of further ambition or execution. It is direct and on-topic.	The presentation reflects an attempt to address the prompt but is missing multiple necessary components to offer a cogent, compelling message.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the speech to deliver maximum possible impact to the listener.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the speech quite well. The presenter may appear to slip in and out of character when beginning and concluding the speech.	The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The speaker may distract from the content or impede the impact of the speech.



Vocal Delivery	Clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the speaker is conveying.	Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the impact would be increased with a more dynamic vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the speech. At times, the vocal delivery distracts from the content of the speech and diminishes its potential impact.
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Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Overall Impact	The content and delivery blend seamlessly to craft an exceptional, professional-caliber experience.	The content and delivery work to offer a commendable presentation.	The presentation is commendable for its effort and on-topic content. Delivery and content would benefit from guided practice.	The presentation requires significantly more work.

Length

Points Available	5	3	1
Length	Speech is between 7 and 10 minutes.	Speech is between 4 and less than 7 minutes.	Speech is shorter than 4 minutes or had to be stopped at 10 minutes.



ETHICAL DILEMMA COMPETITION

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: Middle School, High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VII: Engaging in Reflective Practice

Contest Purpose

In this competition, the Educators Rising school program must debate an ethical education-related dilemma. This competition requires students to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the school program must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the students must debate the topic together, listening carefully to each other's opinions. Through the discussion, the students must come to a consensus on the topic. The students then must work together to develop a written analysis of the dilemma and a 10-minute presentation to present the group's opinion, recommendations, and how it was reached to a panel of judges at the National Conference.

Competition Guidelines

There are two components to this competition:

- *A 200–400-word written analysis, submitted and scored by judges prior to the national conference, and*
- *An interactive session (including a presentation) with judges on-site at the national conference.*

WRITTEN ANALYSIS

- A. Team members will create a 200–400-word written analysis that includes:
- a. The names of all competitors, their school's name, school district, and city/state
 - b. A clear statement of the ethical dilemma
 - c. Identification of key stakeholders and their perspectives
 - d. Exploration of potential courses of action and their consequences
 - e. A well-supported recommendation or solution
 - f. Citations for any external sources used

PRESENTATION

- A. At the Educators Rising National Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes the team's opinion, research, and recommendations. The presentation should include how the decision was reached and what factors were considered in forming the team's opinions and recommendations. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation.

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

D. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.





ETHICAL DILEMMA SCENARIO FOR 2026

Ms. Chin, a first-year 10th grade physics teacher, was excited for her first open-hour event at her new school. She had been invited by the principal to serve on the planning committee for the evening and felt proud to contribute. The evening's agenda began with a general session in the auditorium, led by the principal and attended by parents, students, and teachers. Afterward, families would tour the school and visit classrooms. Ms. Chin felt optimistic about the start of the school year and was eager to meet her students' families. Her mentor teacher, Mr. Percy, who was assigned to support her as a first-year teacher, had been kind and complimentary, often praising his work.

As the general session drew to a close, the principal invited questions from the audience. A parent—whom Ms. Chin recognized as the mother of one of Mr. Percy's students—raised a concern about the use of artificial intelligence (AI) in the classroom. She had heard that some teachers were relying heavily on AI for lesson planning and was worried about the impact on instructional quality. She questioned whether AI was truly being used to enhance student learning or simply as a shortcut.

Without hesitation, the principal handed the microphone to Ms. Chin, who was seated among the teachers. The principal knew she had a strong background in technology and trusted her to respond.

Ms. Chin froze for a moment. She recalled recent conversations with Mr. Percy, who had openly shared that he used AI tools extensively—for lesson plans, assessments, and even classroom activities. Just the day before, one of her own students, Stephanie, had expressed frustration after receiving a failing grade on a project in Mr. Percy's class for using AI-generated content. Stephanie had pointed out what she saw as a double standard, saying, "If Mr. Percy can use AI for everything, why can't I? I bet the note he sent home was written by AI too."

These thoughts rushed through Ms. Chin's mind as she stood before the audience of parents, students, colleagues, and her principal. She felt the weight of multiple responsibilities pressing in—representing the faculty and school, meeting the expectations of her principal, maintaining credibility as a new teacher, navigating a complicated situation involving her mentor, and responding thoughtfully to a complex, high-stakes question. Most of all, she knew she had to speak with clarity and think critically about the ethical use—and potential misuse—of AI in education. And she had to respond immediately.

RECOMMENDED READING

- The Model Code of Ethics for Educators (MCEE), [microsite_subpage3_YMBLD - National Association of State Directors of Teacher Education and Certification](#)
- AI Guidance for Schools Toolkit, www.teachai.org/toolkit-resources
- AI and the Future of Teaching and Learning, <https://tech.ed.gov/>
- The Institute for Ethical AI in Education, <https://www.buckingham.ac.uk/research/research-in-applied-computing/the-institute-for-ethical-ai-in-education/>
- Guidelines and Considerations for AI in Education, www.resa.net/teaching-learning/instructional-technology/ai
- Guidance for Generative AI in Education and Research, <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>
- K-12 Generative AI Readiness Checklist, <https://www.cgcs.org/genaichecklist>



QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- What are the different possible responses Ms. Chin could provide and list the pros and cons of each choice?
- Describe the potential risk and consequences of Ms. Chin's response to each of the following stakeholders:
 - Mr. Percy
 - The principal
 - The Faculty Colleagues
 - The students
 - The Concerned Parent
 - The school
 - The Profession
- What do you think is the most appropriate response and why?
- What is the appropriate role of AI in education? Defend your answer.
- Does/can the use of AI diminish the education profession? Defend your answer.



ETHICAL DILEMMA COMPETITION

LEVEL (MIDDLE SCHOOL, 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

Written Analysis

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Competitor details/word count	The summary sheet is 351-400 words and contains all 5 required competitor detail components including names of presenters, school, district, city, and state.	The summary sheet is 251-350 words and/or contains 4 required competitor detail components (names of presenters, school, district, city, and state.)	The summary sheet is 200-250 words and/or contains 3 required competitor detail components (names of presenters, school, district, city, and state)	The summary sheet is less than 200 words and/or contains less than 3 required competitor detail components (names of presenters, school, district, city, and state) or was not submitted.
Statement of Dilemma	Clearly and concisely identifies the central ethical issue.	Identifies the core ethical issue but lacks clarity or specificity.	Partially identifies the ethical issue, but it is unclear or incomplete.	Fails to identify a clear ethical dilemma.
Identification of Stakeholders	Accurately identifies all relevant stakeholders and provides a comprehensive analysis of their perspectives.	Identifies most key stakeholders and provides a solid analysis of their perspectives.	Identifies some key stakeholders but lacks depth in analyzing perspectives.	Fails to identify key stakeholders or provides limited analysis of perspectives.
Course of Action and Recommendations	Thoroughly explores multiple courses of action, considering potential positive and negative consequences for all stakeholders. Provides a clear, well-supported recommendation or solution based on ethical analysis and consideration of stakeholders.	Explores several potential courses of action and considers some consequences for stakeholders. Provides a reasonable recommendation or solution with some supporting evidence.	Identifies some potential courses of action but lacks depth in exploring consequences. Offers a recommendation or solution but lacks sufficient support.	Fails to identify or explore potential courses of action and consequences. Fails to provide a clear recommendation or solution.
References (Works Cited Section)	Accurately cites all external sources used in a consistent format.	Includes most necessary citations but may have minor errors in format.	Includes some citations but lacks consistency or accuracy.	Fails to cite external sources.
Grammar & Mechanics	Error-free grammar, spelling, punctuation, mechanics, and usage. Professional-caliber work.	One error in grammar, spelling, punctuation, mechanics, and usage.	Two or three errors in grammar, spelling, punctuation, mechanics, and usage.	Four or more errors in grammar, spelling, punctuation, mechanics, and usage.

COMPONENTS SCORED ON-SITE

Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth	The speech reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded paths forward.	The speech reflects an understanding of the issue and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.	The speech is on-topic. Responses offer multiple good points but would benefit from more exploration, detail, or research. Solutions may only partially address the scenario.	The speech reflects a limited or flawed understanding of the issue in the scenario. The solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused speech reflects a keen understanding and striking insight into all sides of the issue at play in the scenario.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore most but not all sides of all issues at play in the scenario.	The speech offers basic, intuitive ideas that would have benefited from further unpacking in this session. This presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, or only partially developed and feel incomplete. Few perspectives or issues at play in the scenario are explored.
Creativity	The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience. Creative risks taken pay off impressively.	The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience. Creative choices at 1 or 2 points in the presentation may distract from or limit the impact for the audience.	The presentation would benefit from more inventive or distinctive choices. Clichés may be present.	The presentation needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the competitors are conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery from multiple team members distracts from the content of the presentation and diminishes its potential impact.

Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Presence	<p>The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.</p> <p>All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.</p>	<p>The competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>One or more of the presenters may appear to slip in and out of professional character at moments during the session.</p>	<p>The competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p>	<p>The competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.</p>
Teamwork & Professionalism	<p>All aspects of the presentation reflect an equitable effort among all of the competitors on the team.</p> <p>All aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a consistently high level of professionalism.</p>	<p>The presentation appears to reflect a mostly equitable effort among all of the competitors on the team.</p> <p>Most aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.</p>	<p>The work or responsibility load may appear imbalanced among team members.</p> <p>Aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.</p>	<p>The work or responsibility load appears highly imbalanced among team members.</p> <p>Multiple aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.</p>
Q&A Responses	<p>The competitors' responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The competitors display impressive, professional-level depth of knowledge and understanding given his/her experience and research</p>	<p>The competitors' 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 competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The competitors' responses in the Q&A session reflect a broad spectrum of levels of quality from answer to answer</p>	<p>The competitors' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses</p>



Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Persuasiveness	The presenters are entirely persuasive with clear and well-founded rationales for their position.	The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.	The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.	The presenters do not make a persuasive case for how to handle the situation professionally.
Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points deliver maximum impact and understanding to the audience.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	The content and delivery work together to offer a commendable and persuasive presentation. With minor revisions and delivery tweaks, the project could be considered professional-caliber.	The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery</p>

Length

Points Available	5	3	1
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes.	Presentation is shorter than three minutes or had to be stopped at 10 minutes.



PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT COMPETITION

COMPETITION TYPE: Team - Closed to spectators

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

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard VII: Engaging in Reflective Practice

As of October 2022, 18 percent of public schools had one teaching vacancy and 27 percent had multiple teaching vacancies, according to data released by the National Center for Education Statistics (NCES)

Contest Purpose

A public service announcement (PSA) is a short informational clip that is meant to raise the audience's awareness about an important issue. The purpose of the Public Service Announcement-Teacher Recruitment Competition is to allow Educators Rising students to create a NEW public service announcement, appropriate for television and/or social media, to attract young people to consider teaching in their future career goals.

Students will collaboratively problem-solve as they produce a creative, multimedia video clip designed to elevate the image of teaching by communicating the value of the profession. The PSA should evoke strong positive emotions about the profession causing the viewer to consider the worth of the profession as an important career. This competition affords the student an opportunity to sharpen his or her skills as both a leader and a productive team member.

The students must work together to develop a one to two-minute video and a live, 10-minute presentation that would appeal to anyone looking for smart ways to recruit new teachers and to the teacher candidates themselves.

Preparation Tips

- Collaborate as a team to brainstorm an innovative marketing strategy to recruit new teachers
- Do some real legwork in learning about your selected marketing strategy by talking to local leaders and/or conducting internet research.
- Collect feedback regarding your marketing strategy from at least three different sources.
- Use creativity and original ideas when creating your video and crafting your live presentation.
- Work collaboratively as a team, with each team member filling a specific role (ex. director, lead researcher, etc.). Highlight your team's experiences as well as personal opinions in your video.
- Obtain the necessary permission from all students and teachers who appear in the video.
- Have a video credits page citing any source media or permissions acquired for the use of any copyrighted material. (Educators Rising recommends avoiding copyrighted material.)
- Have a title screen including the title of your project, competition name, school name, city, and state.
- Preview your final video to ensure that the sound quality is good, and that video playback is smooth.

Research

The following are research resources that may be helpful concerning your topic:

- Your school or local school district website
- Online articles regarding research-proven marketing strategies to support the strategy you choose
- Interviews with local education leaders (teachers, principals, superintendent, district academic officers, etc.)

Competition Guidelines

VIDEO

- A. The video must be no shorter than one minute and no longer than two minutes. Points will be deducted for videos that are shorter than the minimum length or longer than the maximum.
- B. The video must be specific to the focus of attracting teachers by identifying the rewards and opportunities within the profession. It can contain video footage, testimonials, words, pictures, and/or music that appeal to the audience.
- C. The video must include a catchy slogan (see Resources & Examples of Media Campaigns section) along with a related hashtag (#).
- D. The video must include the competition name and title of the project. It must also include the name of the school, city, and state in the opening credits (Example: This message was brought to you by Kirkwood High School's Educators Rising program in Bloomington, IN).
- E. In the video, all source media (music, images, or video clips not originally filmed by the student competitors) must be cited in video credits and may [not violate any copyright](#).
- F. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required,

- **Resources & Examples of Media Campaigns**

- [Tips for creating an effective a PSA](#)
- [Create a Public Service Announcement](#)
- [Video Production Tips](#)
- [Teach.org Radio PSA](#)
- [Louisiana PSA Campaign: Be Irreplaceable. Be a Teacher, #BeaTeacherLA](#)

documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

- G. Competitors must upload a YouTube or Vimeo link to their video to the competition site and bring the video, saved in .mp4 format, on a USB drive to the conference.

ORAL PRESENTATION

- A. At the Educators Rising National Conference, no less than two and no more than four representatives from each participating school program will make an oral presentation to a panel of judges. During the presentation, team members will have up to five minutes to introduce their video and provide a description and context for the slogan and message. Students will then play the video for the judges. The entire presentation to judges (oral presentation and video) will last no more than 10 minutes. The presentation will be stopped at 10 minutes.
- B. Professional presentation skills are encouraged.
- C. Following the presentation and the video, the judges will have up to five minutes to ask questions to team members.



PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT COMPETITION

LEVEL (MIDDLE SCHOOL, HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Video

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Clarity and Content	Throughout the running time, the video is entirely clear, specific, and compelling in its expert-level storytelling and message delivery elevating the image of teaching and communicating the value of the teaching profession. It has many elements to cause others to consider becoming an educator.	The video is mostly clear and specific in conveying its message elevating the image of teaching and communicating the value of the teaching profession. More or clearer information at one or two points in the video would increase the understanding and impact for the viewer.	The video makes an attempt to deliver a message related to the assigned task but is inconsistent in its storytelling or message delivery. There may be more than two points in the video that are confusing or do not support understanding or impact for the viewer.	The video is consistently confusing or unclear in how it delivers a message directly related to the assigned task.
Creativity	The video conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience. Video is attention-grabbing, contains unique and original content, and is appealing to a national audience.	The video employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience. Filmmaking choices at one or two points in the video may distract from or limit the impact on the audience.	The video would benefit from more inventive or distinctive stylistic choices. Clichés may be present.	The video needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.
Professionalism	The video production value (picture & sound editing, shot composition, titles, image quality) reflects professional-caliber work.	The video production value (picture & sound editing, shot composition, titles, image quality) reflects commendable student-caliber work.	The video production value (picture & sound editing, shot composition, titles, image quality) reflects a developing effort to master filmmaking technology and style.	The limited video production value (picture & sound editing, shot composition, titles, image quality) distracts from the intended impact of the project.



Guideline Adherence

Points Available	4	0
Video Length	Video is between one and two minutes in running time.	Video is shorter than one minute or longer than two minutes in running time.
Video Titles & Credits	Video includes the competition name and title of the project. It also includes the name of the school, city, and state in the opening credits.	Video does not include, in the opening credits, one or more of the following: the competition name, title of the project, name of the school, city, and state.
New Marketing Strategy	Video or presentation makes clear that the marketing strategy is a new, original idea.	Video or presentation does not make clear that the marketing strategy is a new, original idea

COMPONENTS SCORED ON-SITE

Presentation and Q&A

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Content	Presentation is comprehensive, in-depth, and expertly organized. Shares professional-caliber material that meaningfully addresses all items in guidelines.	Presentation is comprehensive, in-depth, and well-organized. Shares professional-caliber material that addresses all items in guidelines.	Presentation is on-topic but inconsistent in its comprehensiveness, depth, or organization.	Presentation struggles to stay on-topic or to address items in the guidelines in a meaningful way.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the competitors are conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery from multiple team members distracts from the content of the presentation and diminishes its potential impact.



Presentation and Q&A Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Presence	<p>The competitors’ sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.</p> <p>All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.</p>	<p>The competitors’ mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>One or more of the presenters may appear to slip in and out of professional character at moments during the session.</p>	<p>The competitors’ inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p>	<p>The competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers’ presence consistently complements the content.</p>
Q&A Discussion	<p>The competitors’ responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The competitors display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The competitors’ 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 competitors display some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The competitors’ responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.</p>	<p>The competitors’ responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.</p>
Overall Impact	<p>The presentation demonstrates a clear, powerful, and undeniably impactful marketing message.</p> <p>The visuals and the presentation content and delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The visuals, content, and delivery work together to offer a commendable presentation. With minor revisions and delivery tweaks, the project could be considered of professional caliber.</p>	<p>The presentation demonstrates effort. At multiple moments, the visuals, content, and delivery may not effectively complement one another, which may limit the impact of the presentation.</p>	<p>The presentation demonstrates inconsistent, off-topic, unprofessional, or superficial aspects of the visuals, content, or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the visuals, content, or delivery.</p>

Time of Presentation

Points Available	5	3	1
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes.	Presentation is shorter than three minutes or had to be stopped at 10 minutes.



EDUCATORS RISING

PUBLIC SPEAKING COMPETITION

COMPETITION TYPE: Individual — Open to spectators

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

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VII: Engaging in Reflective Practice

Contest Purpose

Self-composure, confidence, and the ability to clearly articulate and communicate information are valuable skills for all educators. The Public Speaking Competition is designed to highlight students who demonstrate these qualities by combining thoughtful preparation and confident delivery into an interesting presentation on a current education topic.

Students participating in this competition will compose and deliver a speech of approximately 400 to 600 words (three to five minutes when spoken aloud) on the assigned topic. Competitors will be delivering their speech in front of on-site judges.

Assigned Topic

The topic for the 2026 Public Speaking Competition: Creating student-centered assessments

In recent years, learner-responsive assessment has become a central focus in education reform. Traditional assessment practices often overlook the varying needs, strengths, and contexts of students—resulting in missed opportunities to support authentic learning and growth for all learners.

As prospective educators and leaders, your ability to design and champion for assessments that are fair and student-centered for everyone is essential. The Standards for Educational and Psychological Testing urges educators to shift from one-size-fits-all assessments toward approaches that recognize historical barriers to success, incorporate student voice, and allow for multiple forms of demonstrating learning.

How can traditional assessments reinforce unfair systems or structures in classrooms? What does it mean to design assessments with all learners in mind? What strategies can educators use to ensure that every student has a fair opportunity to demonstrate their knowledge? How can student-centered assessment approaches strengthen student confidence, learning outcomes, and classroom relationships?

Citation:

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). Standards for educational and psychological testing. American Educational Research Association. <https://www.aera.net/Publications/Books/Standards-for-Educational-Psychological-Testing-2014-Edition>

Competition Guidelines

- A. The speech must be about the assigned topic. Research and use of data are encouraged.
- B. The length of the speech should be approximately 400 to 600 words (three to five minutes when spoken aloud) in length.
- C. Two copies of the Public Speaking Competition speech script must be brought to the competition and given to the judges at the start of the competitor's presentation.
- D. The speech must be uploaded at the time of application.
- E. The competitor may use up to five 4x6-inch index cards while delivering his or her speech. Only one side of each index card may be used for notes.
- F. Each presentation is to be a minimum of three minutes and a maximum of five minutes.

Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 10 minutes.

- G. One judge will also serve as a timekeeper. Speakers will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark of their speeches. Speakers will be stopped at five minutes.
- H. A microphone will be available for the presentation.
- I. One visual aid may be used, but this is entirely optional. AV equipment will not be available for this competition.



PUBLIC SPEAKING COMPETITION

LEVEL (MIDDLE SCHOOL, HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Speech Mechanics

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Organization	The speech has a logical and effective structure with clear transitions.	The speech is generally well-organized with some effective transitions.	The speech structure is somewhat disorganized, or transitions are lacking	The speech is poorly organized with unclear or absent transitions
Grammar and Mechanics	Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Numerous errors in spelling, grammar, punctuation, formatting, capitalization.
Supporting Evidence	The speech contains strong, relevant, and credible evidence to support claims.	The speech contains adequate supporting evidence but could be stronger.	The speech has limited or weak supporting evidence.	The speech lacks supporting evidence or contains irrelevant evidence.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Depth	The speech reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded solutions.	The speech reflects an understanding of the issue and succeeds in proposing well-founded solutions.	The speech is on-topic. Responses offer multiple good points but would benefit from more exploration, detail, or research.	The speech reflects a limited or flawed understanding of the issue. Solutions offered may not be plausible. An effort by the speaker to prepare by gathering relevant information may not be evident.
Insight	The content of the highly focused speech reflects keen understanding and striking insight into a major public issue.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.	The speech offers intuitive ideas that would have benefited from further unpacking in this session.	The inconsistently focused speech may offer ideas that are only partially developed and feel incomplete.



Presentation Delivery

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Structure	The speech reflects a truly impressive, nuanced command of how to build and deliver a powerful message. The speech is successfully and strategically sequenced to move the listener.	The speech reflects a largely successful effort to develop a compelling message to the listener.	The speech follows a traditional structure. While on-topic, the speech lacks strength at one or more moments. The structure may be lacking or weak in one or more areas.	The speech reflects an attempt to address the prompt but is missing multiple necessary components to offer a cogent, compelling message.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the speech to deliver the maximum possible impact to the listener.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the speech quite well. The presenter may appear to slip in and out of character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public presenter.	The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The speaker's eye contact, posture, and demeanor could benefit from more practice and coaching so that the speaker's presence consistently complements the content.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the speaker is conveying.	Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the impact would be increased with a more dynamic vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the speech. At times, the vocal delivery distracts from the content of the speech and diminishes its potential impact.



Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Overall Impact	The content and delivery blend seamlessly to craft an exceptional experience. The speech is ready right now to be delivered to policy-makers and education stakeholders because it has the potential to sway the debate on this issue.	The content and delivery work to offer a commendable speech. With some revisions and delivery tweaks, the speech would be ready to deliver to policy-makers and education stakeholders.	The speech reflects a developing effort to engage in oratory on public issues. The speech's delivery and content have room for improvement.	The speech requires significantly more work. Delivery and content would benefit from guided practice. Significant errors may distract from the content of the speech.

Length

Points Available	5	3	1
Length	Speech is between four and five minutes.	Speech is between 2.5 and less than 4 minutes.	Speech is shorter than 2.5 minutes or had to be stopped at 5 minutes.

Speech Copies

Points Available	2	0
Speech Copies	Competitor provided two hard copies of the speech to the judges at the start of the presentation.	Competitor did not provide two hard copies of the speech to the judges at the start of the presentation.



RESEARCHING LEARNING CHALLENGES COMPETITION

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity, Collegiate

EDUCATORS RISING STANDARDS:

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

Contest Purpose

Approximately 7.5 million students (15% of all public-school students) in American public schools have been diagnosed with learning disabilities and receive special education services. (Citation: <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>) Understanding how to support students with special needs is central to success as an educator. This competition offers Educators Rising students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs.

The Individuals with Disabilities Education Act (IDEA) groups students into fourteen disability categories. They are:

- | | |
|----------------------------|---|
| 1. Autism | 8. Multiple disabilities |
| 2. Deaf-blindness | 9. Orthopedic impairment |
| 3. Deafness | 10. Other health impairments |
| 4. Developmental delay | 11. Specific learning disability (e.g., dyslexia) |
| 5. Emotional disturbance | 12. Speech or language impairment |
| 6. Hearing impairment | 13. Traumatic brain injury |
| 7. Intellectual disability | 14. Visual impairment, including blindness |

This year's competition focuses on the specific learning disability involving hearing impairment.

According to the National Center for Education Statistics digest of the U.S. Department of Education's 2022–2023 IDEA Section 618 data collection, approximately 70,000 students ages 3–21 in U.S. public schools were served under the category of hearing impairments, representing about 1% of all students with disabilities served under IDEA Part B (NCES, December 2023).

Students with hearing impairments may experience challenges in communication, language development, and academic achievement. Additionally, the National Deaf Center on Postsecondary Outcomes notes that deaf and hard-of-hearing students are less likely to graduate from high school and enroll in postsecondary education compared to their hearing peers ([National Deaf Center, 2020](#)).

The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and to produce a research-supported position paper and presentation to explain and advocate for positive practices in schools to support the education of students with hearing impairments. Imagine that the local school board has asked you: "What specific steps should we take to support the education of students with hearing impairments?"

How can inclusive education be optimized for students with hearing impairments? Also, why should we accept your recommendations?

Team members should research the educational experiences, challenges, and supports for students with hearing impairments in K-12 schools and recommend the best practices to support the education of students with this learning challenge. You are encouraged to embark on this research using traditional sources as well as primary sources (ex. conducting interviews with individuals impacted by this disability or professionals who support individuals with this disability, etc.). Then team members should discuss the research in order to determine recommendations for their paper and presentation.

Team members will collaborate on a research-supported position paper, which will be no shorter than four full pages and no longer than six full pages, to offer their recommendations. The minimum number of student collaborators is two, but there is no maximum. The position paper must include cited references (MLA, APA, or Chicago style are acceptable) and a works cited sheet, which will not count toward the four-to-six-page length requirement. (Also, the title page doesn't count toward the length requirement. If you are unable to reach the minimum length required, resume the research process — there is a lot of quality material out there on this topic.) The position paper will be submitted with the competition application and will be scored by judges prior to the national conference.

Competition Guidelines

There are two components to this competition:

- *A position paper, submitted and scored by judges prior to the national conference, and*
- *An interactive session (including a presentation) with judges on-site at the national conference.*

- A. Team members will use the information collected in the research phase to collaborate in creating two products: a position paper and a slide deck presentation.
- B. The position paper will include a title page, a works cited page (using MLA, APA, or Chicago citation style), and four to six full pages of research-supported recommendations with appropriate context. The works cited and title pages will not count towards the four-to-six-page length. The position paper must be submitted online.
- C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and deliver the team's research findings and recommendations.
- D. At the Educators Rising National Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes about their research using the slide deck as their visual aid. Students will also respond to judges' questions on the assigned topic and presentation; the entire interactive session with judges may last up to 15 minutes.
- E. Team members should bring the file of their slide deck on a USB drive.

RESEARCHING LEARNING CHALLENGES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Position Paper Structure and Impact

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Structure	The paper is expertly sequenced and structured in a way that maximizes understanding and impact.	<p>The paper is sequenced and structured in a way that supports comprehension.</p> <p>A more strategic approach to structure and sequence could yield greater impact.</p>	<p>The paper's structure and sequence reflect a limited strategy for supporting understanding or impact.</p> <p>Key aspects of the paper may be missing or superficial in their inclusion</p>	The paper's structure and sequence reflect a lack of strategy and may distract the reader from the intended understanding or impact.
Clarity	The paper's professional-caliber recommendations are entirely clear, contextualized, justified, and feasible.	The paper's commendable student-level recommendations are mostly clear, contextualized, justified, and feasible.	<p>The paper's recommendations may not be clear, contextualized, justified, or feasible.</p> <p>Revision is recommended.</p>	The paper's recommendations are not clear, contextualized, justified, or feasible.
Depth of Research	The paper makes informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information.	<p>The paper makes recommendations that correlate to the research that is referenced.</p> <p>The paper may reference fewer than three sources or the source material may not directly correlate to the paper's central purpose.</p>	The paper makes limited connections to relevant research.	The paper makes virtually no connections to relevant research.

Position Paper Cont.

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Mechanics & Professionalism	Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization)	Reflects a document in need of a significant review. Contains more than four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).
Overall Impact	The paper's professional-caliber and highly persuasive exploration of the issue and explanation of recommendations deliver maximum impact and understanding to the audience.	The paper reflects a commendable student-level effort. With minor revisions and delivery tweaks, the paper could be considered professional-caliber	The minimally persuasive paper demonstrates effort. At multiple points, the content may not effectively articulate or justify its recommendations. This may limit the impact of the presentation.	The unpersuasive paper demonstrates inconsistent, unprofessional, or superficial aspects of its content and structure. The reader is frequently distracted from the intended impact by aspects of the content, structure, or lack of professionalism.

Position Paper Guideline Adherence

Points Available	3	0
Title Page	Contains title, contestants' names, schools, contact information, date.	Does not contain title, contestants' names, schools, contact information, date.
Citations	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
Works Cited	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
Length	Four to six full pages of research-supported recommendations with appropriate context.	Less than four full pages or more than six full pages of research-supported recommendations with appropriate context.
Grammar & Mechanics	Contains two or fewer errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.	Contains more than two errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.

COMPONENTS SCORED ON-SITE

Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slide Deck	<p>The content of the slides reflects professional-caliber thoughtfulness and thoroughness.</p> <p>The contestants expertly leverage the visual medium to bring out key insights and recommendations with clarity.</p>	<p>The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the contestants' insights and recommendations.</p>	<p>The content of the slides reflects compliance but minimal insight.</p> <p>The images employed may be basic or not entirely effective at amplifying the contestants' messages.</p>	<p>The content of the slides reflects inconsistent focus and quality.</p> <p>The images or text may distract the audience from the contestants' intended messages, or that message may lack focus.</p>
Depth & Insight	<p>The content of the presentation reflects professional-caliber, in-depth understanding and striking insight into all key facets of the issue.</p> <p>The excellent depth of research and preparation is clearly apparent throughout the presentation</p>	<p>The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session.</p> <p>The presentation may explore many but not all key facets of the issue.</p>	<p>The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. Some material may be superficial or reflect limited research.</p> <p>The presentation may not explore many of the issues or perspectives at play in the scenario.</p>	<p>The presentation may offer ideas that are flawed, illogical, only partially developed, and feel incomplete.</p> <p>Few perspectives or issues at play in the scenario are explored.</p>
Vocal Delivery	<p>Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding</p>	<p>Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestants are conveying.</p>	<p>Clarity of voice, pacing, and modulation of tone are basic and straightforward.</p> <p>The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.</p>	<p>Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation.</p> <p>At times, the vocal delivery from multiple team members distracts from the content of the speech and diminishes its potential impact</p>

Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A Discussion	<p>The contestants' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.</p>
Overall Impact	<p>The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a largely persuasive presentation.</p> <p>With deeper research, more realistic proposals, or revisions to delivery, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation does demonstrate effort.</p> <p>At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>

Presentation Length

Points Available	5	3	1
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes.	Presentation is shorter than three minutes or had to be stopped at 10 minutes.



INTERACTIVE BULLETIN BOARD CONTEST-ELEMENTARY CLASSROOM

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Collegiate

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard III: Building Content Knowledge
- Standard V: Implementing Instruction

Contest Purpose

When you reflect upon every teacher you've had in school so far, you'll probably notice they use one thing in common: Bulletin boards. A bulletin board is a vertical surface to display visuals that provide information about something. This handy display method is popular with teachers because it can be harnessed to make lessons more engaging, highlight classroom rules and reminders, or even share an occasional inspirational quote.

In this contest, participants must prepare an interactive display board and an oral presentation introducing the display and summarizing how it could be used in an elementary classroom setting to teach a lesson.

Contest Guidelines

DISPLAY BOARD

- A. The bulletin board must not exceed the dimensions of 36" x 48".
- B. All attachments for the bulletin board must be incorporated on the front side in an original, coherent, and creative manner.
- C. The attached information and decorations must not extend more than 6 inches beyond the display's edges.
- D. All items used to create the bulletin board may be purchased, handmade, or computer-generated. Even though items can be purchased, this does not include purchasing bulletin board sets and using the set as your bulletin board. All computer-generated content must abide by the Educators Rising copyright policy.
- E. The bulletin board must show evidence of creativity and originality.
- F. Students are responsible for the transportation of their board to and from the conference site.

SUMMARY SHEET

- A. Participants will create a Summary Sheet (200-300-word) which will include:
 - a. The names of all contestants.
 - b. Their school and city/state
 - c. Their instructional objectives
 - d. Their target audience and size of the audience
 - e. Details about how students will interact with the display.
- B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

- A. At the start of the presentation, participants will provide two copies of a Summary Sheet for the judges for reference only. The summary sheet will have been pre-scored.
- B. Presentations are to use the board only. No AV is permitted.
- C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.
- E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- F. Contestants will take their materials with them after the presentation.



INTERACTIVE BULLETIN BOARD CONTEST-ELEMENTARY CLASSROOM

LEVEL (COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display board components and their functions. Explains the purpose of a display board in various contexts.	Identifies most display board components and their basic functions. Describes the general purpose of a display board.	Has limited knowledge of display board components. Shows a basic understanding of the display board's purpose.
Interactive Instructions	Instructions are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance engagement. Instructions are accessible to learners with diverse needs (e.g., font size, color contrast).	Instructions are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance understanding. Instructions are generally accessible, with minor accessibility issues.	Instructions are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective. Instructions have significant accessibility barriers.

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Board Size	Board does not exceed 36" x 48"	Board exceeds 36" x 48"
Attachments	Attached information and decorations do not extend more than 6 inches beyond the display's edges.	Attached information and decorations extend more than 6 inches beyond the display's edges.

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Embellishment	Most decorations and/or ornamentation contribute in a meaningful way to theme and information	Some decorations and/or ornamentation do not contribute in a meaningful way to theme or information	Decorations and/or ornamentation either does not contribute in a meaningful way or distracts from theme and information
Neatness	Adhesives (tape, glue, etc.) not visible; cut edges of paper straight and smooth; meticulousness and care in assembling/constructing board apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling/constructing board not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care is apparent.
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination

Design of the Project

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Color	Color choices are purposefully utilized to enhance learning	Color choices represent thoughtfulness	Little to no consideration of color choice
Texture	Skillfully incorporates texture	Unskilled incorporation of texture	Little to no consideration of use of texture
Lettering	Neat and easily read	Lack of neatness distracts from learning task.	Difficult to read or illegible
Attention to Detail	A professional-caliber display, with almost no mechanical errors. Materials are original, creative, and neatly placed. There is organization in the arrangement of those materials on the display.	A nearly professional-caliber display, with one or two mechanical errors. Materials are creative and neatly placed but lack organization in arrangement.	A display that would benefit from more attention to detail. More than two mechanical errors. Materials may be lacking organization in their assembly. The board is too crowded or busy to focus on the task.
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities require an explanation for the display to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the functionality of the bulletin board. The contestant expertly leverages the display to facilitate in-depth and thoughtful student interaction.	The presentation is on-topic and offers some good points, though it would benefit from a greater exploration and detail into the functionality of the bulletin board. Student interaction is possible through the display design but lacks depth.	The presentation is surface level only. Basic information is provided, but not explored. Student interaction is minimal or impossible due to the display's design.
Structure	The presentation and display reflect a truly impressive, nuanced command of how to clearly communicate key information about the functionality of the bulletin board. The presentation is successfully and strategically sequenced.	The presentation and display reflect a largely successful effort to convey the functionality of the bulletin board.	The presentation and display follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.

Presence	<p>The contestant's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener.</p> <p>The display of materials enhances the presentation.</p>	<p>The contestant's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>The display of materials complements the presentation.</p>	<p>The contestant's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p> <p>The display of materials is relevant to the presentation.</p>
Q&A	<p>The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the materials. The contestant displays impressive, professional-level depth of knowledge and understanding.</p>	<p>The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected functionality of the bulletin board.</p>	<p>The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.</p>

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was at least three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.

Summary Sheet Copies

Points Available	2	0
Summary Sheet Copies	Contestant provided two copies of a Summary Sheet to the judges at the start of the presentation.	Contestant did not provide two copies of a Summary Sheet to the judges at the start of the presentation.



INTERACTIVE BULLETIN BOARD CONTEST-MIDDLE/HIGH SCHOOL CLASSROOM

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Collegiate

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard III: Building Content Knowledge
- Standard V: Implementing Instruction

Contest Purpose

When you reflect upon every teacher you've had in school so far, you'll probably notice they use one thing in common: Bulletin boards. A bulletin board is a vertical surface to display visuals that provide information about something. This handy display method is popular with teachers because it can be harnessed to make lessons more engaging, highlight classroom rules and reminders, or even share an occasional inspirational quote.

In this contest, participants must prepare an interactive display board and an oral presentation introducing the display and summarizing how it could be used in an middle/high school classroom setting to teach a lesson.

Contest Guidelines

DISPLAY BOARD

- A. The bulletin board must not exceed the dimensions of 36" x 48".
- B. All attachments for the bulletin board must be incorporated on the front side in an original, coherent, and creative manner.
- C. The attached information and decorations must not extend more than 6 inches beyond the display's edges.
- D. All items used to create the bulletin board may be purchased, handmade, or computer-generated. Even though items can be purchased, this does not include purchasing bulletin board sets and using the set as your bulletin board. All computer-generated content must abide by the Educators Rising copyright policy.
- E. The bulletin board must show evidence of creativity and originality.
- F. Students are responsible for the transportation of their board to and from the conference site.

SUMMARY SHEET

- A. Participants will create a Summary Sheet (200-300-word) which will include:
 - a. The names of all contestants.
 - b. Their school and city/state
 - c. Their instructional objectives
 - d. Their target audience and size of the audience
 - e. Details about how students will interact with the display.
- B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

- A. At the start of the presentation, participants will provide two copies of a Summary Sheet for the judges for reference only. The summary sheet will have been pre-scored.
- B. Presentations are to use the board only. No AV is permitted.
- C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.
- E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- F. Contestants will take their materials with them after the presentation.



INTERACTIVE BULLETIN BOARD CONTEST-MIDDLE/HIGH SCHOOL CLASSROOM

LEVEL (COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display board components and their functions. Explains the purpose of a display board in various contexts.	Identifies most display board components and their basic functions. Describes the general purpose of a display board.	Has limited knowledge of display board components. Shows a basic understanding of the display board's purpose.
Interactive Instructions	Instructions are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance engagement. Instructions are accessible to learners with diverse needs (e.g., font size, color contrast).	Instructions are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance understanding. Instructions are generally accessible, with minor accessibility issues.	Instructions are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective. Instructions have significant accessibility barriers.

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Board Size	Board does not exceed 36" x 48"	Board exceeds 36" x 48"
Attachments	Attached information and decorations do not extend more than 6 inches beyond the display's edges.	Attached information and decorations extend more than 6 inches beyond the display's edges.

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Embellishment	Most decorations and/or ornamentation contribute in a meaningful way to theme and information	Some decorations and/or ornamentation do not contribute in a meaningful way to theme or information	Decorations and/or ornamentation either does not contribute in a meaningful way or distracts from theme and information
Neatness	Adhesives (tape, glue, etc.) not visible; cut edges of paper straight and smooth; meticulousness and care in assembling/constructing board apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling/constructing board not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care is apparent
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination



Design of the Project

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Color	Color choices are purposefully utilized to enhance learning	Color choices represent thoughtfulness	Little to no consideration of color choice
Texture	Skillfully incorporates texture	Unskilled incorporation of texture	Little to no consideration of use of texture
Lettering	Neat and easily read	Lack of neatness distracts from learning task.	Difficult to read or illegible
Attention to Detail	A professional-caliber display, with almost no mechanical errors. Materials are original, creative, and neatly placed. There is organization in the arrangement of those materials on the display.	A nearly professional-caliber display, with one or two mechanical errors. Materials are creative and neatly placed but lack organization in arrangement.	A display that would benefit from more attention to detail. More than two mechanical errors. Materials may be lacking organization in their assembly. The board is too crowded or busy to focus on the task.
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities require an explanation for the display to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the functionality of the bulletin board. The contestant expertly leverages the display to facilitate in-depth and thoughtful student interaction.	The presentation is on-topic and offers some good points, though it would benefit from a greater exploration and detail into the functionality of the bulletin board. Student interaction is possible through the display design but lacks depth.	The presentation is surface level only. Basic information is provided, but not explored. Student interaction is minimal or impossible due to the display's design.
Structure	The presentation and display reflect a truly impressive, nuanced command of how to clearly communicate key information about the functionality of the bulletin board. The presentation is successfully and strategically sequenced.	The presentation and display reflect a largely successful effort to convey the functionality of the bulletin board.	The presentation and display follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.



EDUCATORS RISING

Presence	<p>The contestant's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener.</p> <p>The display of materials enhances the presentation.</p>	<p>The contestant's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>The display of materials complements the presentation.</p>	<p>The contestant's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p> <p>The display of materials is relevant to the presentation.</p>
Q&A	<p>The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the materials. The contestant displays impressive, professional-level depth of knowledge and understanding.</p>	<p>The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected functionality of the bulletin board.</p>	<p>The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.</p>

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was at least three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.

Summary Sheet Copies

Points Available	2	0
Summary Sheet Copies	Contestant provided two copies of a Summary Sheet to the judges at the start of the presentation.	Contestant did not provide two copies of a Summary Sheet to the judges at the start of the presentation.



PROJECT VISUALIZE CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Collegiate

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard VII: Engaging in Reflective Practice

Contest Purpose

Participation in service projects helps students develop real-world skills such as leadership, problem-solving, teamwork, communication, and time management. As rising educators, you have a chance to make a difference in your community. Have you taken part in a service project with your Educators Rising Chapter this year that has especially impacted you? Great! This is your chance to share your enthusiasm and all that you learned by visualizing your experience with that special service project, all the while envisioning your future in education and honing in on the critical thinking and communication skills necessary to make that vision a reality.

The presentation must highlight one Educators Rising chapter project in which all presenters participated that was completed during the 2025-2026 school year.

Contest Guidelines


DISPLAY BOARD

- A. The bulletin board must not exceed the dimensions of 36" x 48" tri-fold display. The depth of the display cannot be more than 10 inches.
- B. All attachments for the bulletin board must be incorporated on the front side in an original, coherent, and creative manner.
- C. Attached information and decorations must not exceed more than 6 inches beyond the display's edges.
- D. The display must prominently highlight the name of the project.
- E. The display must include photos or original illustrations of the project.
- F. All items used to create the bulletin board may be purchased, handmade, or computer-generated. All computer-generated content must abide by the Educators Rising copyright policy.

SUMMARY SHEET

- A. The display must include a summary sheet on the lower right side of the tri-fold containing:
 - a. Title of the project
 - b. The name of the school and city/state.
 - c. A 300-500-word summary of the project must be pasted on the tri-fold, which incorporates:
 - i. The purpose and objectives of the project.
 - ii. A description of the activities.
 - iii. A description of the involvement of chapter members, peers, faculty, and community stakeholders in the project.
- B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

- A. The presentation should be original, creative, relevant, and engaging and include information in the project summary.
 - B. Presentations are to use the board only. No AV is permitted.
 - C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
 - D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.
 - E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
 - F. Contestants will take their materials with them after the presentation.
- 



PROJECT VISUALIZE CONTEST

LEVEL (COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 500-300 words and contains all six required contestant detail components (title of the activity, names of presenters, school, city, and state.)	The summary sheet is 200-300 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, city, and state.)	The summary sheet is less than 200 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, city, and state) or was not submitted.
Purpose and Objectives	Provides a clear and concise overview of the project, highlighting its goals and objectives. Demonstrates a strong understanding of the community need addressed by the project and its potential impact.	Provides a generally clear overview of the project but lacks some clarity in defining goals and objectives. Demonstrates a general understanding of the community need but lacks depth in explaining the project's significance.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose. Provides limited information about the community need and the project's potential impact.
Description of Activities	Provides a detailed description of the activities for the project.	Provides a generally clear overview of the activities for the project but would benefit from the addition of more details.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose.
Description of Chapter Involvement	All chapter members actively contributed to the project in meaningful ways. Demonstrates strong leadership and effective collaboration among chapter members. Established strong partnerships with peers, faculty, and community stakeholders.	Most chapter members contributed to the project, but some members had limited involvement. Shows evidence of leadership and collaboration, but could be improved. Developed some partnerships, but opportunities exist to expand collaboration.	Limited involvement from chapter members. Lacks clear evidence of leadership and collaboration among chapter members. Limited involvement of peers, faculty, and community stakeholders in the project.
Mechanics & Professionalism	Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).



COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Project on board	Project title is displayed on the board.	Project title is not displayed on the board
Board Size	Board does not exceed 36" x 48" and 10" in depth.	Board exceeds 36" x 48" and 10" in depth.

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Embellishment	Decorations and/or ornamentation contribute in a meaningful way to theme and information	Some decorations and/or ornamentation do not contribute in a meaningful way to theme or information	Decorations and/or ornamentation either does not contribute in a meaningful way or distracts from theme and information
Neatness	Adhesives (tape, glue, etc.) not visible; cut edges of paper straight and smooth; meticulousness and care in assembling/constructing board apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling/constructing board not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care in
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas



Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the project and students articulate its impact with skilled nuance. The contestant expertly leverages the tri-fold to visualize the project.	The presentation reflects understanding of the project. The content of the tri-fold reflects a commendable commitment to sharing details of the project through basic information and decorations.	The presentation is on-topic and offers some good points, though it would benefit from greater exploration and detail. The content of the tri-fold reflects compliance but minimal insight. The images may be basic or not particularly effective.
Described group members roles	Clearly explains contribution of chapter members.	Contribution of chapter members somewhat ambiguous.	Contribution of chapter members not clear.
Structure	The presentation and visual aid reflect a truly impressive, nuanced command of how to clearly communicate key information about the project's significance to an audience. The presentation is successfully and strategically sequenced.	The presentation and visual aid reflect a largely successful effort to convey the significance of the project.	The presentation and visual aid follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.
Presence	<p>The speaker's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener.</p> <p>The visual aid enhances the presentation.</p>	<p>The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>The visual aid complements the presentation.</p>	<p>The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p> <p>The visual aid is relevant to the presentation.</p>
Q&A	The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the project. The contestant displays impressive, professional-level depth of knowledge and understanding.	The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected project.	The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.



Overall Impact

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Overall Impact	The project idea was outstanding and was successful in achieving the intended impact and will likely have future impacts as well.	The project idea was commendable and somewhat successful in achieving the intended impact.	The project idea was a good idea but needed more development to achieve the intended impact.

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was more than three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.



TEACHER CREATED MATERIALS CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Collegiate

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard III: Building Content Knowledge
- Standard V: Implementing Instruction

Contest Purpose

Teachers know how to bring out the best in their students. They've gotten to know each student as an individual, and what they enjoy, and whether they learn best through board games, crafts, music, or something else. Therefore, creating your own materials as a teacher is one of the most rewarding challenges of the profession. You get to account for your students' unique needs while engaging them in a fun activity and achieving learning objectives.

Teacher Created Materials encompass all the materials and physical means a teacher might use to implement a lesson and facilitate the student's achievement of the objectives. This may include materials such as flip charts, board games, folder games, puppets, lap books, etc. This contest allows you to showcase how you would meet this challenge by creating your own materials for a lesson of your choosing and presenting it to judges.

Contest Guidelines

- A. The display should include:
 - a. A Summary Sheet (200-300-word) in a folder containing:
 - i. The names of all contestants.
 - ii. Their school and city/state
 - iii. Their instructional objectives
 - iv. Their target audience and size of the audience
 - v. Details about the implementation
 - b. Your teacher created materials.
- B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.
- C. All items used to create the teacher created materials may be purchased, handmade, or computer-generated. All computer-generated content must abide by the Educators Rising copyright policy.
- D. The display should not be a bulletin board, and it does not necessarily have to be a display board. The teaching materials and Summary Sheet should be presented on a table. All materials displayed on a table must fit within 36" in length.
- E. Presentations are to use the materials only. No AV is permitted.
- F. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- G. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the 4-minute mark. Presenters will be stopped at five minutes.
- H. The presentation should include:
 - a. An overview of the Summary Sheet
 - b. The educational significance of the materials – how could they be used in a classroom to enhance learning?
 - c. An assessment of the value or benefit of the materials to the target audience.
- I. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- J. Contestants will take their materials with them after the presentation.



TEACHER CREATED MATERIALS CONTEST

LEVEL (COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display components and their functions. Explains the purpose of a display in various contexts.	Identifies most display components and their basic functions. Describes the general purpose of a display.	Has limited knowledge of display components. Shows a basic understanding of the display's purpose.
Implementation Details	Implementation details are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance student learning.	Implementation details are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance student learning.	Implementation details are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective.

COMPONENTS SCORED ON-SITE

Display Guideline Adherence

Points Available	5	0
Title of Activity	Title of the activity is clearly displayed	Title of the activity is not clearly displayed
Display Size	Display does not exceed 36" on a table	Display exceeds 36" on a table



Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas

Design of the Project

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Elements of Design	Skillfully incorporates form, shape, line, texture, color, and space. A professional-caliber display, with no mechanical errors.	Unskilled incorporation of form, shape, line, texture, color, and space. A nearly professional-caliber display, with almost no mechanical errors.	Little to no consideration of form, shape, line, texture, color, and space. A display that would benefit from more attention to detail.
Practicality	Can be implemented in the educational setting without substantial difficulty	Can be implemented in the educational setting with moderate difficulty	Implementation in the educational setting would involve substantial difficulty
Effectiveness of Instruction	Activity enriches and reinforces (reteaches) stated learning objectives.	Activity either enriches or reinforces stated learning objectives	Activity is very limited or neither enriches nor reinforces stated learning objectives
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities are less obvious for material to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the materials and their educational significance. The contestant expertly leverages the display to creatively showcase the materials.	The presentation reflects an understanding of the materials and their educational significance, as well as a commitment to a thoughtful display of the materials.	The presentation is on-topic and offers some good points, though it would benefit from greater exploration and detail into the materials and their educational significance. The content of the display reflects compliance but minimal depth.
Structure	The presentation and display reflect a truly impressive, nuanced command of how to clearly communicate key information about the materials' significance to an audience. The presentation is successfully and strategically sequenced.	The presentation and display reflect a largely successful effort to convey the significance of the materials.	The presentation and display follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener. The display of materials enhances the presentation.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The display of materials complements the presentation.	The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence. The display of materials is relevant to the presentation.
Q&A	The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the materials. The contestant displays impressive, professional-level depth of knowledge and understanding.	The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected educational significance of the materials.	The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was at least three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.