

High School Events

Teams consisting of mixed grade levels (9th-12th), must compete in the Varsity division. Middle school cannot compete with JV or Varsity. JV and Varsity cannot compete with Collegiate.

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

Chapter Yearbook Contest

Differentiated Lesson

Educational Leadership Fundamentals Test

Impromptu Lesson

Impromptu Speaking

Outstanding Chapter Contest

Portfolio

Project Visualize TRAFLE Contest

Student of the Year

Teacher Leader of the Year

National Events

These events have the potential to advance to the National Level

COMPETITIONS

Children's Literature K-3

Children's Literature K-3 Spanish

Children's Literature Pre-K

Children's Literature Pre-K Spanish

Creative Lecture

Educators Rising Leadership Award (Varsity Only)

Educators Rising Moment

Educators Rising Moment Spanish

Ethical Dilemma

Exploring Education Administration Careers

Exploring Non-Core Careers

Exploring Support Services

Inside Our Schools

Inside Our Schools Spanish

Job Interview (Varsity Only)

Lesson Planning and Delivery-ARTS

Lesson Planning and Delivery-CDA/Early Childhood Education

Lesson Planning and Delivery-CTE

Lesson Planning and Delivery-Humanities

Lesson Planning and Delivery-Professional Development

Lesson Planning and Delivery-Spanish

Lesson Planning and Delivery-STEM

Public Service Announcement-Teacher Recruitment

Public Speaking

Researching Learning Challenges

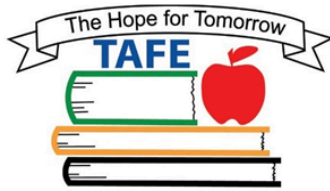
CONTESTS

Interactive Bulletin Board-Elementary

Interactive Bulletin Board-Middle School/High School

Project Visualize Service

Teacher Created Materials



TAFE

Texas Association of Future Educators

High School Competitive Events Planner

CHAPTER EVENTS

COMPETITIVE EVENT	# OF ENTRIES	COMPETITORS NAMES	
Breakout Session Team (2-6)	1		
Chapter Yearbook Team (2-4)	1		
Outstanding Chapter Team (2-4)	1		
Portfolio Individual	10		
COMPETITIVE EVENT	# OF ENTRIES	JV NAMES	VARSITY NAMES
Project Visualize-T Individual or Dual (2)	2 PER DIVISION		

Project Visualize-R Individual or Dual (2)	2 PER DIVISION		
Project Visualize-A Individual or Dual (2)	2 PER DIVISION		
Project Visualize-F Individual or Dual (2)	2 PER DIVISION		
Project Visualize-L Individual or Dual (2)	2 PER DIVISION		
Project Visualize-E Individual or Dual (2)	2 PER DIVISION		
Differentiated Lesson Individual	2 PER DIVISION		
ELF Test Individual	No Limit		
Impromptu Speaking Individual	2 PER DIVISION		
Impromptu Lesson Individual	2 PER DIVISION		
Professional Development Team (2-4)	2 PER DIVISION		
TAFE Student of the Year Seniors Only Individual	2		
Children's Literature K-3 Individual or Dual (2)	1 PER DIVISION		
Children's Literature Pre-K Individual or Dual (2)	1 PER DIVISION		

Children's Literature K-3 Spanish Individual or Dual (2)	1 PER DIVISION		
Children's Literature Pre-K Spanish Individual or Dual (2)	1 PER DIVISION		
Creative lecture Individual	2 PER DIVISION		
Educators Rising Leadership Individual	2 Varsity Only		
Educators Rising Moment Individual	2 PER DIVISION		
Educators Rising Moment Spanish Individual	2 PER DIVISION		
Ethical Dilemma Team (2-4)	1 PER DIVISION		
Exploring Education Administration Careers Individual	2 PER DIVISION		
Exploring Non-Core Subject Teaching Careers Individual	2 PER DIVISION		
Exploring Support Service Careers Individual	2 PER DIVISION		
Interactive Bulletin Board- (ELEM) Individual or Dual (2)	2 PER DIVISION		
Interactive Bulletin Board- (MS/HS) Individual or Dual (2)	2 PER DIVISION		
Inside Our Schools Team (2-4)	1 PER DIVISION		

Inside Our Schools Spanish Team (2-4)	1 PER DIVISION		
Job Interview Individual	2 Varsity Only		
Lesson Planning & Delivery-Arts Individual	2 PER DIVISION		
Lesson Planning & Delivery-CDA/Early Childhood Education	2 PER DIVISION		
Lesson Planning & Delivery-CTE Individual	2 PER DIVISION		
Lesson Planning & Delivery-Humanities Individual	2 PER DIVISION		
Lesson Planning & Delivery-Professional Development Team (2-4)	1 PER DIVISION		
Lesson Planning & Delivery-Spanish Individual	2 PER DIVISION		
Lesson Planning & Delivery-STEM Individual	2 PER DIVISION		
Project Visualize Service Individual or Dual (2)	2 PER DIVISION		
PSA-Teacher Recruitment Team (2-4)	1 PER DIVISION		
PSA-Teacher Recruitment Spanish Team (2-4)	1 PER DIVISION		
Public Speaking Individual	2 PER DIVISION		

Researching Learning Challenges Team (2-4)	1 PER DIVISION		
Teacher Created Materials (ELEM, MS/HS) Individual or Dual (2)	2 PER DIVISION		



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

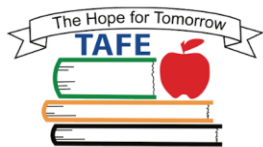
NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

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

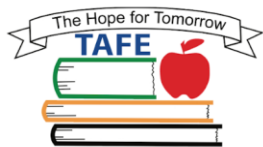
- Substitutions for individual events are not accepted, once registration has closed.
- Substitutions are allowed into team or dual events only, after registration has closed.
 - Events with more than one competitor can be substituted if at least one of the competitors was in the original group. A substitute 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

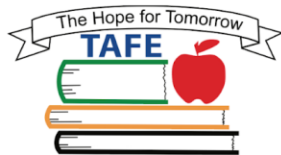
- Students will receive awards based on the number of points scored on the event rubric. All State Qualifiers will be recognized on screen during the Closing General Session at Area Conferences and National Qualifiers, State Only Contests receiving Gold Certificates, and State Only Competitions Top 5 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

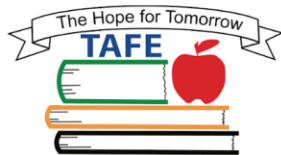
OBJECTIVE: To allow students an opportunity to demonstrate their teaching skills by planning, preparing and presenting a 40-minute breakout session that is aligned with one of the TAFE TRAFLES.

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

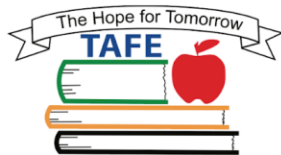


TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- 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

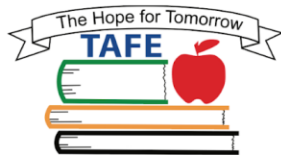
Prior to Area or State		
	Adheres	Does Not Adhere
The session is aligned to TRAFLES, which is identified in the session description.	5	0
A description of session was submitted to area/state office by the deadline for publishing and accurately describes the session. It entices conference participants 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

CHAPTER YEARBOOK CONTEST

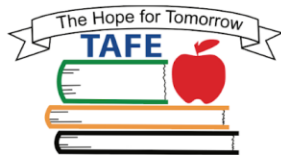
Entries Per Chapter	1
Type of Event	Team (2-4 members may present)
State Competition	Yes
National Competition	No
Prescored Event	No

OBJECTIVE: To develop chapter creativity, teamwork, time management, public speaking, and organization. To create a historical record of the projects and activities of the chapter that can be used to promote TAFE.

OVERVIEW: This contest is a team event where members work together to create a historical record of their chapter's projects and activities throughout the year. The yearbook events that can be included are the chapter's participation in the previous year's Teach Tomorrow Summit and all the events up to the current year's Teach Tomorrow Summit. Participants must prepare a **Chapter Yearbook** and an **oral presentation** describing the activities of the chapter and summarizing the projects.

CONTEST GUIDELINES:

- **Yearbook**
 - Each chapter may submit 1 entry for the area competition.
 - Two to four students may present the book, but all students who present must have an equal part in the presentation.
 - Chapters must indicate on their conference registration form the number entering this event.
 - Registration will be handled according to each area's guidelines.
 - It is understood that all Chapter Yearbooks may not be complete by the area conference. The Chapter Yearbook must be bound and have a labeled placeholder for every missing artifact and a date as to when it will be added. The Chapter Yearbook must be at least 75% complete to qualify for state.
 - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.
 - The Chapter Yearbook should relate to and meet the needs of the member's school and chapter. The book should have a timeless quality that could be appreciated by future members.
 - The number of photographs is not limited. It should represent only chapter projects and activities verified by newspaper articles, chapter minutes, photographs, etc.
 - At least one page representing area activities and at least one page representing state activities with date, description and two or more photos with captions included.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- The Chapter Yearbook should follow the same order as the judging form and can be used to create the table of contents.
- At least one project or activity page must be included in each of the TRAFLES categories. Each activity must show the TRAFLES category, name, date, and description of project, and two or more photos with captions.
 - Teaching / Classroom Participation Activities
 - Recreational or Social Activities
 - Appreciation Activities (Teacher/Staff)
 - Fund Raising Activities
 - Leadership Activities
 - Education Awareness Activities
 - Service Activities
- Chapter Yearbook will not exceed a standard maximum size of 22" x 28" x 4" (thick). The measurement of 4" will be taken at the binding and will include the binding. Measurements will be taken at the event registration. If the Chapter Yearbook is larger than the dimensions, it will not be judged. Chapter Yearbooks may be handmade or purchased.
- The artwork should frame the activities and not make up for the lack of projects or activities.
- Items in the Chapter Yearbook may be purchased, hand designed, stenciled, die cut or computer generated.
- Yearbooks may be hard copy or electronic.
- Presentation
 - Students presenting an electronic yearbook must provide their own laptop to present the portfolio.
 - Contestants will be given up to 10 minutes to present their Chapter Yearbook. At the end of 10 minutes, contestants will be stopped.
 - The presentation must include a description of the chapter activities and a summary of the projects.
 - 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 scores are awarded.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**

- When students arrive to register their Chapter Yearbook, the contest facilitator should measure the book before registering the contestants. If the yearbook is larger than the standard maximum size of 22" x 28" x 4" (thick), the yearbook will be disqualified. The measurement of 4" will be taken at the binding and will include the binding.
- The judging panel will consist of 1-2 adults and 1 student. (It is suggested that there be a panel of judges for every 10 yearbooks.)
- Before the presentation portion, the judges will be given five (5) minutes to score the yearbooks.
- The contestants will have ten (10) minutes to give their presentations and will be stopped at the end of the ten (10) minutes. The timekeeper will give a one (1) minute



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

warning after nine (9) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of ten (10) minutes, a STOP sign will be held up and contestants will be asked to stop.

- After the presentation, judges will have five (5) minutes to ask questions and finish their rubrics. If something was missed during the presentation, this is time to ask questions and get clarification.
 - The contestants will be judged against a standard of excellence rather than against each other.
 - The same set of judges must judge the yearbook and the presentation.
- **Area:**
 - Chapter Yearbooks that are 75% complete qualify for state.
 - Facilitators will follow the guidelines set up by their area.
 - **Both Area and State:**
 - Facilitators will follow the General Instructions for Facilitators.
 - Judges will follow the General Instructions for Judges.

CHAPTER YEARBOOK

DETAILED SCORING RUBRIC

Cover, Title, and Table of Contents		
	Adheres	Does Not Adhere
Cover Color Scheme, artwork and theme	3	0
Title Page with school name, address, chapter size and school size	3	0
Table of Contents including page numbers	3	0

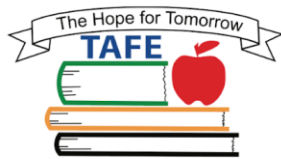
Chapter Operations		
	Adheres	Does Not Adhere
Opening Sections with letter from the Teacher Leader with signature	3	0
Description of Cover Theme	3	0
Chapter and Operations- including agendas, minutes, reports, officers and representatives	3	0

Projects, Activities, and Participation		
	Adheres	Does Not Adhere
Area Activities	3	0
State Activities (previous year)	3	0
Teaching/Classroom Participation	3	0
Recreation/Social Activities	3	0
Appreciation Activities (Teacher/Faculty)	3	0
Fundraising Projects	3	0
Leadership Activities	3	0
Education Awareness Activities	3	0
Service Projects	3	0

Mechanics			
	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Grammar and Spelling	Void of intrusive grammar and spelling errors.	Few noticeable grammar and spelling errors.	Noticeable intrusive grammar and spelling errors.
Same Order as judging form	Chapter Yearbook is in the order of the feedback and tally sheet/detailed scoring rubric.	Chapter Yearbook is mostly in the order of the feedback and tally sheet/detailed scoring rubric.	Chapter Yearbook has many pages out of order of the feedback and tally sheet/detailed scoring rubric.

Creativity			
	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Embellishment	Decorations and/or Ornamentations contribute in a meaningful way to theme and information	Some Decorations and/or Ornamentations do not contribute in a meaningful way to theme or information	Decorations and/or Ornamentations either do 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/care in assembling book apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling book not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care in assembling book
Overall Creativity	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect students' own ideas

Student Presentation			
	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Introduction of presenters and chapter	Names of presenters; school; district and city are clearly articulated	Two or three of the following are omitted: Names of presenters; school; district and city, or are given only after judges prompting	Four or all of the following are omitted: Title of project; Names of presenters; school; district and city, or are given only after judges prompting
Theme and Content Description	Theme and content clearly explained	Theme or content not completely explained	Theme and content not clearly explained
Construction Description	Team members explains the construction process in a knowledgeable way that demonstrates familiarity with chapter projects	Team members explanation of the construction processor limited or lacks knowledge of chapter projects	Team members explanation of the construction processor limited and lacks knowledge of chapter projects
Knowledgeable response to questions	Team members fully respond with complete sentences	Some responses incomplete or not answered in complete sentences	Responses incomplete and not answered in complete sentences
Enthusiastic	Energetic interest in book is apparent	Little energy or interest in book is apparent	No energy or interest in book is apparent; lackluster presentation
Posture upright and professional & Eye Contact	All members stand upright with shoulders back. Members maintain appropriate eye contact with judges	Most but not all members stand upright with shoulders back. Some members do not maintain appropriate eye contact with judges	Most members do not stand upright with shoulders back. Most members members do not maintain appropriate eye contact with judges



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

DIFFERENTIATED LESSON PLAN 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 for diverse learners. To promote teaching skills among TAFE students.

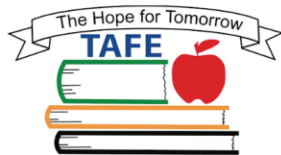
OVERVIEW: No matter what age, grade or subject a teacher teaches, the class is certain to have a variety of learners. The class may have some ESL/ELL students, some learning support, some emotional support, some gifted, and some very “average students.” Within all the mentioned needs there are diverse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

This competition is an individual event where future educators will be given a lesson plan and class demographics.

COMPETITION GUIDELINES:

- **Differentiated Lesson Plan**

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



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

CONTEST JUDGES' INFORMATION

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

DIFFERENTIATED LESSON PLAN

DETAILED SCORING RUBRIC

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



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF)

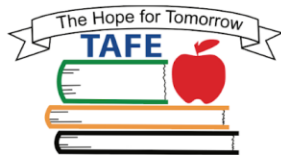
Entries Per Chapter	No limit
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

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 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.

IMPROMPTU SPEAKING

FEEDBACK & TALLY SHEET

Presentation Content					
	Accomplished	Commendable	Developing	Emerging	Score
Depth	15 - 13	12 - 9	8 - 5	4 - 1	
Insight	15 - 13	12 - 9	8 - 5	4 - 1	

Presentation Delivery					
	Accomplished	Commendable	Developing	Emerging	Score
Structure	10 - 9	8 - 6	5 - 3	2 - 1	
Presence	10 - 9	8 - 6	5 - 3	2 - 1	
Vocal Delivery	10 - 9	8 - 6	5 - 3	2 - 1	

Overall Impact					
	Accomplished	Commendable	Developing	Emerging	Score
Overall Impact	20 - 16	15 - 11	10 - 6	5 - 1	

Length				
	2 - 4 Minutes	1.5 - 2 Minutes or 4 - 4.5 Minutes	Less than 1.5 Minutes or over 4.5 Minutes	Score
Length	5	2	0	

FINAL SCORE	/ 112	ACTUAL TIME	Minutes	Seconds	TOTAL

Student Feedback					



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

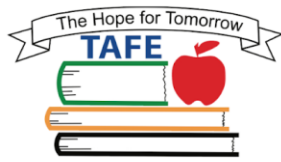
7th grade science class

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.



OUTSTANDING CHAPTER CONTEST

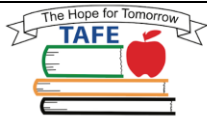
Entries Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	No
Prescored Event	Yes, Prescored for State

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
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Total possible points.....	1100
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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.

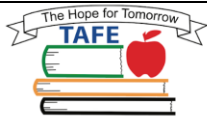
***Must attend one of the following: Teach Tomorrow Summit, or Area Conference.**

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.**

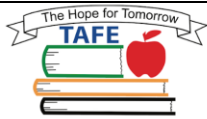


TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

**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

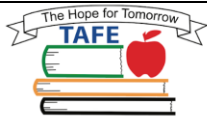
Principal Signature

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.

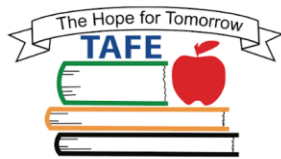
CONTEST GUIDELINES:

- **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

PROJECT VISUALIZE CONTEST

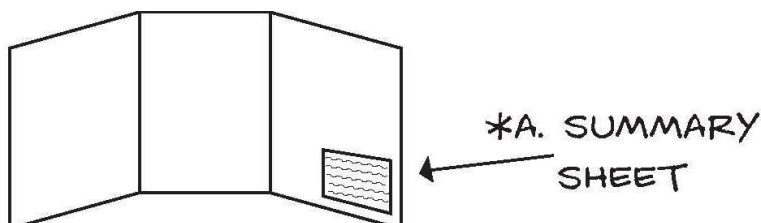
Entries Per Chapter	2 entries per division per 6 TRAFLE Area
Type of Event	Individual or Dual
State Competition	Yes
National Competition	No
Prescored Event	Originality Presubmission

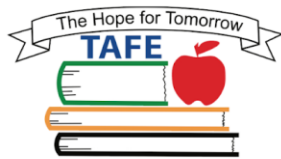
OBJECTIVE: To develop chapter creativity, teamwork, time management, public speaking skills and organization skills by giving students an opportunity to highlight and present one of their local chapter projects. To share ideas and approaches to various TAFE project areas. To encourage chapters to participate at the state level. Allow students the opportunity to practice writing project summaries.

OVERVIEW: Contestants will thematically construct a cardboard tri-fold display (36" x 48"). Participants must prepare a **display** and an **oral presentation** introducing the display and summarizing the project.

CONTEST GUIDELINES:

- **Display**
 - The project will be depicted on a tri-fold display measuring 36" h x 48" w.
 - All information being considered must be on the front side of the trifold (attached to the trifold board).
 - Attachments or decorations may not extend more than 6 inches beyond the cardboard display edges.
 - The depth of the display cannot be more than 10".
 - The display should include:
 - Summary Sheet: (See diagram below for proper placement of following information) on the lower right side of the trifold.
 - Name of school, school district, chapter size, town/city
 - 300 - 500-word summary of the project that includes:
 - Purpose and objectives
 - Brief description of the activities
 - Description of involvement of chapter members, other students, other organizations, faculty, and the community





TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- Name of project and selected TRAFLE area (choose only one area) printed on trifold. ***
- Pictures or illustrations of the project.
 - Items on the display may be purchased, hand designed, stenciled, die cut or computer generated.
- **Presentation**
 - Contestants will be given up to five (5) minutes to present their Project Visualize. At the end of five (5) minutes, contestants will be stopped.
 - The presentation must include information from the Summary Sheet.
 - Following the presentation, the judges will have five (5) minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors.
 - Project Visualize (TRAFLE) contestants may choose to dress in costumes worn during their project. For example, if a group did a fairytale reading night and they dressed up like characters from the fairytales they were reading, those costumes could be used in the contest presentation.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
 - The judging panel will consist of 1-2 adults and 1 student. (It is suggested that there be a panel of judges for every 10 displays.)
 - The contestants will be judged against a standard of excellence rather than against each other.
 - The same set of judges must judge the display and the presentation.

PROJECT VISUALIZE

FEEDBACK & TALLY SHEET

Summary Sheet Guideline Adherence			
	Accomplished 15 - 11	Commendable 10 - 6	Developing 5 - 1
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, district, 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, district, 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, district, 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).

Board Guideline Adherence		
	Adheres 5	Does Not Adhere 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			
	Accomplished 10 - 7	Commendable 6 - 4	Developing 3 - 1

Embellishments	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			
	Accomplished 10 - 7	Commendable 6 - 4	Developing 3 - 1
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 member 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	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. The visual aid enhances the presentation.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The visual aid 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 visual aid is relevant to the presentation.
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			
	Accomplished 10 - 7	Commendable 6 - 4	Developing 3 - 1

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.
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Length			
	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.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

STUDENT OF THE YEAR \$1000 SCHOLARSHIP

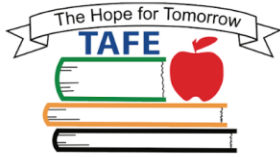
Entries Per School	2
Type of Event	Individual SENIORS ONLY
State Competition	Yes
National Competition	No
Prescored Event	No

OBJECTIVE: To recognize an outstanding, graduating senior for their contributions to the local TAFE chapter

OVERVIEW: Texas Association of Future Educators will recognize an outstanding graduating senior with a scholarship for his or her contribution to the organization. The amount of the scholarship will be \$1000. Local chapters may nominate two scholarship applicants. One state winner will be recognized with the scholarship and the top ten finalists will be recognized with certificates at the Teach Tomorrow Summit.

COMPETITION GUIDELINES:

- General Competitive Events Guidelines must be followed.
- Student(s) nominated by local chapters must meet the following criteria to be considered:
 - **Be a senior.**
 - Be an active member with a minimum of two consecutive years' membership in TAFE. If a member has transferred from another school, the member must provide certification from both schools regarding TAFE involvement.
 - Have a cumulative grade average of 3.0 for freshman, sophomore, and junior years.
 - Complete the official application and attach a transcript and all required attachments and bring to the **Teach Tomorrow Summit and submit it to judges at check-in.**
 - Enroll in an accredited institution of higher education in the summer, fall, or spring following high school graduation.
- All complete applications will be interviewed and scored by a team of judges made up of persons from the educational community including at least one TAFE teacher leader and one TASSP member.
- The top five (5) students with the highest scores will be recognized with a certificate on stage at the Teach Tomorrow Summit.
- The winner will be recognized at the Teach Tomorrow Summit. Payment of the scholarship will be made upon these guidelines.
 - The winning student must provide proof of college or university enrollment to the TAFE state office with an official registration receipt from the post-secondary school.
 - The recipient must furnish their complete name, as well as the address the check is to be sent.
 - The student awarded the scholarship must utilize the scholarship within the academic year 2026-2027. The scholarship will become null and void upon failure to do this.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

Important

To compete in the TAFE Student of the Year Competition, you must register for the event during AREA Registration and **bring your documents to the Teach Tomorrow Summit where you will turn them into the judges at the time of competing.**

COMPETITION JUDGES' INFORMATION

- The judging panel will consist of 1-3 adults. Interview judges will be made up of people from the educational community to include at least one TAFE Advisor and one TASSP member.
- Facilitators will follow the General Instructions for Facilitators.
- Judges will follow the General Instructions for Judges.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

APPLICATION FORM

Verify all these items are completed prior to submitting:

- ☐ Application Form
- ☐ Leadership Resume (TAFE Activities)
- ☐ Questionnaire Form
- ☐ High School transcript showing grades through 2ND six weeks of senior Year
- ☐ Recommendation from TAFE Teacher Leader
- ☐ Recommendation from other school personnel

Name: _____ Email: _____

Home Address: _____ City: _____ Zip: _____

Home Phone: _____

High School Name: _____ School Phone: _____

School District: _____

GPA (4pt. scale) _____ Class Rank _____ Class Size _____

Parent(s) or Guardian(s) Name: _____

Name of TAFE Teacher Leader: _____

Signature of Teacher Leader: _____

Signature of Applicant: _____

Signature of Principal: _____

Signature of Parent/Guardian: _____

Date: _____

Important

Three (3) copies of this TAFE Student of the Year Application Form must be completed, brought with you to competition, and given to judges.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

LEADERSHIP RESUME

Student Name: _____

School: _____

Put a checkmark beside the TAFE activities in which you have participated, and leadership positions held during high school. If you have participated in the activity for more than one year, mark the corresponding boxes beside the activity. The other is a category of activity that may not be listed on the form. Write it in but use only one line per activity.

ACTIVITY	YEARS				ACTIVITY	YEARS			
LOCAL ACTIVITY	9	10	11	12	STATE ACTIVITY	9	10	11	12
Local President					State President				
Local Vice-President					State Vice-President				
Local Secretary					State Secretary				
Local Treasurer					State Historian				
Local Historian					State Officer Candidate				
Member					Attended Teach Tomorrow Summit				
Community Service					Presented Breakout Session - Group Leader				
Community Service					Attended Summer Leadership Workshop				
Community Service					State & Area Officer Training Workshop				
Committee Chairman					Other				
Committee Member					NATIONAL ACTIVITY				
Other					Attended National Conference				
Other					Presented Breakout Session - Group Leader				
AREA ACTIVITY					National Ambassador				
Attended Fall Conference					National Officer Candidate				
Presented Breakout Session - Group					National Officer				
Other					Other				



TEXAS ASSOCIATION OF FUTURE EDUCATORS **COMPETITIVE EVENTS**

TAFE TEACHER LEADER'S RECOMMENDATION **(REQUIRED ATTACHMENT)**

Student Name: _____

School: _____

Signature of Teacher Leader _____

Date: _____

1. How long have you known the applicant?
2. How reliable is the applicant? Give examples of ways the applicant has demonstrated reliability.
3. How does this student interact with peers? How well does the student work with the TAFE Chapter?
4. Has he/she shown initiative or self-motivation? (Explain)
5. If given a task, does the student follow through and show dependability? (Explain)
6. Do you believe the student would make an outstanding teacher? (Explain)
7. Is there anything we should know about this student other than what is listed above?



Student Name: _____ **School:** _____

Signature **Date:**

Title _____ **School District:** _____

- STUDENT OF THE YEAR – Updated May 2025**



School:

1. What do you feel has been your greatest accomplishment as a member of TAFE?
2. What have you learned by being involved in TAFE? How will you apply what you have learned?
3. Why do you want to be a teacher?
4. Describe any special circumstances related to TAFE that you feel this Selection Committee should know or anything about yourself that has not been expressed in the application.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

STUDENT OF THE YEAR PREVIEW QUESTIONS

THE STUDENT WILL BE INTERVIEWED ON 4 OF THE 20 QUESTIONS BELOW.

1. What do you believe makes a great teacher? Why?
2. Why do you want to be a teacher?
3. When you become a teacher how will you measure success in your students?
4. Discuss your opinion on the importance of a teacher being thought of as a friend. Do you think it is necessary that students like you? Why?
5. Discuss one idea you will implement in your classroom to motivate students to achieve.
6. What special qualities or talents do you have that will make you a good teacher?
7. It is the first day/week of school. What would you do to create a cohesive culture?
8. Where do you see yourself in 5 years?
9. What have you implemented within your chapter to help retain members from year to year?
10. Do you believe volunteering in your community is important? Why?
11. Name one of your greatest qualities and describe a time when this quality was exemplified.
12. Give one example of how you contributed specifically to your TAFE chapter?
13. What outstanding action separates you from your other TAFE chapter members?
14. Why should we choose you as TAFE Student of the Year?
15. What community service project have you completed in TAFE that has made the biggest impact on your personal life?
16. While attending TAFE conferences, what information have you learned that you applied at your internship site?
17. Give an example of when you have taken initiative at your internship site or in your TAFE chapter?
18. How can you describe yourself in one word and why?
19. What do you believe is your greatest accomplishment?
20. Tell me about your most successful recruiting strategy that helped your chapter grow.



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

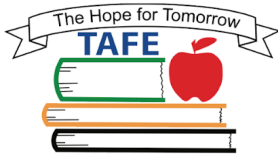
- d. Recognition and award: experiences, honors, or recognition that you have received which support your candidacy for the TAFE Teacher Leader of the Year Award.
- E. TAFE nomination form should:
 - a. Be typed in detail.
 - b. Include all three recommendation letters
 - c. Do not include additional 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

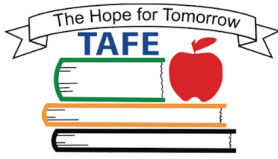
TAFE TEACHER LEADER OF THE YEAR

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

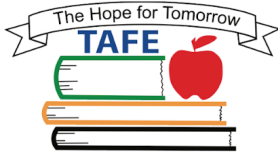
TAFE TEACHER LEADER OF THE YEAR

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.
 - For example, if you want to compete in Public

GENERAL COMPETITION INFORMATION CONT.

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.



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 K-3 COMPETITION

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

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

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 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 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 will prepare the original short storybook format designed for a kindergarten-through-third-grade audience (ages 5–9).

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. This book should be written for a kindergarten-through-third-grade audience (ages 5–9). Word count should be between 1,000-3,000.
- D. The book includes a front and back cover, a title/credit page, and no more than 28 pages. (28 pages front only or 14 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 may 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 K-3 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

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 28 pages front only or 14 pages front/back excluding title/ credit page.	Book exceeds 28 pages front only or 14 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 5–9.	Story is mostly appropriate for ages 5–9.	Story is somewhat appropriate for ages 5–9.	Story is not appropriate for ages 5–9.

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 the 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.</p> <p>Aspects of the concept, execution, and presentation are acceptable if basic.</p> <p>The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from the 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>



CHILDREN'S LITERATURE K-3 COMPETITION

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

Author(s) Name(s): _____

Illustrator(s) Name(s): _____

Competitors' School, City, State: _____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.
- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

PRE-SCORED COMPONENTS

Literary Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Story	20-16	15-11	10-6	5-1	
Illustrations/Visuals	20-16	15-11	10-6	5-1	

Text Mechanics

	Flawless	One to two errors	More than two errors	Score
Text Mechanics	5	3	1	

Guideline Adherence

	Adheres	Does not adhere	Score
Statement of Originality	2	0	
Title Page	2	0	
Book's Physical Size	2	0	
Page Limit	2	0	

	Accomplished	Commendable	Developing	Needs Improvement	Score
Age Appropriate	10-9	8-6	5-3	2-1	

Continued



CHILDREN'S LITERATURE K-3 COMPETITION

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

COMPONENTS SCORED ON-SITE

Live Reading Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vocal Delivery	20-16	15-11	10-6	5-1	
Presence	20-16	15-11	10-6	5-1	
Q&A	20-16	15-11	10-6	5-1	

Time of Presentation

	5-10 minutes	4-5 minutes or 10-11 minutes	3-4 minutes or 11-12 minutes	Less than 3 minutes or over 12 minutes	Score
Length of live reading presentation	5	4	3	1	

Overall Impact

	Accomplished	Commendable	Developing	Needs Improvement	Score
Overall Impact	20-16	15-11	10-6	5-1	

SCORE_____/148

FEEDBACK FOR STUDENTS: Write two or more sentences.



CONCURSO DE LITERATURA INFANTIL K-3

TIPO DE CONCURSO: individual (puede tener coautor o ilustrador adicional): cerrado a los espectadores

NIVELES DE ELEGIBILIDAD: escuela media (Middle School), preparatoria junior (Junior Varsity), preparatoria senior (Varsity)

ESTÁNDARES DE EDUCATORS RISING:

- Estándar II: aprender acerca de los estudiantes
- Estándar IV: participar en la planificación receptiva
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

En su discurso de inicio de 2012 dirigido a estudiantes de la Universidad de las Artes en Filadelfia, el mundialmente famoso autor y narrador Neil Gaiman dijo:

“La vida a veces es difícil. Las cosas salen mal, en la vida y en el amor, en los negocios, en la amistad y en la salud, y de todas las otras maneras en que la vida puede salir mal. Y cuando las cosas se ponen difíciles, esto es lo que debes hacer: haz buen arte.

Lo digo en serio. El esposo se escapa con un político. Haz buen arte. ¿Te aplastaste la pierna y luego se la comió una boa constrictora mutada? Haz buen arte. ¿El IRS te persigue? Haz buen arte. ¿El gato explotó? Haz buen arte. ¿Alguien en internet cree que lo que haces es ridículo o malvado o ya se ha hecho todo antes? Haz buen arte. Probablemente las cosas saldrán bien de alguna manera y, finalmente, el tiempo se llevará el dolor, pero eso no importa. Haga lo que solo usted hace mejor. Haz buen arte. ¡Hazlo también en los buenos días!”.

Estudiantes de Educators Rising: es hora de hacer y compartir un poco de buen arte. Esta es su oportunidad de invocar sus poderes narrativos y crear literatura infantil original. La buena literatura puede ser entretenida, educativa, inspiradora o iluminadora, y aunque puede ser ficticia, habla de verdades internas. Los autores de libros infantiles, como los educadores, ayudan a los jóvenes a comprender estas verdades internas y dar sentido al mundo. Este concurso ofrece a los estudiantes de Educators Rising la oportunidad de probar esa identidad como autor y educador.

Información general

El libro puede ser escrito e ilustrado por una persona (el autor/ilustrador) o dos personas (un autor y un ilustrador). Los miembros estudiantes que participen en este concurso Educators Rising deben escribir todas las palabras y crear todas las imágenes ellos mismos para su presentación. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. El participante preparará el formato original del libro de cuentos corto diseñado para un público de tercer grado (de cinco a nueve años).

Directrices del concurso

DIRECTRICES SOBRE LIBROS

- A. Escribir un cuento al estilo de un libro en español. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública.
- B. Se debe completar y enviar con el libro una "Declaración de originalidad" firmada.
- C. Este libro debe escribirse para un público de tercer grado (de cinco a nueve años). El recuento de palabras debe estar entre 1,000 y 3,000.
- D. El libro incluye una portada y una contraportada, una página de título/crédito y no más de 28 páginas (28 páginas solo anverso o 14 páginas anverso/reverso, sin incluir la página de título/crédito).
- E. La página de título debe incluir el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
- F. El tamaño máximo del libro es de 14" x 22" y debe encuadernarse utilizando un método de encuadernado duradero y fácil de usar. (Los libros encuadernados producidos comercialmente están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes o plantillas de stock).
- G. El texto o los gráficos pueden ilustrarse a mano o ser generados por una computadora, pero los estudiantes participantes son responsables de componer o crear todo el texto y los gráficos ellos mismos. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. Las ilustraciones deben ser coloridas y el arte debe amplificar el impacto de la experiencia del lector con la historia. La claridad cuenta.
- H. Durante el proceso de solicitud, será necesario cargar una copia en PDF del libro y la declaración de originalidad.

DIRECTRICES DE PRESENTACIÓN

- A. El autor y el ilustrador traerán una copia de su libro y Declaración de originalidad al concurso para presentar y leer a los jueces.
- B. La duración aceptable de la presentación, incluida la introducción de la historia, será de entre 5 y 10 minutos. A los presentadores que superen los 10 minutos o menos de cinco minutos se les deducirá un punto por pasar más de 10 minutos o menos de cinco minutos y un punto adicional por cada minuto adicional por encima o por debajo del límite de tiempo.
- C. El autor y el ilustrador presentarán y leerán el libro a los jueces. La presentación puede ser realizada por el autor o el ilustrador si solo uno puede asistir a la conferencia. No es necesario que ambos estén presentes.
- D. Un cronometrador guardará las tarjetas de registro como advertencia a los cuatro minutos y nuevamente a los nueve minutos. La presentación se detendrá a los 12 minutos.
- E. Después de la presentación, los jueces tendrán tiempo para hacer preguntas y terminar las hojas de puntuación. Los jueces revisarán el libro y puntuarán. Una vez que los jueces hayan completado la puntuación, le devolverán el libro al participante.
- F. Los presentadores deben usar ropa adecuada para la conferencia o estar vestidos con trajes de personajes relevantes para el libro. No se pueden usar indicaciones adicionales durante la presentación.
- G. Toda la presentación, incluyendo la sesión de preguntas y respuestas con los jueces, se realizará en español. No se hablará inglés.

CONCURSO DE LITERATURA INFANTIL K-3

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Cuento	<p>Un cuento imaginativo para niños contado de forma clara y atractiva.</p> <p>Tratamiento significativo y original de un tema.</p> <p>Contiene un final bien merecido y satisfactorio.</p> <p>Refleja literatura infantil de nivel profesional.</p>	<p>Un cuento atractivo para niños bastante bien contado, pero podría tener mayor claridad e impacto con pequeños ajustes en la narración.</p> <p>Tratamiento generalmente exitoso de un tema.</p> <p>Contiene un final generalmente exitoso.</p> <p>Refleja un trabajo elogiado a nivel del estudiante.</p>	<p>Es posible que, en ocasiones, el gráfico no tenga enfoque o desarrollo.</p> <p>El tema puede ser poco claro o no estar completamente desarrollado.</p> <p>Es posible que el final no involucre o satisfaga completamente al público.</p> <p>Refleja un trabajo en desarrollo a nivel del estudiante.</p>	<p>La gráfica puede ser confusa o carecer de claridad.</p> <p>El cuento puede reflejar estereotipos o sesgos no apropiados para la literatura infantil general.</p>
Ilustraciones/ elementos visuales	<p>Las imágenes gráficas contribuyen significativamente al significado del texto.</p> <p>Las ilustraciones reflejan la literatura infantil profesional a través de la precisión, la imaginación y la calidad general.</p>	<p>Las imágenes gráficas contribuyen en gran medida al significado del texto.</p> <p>Las ilustraciones reflejan la elogiada precisión, imaginación y calidad general a nivel del estudiante.</p>	<p>Las imágenes contribuyen de forma incoherente al significado del texto.</p> <p>La conexión de las ilustraciones con la historia puede ser confusa a veces o reflejar una calidad incoherente.</p>	<p>Las imágenes ofrecen una conexión o contribución mínima al significado de la historia.</p> <p>Las imágenes pueden distraer o reflejar una precisión, imaginación o calidad general mínimas.</p>

Mecánica de los textos

Puntos disponibles	5	3	1
Mecánica de los textos	La mecánica (incluidas la gramática, la ortografía, la puntuación, las mayúsculas, etc.) es perfectamente adecuada para este trabajo de literatura infantil (se permiten y se alienta el uso de expresiones coloquiales bien utilizadas cuando corresponda).	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene uno o dos errores.	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene más de dos errores.

Cumplimiento de las directrices

Puntos disponibles	2	0		
Declaración de originalidad	Enviado	No enviado		
Página de título	La página de título incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.	La página de título no incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.		
Tamaño físico del libro	El libro está encuadernado y el tamaño es menor o igual a 14" x 22"	El libro no está encuadernado o el tamaño es mayor de 14" x 22"		
Límite de página	El libro no tiene más de 28 páginas solo anverso o 14 páginas anverso/reverso excluida la página de título/créditos.	El libro tiene más de 28 páginas solo anverso o 14 páginas anverso/reverso excluida la página de título/créditos.		
Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuado para la edad	El cuento es apropiado para edades de cinco a nueve años.	El cuento es principalmente apropiado para edades de cinco a nueve años.	El cuento es poco apropiado para edades de cinco a nueve años.	El cuento no es apropiado para edades de cinco a nueve años.

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados por expertos para ofrecer al oyente el máximo impacto ante el contenido de la historia.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el lector.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto de la historia aumentaría con una transmisión vocal más dinámica.	La claridad de la voz, el ritmo y la modulación del tono no son incoherentes o necesitan mejorar durante la lectura de la historia. A veces, la transmisión vocal distrae del contenido de la historia y disminuye su impacto potencial.
Presencia	El contacto visual sostenido de los participantes, la postura efectiva y el comportamiento profesional complementan de forma experta el contenido de la literatura para ofrecer el máximo impacto posible al oyente. Todos los miembros del equipo, ya sea hablando o no, refuerzan el impacto previsto de la presentación en todo momento.	El contacto visual mayormente sostenido, la postura positiva y el comportamiento agradable de los participantes complementan bastante bien el contenido de la presentación. Uno de los presentadores, o ambos, pueden parecer distraídos, entran y salen de su personaje profesional en algunos momentos de la sesión.	El contacto visual, la postura y la conducta incoherentes de los participantes reflejan una presentación clara del material. El/los orador(es) podrían hacer más para aprovechar al máximo el impacto añadido posible con una presencia centrada y sostenida.	Los competidoras muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y preparación para que la presencia de los oradores complementa el contenido de forma coherente.
Preguntas y respuestas	Las respuestas de los competidoras demostraron una consideración coherente y una perspectiva de nivel profesional, arraigada en la reflexividad sobre el libro.	Las respuestas de los participantes demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se les presentó.	Las respuestas de los participantes reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.	Las respuestas de los participantes pueden reflejar un esfuerzo y una pasión evidentes, pero son incoherentes en cuanto a profundidad, precisión, comprensión o conocimiento ofrecido en las respuestas.

Duración de la presentación

Puntos disponibles	5	4	3	1
Duración de la presentación de lectura en directo	La presentación dura entre 5 y 10 minutos.	La presentación se realiza entre cuatro y cinco minutos o entre 10 y 11 minutos.	La presentación se realiza entre tres y cuatro minutos o entre 11 y 12 minutos.	La presentación es inferior a tres minutos o tuvo que detenerse a los 12 minutos.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	<p>El libro cautiva e inspira al lector, y es una excelente representación profesional de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación son de nivel profesional.</p>	<p>El libro es una elogiada representación a nivel del estudiante de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación representan una calidad elogiada a nivel del estudiante, aunque no del todo profesional.</p>	<p>El libro refleja una representación en desarrollo de la literatura infantil.</p> <p>Los aspectos del concepto, la ejecución y la presentación son aceptables si son básicos.</p> <p>Se siguen las directrices, aunque múltiples aspectos del concepto, ejecución y presentación del libro pueden distraer al público del impacto previsto.</p>	<p>El libro refleja las habilidades emergentes en la elaboración y presentación de literatura infantil original.</p> <p>El libro puede reflejar una comprensión parcial o incompleta de la tarea completa asignada.</p>



CHILDREN'S LITERATURE PRE-K COMPETITION

COMPETITION TYPE: Individual (one author/illustrator) or Dual (two co-authors or one author/one illustrator) — Closed to spectators

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

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 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 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 will prepare the original short storybook format designed for a pre-kindergarten audience (ages 3-4).

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. This book should be written for a pre-kindergarten audience (ages 3-4). Word count should be between 250-1,000 (The current sweet spot is 500 words or less).
- D. The book includes a front and back cover, a title/credit page, and no more than 24 pages. (24 pages front only or 12 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 30 seconds over or under the time limit.
- C. The author and illustrator will introduce and read the book to the judges. Presentation may 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 PRE-K 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

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 24 pages front only or 12 pages front/back excluding title/ credit page.	Book exceeds 24 pages front only or 12 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 3–4.	Story is mostly appropriate for ages 3–4.	Story is somewhat appropriate for ages 3–4.	Story is not appropriate for ages 3–4.

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 the 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.</p> <p>Aspects of the concept, execution, and presentation are acceptable if basic.</p> <p>The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from the 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>



CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

TIPO DE CONCURSO: Individual (un autor/ilustrador) o doble (dos coautores o un autor/un ilustrador): cerrado a los espectadores

NIVELES DE ELEGIBILIDAD: escuela media (Middle School), preparatoria junior (Junior Varsity), preparatoria senior (Varsity)

ESTÁNDARES DE EDUCATORS RISING:

- Estándar II: aprender acerca de los estudiantes
- Estándar IV: participar en la planificación receptiva
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

En su discurso de inicio de 2012 dirigido a estudiantes de la Universidad de las Artes en Filadelfia, el mundialmente famoso autor y narrador Neil Gaiman dijo:

“La vida a veces es difícil. Las cosas salen mal, en la vida y en el amor, en los negocios, en la amistad y en la salud, y de todas las otras maneras en que la vida puede salir mal. Y cuando las cosas se ponen difíciles, esto es lo que debes hacer: haz buen arte.

Lo digo en serio. El esposo se escapa con un político. Haz buen arte. ¿Te aplastaste la pierna y luego se la comió una boa constrictora mutada? Haz buen arte. ¿El IRS te persigue? Haz buen arte. ¿El gato explotó? Haz buen arte. ¿Alguien en internet cree que lo que haces es ridículo o malvado o ya se ha hecho todo antes? Haz buen arte. Probablemente las cosas saldrán bien de alguna manera y, finalmente, el tiempo se llevará el dolor, pero eso no importa. Haga lo que solo usted hace mejor. Haz buen arte. ¡Hazlo también en los buenos días!”.

Estudiantes de Educators Rising: es hora de hacer y compartir un poco de buen arte. Esta es su oportunidad de invocar sus poderes narrativos y crear literatura infantil original. La buena literatura puede ser entretenida, educativa, inspiradora o iluminadora, y aunque puede ser ficticia, habla de verdades internas. Los autores de libros infantiles, como los educadores, ayudan a los jóvenes a comprender estas verdades internas y dar sentido al mundo. Este concurso ofrece a los estudiantes de Educators Rising la oportunidad de probar esa identidad como autor y educador.

Información general

El libro puede ser escrito e ilustrado por una persona (el autor/ilustrador) o dos personas (un autor y un ilustrador). Los miembros estudiantes que participen en este concurso Educators Rising deben escribir todas las palabras y crear todas las imágenes ellos mismos para su presentación. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. El participante preparará el formato original del libro de cuentos corto diseñado para un público de preescolar (de tres a cuatro años).

Directrices del concurso

DIRECTRICES SOBRE LIBROS

- A. Escribir un cuento al estilo de un libro en español. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública.
- B. Se debe completar y enviar con el libro una "Declaración de originalidad" firmada.
- C. Este libro debe escribirse para un público de preescolar (de tres a cuatro años). El recuento de palabras debe estar entre 250 y 1,000 (el punto ideal actual es de 500 palabras o menos).
- D. El libro incluye una portada y una contraportada, una página de título/crédito y no más de 24 páginas (24 páginas solo anverso o 12 páginas anverso/reverso, sin incluir la página de título/crédito).
- E. La página de título debe incluir el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
- F. El tamaño máximo del libro es de 14" x 22" y debe encuadernarse utilizando un método de encuadernado duradero y fácil de usar. (Los libros encuadernados producidos comercialmente están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes o plantillas de stock).
- G. El texto o los gráficos pueden ilustrarse a mano o ser generados por una computadora, pero los estudiantes participantes son responsables de componer o crear todo el texto y los gráficos ellos mismos. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. Las ilustraciones deben ser coloridas y el arte debe amplificar el impacto de la experiencia del lector con la historia. La claridad cuenta.
- H. Durante el proceso de solicitud, será necesario cargar una copia en PDF del libro y la declaración de originalidad.

DIRECTRICES DE PRESENTACIÓN

- A. El autor y el ilustrador traerán una copia de su libro y Declaración de originalidad al concurso para presentar y leer a los jueces.
- B. La duración aceptable de la presentación, incluida la introducción de la historia, será de entre 5 y 10 minutos. A los presentadores que superen los 10 minutos o menos de cinco minutos se les deducirá un punto por pasar más de 10 minutos o menos de cinco minutos y un punto adicional por cada 30 segundos adicionales por encima o por debajo del límite de tiempo.
- C. El autor y el ilustrador presentarán y leerán el libro a los jueces. La presentación puede ser realizada por el autor o el ilustrador si solo uno puede asistir a la conferencia. No es necesario que ambos estén presentes.
- D. Un cronometrador guardará las tarjetas de registro como advertencia a los cuatro minutos y nuevamente a los nueve minutos. La presentación se detendrá a los 12 minutos.
- E. Después de la presentación, los jueces tendrán tiempo para hacer preguntas y terminar las hojas de puntuación. Los jueces revisarán el libro y puntuarán. Una vez que los jueces hayan completado la puntuación, le devolverán el libro al participante.
- F. Los presentadores deben usar ropa adecuada para la conferencia o estar vestidos con trajes de personajes relevantes para el libro. No se pueden usar indicaciones adicionales durante la presentación.
- G. Toda la presentación, incluyendo la sesión de preguntas y respuestas con los jueces, se realizará en español. No se hablará inglés.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Cuento	<p>Un cuento imaginativo para niños contado de forma clara y atractiva.</p> <p>Tratamiento significativo y original de un tema.</p> <p>Contiene un final bien merecido y satisfactorio.</p> <p>Refleja literatura infantil de nivel profesional.</p>	<p>Un cuento atractivo para niños bastante bien contado, pero podría tener mayor claridad e impacto con pequeños ajustes en la narración.</p> <p>Tratamiento generalmente exitoso de un tema.</p> <p>Contiene un final generalmente exitoso.</p> <p>Refleja un trabajo elogiado a nivel del estudiante.</p>	<p>Es posible que, en ocasiones, el gráfico no tenga enfoque o desarrollo.</p> <p>El tema puede ser poco claro o no estar completamente desarrollado.</p> <p>Es posible que el final no involucre o satisfaga completamente al público.</p> <p>Refleja un trabajo en desarrollo a nivel del estudiante.</p>	<p>La gráfica puede ser confusa o carecer de claridad.</p> <p>El cuento puede reflejar estereotipos o sesgos no apropiados para la literatura infantil general.</p>
Ilustraciones/ elementos visuales	<p>Las imágenes gráficas contribuyen significativamente al significado del texto.</p> <p>Las ilustraciones reflejan la literatura infantil profesional a través de la precisión, la imaginación y la calidad general.</p>	<p>Las imágenes gráficas contribuyen en gran medida al significado del texto.</p> <p>Las ilustraciones reflejan la elogiada precisión, imaginación y calidad general a nivel del estudiante.</p>	<p>Las imágenes contribuyen de forma incoherente al significado del texto.</p> <p>La conexión de las ilustraciones con la historia puede ser confusa a veces o reflejar una calidad incoherente.</p>	<p>Las imágenes ofrecen una conexión o contribución mínima al significado de la historia.</p> <p>Las imágenes pueden distraer o reflejar una precisión, imaginación o calidad general mínimas.</p>

Mecánica de los textos

Puntos disponibles	5	3	1
Mecánica de los textos	La mecánica (incluidas la gramática, la ortografía, la puntuación, las mayúsculas, etc.) es perfectamente adecuada para este trabajo de literatura infantil (se permiten y se alienta el uso de expresiones coloquiales bien utilizadas cuando corresponda).	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene uno o dos errores.	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene más de dos errores.

Cumplimiento de las directrices

Puntos disponibles	2	0		
Declaración de originalidad	Enviado	No enviado		
Página de título	La página de título incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.	La página de título no incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.		
Tamaño físico del libro	El libro está encuadernado y el tamaño es menor o igual a 14" x 22"	El libro no está encuadernado o el tamaño es mayor de 14" x 22"		
Límite de página	El libro no tiene más de 24 páginas solo anverso o 12 páginas anverso/reverso excluida la página de título/créditos.	El libro tiene más de 24 páginas solo anverso o 12 páginas anverso/reverso excluida la página de título/créditos.		
Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuado para la edad	El cuento es apropiado para edades de tres a cuatro años.	El cuento es principalmente apropiado para edades de tres a cuatro años.	El cuento es poco apropiado para edades de tres a cuatro años.	El cuento no es apropiado para edades de tres a cuatro años.

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados por expertos para ofrecer al oyente el máximo impacto ante el contenido de la historia.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el lector.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto de la historia aumentaría con una transmisión vocal más dinámica.	La claridad de la voz, el ritmo y la modulación del tono no son incoherentes o necesitan mejorar durante la lectura de la historia. A veces, la transmisión vocal distrae del contenido de la historia y disminuye su impacto potencial.
Presencia	El contacto visual sostenido de los participantes, la postura efectiva y el comportamiento profesional complementan de forma experta el contenido de la literatura para ofrecer el máximo impacto posible al oyente. Todos los miembros del equipo, ya sea hablando o no, refuerzan el impacto previsto de la presentación en todo momento.	El contacto visual mayormente sostenido, la postura positiva y el comportamiento agradable de los participantes complementan bastante bien el contenido de la presentación. Uno de los presentadores, o ambos, pueden parecer distraídos, entran y salen de su personaje profesional en algunos momentos de la sesión.	El contacto visual, la postura y la conducta incoherentes de los participantes reflejan una presentación clara del material. El/los orador(es) podrían hacer más para aprovechar al máximo el impacto añadido posible con una presencia centrada y sostenida.	Los competidores muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y preparación para que la presencia de los oradores complemente el contenido de forma coherente.
Preguntas y respuestas	Las respuestas de los competidores demostraron una consideración coherente y una perspectiva de nivel profesional, arraigada en la reflexividad sobre el libro.	Las respuestas de los participantes demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se les presentó.	Las respuestas de los participantes reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.	Las respuestas de los participantes pueden reflejar un esfuerzo y una pasión evidentes, pero son incoherentes en cuanto a profundidad, precisión, comprensión o conocimiento ofrecido en las respuestas.

Duración de la presentación

Puntos disponibles	5	4	3	1
Duración de la presentación de lectura en directo	La presentación dura entre 5 y 10 minutos.	La presentación se realiza entre cuatro y cinco minutos o entre 10 y 11 minutos.	La presentación se realiza entre tres y cuatro minutos o entre 11 y 12 minutos.	La presentación es inferior a tres minutos o tuvo que detenerse a los 12 minutos.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	<p>El libro cautiva e inspira al lector, y es una excelente representación profesional de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación son de nivel profesional.</p>	<p>El libro es una elogiada representación a nivel del estudiante de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación representan una calidad elogiada a nivel del estudiante, aunque no del todo profesional.</p>	<p>El libro refleja una representación en desarrollo de la literatura infantil.</p> <p>Los aspectos del concepto, la ejecución y la presentación son aceptables si son básicos.</p> <p>Se siguen las directrices, aunque múltiples aspectos del concepto, ejecución y presentación del libro pueden distraer al público del impacto previsto.</p>	<p>El libro refleja las habilidades emergentes en la elaboración y presentación de literatura infantil original.</p> <p>El libro puede reflejar una comprensión parcial o incompleta de la tarea completa asignada.</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.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

COMPETITION TYPE: Individual - Closed to spectators

ELIGIBILITY LEVELS: High School Varsity

EDUCATORS RISING STANDARDS:

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

Contest Purpose

The Educators Rising Leadership Award Competition, sponsored by the PDK Greater San Antonio chapter, encourages inspired, proactive Educators Rising members to make an impact in their communities. Competitors seek to exemplify sound leadership and a strong commitment to improving education in their communities. The final award is given to one Educators Rising member who has made notable, voluntary contributions to his or her community through education.

To enter this competition, Educators Rising members must successfully complete a *self-initiated* service-learning project that meets several requirements:

- The project benefits individuals with special needs.
- The project includes a sustainability strategy so that the project's impact will not end when the Educators Rising Leadership Award Competition is over.
- The project cannot be part of the required curriculum for a course.
- The project requires a minimum of 40 hours of work.
- The project must be led by a single Educators Rising member. (While collaboration is encouraged, only one student per project will be eligible to win the scholarship.)
- Submit the complete project portfolio by the competition registration deadline stated in the General Competition Information sheet.

In addition to submitting the project portfolio, competitors must deliver a presentation to a panel of judges at the Educators Rising National Conference.

One student will be chosen as the winner of this competition and the recipient of a \$1,000 scholarship, provided by the PDK Greater San Antonio chapter.

Competition Guidelines

The student must complete an education-related service-learning project that makes a concrete and visible impact for individuals with special needs in the school or community. A minimum of 40 hours is required. The student must then complete a well-organized portfolio that includes an essay describing the project, as well as supporting artifacts. ***There are two components to the project portfolio: the essay and the artifacts. If the artifacts are not included, the application will be disqualified.***

ESSAY GUIDELINES

The essay must be typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages. The student should address the following sections in his or her essay. These sections must be clearly labeled.

A. Title page

Include your name, your teacher leader's name, your school's name and address, and the title of your project.

B. Executive Summary

Give an overview of your project that is two pages or less. Include highlights from each section of the essay (background, project description, and reflection). For example, an executive summary might include a brief summary of the reasoning behind your project, what the project entailed, and the primary lessons that you learned from this experience.

C. Background

Why did you choose this project? Why is this project necessary and appropriate for this time and place? What is the intended impact of the project and how will you know if you achieved it?

D. Project description

Describe the process of completing your project. Questions to consider include:

- How did you determine a plan for your project? What was your method for gathering information and making strategic decisions?
- Did you need specific materials or volunteers? If so, how did you obtain them? How did you

keep everything, and everyone organized?

- How much time did you spend on this project? How did you spend most of your time? Was that different than what you anticipated? If so, how? How did you keep a record of progress?
- Did you make any significant changes to your project during the process? If so, did that affect the overall outcome? How?
- How did you know when the project was completed? Was there any presentation or debut of the final product?
- Did you undertake the project in a way that maximized its potential effectiveness?
- What is your strategy for keeping the project going once the competition is over?

E. Reflection

Reflect on the overall experience. Think about what you learned about yourself and those who benefited from the project. Consider how this experience will influence you in your future career in education. Questions to consider include:

- What did you learn about yourself as a project leader? What skills did you acquire that you can use in your career as an educator? How did this project affect you personally?
- What impact did this project have on your community? How did you measure or determine this impact? Given the project's outcome, did you spend your time well?
- What did you learn about working with others or managing people?
- What would you do differently, if anything?
- What do those who benefited from this project think of the work that you led? How has your project positively impacted education or supported the work of Educators Rising?

F. References

If you cited any research within your essay, be certain to include a works cited section. Follow APA, MLA, or Chicago citation style when writing your works cited section.



ARTIFACTS GUIDELINES

In addition to your essay, you ***must include five to eight artifacts*** in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your service project. This is your chance to show the evidence and impact of your hard work. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:

- Photographs
- Newspaper articles, blogs, or other media coverage of your project
- Reflective journal
- Project timeline
- Log of how time was spent
- Testimonials from beneficiaries of your project (especially students and parents)
- Letters of commendation

Only artifacts submitted at the submission deadline will be considered for scoring. Artifacts brought on-site to the competition but not previously submitted will NOT be considered for scoring.

PRESENTATION GUIDELINES

- A. Students will deliver a slide deck presentation no shorter than five minutes and no longer than seven minutes describing their experience and insights gained through the project. Students should bring their presentation on a USB drive.
- B. 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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.
- C. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

LEVEL (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

Essay

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Impact	<p>The essay makes a clear and compelling, professional-caliber case for the project’s meaningful impact.</p> <p>Judges can clearly understand specifically why and how the student took on this project.</p>	<p>The essay makes a logical case for the project’s impact.</p> <p>Judges can mostly understand why and how the student took on this project.</p>	<p>The essay makes an inconsistent or superficial case for the project’s meaningful impact.</p> <p>Judges can partially understand why and how the student took on this project.</p>	<p>The essay makes a limited case for the project’s impact. Significant aspects of the essay may not be satisfactorily completed.</p> <p>Judges are left with significant questions as to why and how the student took on this project.</p>
Special Needs Focus	<p>The essay clearly and compellingly demonstrates the project’s well-executed focus on individuals with special needs.</p> <p>Well-articulated and backed by research and experience, the student demonstrates knowledge of how to effectively support individuals with special needs.</p>	<p>The essay demonstrates the project’s focus on individuals with special needs.</p> <p>Invoking some research and experience, the student demonstrates his/her project’s strategy for supporting individuals with special needs.</p>	<p>The essay inconsistently or superficially focuses on individuals with special needs.</p> <p>Invoking minimal research and experience, the student demonstrates a largely unpersuasive project strategy for supporting individuals with special needs.</p>	<p>The essay offers a limited, nonexistent, or not credible focus on individuals with special needs.</p> <p>Invoking limited or no research and experience, the student demonstrates a limited, nonexistent, or not credible strategy for supporting individuals with special needs.</p>
Sustainability	<p>The essay demonstrates a clear, compelling case for how the project’s work and impact will continue beyond the end of this competition.</p>	<p>The essay demonstrates a case for how the project’s work and impact will continue beyond the end of this competition.</p>	<p>The essay demonstrates an inconsistent or potentially superficial case for how the project’s work and impact will continue beyond the end of this competition.</p>	<p>The essay makes a limited, nonexistent, or not credible case for how the project’s work and impact will continue beyond the end of this competition.</p>

Essay Cont.

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Overall Quality	Overall, the essay represents an exceptional, professional-caliber effort at creating focused, sustainable, meaningful change.	Overall, the essay represents a good effort at creating meaningful change.	Overall, the essay represents an inconsistent or superficial effort at creating meaningful change.	Overall, the essay represents limited impact, effort, or quality.

Guideline Adherence

Points Available	2	0
Essay Format	Adheres to guideline requirements--typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages.	Does not adhere to guideline requirements--typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages.
Title Page	Includes student name, teacher leader's name, school's name and address, and title of project.	Does not include student name, teacher leader's name, school's name and address, and title of project.
Executive Summary	Is two pages or less and includes highlights from each section of the essay (background, project description, reflection).	Is more than two pages and/or does not include highlights from each section of the essay (background, project description, reflection).
Background	Section is complete.	Section is not complete.
Project Description	Section is complete.	Section is not complete.
Reflection	Section is complete.	Section is not complete.

Essay References and Mechanics

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
References (Works Cited Section)	Comprehensive, clear, error-free documentation formatting or content. Professional-caliber work.	One error or missing aspect in the documentation.	Two or three errors or missing aspects in the documentation.	Four or more errors or missing aspects in the documentation.
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.



Artifacts

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Impact	Each artifact powerfully demonstrates the project's real-world impact.	Each artifact, with varying levels of success, demonstrates the project's real-world impact.	Not every artifact demonstrates the meaningful impact of the project.	Few artifacts demonstrate the meaningful impact of the project. Some aspects of artifacts may be distracting or irrelevant.
Comprehensiveness	The 5-8 artifacts collaboratively tell a compelling, comprehensive story of the project's outstanding focus, powerful impact, and genuine sustainability.	The 5-8 artifacts relate useful information about the project. More or deeper information, or more variety, would have taken the artifacts' impact from good to great.	The 5-8 artifacts show some information about the project but may be confusing or lacking important aspects.	The 5-8 artifacts do not convey a story of the project's focus, impact, or sustainability.

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content	The student displays impressive, professional-level depth of knowledge and understanding of the project's outstanding focus, powerful impact, and genuine sustainability, based on his/her experience and research.	The student displays knowledge and understanding of the selected project's focus, impact, and sustainability, based on his/her experience and research.	The student displays an inconsistent or incomplete understanding of the project's focus, impact, or sustainability. Aspects of the assignment may not be satisfactorily addressed.	The student displays a limited understanding of the project's focus, impact, or sustainability. Significant aspects of the assignment are not satisfactorily addressed.
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 competitor is 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 distracts from the content of the presentation and diminishes its potential impact.

Presentation Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A	The student's responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in a deep understanding of the project and its impact.	The student's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The student's responses in the Q&A session reflect inconsistent thoroughness and clarity from answer to answer.	The student's responses in the Q&A session may offer limited depth, accuracy, understanding, or insight into the project and its impact.
Overall Impact	The student delivered a professional-caliber and highly compelling presentation of the project's outstanding focus, powerful impact, and genuine sustainability.	The student delivered a good and mostly engaging presentation of the project's focus, impact, and sustainability.	The student delivered a decent effort, but the presentation was inconsistent or unclear at times. Stronger clarity on the project's focus, impact, and sustainability would have strengthened the presentation.	The student delivered an unclear, distracting, or incomplete presentation that lacked clarity.

Length

Points Available	5	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 minutes.



EDUCATORS RISING MOMENT 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 VII: Engaging in Reflective Practice

Contest Purpose

The purpose of the Educators Rising Moment Competition is to provide students at the Educators Rising National Conference opportunities to articulate why they aim to pursue a career in education.

Competition Guidelines

- A. The speech must be about the speaker's personal experience that illustrates the power of being an educator. Being specific — as opposed to depending on clichés or broad statements — in sharing your story is very important.
- B. Speech should be original, creative and capture the audience's attention.
- C. The speech must be uploaded at the time of application.
- D. Each presentation is to be a minimum of three minutes and a maximum of four 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.
- E. 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 three-minute mark of their speeches. Speakers will be stopped at four minutes.
- F. Speakers may use up to five 4x6-inch index cards while presenting. Only one side of each card may be used.
- G. A microphone will be available for the presentation.



EDUCATORS RISING

EDUCATORS RISING MOMENT 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.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Depth	The speech features deep and comprehensive reflection on the speaker's experience and its impact. The speech succeeds in displaying a significant depth of understanding of what is entailed in the teaching life.	The speech reflects self-understanding and succeeds in addressing the topic directly.	The speech is on-topic but would benefit from deeper exploration, detail, or reflection.	The speech reflects a limited, flawed, or not credible response to the prompt.
Insight	The content of the speech creatively reflects striking self-understanding and insight into the power of being an educator.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.	The speech offers intuitive ideas that would have benefited from more creativity or insight.	The speech may offer ideas that are only partially developed and feel incomplete.



Presentation Content (Cont.)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Clarity	The speech is highly specific and unique to the speaker's point of view. Clichés are avoided entirely, and the speaker conveys a captivating, fresh perspective.	The speaker shares a clear story that would benefit from somewhat greater detail or specificity.	Clichés and generalities are present at points in the speech when the impact of the story would be better served by specific details and images.	Clichés and generalities are present throughout the speech. The speaker does not offer a clear individual perspective and instead relies on vague phrasing to express ideas.

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 message. The speech is successfully and strategically sequenced to move the listener.	The speech is direct and on-topic. It follows a traditional structure and reflects a largely successful effort to develop a compelling message to the listener.	While on-topic, the speech lacks strength at one or more moments. The structure may be lacking, meandering, or weak in one or more areas.	The structure is distracting, incomplete, or inappropriate for the topic.
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 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

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 strong speech. With minor revisions and delivery tweaks, the speech could be considered a professional-level effort.	The speech is commendable for its effort and on-topic substance. Revisions throughout sections of the text and coaching for delivery are recommended.	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	Presentation is between 3.5 and four minutes	Speech is between 2.5 and less than 3.5 minutes.	Presentation is shorter than 2.5 minutes or had to be stopped at four minutes



CONCURSO EDUCATORS RISING MOMENT

TIPO DE CONCURSO: Individual: abierto a los espectadores

NIVELES DE ELEGIBILIDAD: escuela media, escuela secundaria junior, escuela secundaria senior

ESTÁNDARES DE EDUCATORS RISING:

- Estándar I: comprender la profesión
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

El propósito del concurso Educators Rising Moment es proporcionar a los estudiantes de la Conferencia Nacional de Educators Rising oportunidades para explicar por qué tienen como objetivo seguir una carrera en educación.

Directrices del concurso

- A. El discurso debe referirse a la experiencia personal del orador que ilustra el poder de ser educador. Es muy importante ser específico, en lugar de depender de clichés o afirmaciones generales, al compartir su historia.
- B. El discurso debe ser original, creativa y captar la atención del público.
- C. El discurso debe cargarse en el momento de presentarse como candidato.
- D. Cada presentación debe tener un mínimo de tres minutos y un máximo de cuatro minutos. Los competidores responderán a las preguntas de seguimiento de los jueces. Toda la presentación y la sesión de preguntas durarán un total de no más de 10 minutos.
- E. Un juez también actuará como cronometrador. Los oradores recibirán una indicación visual no verbal de que queda un minuto cuando alcanzan la marca de tres minutos de sus discursos. Los oradores se detendrán a los cuatro minutos.
- F. Los oradores pueden usar hasta cinco tarjetas de índice de 4 x 6 pulgadas durante la presentación. Solo se puede utilizar un lado de cada tarjeta.
- G. Habrá un micrófono disponible para la presentación.



EDUCATORS RISING

CONCURSO EDUCATORS RISING MOMENT

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR, UNIVERSITARIO)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Mecánica del discurso

Puntos disponibles	15–13 Logrado	12–9 Admirable	8–5 En desarrollo	4–1 Necesita mejorar
Organización	El discurso tiene una estructura lógica y eficaz con transiciones claras.	El discurso generalmente está bien organizado con algunas transiciones efectivas.	La estructura del discurso está algo desorganizada o faltan transiciones	El discurso está mal organizado con transiciones poco claras o ausentes
Gramática y mecánica	Refleja un documento de calidad profesional. No contiene errores en cuanto a la mecánica (ortografía, gramática, puntuación, formato y el uso de mayúsculas).	Refleja un documento elogiable, a nivel del estudiante, con uno o dos errores en la mecánica (ortografía, gramática, puntuación, formato, mayúsculas).	Refleja un documento que necesita una revisión o corrección. Contiene tres o cuatro errores en la mecánica (ortografía, gramática, puntuación, formato, mayúsculas).	Numerosos errores de ortografía, gramática, puntuación, formato, mayúsculas.

COMPONENTES PUNTUADOS IN SITU

Contenido de la presentación

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Profundidad	El discurso ofrece una reflexión profunda y completa sobre la experiencia del orador y su impacto. El discurso tiene éxito al mostrar una profundidad significativa de comprensión de lo que implica la vida docente.	El discurso refleja la autocomprensión y logra abordar el tema directamente.	El discurso está sobre el tema, pero se beneficiaría de una exploración, un detalle o una reflexión más profundos.	El discurso refleja una respuesta limitada, defectuosa o no creíble del mensaje.
Perspectiva	El contenido del discurso refleja de forma creativa una sorprendente autocomprensión y una visión del poder de ser un educador.	El discurso ofrece ideas útiles y bien detalladas que justifican una mayor exploración más allá de esta sesión.	El discurso ofrece ideas intuitivas que se habrían beneficiado de más creatividad o conocimiento.	El discurso puede ofrecer ideas que solo se desarrollan parcialmente y que parecen incompletas.

Contenido de la presentación (continuación)

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Claridad	El discurso es muy específico y exclusivo del punto de vista del orador. Los clichés se evitan por completo y el orador transmite una perspectiva cautivadora y fresca.	El orador comparte una historia clara que se beneficiaría de un detalle o una especificidad algo mayores.	Los clichés y las generalidades están presentes en puntos del discurso en los que el impacto de la historia se vería mejor reflejado por detalles e imágenes específicos.	Los clichés y las generalidades están presentes a lo largo del discurso. El orador no ofrece una perspectiva individual clara, sino que se basa en frases vagas para expresar ideas.

Impartición de la presentación

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Estructura	La presentación refleja un dominio realmente impresionante y matizado de cómo crear y transmitir un mensaje potente. El discurso se secuencia con éxito y estratégicamente para conmover al oyente.	El discurso es directo y sobre el tema. Sigue una estructura tradicional y refleja un esfuerzo muy exitoso para desarrollar un mensaje convincente para el oyente.	Mientras está en el tema, el discurso carece de fuerza en uno o más momentos. La estructura puede faltar, divagar o ser débil en una o más áreas.	La estructura es distractora, incompleta o inapropiada para el tema.
Presencia	El contacto visual sostenido del orador, la postura efectiva y el comportamiento profesional complementan de forma experta la esencia del discurso para ofrecer el máximo impacto posible al oyente.	El contacto visual mayormente sostenido, la postura positiva y la conducta agradable del orador complementan bastante bien el contenido del discurso. El presentador puede parecer que entra y sale del personaje al comenzar y concluir el discurso. Con más práctica, el orador podría convertirse en un presentador público consumado.	El contacto visual, la postura y el comportamiento incoherentes del orador reflejan una narración clara del material. El orador podría hacer más para aprovechar al máximo posible el impacto añadido con una presencia centrada y sostenida.	El orador muestra esfuerzo, pero su contacto visual, postura y comportamiento pueden distraerse del impacto previsto del discurso.
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados de forma experta para ofrecer al oyente el máximo impacto y comprensión.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el orador.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto aumentaría con una voz más dinámica.	La claridad de la voz, el ritmo y la modulación del tono son incoherentes o inapropiados. A veces, la voz distrae del contenido del discurso y disminuye su impacto potencial.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	El contenido y la entrega se combinan a la perfección para crear una experiencia de nivel profesional excepcional.	El contenido y la entrega trabajan para ofrecer un discurso fuerte. Con revisiones menores y ajustes de la entrega, el discurso podría considerarse un esfuerzo a nivel profesional.	El discurso es elogiado por su esfuerzo y su contenido sobre el tema. Se recomiendan revisiones en todas las secciones del texto y orientación para la entrega.	El discurso requiere mucho más trabajo. La entrega y el contenido se beneficiarían de la práctica guiada. Los errores significativos pueden distraer el contenido del discurso.

Duración

Puntos disponibles	5	3	1
Duración	La presentación dura entre 3.5 y 4 minutos	El discurso dura entre 2.5 y menos de 3.5 minutos.	La presentación dura menos de 2.5 minutos o tuvo que detenerse a los cuatro minutos



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	<p>The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience.</p> <p>Creative risks taken pay off impressively.</p>	<p>The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience.</p> <p>Creative choices at 1 or 2 points in the presentation may distract from or limit the impact for the audience.</p>	<p>The presentation would benefit from more inventive or distinctive choices.</p> <p>Clichés may be present.</p>	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.	<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 presentation 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
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.



EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

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

EDUCATORS RISING STANDARDS:

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

Contest Purpose

Successful operation of an educational institution requires competent administration. Administrators provide direction, leadership, and day-to-day management of educational activities in schools and other educational institutions. The purpose of this competition is to learn more about education administration careers through job shadowing and interviewing a current education administrator. Some common education administration jobs include the following:

- School Principal
- Assistant/Vice Principal
- District Superintendent
- School District Administrator (Chief Academic Officer, Assistant Superintendent, etc.)
- Private School Dean
- College/University Administrator

Competitors will select one education administrator who works within their school district or local college or university and will receive permission from the administrator to job shadow him/her for a total of eight hours. The eight hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the administrator is actively engaged in his/her work.

Competitors will complete and submit when registering for the competition, the following two career-exploration documents:

- [Administrator's verification form](#)
- [Interview form](#)

Competitors will also create a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes that will be presented on-site to a panel of judges, followed by a discussion featuring questions from judges. Presentations should reflect on the experiences and insights gained into the career.

Competition Guidelines

- A. The administrator's verification form must be completed and submitted online when registering for the competition.
- B. The competitor must conduct a 15-minute interview with the administrator. Competitors will also submit the interview form online when registering for the competition. The interview form must be typed. Handwritten forms will not be accepted.
- C. All documents must be typed in English.
- D. Competitors will deliver a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes reflecting on their experience and insights gained into a career in education administration. Competitors should bring their presentation on a USB drive. **Note: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. 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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.
- F. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



EXPLORING EDUCATION ADMINISTRATION CAREERS 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

Verification form

Points Available	5	0
Verification form	Competitor submitted a verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the administrator.

Interview Form Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Form Content	The document reflects consistent thoughtfulness and professional-caliber thoroughness. The competitor brings out key insights with clarity and nuanced understanding.	The document reflects focus and a commitment to capturing the interviewee's ideas. More nuance and depth would make the document reflect professional-caliber thoroughness.	The document reflects compliance but a little more. More thorough responses on the document would demonstrate a deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect an incomplete understanding of the content.

Interview Form Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Form Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are without error.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors and distract from the content and quality of the work.



COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the visual medium to bring out key insights with clarity.	The content of the slides reflects a commendable commitment to sharing key facts and details of the competitor's experience and research through a basic slide deck.	The content of the slides reflects compliance but minimal insight. The images employed may be basic or not entirely effective at amplifying the competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor's intended message, or that message may lack focus. Content may be missing, off-topic, or superficial.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the medium of a slide deck presentation to bring out key insights with clarity and professionalism. The slides amplify — and never distract from — the clear and substantive messages being communicated.	The presentation of the slides reflects a commitment to sharing key facts and details of the competitor's experience and research. The competitor utilizes a basic slide deck to share information. The presentation could benefit from a small number of tweaks to be consistently professional-caliber.	The presentation of the slides reflects compliance to the guidelines but does not explore the material with sufficient depth to achieve strong impact.	The presentation of the slides reflects incomplete understanding or focus. The presentation may be basic or contain moments that distract from the competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor may appear to slip in and out of professional character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor displays effort but his/her eye contact, posture, clarity of voice, or demeanor could benefit from significantly more practice and coaching so that the speaker's presence consistently complements the content.



Presentation Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor's responses in the Q&A session reflected limited understanding or misunderstanding of the presentation guidelines, expectations, or the career to be explored.
Overall Impact	The presentation is thoroughly professional caliber in the expert blending of style, substance, and impromptu responses to questions.	The presentation is commendable for its effort and the presenter's desire to take on this challenge the competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore the selected career. Additional depth or articulating understanding would improve the presentation significantly.	The presentation requires a significant re-examining of the career exploration process undertaken for the competition. Limited depth or misunderstanding hindered the presentation from offering the level of insight that it could.

Length

Points Available	5	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 minutes.



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

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

EDUCATORS RISING STANDARDS:

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

Contest Purpose

When most people hear the word “teacher,” they think of an educator in a classroom leading a lesson on English language arts, math, science, or social studies. However, these core subjects are only a few of the career opportunities for creative teachers. This competition offers students the opportunity to shadow and learn from highly skilled educators whose work takes place outside the core subjects.

Some examples of non-core-subject teachers include agriculture, bookkeeping, accounting, business, cooperative education, health education, health occupations, family and consumer sciences, technology education, marketing education, trades and industry, computer science, driver education, journalism, outdoor education, physical education, psychology, sociology, speech, business data/processing, and library science.

Interested Educators Rising students will select one host teacher who works in their state and will receive permission from the professional to job shadow him/her for a total of eight hours. The eight hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the host teacher is actively engaged in his/her work.

Competitors will complete and submit when registering for the competition, the following two career-exploration documents:

- [Host teacher’s verification form](#)
- [Interview form](#)

Competitors will also create a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes that will be presented on-site to a panel of judges, followed by a discussion featuring questions from the judges. Presentations should reflect on the experiences and insights gained into the career.

Competition Guidelines

- A. The host teacher's verification form must be completed and submitted online when registering for the competition.
- B. The competitor must conduct a 15-minute interview with the host teacher. Competitors will also submit the interview form online when registering for the competition. The interview form must be typed. Handwritten forms will not be accepted.
- C. All documents must be typed in English.
- D. Competitors will deliver a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes reflecting on their experience and insights gained into a career in non-core subject teaching. Competitors should bring their presentation on a USB drive. **Note: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. 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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.
- F. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



EXPLORING NON-CORE SUBJECT TEACHING CAREERS 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

Verification form

Points Available	5	0
Verification form	Competitor submitted a verification form with all fields completed and signed by the host teacher.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the host teacher.

Interview Form Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Form Content	The document reflects consistent thoughtfulness and professional-caliber thoroughness. The competitor brings out key insights with clarity and nuanced understanding.	The document reflects focus and a commitment to capturing the interviewee's ideas. More nuance and depth would make the document reflect professional-caliber thoroughness.	The document reflects compliance but a little more. More thorough responses on the document would demonstrate a deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect an incomplete understanding of the content.

Interview Form Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Form Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are without error.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors and distract from the content and quality of the work.



COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the visual medium to bring out key insights with clarity.	The content of the slides reflects a commendable commitment to sharing key facts and details of the competitor's experience and research through a basic slide deck.	The content of the slides reflects compliance but minimal insight. The images employed may be basic or not entirely effective at amplifying the competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor's intended message, or that message may lack focus. Content may be missing, off-topic, or superficial.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the medium of a slide deck presentation to bring out key insights with clarity and professionalism. The slides amplify — and never distract from — the clear and substantive messages being communicated.	The presentation of the slides reflects a commitment to sharing key facts and details of the competitor's experience and research. The competitor utilizes a basic slide deck to share information. The presentation could benefit from a small number of tweaks to be consistently professional-caliber.	The presentation of the slides reflects compliance with the guidelines but does not explore the material with sufficient depth to achieve a strong impact.	The presentation of the slides reflects an incomplete understanding or focus. The presentation may be basic or contain moments that distract from the competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor may appear to slip in and out of professional character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor displays effort but his/her eye contact, posture, clarity of voice, or demeanor could benefit from significantly more practice and coaching so that the speaker's presence consistently complements the content.



Presentation Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor's responses in the Q&A session reflected limited understanding or misunderstanding of the presentation guidelines, expectations, or the career to be explored.
Overall Impact	The presentation is thoroughly professional caliber in the expert blending of style, substance, and impromptu responses to questions.	The presentation is commendable for its effort and the presenter's desire to take on this challenge the competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore the selected career. Additional depth or articulating understanding would improve the presentation significantly.	The presentation requires a significant re-examining of the career exploration process undertaken for the competition. Limited depth or misunderstanding hindered the presentation from offering the level of insight that it could.

Length

Points Available	5	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 minutes.



EXPLORING SUPPORT SERVICES CAREERS COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

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

EDUCATORS RISING STANDARDS:

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

Contest Purpose

Specialized instructional support personnel are critical to students and education systems. These highly skilled educators provide direct support to students so that they can be successful. Some instructional support professionals include:

- Librarian
- Instructional Coach
- Speech-Language Pathologist
- Audiologist
- Vision Specialist
- School Counselor
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist

Interested Educators Rising students will select one specialized instructional-support professional who works within their school district and will receive permission from the professional to job shadow him/her for a total of eight hours. The eight hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the professional is actively engaged in his/her work.

Competitors will complete and submit when registering for the competition, the following two career exploration documents:

- **Professional's verification form**
- **Interview form**

Competitors will also create a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes that will be presented on-site to a panel of judges, followed by a discussion featuring questions from the judges. Presentations should reflect on the experiences and insights gained into the career.

Competition Guidelines

- A. The professional's verification form must be completed and submitted online when registering for the competition.
- B. The competitor must conduct a 15-minute interview with the professional. Competitors will also submit the interview form online when registering for the competition. The interview form must be typed. Handwritten forms will not be accepted.
- C. All documents must be typed in English.
- D. Competitors will deliver a PowerPoint or Prezi presentation no shorter than five minutes and no longer than seven minutes reflecting on their experience and insights gained into a career in support services. Competitors should bring their presentation on a USB drive. **Note: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. 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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.
- F. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

EXPLORING SUPPORT SERVICES CAREERS 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

Verification form

Points Available	5	0
Verification form	Competitor submitted a verification form with all fields completed and signed by the professional.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the professional.

Interview Form Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Form Content	The document reflects consistent thoughtfulness and professional-caliber thoroughness. The competitor brings out key insights with clarity and nuanced understanding.	The document reflects focus and a commitment to capturing the interviewee's ideas. More nuance and depth would make the document reflect professional-caliber thoroughness.	The document reflects compliance but a little more. More thorough responses on the document would demonstrate a deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect an incomplete understanding of the content.

Interview Form Mechanics

Points Available	5 Flawless	3 One or two errors	0 More than two errors
Interview Form Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are without error.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors and distract from the content and quality of the work.

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the visual medium to bring out key insights with clarity.	The content of the slides reflects a commendable commitment to sharing key facts and details of the competitor's experience and research through a basic slide deck.	The content of the slides reflects compliance but minimal insight. The images employed may be basic or not entirely effective at amplifying the competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor's intended message, or that message may lack focus. Content may be missing, off-topic, or superficial.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and thoroughness. The competitor expertly leverages the medium of a slide deck presentation to bring out key insights with clarity and professionalism. The slides amplify — and never distract from — the clear and substantive messages being communicated.	The presentation of the slides reflects a commitment to sharing key facts and details of the competitor's experience and research. The competitor utilizes a basic slide deck to share information. The presentation could benefit from a small number of tweaks to be consistently professional-caliber.	The presentation of the slides reflects compliance with the guidelines but does not explore the material with sufficient depth to achieve a strong impact.	The presentation of the slides reflects an incomplete understanding or focus. The presentation may be basic or contain moments that distract from the competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor may appear to slip in and out of professional character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor displays effort but his/her eye contact, posture, clarity of voice, or demeanor could benefit from significantly more practice and coaching so that the speaker's presence consistently complements the content.

Presentation Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor's responses in the Q&A session reflected limited understanding or misunderstanding of the presentation guidelines, expectations, or the career to be explored.
Overall Impact	The presentation is thoroughly professional caliber in the expert blending of style, substance, and impromptu responses to questions.	The presentation is commendable for its effort and the presenter's desire to take on this challenge the competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore the selected career. Additional depth or articulating understanding would improve the presentation significantly.	The presentation requires a significant re-examining of the career exploration process undertaken for the competition. Limited depth or misunderstanding hindered the presentation from offering the level of insight that it could.

Length

Points Available	5	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 minutes.



INSIDE OUR SCHOOLS PRESENTATION COMPETITION

COMPETITION TYPE: Team - Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

Contest Purpose

The purpose of the Inside Our Schools Presentation Competition is to allow Educators Rising students to showcase one innovative strategy that their school or school district employs to enhance teaching and learning. Innovative strategies do not necessarily mean new technology. An innovative strategy is a deviation from the standard practice that results in greater engagement and learning outcomes for students. The strategy must be something that the school or school district has begun to implement no earlier than 2023. The creative presentation, which will involve a live presentation and a video, should appeal to anyone looking for smart ways to take teaching and learning to a higher level.

Preparation Tips

- Collaborate as a team to brainstorm innovative strategies in use in your school or district.
- Do some real legwork in learning about your selected innovative strategy by talking to local leaders and conducting Internet research.
- Observe the innovative strategy in action in at least three settings.
- 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 experiences during observations, as well as personal opinions on best practices used by teachers, in your 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.
- Obtain the necessary permission from all students and teachers who appear in the video.
- 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 district website, to give any background or supporting details on your school/district
- Online articles regarding research-proven best practices to support the best practices 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 three minutes and no longer than five minutes. Points will be deducted for videos that are shorter than the minimum length or longer than the maximum.
- B. The video must showcase one innovative strategy that the participating team's school or school district employs to enhance teaching and learning.
- C. The video must include the competition name and title of project. It must also include 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).
- D. 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.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.
- F. Competitors must upload a YouTube or Vimeo link to their video to the competition site and bring it 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. 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.



INSIDE OUR SCHOOLS PRESENTATION COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Video

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Clarity	Throughout the running time, the video is entirely clear, specific, and compelling in its expert-level storytelling and message delivery about an innovative strategy to support great teaching and learning.	The video is mostly clear and specific in conveying its message. 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.	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 impact for 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) consistently distracts from the intended impact of the project.



Guideline Adherence

Points Available	4	0
Video Length	Video is between three and five minutes in running time.	Video is shorter than three minutes or longer than five minutes in running time.
Video Titles & Credits	Video includes the competition name and title of project. It also includes 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 project, name of the school, city, and state.
New Strategy	Video or presentation makes clear strategy was implemented no earlier than 2023.	Video or presentation does not make clear strategy was implemented no earlier than 2023.

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 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 responses.</p>
Overall Impact	<p>The presentation's demonstration of clear, powerful, and undeniable impact and innovation translates fully.</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 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.



CONCURSO DE PRESENTACIÓN INSIDE OUR SCHOOLS

TIPO DE CONCURSO: Equipo: cerrado a espectadores

NIVELES DE ELEGIBILIDAD: escuela secundaria junior, escuela secundaria senior

ESTÁNDARES DE EDUCATORS RISING:

- Estándar I: comprender la profesión
- Estándar II: aprender acerca de los estudiantes
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

El propósito del concurso de presentación Inside Our Schools es permitir que los estudiantes de Educators Rising muestren una estrategia innovadora que su escuela o distrito escolar emplee para mejorar la enseñanza y el aprendizaje. Las estrategias innovadoras no significan necesariamente nuevas tecnologías. Una estrategia innovadora es una desviación de la práctica estándar que da como resultado un mayor compromiso y resultados de aprendizaje para los estudiantes. La estrategia debe ser algo que la escuela o el distrito escolar hayan comenzado a implementar no antes de 2023. La presentación creativa, que implicará una presentación en directo y un video, debería atraer a cualquier persona que busque formas inteligentes de llevar la enseñanza y el aprendizaje a un nivel superior.

Consejos de preparación

- Colabore en equipo para intercambiar ideas sobre estrategias innovadoras en uso en su escuela o distrito.
- Haga un poco de trabajo preliminar para aprender sobre su estrategia innovadora seleccionada al hablar con los líderes locales y realizar una investigación en internet.
- Observe la estrategia innovadora en acción en al menos tres entornos.
- Use la creatividad y las ideas originales al crear su video y crear su presentación en vivo.
- Trabaje en colaboración como equipo, con cada miembro del equipo en un puesto específico (p. ej., director, investigador principal, etc.). Resalte en su video sus experiencias durante las observaciones, así como sus opiniones personales sobre las mejores prácticas utilizadas por los profesores.
- Tenga una página de créditos de video que cite cualquier medio fuente o permisos adquiridos para el uso de cualquier material protegido por derechos de autor. (Educators Rising recomienda evitar el material protegido por derechos de autor).

- Tenga una pantalla de título que incluya el título de su proyecto, el nombre del concurso, el nombre de la escuela, la ciudad y el estado.
- Obtenga el permiso necesario de todos los estudiantes y profesores que aparecen en el video.
- Previsualice su video final para asegurarse de que la calidad del sonido es buena y que la reproducción del video es fluida.

Investigación

Los siguientes son recursos de investigación que pueden ser útiles en relación con su tema:

- El sitio web de su escuela o distrito, para proporcionar cualquier contexto o detalles de apoyo sobre su escuela/distrito
- Artículos en línea relacionados con la investigación: mejores prácticas probadas para respaldar las mejores prácticas que elija
- Entrevistas con líderes de educación locales (profesores, directores, superintendente, funcionarios académicos de distrito, etc.)

Directrices del concurso

VIDEO

- A. El video no debe ser inferior a tres minutos ni superior a cinco minutos. Los puntos se deducirán por los videos que sean más cortos que la duración mínima o más largos que el máximo.
- B. El video debe mostrar una estrategia innovadora que la escuela o el distrito escolar del equipo participante emplee para mejorar la enseñanza y el aprendizaje.
- C. El video debe incluir el nombre del concurso y el título del proyecto. También debe incluir el nombre de la escuela, la ciudad y el estado en los créditos de apertura (ejemplo: "Este mensaje fue presentado por el programa Educators Rising de Kirkwood High School en Bloomington, IN").
- D. En el video, todos los medios fuente (música, imágenes o clips de video no filmados originalmente por los estudiantes concursantes) deben citarse en créditos de video y no pueden infringir ningún derecho de autor.
- E. Al enviar un video para este concurso nacional de Educators Rising, el concursante asume la plena responsabilidad de obtener todo el consentimiento necesario y documentado de las personas que aparecen en el video, o de sus padres/tutores legales si son menores de 18 años.
- F. Los concursantes deben cargar un enlace de YouTube o Vimeo a su video en el sitio del concurso y llevarlo a la conferencia en una unidad USB.

PRESENTACIÓN ORAL

- A. En la Conferencia Nacional de Educators Rising, no menos de dos y no más de cuatro representantes de cada programa escolar participante harán una presentación oral ante un panel de jueces. Durante la presentación, los miembros del equipo tendrán hasta cinco minutos para presentar su video y proporcionar una descripción y contexto. A continuación, los estudiantes reproducirán el video para los jueces. Toda la presentación a los jueces (presentación oral y video) no durará más de 10 minutos. La presentación se detendrá a los 10 minutos.
- B. Se fomentan las habilidades de presentación profesional.
- C. Después de la presentación y el video, los jueces tendrán hasta cinco minutos para hacer preguntas a los miembros del equipo.
- D. Toda la presentación, incluyendo la sesión de preguntas y respuestas con los jueces, se realizará en español. No se hablará inglés.

CONCURSO DE PRESENTACIÓN INSIDE OUR SCHOOLS

NIVEL (ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Video

Puntos disponibles	15-13 Logrado	12-9 Admirable	8-5 En desarrollo	4-1 Necesita mejorar
Claridad	A lo largo del tiempo de ejecución, el video es completamente claro, específico y convincente en su narración de nivel experto y en la entrega de mensajes sobre una estrategia innovadora para apoyar una gran enseñanza y aprendizaje.	El video es en su mayoría claro y específico para transmitir su mensaje. Más información o información más clara en uno o dos puntos del video aumentaría la comprensión y el impacto para el espectador.	El video intenta transmitir un mensaje relacionado con la tarea asignada, pero no es coherente en su narración o transmisión de mensajes. Puede haber más de dos puntos en el video que sean confusos o que no respalden la comprensión o el impacto para el espectador.	El video es constantemente confuso o poco claro en cuanto a cómo transmite un mensaje directamente relacionado con la tarea asignada.
Creatividad	El video transmite su mensaje de forma creativa e ingeniosa y maximiza de forma experta el compromiso y el impacto para el público.	El video emplea ideas creativas para transmitir su mensaje, aunque las opciones estilísticas o temáticas no maximizan completamente el impacto para el público. Las opciones de filmación en uno o dos puntos del video pueden distraer o limitar el impacto para el público.	El video se beneficiaría de opciones estilísticas más creativas o distintivas. Puede haber clichés.	El video necesita una mejora significativa para atraer al público o generar un impacto significativo relacionado con su mensaje previsto.
Profesionalismo	El valor de producción del video (edición de imágenes y sonido, composición de tomas, títulos, calidad de imagen) refleja un trabajo de calidad profesional.	El valor de producción del video (edición de imágenes y sonido, composición de las tomas, títulos, calidad de imagen) refleja un trabajo elogiado de los estudiantes.	El valor de producción del video (edición de imágenes y sonido, composición de las tomas, títulos, calidad de imagen) refleja un esfuerzo en desarrollo para dominar la tecnología y el estilo cinematográficos.	El valor limitado de producción del video (edición de imágenes y sonido, composición de las tomas, títulos, calidad de imagen) distrae sistemáticamente el impacto previsto del proyecto.

Cumplimiento de las directrices

Puntos disponibles	4	0
Duración del video	El video tiene una duración de entre tres y cinco minutos.	El video es inferior a tres minutos o superior a cinco minutos en tiempo de ejecución.
Títulos y créditos del video	El video incluye el nombre del concurso y el título del proyecto. También incluye el nombre de la escuela, la ciudad y el estado en los créditos de apertura.	El video no incluye, en los créditos de apertura, uno o más de los siguientes: el nombre del concurso, el título del proyecto, el nombre de la escuela, la ciudad y el estado.
Nueva estrategia	El video o la presentación deja claro que la estrategia se implementó no antes de 2023.	El video o la presentación no deja claro que la estrategia se haya implementado no antes de 2023.

COMPONENTES PUNTUADOS IN SITU

Presentación y preguntas y respuestas

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Contenido	La presentación es completa, exhaustiva y está organizada expertamente. Comparte material de nivel profesional que aborda de forma significativa todos los elementos de las directrices.	La presentación es completa, profunda y está bien organizada. Comparte material de nivel profesional que aborda todos los elementos de las directrices.	La presentación está relacionada con el tema, pero no es coherente en cuanto a su exhaustividad, profundidad u organización.	La presentación tiene dificultades para mantener el tema o abordar los puntos de las directrices de una manera significativa.
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono son de nivel profesional y están diseñados por expertos para ofrecer al oyente el máximo impacto y comprensión.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el competidor.	La claridad de la voz, el ritmo y la modulación del tono son básicos y claros. El oyente es capaz de entender, pero el impacto aumentaría con una voz más dinámica o coherente.	La claridad de la voz, el ritmo y la modulación del tono son incoherentes durante la presentación. A veces, la presentación vocal de varios miembros del equipo distrae del contenido de la presentación y disminuye su impacto potencial.



Presentación y preguntas y respuestas (cont.)

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Presencia	<p>El contacto visual sostenido de los competidores, la postura efectiva y el comportamiento profesional complementan de forma experta la esencia de la presentación para ofrecer el máximo impacto posible al oyente.</p> <p>Todos los miembros del equipo, ya sea hablando o no, refuerzan el impacto previsto de la presentación en todo momento.</p>	<p>El contacto visual mayormente sostenido, la postura positiva y el comportamiento agradable de los competidores complementan bastante bien el contenido de la presentación.</p> <p>Uno o más de los presentadores pueden parecer entrar y salir del personaje profesional en momentos durante la sesión.</p>	<p>El contacto visual, la postura y el comportamiento incoherentes del competidor reflejan una narración clara del material.</p> <p>Los oradores podrían hacer más para aprovechar al máximo el impacto añadido posible con una presencia centrada y sostenida.</p>	<p>Los competidores muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y preparación para que la presencia de los oradores complemente el contenido de forma coherente.</p>
Debate de preguntas y respuestas	<p>Las respuestas de los competidores en la sesión de preguntas y respuestas demostraron una consideración coherente y una perspectiva de nivel profesional, arraigada en la profunda experiencia con el material.</p> <p>Los competidores muestran una impresionante profundidad de conocimiento y comprensión a nivel profesional, dada su experiencia e investigación.</p>	<p>Las respuestas de los competidores en la sesión de preguntas y respuestas demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se le presentó.</p> <p>Los competidores muestran cierto conocimiento sustancial y comprensión del tema seleccionado en función de su experiencia e investigación.</p>	<p>Las respuestas de los competidores en la sesión de preguntas y respuestas reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.</p>	<p>Las respuestas de los competidores en la sesión de preguntas y respuestas pueden reflejar un esfuerzo y una pasión evidentes, pero son incoherentes en cuanto a la profundidad, la precisión, la comprensión o el conocimiento ofrecido en las respuestas.</p>
Impacto general	<p>La demostración de la presentación de un impacto e innovación claros, poderosos e innegables se traduce completamente.</p> <p>Los elementos visuales y el contenido y la entrega de la presentación se complementan entre sí de manera efectiva para crear una experiencia de gran impacto y de nivel profesional.</p>	<p>Los elementos visuales, el contenido y la entrega funcionan juntos para ofrecer una presentación elogiada. Con revisiones menores y ajustes de entrega, el proyecto podría considerarse de nivel profesional.</p>	<p>La presentación demuestra esfuerzo. En varios momentos, es posible que las imágenes, el contenido y la entrega no se complementen entre sí, lo que puede limitar el impacto de la presentación.</p>	<p>La presentación demuestra aspectos incoherentes, fuera del tema, poco profesionales o superficiales de las imágenes, el contenido o la entrega.</p> <p>A menudo, el público se distrae del impacto previsto por aspectos de los elementos visuales, el contenido o la entrega.</p>

Duración de la presentación

Puntos disponibles	5	3	1
Duración	La presentación dura entre 7 y 10 minutos.	La presentación dura entre 3 y 6 minutos	La presentación es inferior a tres minutos o tuvo que detenerse a los 10 minutos.



JOB INTERVIEW COMPETITION

COMPETITION TYPE: Individual - Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

Contest Purpose

The Job Interview Competition is an opportunity for Educators Rising members to develop and practice their interview skills, as well as cover letter and résumé writing skills. In this competition, entrants apply for a position as a paraprofessional (a link to the position description can be found below). This includes submitting a cover letter explaining why the entrant is a good candidate for the position, as well as a résumé that details relevant work, volunteer work, and educational experiences.

Judges will review the cover letters and résumés and — just like any job application/interview process — candidates will be interviewed for a paraprofessional position. Interviews will take place on-site at the Educators Rising National Conference. The judges will act as the school district's hiring committee and will ask questions of the job candidates one at a time. The candidate who submits the strongest cover letter and résumé and performs the best in the interview will be honored as the winner at the Educators Rising National Conference. Since high school graduates are eligible to be employed as paraprofessionals in many districts, this competition offers an immediate opportunity for a real-world application of the work entailed in participation.

Competition Guidelines

- Entrants will apply for the following teaching assistant position: **Paraprofessional** (see job description included in this PDF)
- The cover letter must follow a standard cover letter format; review the information on this link (https://owl.purdue.edu/owl/job_search_writing/job_search_letters/cover_letters_1_quick_tips/index.html) to see expectations for formatting and content of a successful cover letter. Note: You do not need to already possess a high school diploma to participate in this competition but be sure to indicate in your materials when you expect to receive the diploma.
- The cover letter must be typed and in English. It should not exceed one page.
- The cover letter should complement, not duplicate, the entrant's résumé. The cover letter should explain the reasons for the entrant's interest in the position and school and identify his or her most relevant skills or experiences. The letter should express a high level of interest and knowledge about the position.
- The résumé may follow a standard résumé format; review the information on this link (https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/resume_workshop/index.html) to see expectations for formatting and content of a standard résumé. However, students may use alternative résumé formats if they feel that will put them in the best possible position to obtain the job they are seeking. (Always remember your audience!)

- F. The résumé should be typed and in English. It should not exceed two pages.
- G. The résumé should include at least two references.
- H. All information in the cover letter and résumé must be truthful.
- I. The interview will last for approximately 15 minutes. All competitors will be asked similar interview questions by a panel of judges acting as the district's hiring committee.

**Some material in this document was edited and reproduced from <http://schools.nyc.gov/Careers/SubPara>.*



JOB INTERVIEW COMPETITION

POSITION: Paraprofessional

Application Deadline: April 21, 2026

Starting Date: Aug. 1, 2026

Please send application materials to:

Smithfield Independent School District
Attn: Melanie Jackson, Director of Human Resources
214 Arthur Avenue
Smithfield, USA 01776

JOB DESCRIPTION

Title: Paraprofessional

Qualifications:

1. Have a high school diploma or equivalent at the start of employment. (Note: You do not need to already possess a high school diploma to participate in this competition but be sure to indicate in your materials when you expect to receive the diploma.)
2. Proficiency in reading, writing, and speaking the English language.
3. Have authorization to work in the USA.
4. Have a clear record of service from prior employers, if any.

Smithfield Independent School District is seeking paraprofessionals for the coming school year. Paraprofessionals are teaching assistants who provide instructional services to students under the general supervision of a certified teacher. In New York City, most paraprofessionals work in special education and early childhood education settings. Full-time paraprofessionals receive a generous benefits package (healthcare, paid leave, pension, etc.) and may avail themselves of opportunities such as tuition assistance and paid release time for college study. According to [WeAreTeachers](#), the national average salary in 2024 for full-time paraprofessional educators is \$40,782.

Position Type: Part-time or Full-Time

Positions Available: 10

PERFORMANCE RESPONSIBILITIES

The role of the paraprofessional is to assist teachers with class work and/or assist with the daily care of students with emotional, cognitive, physical handicaps, autism, and other special needs. Their responsibilities may include, but are not limited to, the following tasks:

1. One-on-one or small group instruction as outlined by the teacher
2. Reinforcing behavior using positive behavior support
3. Teaching daily living skills such as independent feeding, dressing, toileting
4. Aiding occupational therapists, physical therapists, speech teachers, and adaptive physical education providers during instruction
5. Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next
6. Teaching students, under the direction of the teacher in the following areas: recreation, motor, vocational, socialization, and communication utilizing the workshop model in Literacy and Mathematics
7. Assisting students with ambulation within the school premises and on class trips
8. Collecting data documenting student behavior for instructional purposes
9. Writing anecdotal information concerning student behavior
10. Providing language assistance for bilingual students



JOB INTERVIEW COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Cover Letter & Resumé

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Cover Letter Clarity	Reflects professional caliber of organization and clarity in expressing interest in the position and providing evidence for the competitor's qualifications.	Reflects commendable student-caliber organization and clarity in expressing interest in the position and providing evidence for the competitor's qualifications.	Reflects developing organization and clarity in expressing interest in the position and providing evidence for the competitor's qualifications.	Reflects the need for a significant redesign/rewriting for organization and clarity.
Cover Letter Strength	Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the competitor's qualifications for the position. Expertly complements résumé without redundancy.	Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the competitor's qualifications for the position. Succeeds mostly in complementing résumé with minimal redundancy.	Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the competitor's qualifications for the position. Reflects some redundancy with résumé which weakens impact.	Credentials and accomplishments need significant strengthening in order to make a sufficient case for the competitor's qualifications for the position. Does not complement the résumé or reflects excessive redundancy with résumé which weakens the impact.
Cover Letter Mechanics	Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with 1 or 2 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains 3 or 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of a significant review. Contains more than 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).

Cover Letter & Resumé Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Resumé Clarity	Reflects professional-caliber of having all aspects organized and clearly understandable. All vital information is included and clearly marked.	Reflects commendable student caliber of having all aspects organized and understandable. All vital information is included and marked.	Reflects inconsistent organization and clarity in the document. Some vital information is missing or not clearly marked.	Reflects the need for a significant redesign/rewriting for organization and clarity. Irrelevant information may be present.
Resumé Strength	Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the competitor's qualifications for the position. Expertly complements cover letter without being redundant.	Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the competitor's qualifications for the position. Succeeds mostly in complementing the cover letter with minimal redundancy.	Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the competitor's qualifications for the position. Reflects some redundancy with the cover letter which weakens the impact.	Credentials and accomplishments need significant strengthening in order to make a sufficient case for the competitor's qualifications for the position. Does not complement the cover letter or reflects excessive redundancy with the cover letter which weakens the impact.
Resumé Mechanics	Reflects a professional-caliber quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with 1 or 2 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains 3 or 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of a significant review. Contains more than 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).

COMPONENTS SCORED ON-SITE

Interview

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Understanding of Position	Demonstrates deep knowledge and understanding of the job position and its duties/requirements. Creates a very compelling case for why he/she is an excellent fit for the position.	Demonstrates commendable knowledge and understanding of the job position. Offers some reasons that create a decent but not compelling case for why he/she is fit for the position.	Demonstrates some knowledge and understanding of the position. Creates a partial but ultimately not compelling case for why he/she is fit for the position.	Demonstrates minimal knowledge and understanding of the position. Does not create a compelling case for why he/she is fit for the position.

Interview Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Responses	Provides consistently specific, logical, comprehensive, on-topic responses to judges' questions. Frequently cites expertly chosen examples or evidence to effectively support positions.	Provides mostly specific, logical, comprehensive, on-topic responses to judges' questions. Cites some on-topic examples or evidence to effectively support positions.	Provides mostly inconsistent or superficial responses to judges' questions. Responses may lack specificity, logic, or direct correlation to the heart of the question. Cited limited on-topic examples or evidence to effectively support positions.	Provides minimal depth, specificity, logic, or direct correlation to the heart of the questions. Cited minimal on-topic examples or evidence to effectively support positions.
Professional Demeanor	Reflects professional-caliber body language, dress, speech, sincerity, and confidence.	Reflects commendable student-caliber body language, dress, speech, sincerity, and confidence.	Reflects developing an understanding of what is entailed in professional-caliber body language, dress, speech, sincerity, and confidence.	Reflects minimal understanding of what is entailed in professional-caliber body language, dress, speech, sincerity, and confidence.
Overall Impact & Persuasiveness	Reflects a highly qualified candidate who is well-prepared to excel in the position.	Reflects an employable candidate is prepared to try out his/her skills in the position.	Reflects a candidate not yet ready for the position but who is currently on the road to preparedness.	Reflects a candidate who needs significant skill-building and preparation before being ready to excel in the position.

Hired?

Points Available	30	0
Hired?	Based on the submitted material and interview, I would hire the competitor to be a paraprofessional educator in my own child's classroom.	Based on the submitted material and interview, I am not convinced the competitor is completely ready at this point to serve as a paraprofessional educator.



LESSON PLANNING AND DELIVERY COMPETITION

Arts (Visual Art, Music, Dance, Media Arts, Drama/Theater)

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

“Logic will get you from A to B. Imagination will take you everywhere.”

— Albert Einstein

Contest Purpose

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

This competition encourages Educators Rising members to try out teaching a lesson in the arts, which includes **visual art, music, dance, media arts, and drama**. The arts encourage creativity and self-expression and are critical to individual identity and collective culture. Great teachers in these subjects are the linchpins to the flourishing of an enlightened democracy.

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

Resources to consider when creating your lesson plan

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

Competition Guidelines

There are three components to this competition:

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

LESSON PLAN: A written lesson plan

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

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

- A. The lesson described in the plan must be delivered to an actual classroom of students with the classroom teacher present. The classroom teacher may not be the entrant's Educators Rising teacher leader.
- B. A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson).

- C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

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



LESSON PLANNING AND DELIVERY—ARTS COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

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



Lesson Plan Document Cont.

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

Lesson Plan Document Cont.

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

Lesson Delivery Video

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



Lesson Delivery Video Cont.

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



Lesson Delivery Video Cont.

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



Lesson Delivery Video Cont.

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

COMPONENTS SCORED ON-SITE

Interactive Reflection

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

Interactive Reflection Cont.

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



LESSON PLANNING AND DELIVERY COMPETITION

CDA/Early Childhood Education

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

“The emotional, social and physical development of young children has a direct effect on their overall development and on the adult, they will become. That is why understanding the need to invest in very young children is so important, to maximize their future well-being.”

—National Association for the Education of Young Children (NAEYC)

Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. Early childhood education (ECE) is a branch of education, which relates to the teaching of young children from birth up until the age of eight. High quality early childhood education programs focus on developing the whole child by supporting the physical, cognitive, and social-emotional development based on children’s individual needs.

This competition encourages Educators Rising members to complete a component of the resource collection from the Child Development Associate (CDA) Credential, a nationally recognized early childhood credential. Then members will try out teaching as an early childhood teacher by planning and implementing learning activities from the CDA resource collection weekly plan (RCI-3) of their creation to children in an actual early childhood classroom. Additional information pertaining to the CDA credential can be found at <http://www.cdacouncil.org/>.

Self-reflection following the lesson is an essential component of this competition; therefore, a reflective presentation will be used to explain how learning needs of young children were supported by the learning activities and an assessment of the outcomes. For models of excellence, students are strongly encouraged to examine the videos and reflective commentaries of National Board Atlas Videos in the Student Resources section of the EdRising Membership Portal.

Resources to consider when creating your lesson plan

- [CDA Professional Portfolio Resource Collection I-3 - post - CDA Certification](#)

Competition Guidelines

There are three components to this competition:

- **A written weekly plan based on the requirements of the CDA Resource collection: RC I-3:** submitted and scored by judges prior to the national conference.
- **A learning activities video:** submitted and scored by judges prior to the national conference but also brought by the competitor to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and
- **A reflection between competitor and on-site judges at the national conference.** This includes a student presenting his/her reflections about the lesson as well as an interactive Q&A exchange.

LESSON PLAN: A written RCI-3 weekly plan

- A. The RCI-3 weekly plan must be submitted online using the provided form. The entrant will complete all components of form A by providing his/her name, the name of his/her district or career center, the name of the classroom teacher, the location where the learning activities were presented, the early childhood age level, the theme and goals of the weekly plan. Form B will include the titles of the weekly plan's learning activities. Form C will include standards, objectives and designation of accommodations for the five implemented learning activities. The RC1-3 must include all components, remain within 4-6 pages, and may be reproduced or enhanced with color, clip art, and/or photos.
- B. Learning activities from five different curriculum areas must be planned and implemented to the designated group of children within the birth through eight years of age range.
- C. Contestants must bring a copy of the RCI-3 weekly plan with them to the competition site.

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

- A. Learning activities from five different curriculum areas included in the weekly plan must be implemented in an actual early childhood classroom with children who are birth to 8 years of age. The classroom supervising teacher may be the entrant's Educators Rising teacher leader.
- B. An 8-10-minute video, clearly depicting the entrant's implementation of the five learning activities, must be submitted online. Given that most learning activities take longer than 10

minutes, your video must be edited to include documentation implementation of the five learning activities. Only the first 10 minutes of the video will be judged.

- C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

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



LESSON PLANNING AND DELIVERY— CDA/EARLY CHILDHOOD EDUCATION COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
RC1-3 Form A Cover Page Weekly Goal	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and is aligned holistically with the learning activities that are outlined in the plan.	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and is aligned with most of the learning activities that are outlined in the weekly plan.	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and demonstrates alignment to some of the learning activities outlined in the weekly plan.	RC1-3 Form A is missing required components. Weekly goal is not developmentally appropriate for designated age group and/or is not aligned to the learning activities outlined in the weekly plan.
RC1-3 Form B Weekly Plan Design	Weekly plan includes clear and creative titles and from five curriculum areas. The learning activities are high-quality, open-ended, encourage self-expression and explicitly support the development of skills appropriate for the designated age level. The design of the learning activities show deep understanding of early childhood philosophies.	Weekly plan includes clear titles from five curriculum areas. The learning activities are openended, allow for self-expression, and support the development of skills appropriate for the designated age level. The learning activities support early childhood philosophies.	Most learning activities include clear titles, are open-ended, allow for self-expression, and support the development of skills appropriate for the designated age level. Most of the learning activities support early childhood philosophies.	Many learning activities are missing titles and/or clarity. Learning activities are limited in allowing for self-expression or being open-ended. Support for appropriate development skills is not evident. Learning activities show little evidence that support early childhood philosophies.



Lesson Plan Document Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
RC1-3 Form C Designated Learning Activities Standards Objectives Accommodations	Five learning activities from five different curriculum areas are designated and promote exemplary learning across the curriculum. Standards and objectives are aligned well and deliberately chosen to promote high-level learning. Accommodations for specific disabilities are appropriate and support learning.	Five learning activities from five different curriculum areas are designated and promote learning across the curriculum. Standards and objectives are aligned and promote some high-level learning. Accommodations for specific disabilities are appropriate and support learning.	Five learning activities are designated but lack the promotion of learning across the curriculum. Some standards and objectives are aligned but lack high level thinking. Some accommodations for specific disabilities are appropriate and support learning.	Five learning activities are not designated and lack the promotion of learning across the curriculum. Standards and objectives are not aligned and lack high level thinking. Accommodations for specific disabilities are not appropriate and do not support learning.
Developmentally Appropriate	The learning activities demonstrate exemplary understanding of the developmental levels of the children in the classroom. Evidence of skill building in all domain areas is evident. The learning activities support children's need for discovery, manipulation of materials, and social interaction while fostering creativity and individuality.	The learning activities support the developmental levels of the children in the classroom. Evidence of skill building in all domain areas is evident. The learning activities support children's need for discovery, manipulation of materials, and social interaction.	The learning activities support the developmental levels of some children in the classroom. Some evidence of skill building in 1-2 domain areas is evident. Some of the learning activities support children's need for discovery, manipulation of materials, and social interaction.	The learning activities do little to support the developmental levels of children in the classroom. Evidence of skill building in domain areas is not evident. Few of the learning activities support children's need for discovery, manipulation of materials, and social interaction.
Balance of Learning Activities	Learning activities promote high-level learning across five curriculum areas. The design of the activities shows a deep understanding of balance to address the whole child's development and include child-directed, teacher directed, large and small group learning activities.	Learning activities promote learning across five curriculum areas. A balance of child-directed, teacher-directed, small group and large group learning activities are evident in the plan.	The weekly plan designates less than five learning activities across five curriculum areas. OR A balance of child-directed, teacher-directed, small group and large group learning activities are not evident in the plan.	The weekly plan designates less than five learning activities across five curriculum areas. AND A balance of child-directed, teacher-directed, small group and large group learning activities are not evident in the plan.

Lesson Plan Document Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Mechanics & Professionalism	Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics— including grammar, spelling, punctuation, and capitalization contain no errors. RC1-3 Weekly plan contains all required components and is 4-6 pages in length. Enhancements to form are professional and increase the presentation quality.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions. RC1-3 Weekly plan contains all required components and is 2-5 pages in length. Enhancements to form are professional.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions. RC1-3 Weekly plan contains all required components and is 2-5 pages in length.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions. RC1-3 Weekly plan is missing required components and/or is not in the 2-5 pages range.

Lesson Delivery Video

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Use of Materials	The video shows clear and concise evidence of the use of developmentally appropriate, balance between teacher and commercial made materials, being used to support the goal of the lesson.	The video shows evidence of developmentally appropriate materials being used to support the goal of the lesson.	The video shows a lack of consistent use of materials. The materials minimally meet the standard of being developmentally appropriate for the children in the group and supporting the goal of the lesson.	The video shows a lack of evidence that materials are a balance of teacher and commercially made. The materials are not developmentally appropriate for the children in the group and do not support the goal of the lesson
Setting and Environment	The video shows evidence of an exemplary developmentally appropriate setting that has been adapted and set up to achieve maximum student engagement throughout the learning activities.	The video shows evidence of a developmentally appropriate setting and environment for the learning activities.	The video shows inconsistent evidence that the setting and environment are developmentally appropriate for the learning activities.	The video shows a setting and environment that does not support the learning activities.

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Engaging with Students	The video shows evidence of exemplary interactions, including proper grammar with all children. The interactions and grammar are professional and adaptive to each child using exemplary teaching strategies.	The video shows evidence of appropriate interactions with children. The interactions include the student being on the level of the child, eye contact, responsive to questioning and comments, facial expressions are inviting and encouraging.	The video shows minimal evidence of interactions with children. The interactions include an inconsistent use of the student being on the level of the child, eye contact, responsive to questioning and comments, facial expressions are attempted.	The video shows a lack of evidence of interactions with children. The student does not attempt to use engagement techniques to support the learning activities.
Enhancement of Language Development	The video shows evidence of exemplary language building strategies including but not limited to open-ended questions, expansion, and feedback while supporting the goal of the lesson.	The video shows evidence of consistent use of open-ended questions, expansion, and feedback with language while supporting the goal of the lesson.	The video shows evidence of a minimal use of open-ended questions, expansion, and feedback with language while supporting the goal of the lesson.	The video lacks evidence of the use of open-ended questions, expansion, and feedback with language and the goal of the lesson is not met.
Adapting to Learner's Needs	The video shows evidence of the student clear and concisely adapting the lesson before, during, and after to the varying needs of the children in the group.	The video shows evidence of the student adapting consistently and appropriately throughout the lesson to the varying needs of the children in the group.	The video shows evidence of the student attempting to adapt the lesson to the varying needs of the children in the group	The video shows lack of evidence of the student adapting the lesson to the children in the group.

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Weekly Plan Implementation	The video shows clear and consistent evidence of all five learning activities being implemented and assessed successfully in a developmentally appropriate environment with the designated group indicated on the RCI-3 Weekly plan.	The video shows evidence of all five learning activities being implemented and assessed successfully in a developmentally appropriate environment with the designated group indicated on the RCI-3 Weekly Plan.	The video shows an attempt to implement all five learning activities at an introductory level. The implementation lacks consistency and developmentally appropriate practice.	The video shows evidence of less than five learning activities. The activities do not support the RCI-3 Weekly Plan. The lessons are not presented in a developmentally appropriate manner.
Classroom Management	The video shows evidence of exemplary classroom management techniques to engage children throughout the lesson.	The video shows evidence of robust usage of classroom management strategies to engage all children throughout the lessons.	The video shows evidence of usage of classroom management strategies to engage most of the children throughout the lesson.	The video shows evidence of inconsistent or lack of classroom management strategies to engage children throughout the lesson.

COMPONENTS SCORED ON-SITE

Interactive Reflection

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Explanation of Goals	The competitor shows a deep understanding of the design of the weekly plan and identifies ways that the goal supports of the developmental levels and understandings of the children.	The competitor explains the intent of the weekly plan and identifies the ways the learning activities encompass the goal.	The competitor identifies the goal but lacks clarity on presenting the intent of the weekly plan and/or does not present a clear explanation on the ways the learning activities encompass the goal.	The competitor does not identify the goal and lacks a clear explanation on ways the learning activities encompass the goal.
Assessment of Outcomes	The competitor explains data collection process for assessment and demonstrates exemplary insight on both class-wide and individual learning that took place through participation in the learning activities.	The competitor accurately assesses the children's learning that was took place through the participation in the learning activities.	The competitor is limited in scope when assessing children's learning that took place through participation in the learning activities.	The competitor does not offer evidence of assessing student outcomes that took place through participation in the learning activities.
Artifact Presentation	The competitor presents child-and/or teacher-created artifacts in a creative, seamless, and thorough representation of student engagement and learning.	The competitor presents child- and/or teacher-created artifacts in an organized, interesting way to enhance understanding of the implementation of the weekly plan and its outcomes.	The competitor presents limited child- and/or teacher-created artifacts and lacks a seamless presentation of those artifacts.	The competitor fails to present child- or teacher-created artifacts or chooses artifacts that do not enhance understanding of the implementation of the weekly plan and its outcomes.



Interactive Reflection Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Reflection	<p>The competitor demonstrates professional level insight and reflects candidly and deeply on all facets of the teaching process.</p> <p>The competitor demonstrates insight into planning for strategic, appropriate next steps to maximize student learning.</p>	<p>The competitor demonstrates thoughtful reflection on what went well, how to improve, and what was learned from the experience that will help him/her become a better teacher.</p>	<p>The competitor's range of reflections vary in depth and completeness.</p>	<p>The competitor demonstrates limited or superficial reflection on the lesson</p>
Responses to Judges' Questions	<p>The competitor demonstrates professional-level, depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions.</p> <p>The competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.</p>	<p>The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>Competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.</p>	<p>The competitor's responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her.</p> <p>Competitor displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation</p>	<p>The competitor's responses in the Q&A session reflected limited or superficial responses.</p>



LESSON PLANNING AND DELIVERY COMPETITION

Career & Technical Education (CTE)

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

“Rigorous, relevant, and results-driven CTE programs are vital to preparing students to succeed in the global economy of the 21st century... Millions of Americans and their families stand to benefit from the transformation and elevation of career and technical education.”

— Former U.S. Secretary of Education Arne Duncan

Contest Purpose

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

Educators Rising is a Career and Technical Student Organization. Many Educators Rising chapters across the nation operate as part of a CTE program of study. This competition is an opportunity to explore paying forward that positive experience of being in an excellent CTE program.

This competition encourages Educators Rising members to try out teaching a lesson as a Career Tech teacher. To enter this competition, a student will teach a lesson in a real CTE classroom. CTE programs prepare students to succeed in the world of employment through authentic, real-world experiences and hands-on learning. The CTE programs of the future need exceptional teachers to lead them. **For this competition, Educators Rising members must plan and deliver a lesson in any of the [16 Career Clusters](#) or their 79 Career Pathways.**

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

Resources to consider when creating your lesson plan

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

Competition Guidelines

There are three components to this competition:

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

LESSON PLAN: A written lesson plan

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

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

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

- C. The video is to be submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

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



LESSON PLANNING AND DELIVERY— CTE COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

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



Lesson Plan Document Cont.

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



Lesson Plan Document Cont.

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

Lesson Delivery Video

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

Lesson Delivery Video Cont.

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



Lesson Delivery Video Cont.

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

Lesson Delivery Video Cont.

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



Interactive Reflection

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



Interactive Reflection Cont.

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



LESSON PLANNING AND DELIVERY COMPETITION

Humanities (English Language Arts & Social Studies)

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

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

— President John F. Kennedy

Contest Purpose

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

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

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

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

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

Resources to consider when creating your lesson plan

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

Competition Guidelines

There are three components to this competition:

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

LESSON PLAN: A written lesson plan

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

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

- A. The lesson described in the plan must be delivered to an actual classroom of students with the classroom teacher present. The classroom teacher may not be the entrant's Educators Rising teacher leader.
- B. A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson.)

- C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

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



LESSON PLANNING AND DELIVERY—HUMANITIES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

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



Lesson Plan Document Cont.

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

Lesson Plan Document Cont.

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

Lesson Delivery Video

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

Lesson Delivery Video Cont.

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

Lesson Delivery Video Cont.

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

Lesson Delivery Video Cont.

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

COMPONENTS SCORED ON-SITE

Interactive Reflection

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



EDUCATORS RISING

Interactive Reflection Cont.

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



LESSON PLANNING AND DELIVERY COMPETITION

Professional Development

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. This competition challenges young educators to plan and deliver a professional presentation to an actual audience which consists of parents or professionals in education. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.

This competition encourages competitors to prepare a professional presentation on a relevant issue to schools and communities across the nation. **This year's presentations should focus on social emotional learning.**

Resources to consider when creating your lesson plan

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

Competition Guidelines

There are three components to this competition:

- **A written lesson plan:** submitted and scored by judges prior to the national conference, but also brought by the contestants to the onsite competition.
- **A lesson delivery video:** submitted and scored by judges prior to the national conference, but also brought by the competitors to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.
- **A reflection between competitors and on-site judges at the national conference.** This includes a presentation of the team's reflections about the lesson as well as an interactive Q&A exchange.

LESSON PLAN: A written lesson plan

- A. The lesson plan must be submitted online. The entrants should provide names of all competitors, the name of the school community where the lesson was taught, the date the lesson was performed, the title of the lesson, the objective of the lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.
- B. The lesson teaching format and audience are the team's decision.
- C. Competitors must bring a copy of the presentation plan with them to the competition site.

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

- A. The lesson described in the plan must be delivered to an actual audience of educational professionals and/or parents within your school community with your teacher leader present.
- B. A 10-minute video, clearly depicting the entrants delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson.)

- C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitors assume full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

- A. At the Educators Rising National Conference, no less than two and no more than four team members will have 10 minutes with a panel of judges to reflect on the lesson and, optionally, to share participant- and/or teacher-created artifacts from the lesson. The reflection should include what the entrants felt went well, how to improve, and what was learned from the experience that will help them become a better teacher. Note cards or papers containing entrant-generated material to support the reflection are permitted. A slide deck is encouraged only if the use of slides enhances the entrants' communication of their reflection. Slide decks are not required. *The video will not be shown as a part of this session.*
- B. Judges may ask follow-up questions during the 10-minute reflective, interactive session.



LESSON PLANNING AND DELIVERY-PROFESSIONAL DEVELOPMENT COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

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



Lesson Plan Document Cont.

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

Lesson Plan Document Cont.

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

Lesson Delivery Video

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

Lesson Delivery Video Cont.

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

Lesson Delivery Video Cont.

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

Lesson Delivery Video Cont.

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

Interactive Reflection

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

Interactive Reflection Cont.

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



CONCURSO DE PLANIFICACIÓN E IMPARTICIÓN DE LECCIONES

Español

TIPO DE CONCURSO: individual: cerrado a los espectadores

NIVELES DE ELEGIBILIDAD: preparatoria júnior (Junior Varsity), preparatoria sénior (Varsity)

ESTÁNDARES DE EDUCATORS RISING:

- Estándar I: comprender la profesión
- Estándar II: aprender acerca de los estudiantes
- Estándar III: desarrollar el conocimientos sobre los contenidos
- Estándar IV: participar en la planificación receptiva
- Estándar V: implementación de la instrucción
- Estándar VI: uso de evaluaciones y datos
- Estándar VII: participar en prácticas reflexivas

“Un gran plan de lecciones no equivale a un gran profesor, sino que un gran profesor ofrece una gran lección a sus estudiantes. Las lecciones de los libros son solo un ingrediente de una gran enseñanza. La grandeza viene cuando se generan valores morales, habilidades creativas y pensamiento crítico entre los estudiantes”.

— Shahista Mapari

Finalidad del concurso

Planificar, preparar y ofrecer una instrucción eficaz es el corazón del trabajo de todos los educadores. Este concurso desafía a los educadores jóvenes a planificar e impartir una lección de su elección a estudiantes de un aula real. La autorreflexión después de la lección es un componente esencial de este concurso; una evaluación clara de que lo que ha hecho es la mejor manera de aprender y tomar decisiones sabias en el futuro.

Para este concurso, los miembros de Educators Rising pueden planificar e impartir una lección en cualquier área temática.

Para los modelos de excelencia, se recomienda encarecidamente a los estudiantes que examinen los videos y comentarios reflexivos de los videos del Atlas de la Junta Nacional para las Normas Profesionales en la Enseñanza (National Board for Professional Teaching Standards, NBPTS) en la sección Student Resources (Recursos para estudiantes) del portal de miembros EdRising.

Recursos a considerar al crear su plan de lección

- [Plantilla de plan de lección](#)
- [Uso de la taxonomía de Bloom en la planificación de lecciones](#) (3 de julio de 2023, por Niall McNulty)

Directrices del concurso

Este concurso consta de tres componentes:

- **Un plan de lecciones escrito:** *presentado y puntuado por jueces antes de la conferencia nacional.*
- **Un video de impartición de lecciones:** *presentado y puntuado por los jueces antes de la conferencia nacional, pero también presentado por el competidora al concurso in situ [el video NO debe ser revisado durante la presentación in situ en la conferencia nacional; el tiempo está reservado para una reflexión interactiva].*
- **Un reflejo entre el competidora y los jueces in situ en la conferencia nacional.** *Esto incluye a un estudiante que presenta sus reflexiones sobre la lección, así como un intercambio interactivo de preguntas y respuestas.*

PLAN DE LA LECCIÓN: un plan de la lección por escrito

- A. El plan de la lección debe enviarse en línea. El participante debe proporcionar su nombre, el nombre del profesor del aula y la escuela donde se impartió la lección, el nivel de calificación y el tema, la fecha en que se realizó la lección, el título de la lección, el objetivo de la lección, la descripción de las actividades de práctica, los resultados deseados de la lección y un método para evaluar si se lograron los resultados.
- B. El contenido de la lección y el nivel de calificación son decisión del participante.

IMPARTICIÓN DE LECCIONES: un video de 10 minutos o menos

- A. La lección descrita en el plan debe impartirse a estudiantes de un aula real con el profesor presente. El profesor del aula no puede ser el líder docente de Educators Rising del participante.
- B. Se debe enviar en línea un video de 10 minutos que describa claramente al participante que imparte la lección, junto con el plan de la lección. No supere los 10 minutos de duración. *Solo se juzgarán los primeros 10 minutos del video* (dado que la mayoría de las lecciones duran más de 10 minutos, su video puede editarse para incluir la recopilación de partes importantes de su lección).

- C. El video debe enviarse con antelación y debe cargarse en YouTube o Vimeo y estar vinculado en el formulario de solicitud. No se aceptarán videos por correo.
- D. Los participantes deben llevar su video al sitio del concurso en una unidad USB.
- E. Al enviar un video para este concurso nacional de Educators Rising, el competidora asume la plena responsabilidad de obtener el consentimiento necesario y documentado de las personas que aparecen en el video, o de sus padres/tutores legales si son menores de 18 años.

REFLEXIÓN: una sesión interactiva con jueces

- A. El participante tendrá 10 minutos con un panel de jueces para reflexionar sobre la lección y, opcionalmente, para compartir objetos creados por estudiantes o profesores a partir de la lección. La reflexión debe incluir lo que el participante sintió que estuvo bien, cómo mejorar y lo que se aprendió de la experiencia que lo ayudará a convertirse en un mejor profesor. Se permiten tarjetas de notas o papeles que contengan material generado por el participante para apoyar la reflexión. Se recomienda una presentación de diapositivas solo si el uso de diapositivas mejora la comunicación de la reflexión del participante. No se requieren diapositivas. *El video no se mostrará como parte de esta sesión.*
- B. Los jueces pueden hacer preguntas de seguimiento durante la sesión interactiva de reflexión de 10 minutos.
- C. Toda la presentación, incluyendo la sesión de preguntas y respuestas con los jueces, se realizará en español. No se hablará inglés.

CONCURSO EN ESPAÑOL SOBRE PLANIFICACIÓN E IMPARTICIÓN DE LECCIONES

NIVEL (ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Documento del plan de lecciones

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Expectativas claras y altas	<p>Las expectativas claras y altas son evidentes en todos los aspectos del plan. Esto significa: el título, la meta y el objetivo de la lección se indican de forma clara y prominente.</p> <p>La meta y el objetivo reflejan las elecciones de nivel experto; son relevantes y rigurosos dado el contexto instructivo.</p> <p>La lección se concibe para lograr de forma realista el pensamiento de nivel superior sobre la taxonomía de Bloom, y el plan lo explica claramente.</p> <p>El plan incluye una clara alineación con los estándares de aprendizaje relevantes.</p>	<p>Las expectativas claras y altas son evidentes en la mayoría de los aspectos del plan. Esto significa: el título, la meta y el objetivo de la lección están claramente indicados y son lógicos dado el contexto instructivo.</p> <p>Las expectativas articuladas en el objetivo y la meta están claramente integradas en la mayoría de los aspectos del diseño de la lección.</p> <p>El plan sugiere la alineación con los estándares de aprendizaje relevantes.</p>	<p>Las expectativas claras y altas son evidentes en algunos aspectos del plan. Esto significa: el título de la lección, la meta y el objetivo se establecen y reflejan los niveles básicos de rigor y relevancia dado el contexto instructivo.</p> <p>El plan podría beneficiarse de pedir más a los estudiantes, o de una progresión de actividades diseñada de forma más estratégica que sería más adecuada para satisfacer realmente las altas expectativas.</p> <p>El plan puede ofrecer solo información superficial relacionada con la alineación de los estándares de aprendizaje.</p>	<p>En pocos o ningún aspecto del plan se evidencian expectativas claras y altas.</p> <p>Esto significa: el título, la meta y el objetivo de la lección pueden faltar o ser poco claros o reflejar niveles de rigor y relevancia que pueden ser demasiado bajos dado el contexto instructivo.</p> <p>El plan podría beneficiarse de pedir mucho más a los estudiantes o de una revisión para mayor claridad.</p> <p>El plan no menciona los estándares de aprendizaje de alineación.</p>

Documento del plan de lecciones (cont.)

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Organización y secuenciación de contenido para el aprendizaje de los estudiantes	La progresión de la lección está claramente articulada y diseñada estratégicamente para maximizar el compromiso y el aprendizaje de los estudiantes, y para cumplir con el objetivo de la lección.	La progresión de la lección está lógicamente diseñada para cumplir el objetivo de la lección. Podría beneficiarse de alguna explicación más sobre cómo cada faceta de la experiencia de los estudiantes en la lección respaldará el logro de la meta y el objetivo.	La progresión de la lección tiene como objetivo alcanzar el objetivo y la meta. Necesita una estrategia más detallada o más clara para reflejar una visión integral de cómo cada faceta de la experiencia de los estudiantes en la lección respaldará el logro de la meta y el objetivo.	La progresión de la lección parece incoherente, o poco clara, o incluso a veces ilógica a pesar de un intento de lograr el objetivo y la meta de la lección.
Métodos de instrucción	El plan de la lección incorpora estratégicamente múltiples métodos de instrucción (p. ej., charla del profesor, charla del estudiante, charla interactiva profesor-estudiante, creación de texto impreso o no impreso por parte del estudiante, recorrido expositivo) para maximizar la participación y el aprendizaje del estudiante, y para cumplir con la meta y el objetivo de la lección. El uso de los métodos de instrucción con el contenido y el objetivo es de nivel experto en su concepción.	El plan de la lección incorpora múltiples métodos de instrucción para intentar maximizar el compromiso y el aprendizaje de los estudiantes, y para cumplir con el objetivo de la lección. Un uso más estratégico de los métodos de instrucción con el contenido y el objetivo o meta probablemente produciría mejores resultados para los estudiantes.	El plan de la lección intenta incorporar múltiples métodos de instrucción, pero la justificación y la estrategia pueden carecer de niveles adecuados de claridad, viabilidad o aplicabilidad.	El plan de la lección refleja una comprensión limitada de los métodos de instrucción para apoyar el aprendizaje de los estudiantes, el compromiso de los estudiantes y el cumplimiento de la meta y el objetivo.
Materiales	El plan de la lección es claro sobre qué materiales se necesitarán. Esos materiales se eligen de forma experta para maximizar el compromiso y el aprendizaje de los estudiantes, y para cumplir con el objetivo y la meta de la lección.	El plan de la lección es claro sobre qué materiales se necesitarán. Esos materiales se aplican a la lección, pero es posible que no representen la selección más eficiente para maximizar el compromiso y el aprendizaje de los estudiantes, dado el objetivo y la meta del plan de la lección.	El plan de la lección incluye materiales que se utilizarán, pero se beneficiaría de una mayor especificidad en su descripción o estrategia en su selección. No todos los materiales son esenciales para lograr el objetivo de la lección.	El plan de la lección incluye una lista parcial de los materiales que se utilizarán. La estrategia es imprecisa o incompleta para describir cómo aprovechar el uso de estos materiales para apoyar el compromiso de los estudiantes y el aprendizaje para cumplir con el objetivo y la meta de la lección.

Documento del plan de lecciones (cont.)

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Evaluación	El plan incluye una selección de nivel profesional de método(s) de evaluación y una descripción y justificación exhaustivas sobre cómo se evaluará el aprendizaje del estudiante relevante para la lección.	El plan incluye una descripción detallada de cómo se evaluará el aprendizaje del estudiante relevante para la lección. Podría reforzarse con una justificación más clara o una selección más eficiente de método(s) de evaluación.	El plan incluye una descripción básica de cómo se evaluará el aprendizaje del estudiante relevante para la lección. Su selección del/de los método(s) de evaluación y la justificación de por qué reflejan una comprensión básica de los usos de la evaluación.	El plan incluye un intento de descripción de cómo se evaluará el aprendizaje de los estudiantes, pero el/los método(s) pueden no ser completamente relevantes, realistas, explicados o educativamente útiles.
Mecánica y profesionalismo	La estructura y el estilo reflejan el formato de categoría profesional para un plan de lecciones. La mecánica (incluida la gramática, la ortografía, la puntuación y el uso de mayúsculas) no contiene errores.	La estructura, el estilo y la mecánica, incluida la organización, la gramática, la ortografía, la puntuación y el uso de mayúsculas, contienen uno o dos errores o distracciones de formato.	La estructura, el estilo y la mecánica, incluida la organización, la gramática, la ortografía, la puntuación y el uso de mayúsculas contienen tres o cuatro errores o distracciones de formato.	La estructura, el estilo y la mecánica, incluida la organización, la gramática, la ortografía, la puntuación y el uso de mayúsculas contienen más de cuatro errores o distracciones de formato.

Video de impartición de la lección

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Ejecución de expectativas claras y altas	Las expectativas claras y altas son evidentes en todos los aspectos de la entrega de la lección. Esto significa: El video muestra evidencia clara y coherente de la comprensión de los estudiantes del objetivo de la lección. El video muestra pruebas claras de facilitar que los estudiantes busquen pensar en los niveles superiores de la taxonomía de Bloom.	Las expectativas claras y altas son evidentes en la mayoría de los aspectos de la impartición de la lección. Esto significa: El video muestra evidencia de la comprensión de la mayoría de los estudiantes del objetivo de la lección. El video sugiere que los estudiantes buscan pensar en los niveles superiores de la taxonomía de Bloom.	Las expectativas claras y altas son evidentes en algunos aspectos de la entrega de la lección. Esto significa: El video muestra evidencia de que algunos estudiantes comprenden el objetivo y la meta de la lección. El video muestra alguna evidencia de que algunos estudiantes intentan pensar en los niveles superiores de la taxonomía de Bloom.	Las expectativas claras y altas son evidentes en pocos o ningún aspecto de la entrega de la lección. Esto significa: El video muestra evidencia limitada de que los estudiantes participaron en una experiencia de aprendizaje apropiadamente desafiante o intentaron pensar en los niveles superiores de la taxonomía de Bloom.

Video de impartición de la lección (cont.)

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Interactuar con los estudiantes	<p>El video muestra pruebas claras y coherentes de que el competidora se siente cómodo, es estratégico y justo al interactuar con los estudiantes.</p> <p>El competidora interactúa coherentemente con los estudiantes de manera que genera el deseo de los estudiantes de participar de manera sustantiva en su propio aprendizaje.</p>	<p>El video muestra alguna evidencia de que el competidora se siente mayormente cómodo, es estratégico y justo al interactuar con los estudiantes.</p> <p>El competidora interactúa con los estudiantes principalmente de maneras que generan el deseo de los estudiantes de participar en su propio aprendizaje.</p>	<p>El video muestra evidencia de que, en varios momentos, el competidora se siente cómodo, es estratégico y justo cuando interactúa con los estudiantes.</p> <p>El video también puede mostrar uno o dos momentos en los que el estudiante no toma o juzga erróneamente las decisiones que pueden no servir para generar el deseo de los estudiantes de participar en su propio aprendizaje.</p>	<p>El video muestra pruebas de que el competidora aún no se siente cómodo, estratégico y coherentemente justo al interactuar con los estudiantes.</p> <p>El video también puede mostrar varios momentos en los que el estudiante omite o juzga incorrectamente decisiones que pueden no servir para generar el deseo de los estudiantes de participar en su propio aprendizaje.</p>
Organización y secuenciación de contenido para el aprendizaje de los estudiantes	<p>El video muestra pruebas claras de la ejecución de una progresión diseñada estratégicamente para maximizar el compromiso y el aprendizaje de los estudiantes, y para cumplir con el objetivo y la meta de la lección.</p>	<p>El video muestra evidencia de que la progresión de la lección se secuencia lógicamente en su ejecución para cumplir con el objetivo y la meta de la lección.</p> <p>No está del todo claro cómo cada aspecto de la experiencia de los estudiantes en la lección respalda el logro de la meta y el objetivo.</p>	<p>El video muestra evidencia de que la progresión de la lección lleva al estudiante hacia el objetivo y la meta, aunque hay múltiples caminos más estratégicos disponibles.</p>	<p>El video muestra una progresión de la lección que parece incoherente o poco clara, o incluso a veces ilógica a pesar de un intento de lograr el objetivo y la meta de la lección</p>



Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Ejecución de métodos de instrucción	<p>El video muestra evidencia de la incorporación estratégica de múltiples métodos de instrucción (p. ej., charla del profesor, charla del estudiante, charla interactiva profesor-estudiante, creación de texto impreso o no impreso por parte del estudiante, recorrido expositivo) para maximizar la participación y el aprendizaje del estudiante, y para cumplir con el objetivo y la meta de la lección.</p> <p>La implementación de los métodos de instrucción con el contenido y el objetivo es de nivel experto en su ejecución.</p>	<p>El video muestra evidencia de múltiples métodos de instrucción en un intento por apoyar el compromiso y el aprendizaje de los estudiantes, y para cumplir con el objetivo y la meta de la lección.</p> <p>Una implementación más estratégica de los métodos de instrucción con el contenido y la meta u objetivo probablemente produciría mejores resultados para los estudiantes.</p>	<p>El video muestra evidencia de intentos de incorporar múltiples métodos de instrucción, pero la ejecución puede carecer de niveles adecuados de claridad, viabilidad o aplicabilidad.</p>	<p>El video refleja una comprensión limitada de la implementación de métodos de instrucción para apoyar el aprendizaje de los estudiantes, la participación de los estudiantes y el cumplimiento de la meta y el objetivo de la lección.</p>
Gestión del aula	<p>El video muestra pruebas claras y coherentes del uso a nivel experto de las estrategias de gestión del aula (p. ej., configuración física del aula, gestión de transiciones dentro de la lección, tratamiento de comentarios fuera del tema, redireccionamiento o prevención de interrupciones) para lograr el máximo compromiso posible de los estudiantes durante la lección.</p>	<p>El video muestra evidencia de un uso sólido de las estrategias de gestión del aula para lograr una participación casi total de los estudiantes durante la lección.</p>	<p>El video muestra evidencia del uso de estrategias de gestión del aula para lograr un compromiso aceptable de los estudiantes durante la mayor parte de la lección.</p>	<p>El video muestra evidencia de la comprensión en desarrollo del competidora sobre cómo gestionar un aula.</p> <p>El uso ineficiente o mal guiado de estrategias de gestión específicas (p. ej., configuración física del aula, gestión de transiciones dentro de la lección, tratamiento de comentarios fuera de tema, redireccionamiento o prevención de interrupciones) limita el posible compromiso de los estudiantes durante la mayor parte de la lección.</p>

Video de impartición de la lección (cont.)

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Ejecución de la evaluación	El video muestra evidencia clara del uso de una evaluación de nivel profesional para medir el aprendizaje de los estudiantes directamente relacionado con el objetivo y la meta de la lección.	El video muestra algunas pruebas de un intento de evaluar el aprendizaje del estudiante relacionado con el objetivo y la meta del plan de la lección.	El video muestra un intento de evaluar el aprendizaje del estudiante, pero el intento puede ser superficial o no posicionado para brindar información sustancial relacionada con el objetivo y la meta de la lección.	El video muestra un intento de evaluación, pero puede que el intento no se relacione directamente con un objetivo y una meta de la lección claramente establecidos. Es posible que el/los método(s) de evaluación no sean totalmente relevantes, realistas, educativamente útiles o no estén del todo explicados.
Profesionalismo	El video muestra pruebas claras y coherentes de que el competidora se comporta como educador profesional en todo momento. Esto incluye la forma de hablar, la apariencia, la actitud y el entusiasmo.	El video muestra pruebas de que el competidora se ha comportado como profesional durante la mayor parte de la lección. Esto incluye la forma de hablar, la apariencia, la actitud y el entusiasmo.	El video muestra algunas pruebas de que el competidora se ha comportado como profesional durante la lección. Esto incluye la forma de hablar, la apariencia, la actitud y el entusiasmo.	El video muestra pruebas incoherentes de que el competidora se ha comportado como profesional durante la lección. Esto incluye la forma de hablar, la apariencia, la actitud y el entusiasmo.
Ejecución desde el plan hasta la entrega	El video muestra pruebas claras y coherentes de que un plan bien diseñado se tradujo con éxito en una lección bien ejecutada.	El video muestra evidencia de que el plan de la lección se siguió cuidadosamente.	El video muestra evidencia de que solo partes del plan se tradujeron en la lección real.	El video no muestra claramente un esfuerzo exitoso para traducir la mayoría de los aspectos del plan de la idea a la realidad.

Reflexión interactiva

Puntos disponibles	15-13 Logrado	12-9 Admirable	8-5 En desarrollo	4-1 Necesita mejorar
Evidencia de reflexión rigurosa	<p>El competidora demuestra conocimientos a nivel profesional para reflexionar de forma sincera y profunda sobre todas las facetas del proceso de enseñanza, incluida la planificación, la entrega de instrucciones y la evaluación de la eficacia.</p> <p>El competidora demuestra conocimientos a nivel profesional en la planificación de los siguientes pasos estratégicos y adecuados para maximizar el aprendizaje y el compromiso continuos de los estudiantes.</p>	<p>El competidora demuestra una reflexión meditada sobre el proceso de enseñanza, pero es posible que no logre una profundidad y un conocimiento profesional de cada faceta (planificación, entrega, instrucción, evaluación de la eficacia).</p> <p>El competidora demuestra consideración, aunque no integralidad, en la planificación de los próximos pasos adecuados.</p>	<p>El competidora reflexiona sobre la lección con observaciones que varían significativamente en su profundidad, conocimiento y relevancia para el proceso de enseñanza.</p> <p>Los siguientes pasos del competidora son básicos y se beneficiarían de una estrategia reforzada, rigor, relevancia y comprensión de cómo fue realmente la lección destacada.</p>	<p>El competidora demuestra una reflexión limitada o superficial sobre la lección, a través de ese proceso puede producir solo información parcial o superficial sobre el proceso de enseñanza.</p> <p>Los siguientes pasos del competidora no son claros o lógicos, y se beneficiarían de una estrategia, rigor, relevancia y comprensión significativamente reforzadas de cómo fue realmente la lección destacada.</p>
Respuestas a las preguntas de los jueces	<p>El competidora demuestra una profundidad y amplitud de conocimientos a nivel profesional de la enseñanza a través de respuestas reflexivas e integrales a las preguntas de los jueces.</p> <p>El competidora muestra una impresionante profundidad de conocimiento y comprensión a nivel profesional dada su experiencia y preparación.</p>	<p>Las respuestas del competidora en la sesión de preguntas y respuestas demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se le presentó.</p> <p>El competidora muestra cierto conocimiento y comprensión sustanciales del tema seleccionado en función de su experiencia y preparación.</p>	<p>Las respuestas del competidora en la sesión de preguntas y respuestas demostraron incoherencia y reflejaron algunos intentos exitosos para abordar parte del material que se le presentó.</p> <p>El competidora muestra conocimientos básicos y comprensión del tema seleccionado en función de su experiencia y preparación.</p>	<p>Las respuestas del participante en la sesión de preguntas y respuestas reflejaron respuestas limitadas o superficiales.</p>

Reflexión interactiva (cont.)

Puntos disponibles	15-13 Logrado	12-9 Admirable	8-5 En desarrollo	4-1 Necesita mejorar
Impacto general	<p>El competidora demuestra de forma clara y coherente habilidades de nivel profesional en la planificación, entrega y reflexión de las lecciones.</p> <p>El competidora muestra pruebas claras y coherentes de su identidad como educador.</p>	<p>El competidora demuestra sólidas habilidades en la planificación, entrega y reflexión de las lecciones.</p> <p>El competidora muestra evidencia de cultivar una identidad como educador.</p>	<p>El competidora demuestra desarrollar habilidades en la planificación, entrega y reflexión de las lecciones.</p> <p>Una práctica adicional debería dar lugar a elecciones pedagógicas más estratégicas y un éxito más coherente.</p>	<p>El competidora demuestra habilidades limitadas en la planificación, entrega y reflexión de las lecciones. Se recomienda más preparación y orientación experta con respecto a los aspectos básicos de la planificación y la instrucción de entrega.</p>



LESSON PLANNING AND DELIVERY COMPETITION STEM (Science, Technology, Engineering, Mathematics)

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

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

“We can’t solve problems by using the same kind of thinking we used when we created them.”

— Albert Einstein

Contest Purpose

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

This competition encourages Educators Rising members to try out teaching a lesson in science, technology, engineering, or math (STEM). Just as Einstein encourages, here is an opportunity to help students unlock new ways of thinking and seeing by exploring the way the world works. Quality STEM education for all students can lay a path to personal success and long-term national prosperity — and skilled teachers are the keys. Also, America is experiencing a critical shortage of skilled STEM teachers; more and more states are offering salary increases and bonuses for well-prepared STEM educators.

Subject areas eligible for this competition: Science, Technology/Media Arts, Engineering, Mathematics, and Health Science/PE.

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

Resources to consider when creating your lesson plan

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

Competition Guidelines

There are three components to this competition:

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

LESSON PLAN: A written lesson plan

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

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

- A. The lesson described in the plan must be delivered to an actual classroom of students with the classroom teacher present. The classroom teacher may not be the entrant's Educators Rising teacher leader.
- B. A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson.)

- C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.
- D. Competitors must bring their video to the competition site on a USB drive.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

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



LESSON PLANNING AND DELIVERY—STEM COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

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



Lesson Plan Document Cont.

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



Lesson Plan Document Cont.

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

Lesson Delivery Video

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



Lesson Delivery Video Cont.

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



Lesson Delivery Video Cont.

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



Lesson Delivery Video Cont.

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



COMPONENTS SCORED ON-SITE

Interactive Reflection

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



Interactive Reflection Cont.

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



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.	The paper is sequenced and structured in a way that supports comprehension. A more strategic approach to structure and sequence could yield greater impact.	The paper's structure and sequence reflect a limited strategy for supporting understanding or impact. Key aspects of the paper may be missing or superficial in their inclusion	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.	The paper's recommendations may not be clear, contextualized, justified, or feasible. Revision is recommended.	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.	The paper makes recommendations that correlate to the research that is referenced. The paper may reference fewer than three sources or the source material may not directly correlate to the paper's central purpose.	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: Middle School, High School Junior Varsity, High School Varsity

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, district, 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 (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

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, district, 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, district, 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, district, 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: Middle School, High School Junior Varsity, High School Varsity

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, district, 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 (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

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, district, 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, district, 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, district, 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: Middle School, High School Junior Varsity, High School Varsity

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, district, 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 (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

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, district, 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, district, 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, district, 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: Middle School, High School Junior Varsity, High School Varsity

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, district, 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 (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

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, district, 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, district, 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, district, 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	<p>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.</p> <p>The display of materials 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 display of materials 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 display of materials is relevant to the presentation.</p>
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.