



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

Contest Purpose

In his 2012 commencement address to University of the Arts students in Philadelphia, world famous author and storyteller Neil Gaiman said:

“Life is sometimes hard. Things go wrong, in life and in love and in business and in friendship and in health and in all the other ways that life can go wrong. And when things get tough, this is what you should do: Make good art.

I’m serious. Husband runs off with a politician? Make good art. Leg crushed and then eaten by mutated boa constrictor? Make good art. IRS on your trail? Make good art. Cat exploded? Make good art. Somebody on the Internet thinks what you do is stupid or evil or it’s all been done before? Make good art. Probably things will work out somehow, and eventually time will take the sting away, but that doesn’t matter. Do what only you do best. Make good art. Make it on the good days too.”

Educators Rising students: it’s time to make and share some good art. 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 story book 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).
- D. The book includes a front and back cover, a title/credit page, and no more than 32 pages. (32 pages front only or 16 pages front/back excluding title/credit page).
- E. The title page should include the title of the story, appropriate age audience, author, illustrator (if different from 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.
- 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.

Judging and scoring

1. The judges’ decisions are final.
2. Scoring is based on the Children’s Literature K-3 Competition rubric.



CHILDREN'S LITERATURE K-3 COMPETITION

STATEMENT OF ORIGINALITY

I attest that my submission for the 2022 Educators Rising National Competition for Children's Literature K-3 reflects solely my original, creative efforts (and those of the other entrant if applicable). No aspect of this submission is plagiarized or infringes on the intellectual property or copyright held by anyone other than the entrant(s). I have not used any web images or third-party artist assistance to create the illustrations for this book.

Entrant(s) signature(s)

Entrant(s) printed name(s)

Printed book title

Date

School name

School city/state

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.

Literary Content

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

Live Reading Presentation

Points Available	10–9	8–6	5–3	2–1
	Accomplished	Commendable	Developing	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 contestants' sustained eye contact, effective posture, and professional demeanor expertly complement the content of the literature to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' 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 contestants' 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 contestants 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.
Q&A	The contestants' responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the book.	The contestants' responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The contestants' responses reflected a broad spectrum of levels of quality from answer to answer.	The contestants' responses may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.

Text Mechanics

Points Available	5	3	0
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
Age Appropriate	Story is appropriate for a kindergarten- through-third-grade audience (ages 5–9).	Story is not appropriate for a kindergarten- through-third-grade audience (ages 5–9).
Title Page	The title page includes the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader’s name, school, contact information: email and high school address.	The title page does not include the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader’s name, school, contact information: email and high school address.
Book’s Physical Size	Book is bound, and size is less than or equal to 14” x 22”	Book is not bound and/or size is greater than 14” x 22”
Page Limit	Book is no more than 32 pages front only or 16 pages front/back excluding title/ credit page.	Book exceeds 32 pages front only or 16 pages front/back excluding title/credit page.

Time of Presentation

Points Available	5	4	3	0
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
Text	<p>The book captivates and inspires the reader, and is an excellent, professional-caliber representation of children’s literature.</p> <p>The concept, execution, and presentation are professional-caliber.</p>	<p>The book is a commendable, student-level representation of children’s literature.</p> <p>The concept, execution, and presentation represent commendable, student-level quality though not quite professional-caliber.</p>	<p>The book reflects a developing representation of children’s literature. Aspects of the concept, execution, and presentation are acceptable, if basic. The guidelines are followed, though multiple aspects of the book’s concept, execution, and presentation may distract the audience from intended impact.</p>	<p>The book reflects emerging skills in crafting and presenting original children’s literature.</p> <p>The book may reflect a partial or incomplete understanding of the full task assigned.</p>



CHILDREN'S LITERATURE K-3 COMPETITION

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

Author(s) Name(s): _____

Illustrator(s) Name(s): _____

Contestants' 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.

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	

Live Reading Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Q&A	10-9	8-6	5-3	2-1	

Text Mechanics

	Flawless	One to two errors	More than two errors	Score
Text Mechanics	5	3	0	

Guideline Adherence

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

CHILDREN'S LITERATURE K-3 COMPETITION

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

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	0	

Overall Impact

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

SCORE _____/110

FEEDBACK FOR STUDENTS: Write two or more sentences.



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

Contest Purpose

In his 2012 commencement address to University of the Arts students in Philadelphia, world famous author and storyteller Neil Gaiman said:

“Life is sometimes hard. Things go wrong, in life and in love and in business and in friendship and in health and in all the other ways that life can go wrong. And when things get tough, this is what you should do: Make good art.

I’m serious. Husband runs off with a politician? Make good art. Leg crushed and then eaten by mutated boa constrictor? Make good art. IRS on your trail? Make good art. Cat exploded? Make good art. Somebody on the Internet thinks what you do is stupid or evil or it’s all been done before? Make good art. Probably things will work out somehow, and eventually time will take the sting away, but that doesn’t matter. Do what only you do best. Make good art. Make it on the good days too.”

Educators Rising students: it’s time to make and share some good art. 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 story book 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).
- 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 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.
- 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.

Judging and scoring

1. The judges’ decisions are final.
2. Scoring is based on the Children’s Literature Pre-K Competition rubric.



CHILDREN'S LITERATURE PRE-K COMPETITION

STATEMENT OF ORIGINALITY

I attest that my submission for the 2022 Educators Rising National Competition for Children's Literature Pre-K reflects solely my original, creative efforts (and those of the other entrant if applicable). No aspect of this submission is plagiarized or infringes on the intellectual property or copyright held by anyone other than the entrant(s). I have not used any web images or third-party artist assistance to create the illustrations for this book.

Entrant(s) signature(s)

Entrant(s) printed name(s)

Printed book title

Date

School name

School city/state



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.

Literary Content

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

Live Reading Presentation

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 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 contestants' sustained eye contact, effective posture, and professional demeanor expertly complement the content of the literature to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' 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 contestants' 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 contestants 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.
Q&A	The contestants' responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the book.	The contestants' responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The contestants' responses reflected a broad spectrum of levels of quality from answer to answer.	The contestants' responses may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.

Text Mechanics

Points Available	5	3	0
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
Age Appropriate	Story is appropriate for a pre-kindergarten audience (ages 3–4).	Story is not appropriate for a pre-kindergarten audience (ages 3–4).
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.

Time of Presentation

Points Available	5	4	3	0
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 PRE-K COMPETITION

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

Author(s) Name(s): _____

Illustrator(s) Name(s): _____

Contestants' 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.

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	

Live Reading Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Q&A	10-9	8-6	5-3	2-1	

Text Mechanics

	Flawless	One to two errors	More than two errors	Score
Text Mechanics	5	3	0	

Guideline Adherence

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

CHILDREN'S LITERATURE PRE-K COMPETITION

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

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	0	

Overall Impact

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

SCORE _____/110

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 2022 Creative Lecture Competition is MEETING STUDENTS' SOCIAL AND EMOTIONAL NEEDS DURING THE PANDEMIC.

PROMPT: The pandemic has had a great impact on students' social and emotional health, which is affecting their ability to learn. As a result of school closures and event cancellations, students are showing signs of increased depression, anxiety, fear, abuse, and bullying. In addition to the stress caused by school closings, many students have also had to cope with the sickness or loss of one or more close family members or friends. In a 2020 survey conducted by Active Minds, "Almost 75% of respondents reported their mental health has worsened, worsened somewhat, or worsened significantly since the beginning of the pandemic."

What can and should schools do to help students struggling to cope with these issues?

(Citation: <https://www.activeminds.org/active-minds-student-mental-health-survey/>)

Competition Guidelines

- A. The speech must be about the assigned topic.
- B. The presenter may use a slide deck (ex. PowerPoint or Prezi presentation) but may not use sound or any other props or materials, including notes. The slide deck is purely optional; highly effective TED Talks have been delivered with or without accompanying slides.
- 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. Each presentation is to be a minimum of four minutes and a maximum of 10 minutes. Contestants will respond to judges' follow up questions. The entire presentation and question session will last a total of no more than 15 minutes.
- E. Presenters will receive a visual, non-verbal indication that there is one-minute remaining when they reach the 9-minute mark of their speeches.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Creative Lecture Competition rubric.



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.

Presentation Content

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 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 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 limited or flawed understanding of the topic.
Insight	The content of the presentation reflects 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 understanding of his/her content.	The presenter makes minimal or no attempts to incorporate relevant research.

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 and needing improvement through the presentation. Often, 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 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.



EDUCATORS RISING

Length

Points Available	5	0
Length	Presentation is between four and 10 minutes	Presentation is shorter than four minutes or longer than 10 minutes

CREATIVE LECTURE COMPETITION

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

Student Name: _____

Student's School, City, State: _____

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

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	10-9	8-6	5-3	2-1	
Insight	10-9	8-6	5-3	2-1	
Research	10-9	8-6	5-3	2-1	

Presentation Delivery

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

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

TOTAL SCORE _____/85

FEEDBACK FOR STUDENTS: Write two or more sentences.



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. Contestants 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, contestants 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 that 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Educators Rising Leadership Award Competition rubric.
3. The judges' rubric is based on the details provided in the submitted portfolio as described in the Competition Guidelines section. In addition to the Competition Guidelines, judges will also consider several other basic standards, including:
 - Professionalism of writing and presentation style
 - Organization of portfolio
Does it create a compelling story? Is it organized and easy to understand? Is it clear what the artifacts are and how they support the portfolio?
4. The winner of the Educators Rising Leadership Award Competition will be announced at the closing awards ceremony of the Educators Rising National Conference.

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. 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	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Impact	The essay makes a clear and compelling, professional-caliber case for the project’s meaningful impact. Judges can clearly understand specifically why and how the student took on this project.	The essay makes a logical case for the project’s impact. Judges can mostly understand why and how the student took on this project.	The essay makes an inconsistent or superficial case for the project’s meaningful impact. Judges can partially understand why and how the student took on this project.	The essay makes a limited case for the project’s impact. Significant aspects of the essay may not be satisfactorily completed. Judges are left with significant questions as to why and how the student took on this project.
Special Needs Focus	The essay clearly and compellingly demonstrates the project’s well-executed focus on individuals with special needs. Well-articulated and backed by research and experience, the student demonstrates knowledge of how to effectively support individuals with special needs.	The essay demonstrates the project’s focus on individuals with special needs. Invoking some research and experience, the student demonstrates his/her project’s strategy for supporting individuals with special needs.	The essay inconsistently or superficially focuses on individuals with special needs. Invoking minimal research and experience, the student demonstrates a largely unpersuasive project strategy for supporting individuals with special needs.	The essay offers limited, nonexistent, or not credible focus on individuals with special needs. Invoking limited or no research and experience, the student demonstrates a limited, nonexistent, or not credible strategy for supporting individuals with special needs.
Sustainability	The essay demonstrates a clear, compelling case for how the project’s work and impact will continue beyond the end of this competition.	The essay demonstrates a case for how the project’s work and impact will continue beyond the end of this competition.	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.	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.

Essay Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 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 documentation.	Two or three errors or missing aspects in documentation.	Four or more errors or missing aspects in documentation.



EDUCATORS RISING

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 grammar, spelling, punctuation, mechanics, and usage.	Four or more errors grammar, spelling, punctuation, mechanics, and usage.
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Artifacts

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 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 meaningful impact of the project.	Few artifacts demonstrate 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 inconsistent or incomplete understanding the project's focus, impact, or sustainability. Aspects of the assignment may not be satisfactorily addressed.	The student displays limited understanding the project's focus, impact, or sustainability. Significant aspects of the assignment are not be 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 contestant 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 the deep understanding of the project and its impact.	The student's responses in the Q&A session demonstrate 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 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	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

LEVEL (HIGH SCHOOL VARSITY)

Student Name: _____

Student's School, City, State: _____

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

PRE-SCORED COMPONENTS

Essay

	Accomplished	Commendable	Developing	Needs Improvement	Score
Impact	10-9	8-6	5-3	2-1	
Special Needs Focus	10-9	8-6	5-3	2-1	
Sustainability	10-9	8-6	5-3	2-1	
Overall Quality	10-9	8-6	5-3	2-1	

Guideline Adherence

	Adheres	Does Not Adhere	Score
Essay Format	2	0	
Title Page	2	0	
Executive Summary	2	0	
Background	2	0	
Project Description	2	0	
Reflection	2	0	

Essay Reference & Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
Reference (Works Cited Section)	5	4	3	2-1	
Grammar & Mechanics	5	4	3	2-1	

Artifacts

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

ARTIFACTS PRE-SCORE _____/40
COMPONENTS SCORED ON-SITE
Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

PRESENTATION ON-SITE SCORE _____/65
TOTAL SCORE _____/167
FEEDBACK FOR STUDENTS: Write two or more sentences.



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. Each presentation is to be a minimum of three minutes and a maximum of four minutes.
- D. 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 three-minute mark of their speeches.
- E. Speakers may use up to five 4x6-inch index cards while presenting. Only one side of each card may be used.
- F. A lectern and microphone will be available for the presentation.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Educators Rising Moment Competition rubric.



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.

Presentation Content

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth	<p>The speech features deep and comprehensive reflection on the speaker's experience and its impact.</p> <p>The speech succeeds in displaying a significant depth of understanding of what is entailed in the teaching life.</p>	<p>The speech reflects self-understanding and succeeds in addressing the topic directly.</p>	<p>The speech is on-topic but would benefit from deeper exploration, detail, or reflection.</p>	<p>The speech reflects a limited, flawed, or not credible response to the prompt.</p>
Insight	<p>The content of the speech creatively reflects striking self-understanding and insight into the power of being an educator.</p>	<p>The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.</p>	<p>The speech offers intuitive ideas that would have benefited from more creativity or insight.</p>	<p>The speech may offer ideas that are only partially developed and feel incomplete.</p>
Clarity	<p>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.</p>	<p>The speaker shares a clear story that would benefit from somewhat greater detail or specificity.</p>	<p>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.</p>	<p>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.</p>



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 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 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 delivers limited impact. The speech's delivery and content have significant room for improvement.

Length

Points Available	5	0
Length	Presentation is between three and four minutes	Presentation is shorter than three minutes or longer than four minutes



EDUCATORS RISING MOMENT COMPETITION

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

Student Name: _____

Student's School, City, State: _____

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

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	
Clarity	15-13	12-9	8-5	4-1	

Presentation Delivery

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

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

TOTAL SCORE _____/100

FEEDBACK FOR STUDENTS: Write two or more sentences.



GENERAL COMPETITION INFORMATION

Failure to follow the stated guidelines could result in disqualification of student competing.

This does not register you for the National Competitions. Please log in through the EdRising Membership Portal to complete application.

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. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process.
2. **Sign up to compete** in the national competitions and submit all required materials 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.

GENERAL RULES AND REGULATIONS

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

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.
- Students may enter up to a total of two events. This can be either two individual events, two team events, or one individual and one team event.
- Teacher leaders may enter up to two students per school in each individual event per division and one team for team events per division.
 - 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, 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 competitions. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.

- For states that offer state-level competitions, 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; no other entrants from states that offer the competition at the state level will be eligible for those state-level-offered competitions.
- For states that do not offer state-level competitions, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions.
 - For example, if you want to compete in Impromptu Speaking but place eleventh or lower in your state-level Impromptu Speaking competition or don't compete in the state level competitions at all — you unfortunately can't compete in Impromptu Speaking at the Educators Rising National Conference this year. If you live in a state that didn't hold an Impromptu Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Competition Entries

- All submitted materials must reflect original work from the 2021-2022 school year. Material that may have been created or submitted in previous years is ineligible.

GENERAL COMPETITION INFORMATION CONT.

- In order to be scheduled to compete in a national competition, all competitor applications, national dues and required materials must be submitted by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal.
 - Each competition guideline will identify what materials are required for submission prior to the competition. Failure to submit required materials by the submission deadline will result in disqualification.
 - **Students who have won state-level competitions 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 entries in national competitions, competitors must submit or bring to the event all required materials described in the national competition guidelines. Any materials or forms submitted at previous state or local presentations need to be resubmitted for the national competition in order to count in national competitions.
- 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. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.
- Except when explicitly specified, the internet may not be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Students should bring their own pointing device, if needed.
- High School Junior Varsity level — Grades 9, 10
- High School Varsity level — Grades 11, 12
- Collegiate level – Undergraduates only
- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.
- If there are not at least three competitors registered for a competition in a division, the competitors will be moved to the next highest division. The collegiate division will compete in their own division regardless of the number of competitors.
- Certificates will be awarded to the top 10 entries in each division. Awards will be presented to the top three entries in each division.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference.** Conference dates and location 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 prior to the conference. Be sure to check these schedules prior to your arrival.
- Competitors are expected to dress in business-casual attire. **(See the section Competition Dress Code for details on what is acceptable.)** Points will be deducted from the entrant's score for failure to follow the stated dress code.
- 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 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.

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."

LEVELS 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 level — Grades 7, 8

GENERAL COMPETITION INFORMATION CONT.

- **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, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as those in which 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, beach 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 potentially offensive words, 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 of the building. Head covers that are required for religious purposes or to honor cultural tradition 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 competitive entries. If copyrighted material is used, written permissions must be obtained for the rights to display and present

media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)

- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students competing if it is determined that any part of their documents have been plagiarized.

Electronic Devices

- Recording devices are not allowed in competitive events.
- Special approval from the event coordinator and the competitor is required before any event may be recorded.
- 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 and advisors must routinely check the EdRising Membership Portal for updated information about general rules and [competitive event guidelines](#)
- Students who participate in any Educators Rising competitive event are responsible for knowing all updates, changes, and clarifications related to that event.
- 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.



ENTRIES WILL BE SUBMITTED THROUGH THE EDRISING MEMBERSHIP PORTAL (members.pdkintl.org) IN THE STUDENT RESOURCES SECTION.

HAVE ANY QUESTIONS? CALL 800-766-1156 OR EMAIL INFO@EDUCATORSRISING.ORG.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

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, 2022 8:00 A.M. EASTERN TIME**
DEADLINE TO APPLY FOR ON-SITE SCHEDULING: **APRIL 4, 2022 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.
- It is recommended that students use an email address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Please note, some 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 competition that for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. *(This does not register you for the National Conference only the competitions, you will still need to register for the conference separately.)*
- Complete the online application, upload any required documents/videos, and submit.** 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 prior to submitting them. Many points have been lost in past years by competitors who had many spellings, grammar, and mechanics errors in their work.

*You must complete and submit the online application by the deadline stated on the [National Competitions page](#) in the [Student Resources](#) section of the EdRising Membership Portal to be scheduled to compete at the Educators Rising National Conference. **Participating at a state or regional conference does not provide a pass on completing this process.***

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.** You will need this information when you register for the conference.
- Register to attend 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 on-site.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. After this date, you can log in and go to the Resources section to find the posted schedules.
- 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.
- See you at Nationals!** The top 10 for each competition and the top 3 scores for each contest 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 that you can attend this final celebration.



ETHICAL DILEMMA 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 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 and then prepare a 10-minute live presentation stating their team's view.

The students must work together to develop the live, 10-minute presentation and then select at least two and no more than four students from the school to present the group's opinion and how it was reached to a panel of judges at the National Conference.

Competition Guidelines

- Get together and present the ethical dilemma narrative included.
- Spend adequate time discussing the dilemma. This deliberation may take several meetings. As a group, answer the ethical dilemma questions listed with the ethical dilemma narrative included.
- When the discussions have concluded, and a consensus has been reached, prepare a 10-minute live presentation stating the team's view on the dilemma.
- No fewer than two and no more than four student representatives from competing school programs will participate in a 15-minute interactive session with a panel of judges at the National Conference. In the 15-minute interactive session, the student representatives will deliver their live, 10-

minute presentation to a panel of judges. The presentation should be a professional, clear, and decisive response to the dilemma. How the decision was reached and what factors were considered should be included in the presentation. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. For the balance of the 15-minute interactive session, the judges will ask the students questions about their deliberation process, the factors that were considered when making a decision, how they reached consensus, and other questions relevant to the deliberation process.

- E. One judge will serve as 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Public Speaking Competition rubric.



ETHICAL DILEMMA SCENARIO FOR 2022

Mr. Hill is in his third year as a choir teacher at a small high school with an outstanding performing arts program. In fact, the high school's spring musical has become known as the cultural event of the year for the community.

The week before the spring musical is always frantic, as Mr. Hill spends hours coordinating with the band, theater, and art teachers about costumes, set design, stagehands, lighting and sound, parent volunteers, and ticket sales, never mind making sure students are prepared for the intense schedule of five performances in three days. Even though the school's principal made his position very clear that there should be no non-school related texting and phone calls between teachers and students, Mr. Hill feels that it's important to keep the line of communication with students open during these final weeks, even if it means they sometimes tell him about personal issues.

Issues always arise with students, especially right before production when they must juggle classes, work schedules, and family obligations with the strenuous demands of preparing for the performance, but students always seem to pull through. When students are feeling the stress, Mr. Hill has a knack for cultivating trust and building their confidence with his choir students through encouraging words, texts, and phone calls. After all, it wasn't that long ago that he was in their shoes!

But even Mr. Hill was not prepared for the late-night phone call from the production's lead actress and soloist just two days before opening night.

Mr. Hill had worked with Olivia for two years and considered himself a mentor – she had an outstanding voice, great acting skills, and a stage presence that was beyond what was typical for a high school sophomore. But she also struggled in school, and Mr. Hill suspected that she didn't have a strong relationship with her parents. He had heard rumors that her parents strongly disapproved of her boyfriend, a senior who had been in trouble a lot in school and was widely believed to be using drugs.

When Olivia called, she was sobbing uncontrollably.

"I made a big mistake – a really big mistake. But Mr. Hill, you must promise me that you will not tell anyone – I trust you more than anyone else at the school. I lied to my parents. Two weeks ago, I told them that I was spending the weekend at a friend's house to practice my lines – but actually I spent the weekend camping with my boyfriend in another state, more than 100 miles away.

"My parents are furious at me. Not only am I grounded for the remainder of the school year, but my father told me I can't be in the production this weekend! I know we really don't have an understudy for my role – but I don't know what to do. Mr. Hill, you have got to help me. Please help me! Will you please talk to my dad? He trusts you and I know he will listen to you."

Mr. Hill is under pressure to make sure the musical goes off without a hitch. What steps should Mr. Hill take?



RECOMMENDED READING

Educators are often called upon to act as mentors to students, and many embrace the opportunity to have a meaningful role in the lives of their students outside the classroom. What are some possible unintended consequences of communicating with students outside of the school day? Read on for various perspectives:

The Model Code of Ethics for Educators

https://www.nasdtec.net/page/MCEE_Doc

A Precarious Balance by Troy Hutchings

https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/bc87c6b5-08f8-4c56-8100-956c5c801b32.pdf?v=637649905285130000

You Went to College – Just Teach! by Troy Hutchings

<https://members.pdkintl.org/files/54ad0c29-786e-491c-9100-acb0e1e4e890.bin>

Texting Relationships between Students and Staff by Stephanie Jones

<https://my.aasa.org/AASA/Resources/SAMag/2020/Apr20/Legal.aspx>

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- What are some possible unintended consequences of communicating with students outside the school day?
- What potential problems exist for professional educators when they develop relationships with students outside their contracted roles? Is this common practice in other professions? How might issues related to conflict-of-interest, perceptions of bias, or even the unintended entanglement of emotions arise? While mentoring students is widely viewed as part of an educator's role, what safeguards can be put into place to protect the integrity of the teacher-student relationship?
- What obligations and responsibilities do educators have when they come into possession of information regarding a student's personal life? Is Mr. Hill acting as Olivia's teacher in this situation or her mentor? What are the implications for teachers when those roles become blurred?
- What competing tensions might Mr. Hill be facing regarding upholding his professional responsibility to produce an exemplary musical, and the request to intervene in Olivia's family's decisions, and any concerns he has for Olivia's well-being? How can educators best respond while maintaining their professional roles?
- How might this situation have been prevented – or could it have been prevented? How can teachers best prepare for the myriad unexpected situations that occur when working with students and their families?



ETHICAL DILEMMA 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.

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 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 limited or flawed understanding of the issue in the scenario. Solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused speech reflects keen understanding and striking insight into all sides of the issue at play in the scenario.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore most but not all sides of all issues at play in the scenario.	The speech offers basic, intuitive ideas that would have benefited from further unpacking in this session. This presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, or only partially developed and feel incomplete. Few perspectives or issues at play in the scenario are explored.
Creativity	The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience. Creative risks taken pay off impressively.	The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience. Creative choices at 1 or 2 points in the presentation may distract from or limit impact for the audience.	The presentation would benefit from more inventive or distinctive choices. Clichés may be present.	The presentation needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.

Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
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 contestants 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.
Presence	The contestants' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or more of the presenters may appear to slip in and out of professional character at moments during the session.	The contestants' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestants 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.
Teamwork & Professionalism	All aspects of the presentation reflect an equitable effort among all of the contestants on the team. All aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a consistently high level of professionalism.	The presentation appears to reflect a mostly equitable effort among all of the contestants on the team. Most aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a commendable level of professionalism.	The work or responsibility load may appear imbalanced among team members. Aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	The work or responsibility load appears highly imbalanced among team members. Multiple aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.



Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A Responses	<p>The contestants' responses in the Q&A session demonstrate 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 demonstrate 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 reflect a broad spectrum of levels of quality 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 responses</p>

Overall Impact

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Persuasiveness	<p>The presenters are entirely persuasive with clear and well-founded rationales for their position.</p>	<p>The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.</p>	<p>The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.</p>	<p>The presenters do not make a persuasive case for how to handle the situation professionally.</p>
Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points delivers 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>	<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.</p>	<p>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>	<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	0
Length	Speech is between seven and 10 minutes.	Speech is between three and six minutes or 10 and 11 minutes.	Speech is shorter than three minutes or had to be stopped at 12 minutes.



ETHICAL DILEMMA COMPETITION

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

Students' Names: _____

Students' 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.

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	
Creativity	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Presence	15-13	12-9	8-5	4-1	
Teamwork & Professionalism	15-13	12-9	8-5	4-1	
Q&A Responses	15-13	12-9	8-5	4-1	

Overall Impact

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

Length

	7-10 Minutes	3-6 Minutes or 10-11 Minutes	Less than 3 Minutes or over 12 Minutes	Score
Length	5	3	0	

TOTAL SCORE _____/150

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 education institution requires competent administration. Administrators provide direction, leadership, and day-to-day management of educational activities in schools and other education 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

Contestants will select one education administrator that 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.

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

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

Contestants 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 contestant must conduct a 15-minute interview with the administrator. Contestants 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. Contestants 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: Contestants should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. Contestants will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Exploring Education Administration Careers Competition rubric.



EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

ADMINISTRATOR'S VERIFICATION FORM

- This form should be completed by the administrator who participated in the Exploring Education Administration Careers Competition.
- The contestant will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE CONTESTANT

Contestant's Name Name of Contest's School

ABOUT THE ADMINISTRATOR

Administrator's Name Administrator's Job Title

Name of Education Institution

Total Number of Job Shadowing Hours Contestant Completed

Dates During Which Job Shadowing Took Place

Administrator's Signature Date



EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

INTERVIEW FORM CONT.

Contestant will write in at least three additional interview questions and will record summaries of the administrator's responses. Please type all questions and responses. Responses to interview questions should be summarized into one paragraph format.

ADDITIONAL QUESTIONS:

1.

2.

3.

Note: Be prepared at the on-site competition to summarize, reflect on, and draw conclusions from the content of your interview — do not merely repeat the interviewee's words.



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

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 contestant 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 little more. More thorough responses on the document would demonstrate deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect incomplete understanding of the content.

Interview Form Mechanics

Points Available	5 Flawless	3 One to 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 contestant 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 contestant'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 contestant's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the contestant'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 contestant 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 contestant's experience and research. The contestant 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 contestant's messages. Those messages may lack clarity or focus.
Presence	The contestant's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver maximum possible impact to the listener.	The contestant's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The contestant 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 contestant.	The contestant's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The contestant could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestant 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.



EDUCATORS RISING

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The contestant synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The contestant offers good ideas and insight about the career exploration experience but stays primarily at a surface-level for analysis.	The contestant depends significantly on reciting the interviewee's words or provides limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the contestant's takeaways from the career exploration experience.
Q&A	The contestant'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 contestant displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	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. The contestant displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	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 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 contestant makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort in exploring 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	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

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

Student Name: _____

Student's School, City, State: _____

Organization & Job Title of Student's Interviewee: _____

- 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

Interview Form Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Interview Form Content	20-16	15-11	10-6	5-1	

Interview Form Mechanics

	Flawless	One to two errors	More than two errors	Score
Interview Form Mechanics	5	3	0	

INTERVIEW FORM PRE-SCORE _____/25

COMPONENTS SCORED ON-SITE

Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slides	15-13	12-9	8-5	4-1	
Presentation of Slides	15-13	12-9	8-5	4-1	
Presence	15-13	12-9	8-5	4-1	
Depth of Analysis	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Continued

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

PRESENTATION ON-SITE SCORE _____/95

TOTAL SCORE _____/120

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 that 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.

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

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

Contestants 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 contestant must conduct a 15-minute interview with the host teacher. Contestants 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. Contestants 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: Contestants should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. Contestants will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Exploring Non-Core Subject Teaching Careers Competition rubric.



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

HOST TEACHER'S VERIFICATION FORM

- This form should be completed by the host teacher who participated in the Exploring Non-Core Subject Teaching Careers Competition.
- The contestant will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE CONTESTANT

Contestant's Name

Name of Contest's School

ABOUT THE HOST TEACHER

Host Teacher's Name

Host Teacher's Subject

Name of School

Total Number of Job Shadowing Hours Contestant Completed

Dates During Which Job Shadowing Took Place

Host Teacher's Signature

Date



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

INTERVIEW FORM

This form should be completed by the contestant.

- The contestant is to conduct a 15-minute interview of the host teacher participating in the Exploring Non-Core Subject Teaching Careers Competition. The interview can take place before, during, or after the job shadowing experience.
- The contestant will ask the following five questions and will summarize responses to the interview questions into one paragraph for each question. All responses should be typed.
- The contestant will write in three or more additional questions and will summarize the responses into one paragraph for each question. All questions and responses should be typed.
- The completed form must be submitted with the other competition entry documents. The contestant can use the form provided or may recreate this form in a separate document if more space is needed for responses.

DATE OF INTERVIEW:

TO BE ASKED OF THE HOST TEACHER:

1. What kind of preparation did you have for this job?
2. What have you learned since becoming an (insert job title) that you didn't know before you took the job?
3. What is the best part about being an (insert job title)?
4. What is the most challenging aspect of your job?
5. What is your advice to someone considering a teaching career like yours?



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

INTERVIEW FORM CONT.

Contestant will write in at least three additional interview questions and will record summaries of the host teacher's responses. Please type all questions and responses. Responses to interview questions should be summarized into one paragraph format.

ADDITIONAL QUESTIONS:

1.

2.

3.

Note: Be prepared at the on-site competition to summarize, reflect on, and draw conclusions from the content of your interview — do not merely repeat the interviewee's words.



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

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 contestant 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 little more. More thorough responses on the document would demonstrate deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect incomplete understanding of the content.

Interview Form Mechanics

Points Available	5 Flawless	3 One to 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 contestant 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 contestant'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 contestant's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the contestant'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 contestant 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 contestant's experience and research. The contestant 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 contestant's messages. Those messages may lack clarity or focus.
Presence	The contestant's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver maximum possible impact to the listener.	The contestant's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The contestant 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 contestant.	The contestant's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The contestant could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestant 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.



EDUCATORS RISING

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The contestant synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The contestant offers good ideas and insight about the career exploration experience but stays primarily at a surface-level for analysis.	The contestant depends significantly on reciting the interviewee's words or provides limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the contestant's takeaways from the career exploration experience.
Q&A	The contestant'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 contestant displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	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. The contestant displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	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 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 contestant makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort in exploring 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	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

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

Student Name: _____

Student's School, City, State: _____

Organization & Job Title of Student's Interviewee: _____

- 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

Interview Form Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Interview Form Content	20-16	15-11	10-6	5-1	

Interview Form Mechanics

	Flawless	One to two errors	More than two errors	Score
Interview Form Mechanics	5	3	0	

INTERVIEW FORM PRE-SCORE _____/25

COMPONENTS SCORED ON-SITE

Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slides	15-13	12-9	8-5	4-1	
Presentation of Slides	15-13	12-9	8-5	4-1	
Presence	15-13	12-9	8-5	4-1	
Depth of Analysis	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Continued

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

PRESENTATION ON-SITE SCORE _____/95

TOTAL SCORE _____/120

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 to 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 that 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.

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

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

Contestants 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 contestant must conduct a 15-minute interview with the professional. Contestants 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. Contestants 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: Contestants should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**
- E. Contestants will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Exploring Support Services Careers Competition rubric.



EXPLORING SUPPORT SERVICES CAREERS COMPETITION

SUPPORT SERVICES PROFESSIONAL'S VERIFICATION FORM

- This form should be completed by the host teacher who participated in the Exploring Support Services Careers Competition.
- The contestant will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE CONTESTANT

Contestant's Name Name of Contestant's School

ABOUT THE HOST TEACHER

Professional's Name Professional's Subject

Name of Education Institution

Total Number of Job Shadowing Hours Contestant Completed

Dates During Which Job Shadowing Took Place

Professional's Signature Date



EXPLORING SUPPORT SERVICES CAREERS COMPETITION

INTERVIEW FORM CONT.

Contestant will write in at least three additional interview questions and will record summaries of the host teacher's responses. Please type all questions and responses. Responses to interview questions should be summarized into one paragraph format.

ADDITIONAL QUESTIONS:

1.

2.

3.

Note: Be prepared at the on-site competition to summarize, reflect on, and draw conclusions from the content of your interview — do not merely repeat the interviewee's words.



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

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 contestant 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 little more. More thorough responses on the document would demonstrate deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect 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 contestant 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 contestant'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 contestant's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the contestant'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 contestant 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 contestant's experience and research. The contestant 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 contestant's messages. Those messages may lack clarity or focus.
Presence	The contestant's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver maximum possible impact to the listener.	The contestant's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The contestant 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 contestant.	The contestant's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The contestant could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestant 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 contestant synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The contestant offers good ideas and insight about the career exploration experience but stays primarily at a surface-level for analysis.	The contestant depends significantly on reciting the interviewee's words or provides limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the contestant's takeaways from the career exploration experience.
Q&A	The contestant'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 contestant displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	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. The contestant displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	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 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 contestant makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort in exploring 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	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



EXPLORING SUPPORT SERVICES CAREERS COMPETITION

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

Student Name: _____

Student's School, City, State: _____

Organization & Job Title of Student's Interviewee: _____

- 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

Interview Form Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Interview Form Content	20-16	15-11	10-6	5-1	

Interview Form Mechanics

	Flawless	One to two errors	More than two errors	Score
Interview Form Mechanics	5	3	0	

INTERVIEW FORM PRE-SCORE _____/25

COMPONENTS SCORED ON-SITE

Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slides	15-13	12-9	8-5	4-1	
Presentation of Slides	15-13	12-9	8-5	4-1	
Presence	15-13	12-9	8-5	4-1	
Depth of Analysis	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Continued

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

PRESENTATION ON-SITE SCORE _____/95

TOTAL SCORE _____/120

FEEDBACK FOR STUDENTS: Write two or more sentences.



IMPROMPTU LESSON COMPETITION

COMPETITION TYPE: Individual — 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 IV: Engaging in Responsive Planning
- Standard V: Implementing Instruction
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

Contest Purpose

Highly skilled educators never stop building their mental toolbox of strategies to support learning. Sometimes in the teaching life, plans change suddenly, and teachers have to 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

Eighth Grade Social Studies class

You are covering for a teacher who has had to leave sick. The students just finished a unit on the Civil War. Today was originally scheduled to move into the Reconstruction Era. There is a school-wide initiative on emphasizing writing in every class, and students have been keeping a reflection journal relating history and present-day events.

Sample Scenario 2

Third Grade Math class

You are covering for a teacher who had to leave suddenly due to a family emergency. The students are a few days into beginning to learn their multiplication tables. This is the first year they will take the standardized state math test. The bulletin board in the classroom displays a recent project the class did on the solar system.

The student will then have a 20-minute planning window to prepare a lesson in which he/she will collaboratively and effectively engage the class. Immediately following the planning window, the contestant will enter the main competition room and perform a 15-minute classroom role-play of the scenario, with judges acting as wholly cooperative students in the class.

Competition Guidelines

- A. Scenario and materials will be provided to the contestant in the planning room at the start of the 20-minute planning window.
- B. 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.
- C. At the end of the 20-minute planning window, the contestant will report immediately to the judges in the main competition room.
- D. The contestant will lead his/her lesson for 10-15 minutes for a panel of judges, who may participate in the role-play as students.
- E. After the lesson, judges will have five minutes to ask questions. Contestants should respond comprehensively to all questions, as these answers may be taken into account when judges complete their scoring rubrics.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Impromptu Lesson Competition rubric.



IMPROMPTU LESSON 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.

Teaching and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Engagement	<p>The lesson is highly engaging in ways that directly support meeting a clearly stated, educationally relevant goal.</p> <p>Students (judges acting cooperatively as students) are directly and substantively involved in their learning.</p>	<p>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.</p> <p>Students (judges acting cooperatively as students) are involved in their learning.</p>	<p>The lesson is somewhat engaging at some moments. Connection to a goal may be limited or inconsistent.</p> <p>Students (judges acting cooperatively as students) are somewhat involved in their learning.</p>	<p>The lesson is either primarily not engaging or reflects minimal connection to a goal. The goal may not be clear or relevant.</p> <p>Students (judges acting cooperatively as students) are involved in their learning only in a limited way.</p>
Creativity	<p>The lesson reflects a very high level of creativity that advances student engagement and learning.</p>	<p>The lesson reflects a good level of creativity that advances student engagement and learning.</p>	<p>The lesson reflects an inconsistent level of creativity that advances student engagement and learning.</p>	<p>The lesson reflects a limited level of creativity that advances student engagement and learning.</p>
Professionalism	<p>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.</p>	<p>Most aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.</p>	<p>Aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.</p>	<p>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.</p>

Teaching and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A Reflection	<p>The contestant demonstrates professional level insight and understanding of quality teaching when reflecting upon his/ her lesson delivery.</p> <p>Responses to judges' questions are entirely direct, comprehensive, and indicative of professional-caliber reflection.</p>	<p>The contestant demonstrates thoughtful reflection on his/her lesson delivery, but may not achieve consistent, professional level insight and understanding of quality teaching.</p> <p>Responses to judges' questions are direct and mostly comprehensive, but not every answer reflects professional-caliber reflection.</p>	<p>The contestant, when reflecting upon his/her lesson delivery, demonstrates inconsistent thoughtfulness and understanding of quality teaching.</p> <p>Responses to judges' questions may be only partially substantive and may not reflect thorough reflection.</p>	<p>The contestant's reflection is incomplete or reflects limited understanding of quality teaching.</p> <p>Responses to judges' questions are not direct or comprehensive.</p>
Overall Impact	<p>The entire presentation reflects excellent, professional caliber teaching for student learning.</p>	<p>The entire presentation reflects good teaching for student learning.</p>	<p>The entire presentation reflects inconsistent teaching for student learning.</p>	<p>The entire presentation reflects limited teaching for student learning.</p>

Length

Points Available	5	2	0
Length	<p>Presentation is between 11 and 15 minutes.</p>	<p>Presentation is between 8 and 10 minutes or between 15 and 16 minutes.</p>	<p>Presentation is less than 8 minutes or had to be stopped at 16 minutes.</p>



IMPROMPTU LESSON COMPETITION

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

Student Name: _____

Student's School, City, State: _____

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

Teaching and Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Engagement	15-13	12-9	8-5	4-1	
Creativity	15-13	12-9	8-5	4-1	
Professionalism	15-13	12-9	8-5	4-1	
Q&A Reflection	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Length

	11-15 minutes	8-10 minutes or 15-16 minutes	Less than 8 minutes or over 16 minutes	Score
Length	5	2	0	

TOTAL SCORE _____/80

FEEDBACK FOR STUDENTS: Write two or more sentences.



IMPROMPTU SPEAKING COMPETITION

COMPETITION TYPE: Individual — 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

Contest Purpose

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

- A. 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.
- B. Preparation must be done solely by the contestant. Teacher leaders or others may not assist during preparation or presentation.
- C. 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. In order to adhere to the competition schedule, the judges will stop any speech that exceeds five 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.
- D. All contestants will receive and speak on the same topic. The topic will be related to a current, education-related issue.
- E. The contestant will have 10 minutes to prepare his or her speech. Electronic devices are not permitted to be used during to prepare or deliver the speech.
- F. A lectern may/may not be available for the presentation. No microphone will be available.
- G. Students may not share the topic with anyone after completing the speech.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Impromptu Speaking Competition rubric.



IMPROMPTU 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.

Presentation Content

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 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

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 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.



Presentation Delivery Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
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

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 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

Points Available	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 longer than 4.5 minutes.

IMPROMPTU SPEAKING COMPETITION

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

Student Name: _____

Student's School, City, State: _____

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

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	

Presentation Delivery

	Accomplished	Commendable	Developing	Needs Improvement	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	Needs Improvement	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	

TOTAL SCORE _____/85

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 2021. The creative presentation, which will involve live presenting 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 to provide 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.
- 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Inside Our Schools Presentation Competition rubric.



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.

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.

Presentation and Q&A

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Content	<p>Presentation is comprehensive, in-depth, and expertly-organized.</p> <p>Shares professional-caliber material that meaningfully addresses all items in guidelines.</p>	<p>Presentation is comprehensive, in-depth, and well-organized.</p> <p>Shares professional-caliber material that addresses all items in guidelines.</p>	<p>Presentation is on-topic, but inconsistent in its comprehensiveness, depth, or organization.</p>	<p>Presentation struggles to stay on-topic or to address items in the guidelines in a meaningful way.</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 presentation and diminishes its potential impact.</p>
Presence	<p>The contestants’ 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 contestants’ 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 contestants’ 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 contestants 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>



Presentation and Q&A Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 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 contestants display 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 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 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>

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.
Presentation Length	Presentation is less than 10 minutes in length before the judges’ Q&A begins.	Presentation is more than 10 minutes in length before the judges’ Q&A begins.
New Strategy	Video or presentation makes clear strategy was implemented no earlier than 2019.	Video or presentation does not make clear strategy was implemented no earlier than 2018.



INSIDE OUR SCHOOLS PRESENTATION COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Students' Names: _____

Students' 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.

Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clarity	15-13	12-9	8-5	4-1	
Creativity	15-13	12-9	8-5	4-1	
Professionalism	15-13	12-9	8-5	4-1	

Presentation and Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	10-9	8-6	5-3	2-1	
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Q&A Discussion	10-9	8-6	5-3	2-1	
Overall Impact	10-9	8-6	5-3	2-1	

Guideline Adherence

	Adheres	Does not adhere	Score
Video Length	4	0	
Video Titles & Credits	4	0	
Presentation Length	4	0	
New Strategy	4	0	

**Did any source media (music, images, or video clips not originally filmed, created, or officially licensed by the student competitors) appear un-cited in the video credits or violate any copyright? If yes, deduct 15 points from the total score.

TOTAL SCORE _____/111

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 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, 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 contestants will be asked similar interview questions by a panel of judges acting as the district's hiring committee.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Job Interview Competition rubric.

**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, 2022

Starting Date: Aug. 1, 2022

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 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 to opportunities such as tuition assistance and paid release time for college study. According to glassdoor.com, the national average salary in 2021 for full-time paraprofessional educators is \$31,090.

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 direction of 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.

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

Interview

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

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 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 contestant to be a paraprofessional educator in my own child's classroom.	Based on the submitted material and interview, I am not convinced the contestant is completely ready at this point to serve as a paraprofessional educator.



JOB INTERVIEW COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name: _____

Student's School, City, State: _____

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

PRE-SCORED COMPONENTS

Cover Letter & Resumé

	Accomplished	Commendable	Developing	Needs Improvement	Score
Cover Letter Clarity	10-9	8-6	5-3	2-1	
Cover Letter Strength	10-9	8-6	5-3	2-1	
Cover Letter Mechanics	10-9	8-6	5-3	2-1	
Resumé Clarity	10-9	8-6	5-3	2-1	
Resumé Strength	10-9	8-6	5-3	2-1	
Resumé Mechanics	10-9	8-6	5-3	2-1	

COVER LETTER & RESUMÉ SCORE _____/60

COMPONENTS SCORED ON-SITE

Interview

	Accomplished	Commendable	Developing	Needs Improvement	Score
Understanding of Profession	15-13	12-9	8-5	4-1	
Depth of Responses	15-13	12-9	8-5	4-1	
Professional Demeanor	15-13	12-9	8-5	4-1	
Overall Impact & Persuasiveness	15-13	12-9	8-5	4-1	

Hired?

	Yes	No	Score
Hired?	30	0	

INTERVIEW ON-SITE SCORE _____/90**TOTAL SCORE _____/150****FEEDBACK FOR STUDENTS:** Write two or more sentences.



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 include **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.

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 contestant to the on-site competition;
- ***A lesson delivery video:*** submitted and scored by judges prior to the national conference, but also brought by the contestant 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 contestant 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, date lesson was performed, title of lesson, objective of 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.
- C. Contestants must bring a copy of the written lesson 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 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 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. Contestants 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Lesson Planning and Delivery Competition – Arts rubric.



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	5	4	3	2–1
	Accomplished	Commendable	Developing	Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom’s taxonomy, and the plan clearly spells that out.</p> <p>The plan includes 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	5 Accomplished	4 Commendable	3 Developing	2-1 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 goal and objective.	The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson 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 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 for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 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 for how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how 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	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the 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 thinking 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	5	4	3	2--1
	Accomplished	Commendable	Developing	Need Improvement
Engaging with Students	<p>The video shows clear and consistent evidence that the contestant is comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant is mostly comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant 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 contestant 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective</p>

Lesson Delivery Video Cont.

Points Available	5	4	3	2—1
	Accomplished	Commendable	Developing	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 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 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 usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.</p>	<p>The video shows evidence of the contestant's developing understanding of how to manage a classroom.</p> <p>Inefficient or misguided usage of specific management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limit potential student engagement throughout most of the lesson.</p>

Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	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 position to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

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 contestant 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 contestant demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.</p>	<p>The contestant 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 contestant demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.</p>	<p>The contestant reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.</p> <p>The contestant'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 contestant demonstrates limited or superficial reflection on the lesson, through that process may yield only partial or surface-level insights on the teaching process.</p> <p>The contestant'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 contestant demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions.</p> <p>The contestant's display 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>	<p>The contestant'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 contestant displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation.</p>	<p>The contestant'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 contestant clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>	<p>The contestant demonstrates strong skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>	<p>The contestant 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 contestant 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—ARTS COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name: _____

Student's School, City, State: _____

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

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Instructional Methods	5	4	3	2—1	
Materials	5	4	3	2—1	
Assessment	5	4	3	2—1	
Mechanics & Professionalism	5	4	3	2—1	

LESSON PLAN DOCUMENT PRE-SCORE ____ / 30

Continued

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	5	4	3	2—1	
Engaging with Students	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Execution of Instructional Methods	5	4	3	2—1	
Classroom Management	5	4	3	2—1	
Execution of Assessment	5	4	3	2—1	
Professionalism	5	4	3	2—1	
Execution from Plan to Delivery	5	4	3	2—1	

LESSON DELIVERY VIDEO PRE-SCORE ____ / 40

COMPONENTS SCORED ON-SITE
Interactive Reflection

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

INTERACTIVE REFLECTION ON-SITE SCORE ____ / 45

TOTAL SCORE ____ / 115

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 a 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 may plan and deliver a lesson in any of the 16 Career Clusters or their 79 Career Pathways. The full list is here:

<https://careertech.org/career-clusters>.

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 contestant to the on-site competition;
- **A lesson delivery video:** submitted and scored by judges prior to the national conference, but also brought by the contestant 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 contestant 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, date lesson was performed, title of lesson, objective of 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.
- C. Contestants must bring a copy of the written lesson 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 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 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. Contestants 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Lesson Planning and Delivery Competition – CTE rubric.



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	5	4	3	2-1
	Accomplished	Commendable	Developing	Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom’s taxonomy, and the plan clearly spells that out.</p> <p>The plan includes 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	5 Accomplished	4 Commendable	3 Developing	2–1 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 goal and objective.	The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson 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 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 for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document Cont.

Points Available	5	4	3	2–1
	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 for how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how 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	5	4	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 thinking 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	5	4	3	2--1
	Accomplished	Commendable	Developing	Need Improvement
Engaging with Students	<p>The video shows clear and consistent evidence that the contestant is comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant is mostly comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant 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 contestant 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective</p>

Lesson Delivery Video Cont.

Points Available	5	4	3	2—1
	Accomplished	Commendable	Developing	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 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 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 usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.</p>	<p>The video shows evidence of the contestant's developing understanding of how to manage a classroom.</p> <p>Inefficient or misguided usage of specific management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limit potential student engagement throughout most of the lesson.</p>

Lesson Delivery Video Cont.

Points Available	5	4	3	2—1
	Accomplished	Commendable	Developing	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 position to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

Interactive Reflection

Points Available	15—13 Accomplished	12—9 Commendable	8—5 Developing	4—1 Needs Improvement
Evidence of Rigorous Reflection	<p>The contestant 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 contestant demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.</p>	<p>The contestant 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 contestant demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.</p>	<p>The contestant reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.</p> <p>The contestant’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 contestant demonstrates limited or superficial reflection on the lesson, through that process may yield only partial or surface-level insights on the teaching process.</p> <p>The contestant’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 contestant demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges’ questions.</p> <p>The contestant’s display 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>	<p>The contestant’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 contestant displays basic knowledge and understanding of the selected topic based on his/her experience and preparation.</p>	<p>The contestant’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 contestant clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>	<p>The contestant demonstrates strong skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>	<p>The contestant 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 contestant 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— CTE COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name: _____

Student’s School, City, State: _____

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

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Instructional Methods	5	4	3	2—1	
Materials	5	4	3	2—1	
Assessment	5	4	3	2—1	
Mechanics & Professionalism	5	4	3	2—1	

LESSON PLAN DOCUMENT PRE-SCORE ____ / 30

Continued

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	5	4	3	2—1	
Engaging with Students	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Execution of Instructional Methods	5	4	3	2—1	
Classroom Management	5	4	3	2—1	
Execution of Assessment	5	4	3	2—1	
Professionalism	5	4	3	2—1	
Execution from Plan to Delivery	5	4	3	2—1	

LESSON DELIVERY VIDEO PRE-SCORE ____ / 40

COMPONENTS SCORED ON-SITE
Interactive Reflection

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

INTERACTIVE REFLECTION ON-SITE SCORE ____ / 45

TOTAL SCORE ____ / 115

FEEDBACK FOR STUDENTS: Write two or more sentences.



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
- 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, foreign language is not an eligible subject area for this competition.**

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 contestant to the on-site competition;
- **A lesson delivery video:** submitted and scored by judges prior to the national conference, but also brought by the contestant 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 contestant 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, date lesson was performed, title of lesson, objective of 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.
- C. Contestants must bring a copy of the written lesson plan with them to the competition site.
- 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. Contestants 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.

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 compilation of important parts of your lesson.)
- 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.

REFLECTION: An interactive session with judges

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Lesson Planning and Delivery Competition – Humanities rubric.



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	5	4	3	2–1
	Accomplished	Commendable	Developing	Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom’s taxonomy, and the plan clearly spells that out.</p> <p>The plan includes 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	5 Accomplished	4 Commendable	3 Developing	2–1 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 goal and objective.	The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson 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 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 for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 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 for how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how 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	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the 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 thinking 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	5	4	3	2--1
	Accomplished	Commendable	Developing	Need Improvement
Engaging with Students	<p>The video shows clear and consistent evidence that the contestant is comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant is mostly comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant 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 contestant 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective</p>

Lesson Delivery Video Cont.

Points Available	5	4	3	2—1
	Accomplished	Commendable	Developing	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 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 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 usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.</p>	<p>The video shows evidence of the contestant's developing understanding of how to manage a classroom.</p> <p>Inefficient or misguided usage of specific management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limit potential student engagement throughout most of the lesson.</p>

Lesson Delivery Video Cont.

Points Available	5	4	3	2—1
	Accomplished	Commendable	Developing	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 position to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

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 contestant 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 contestant demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.</p>	<p>The contestant 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 contestant demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.</p>	<p>The contestant reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.</p> <p>The contestant’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 contestant demonstrates limited or superficial reflection on the lesson, through that process may yield only partial or surface-level insights on the teaching process.</p> <p>The contestant’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 contestant demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges’ questions.</p> <p>The contestant’s display 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>	<p>The contestant’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 contestant displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation.</p>	<p>The contestant’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 contestant clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>	<p>The contestant demonstrates strong skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>	<p>The contestant 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 contestant 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— HUMANITIES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name: _____

Student's School, City, State: _____

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

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Instructional Methods	5	4	3	2—1	
Materials	5	4	3	2—1	
Assessment	5	4	3	2—1	
Mechanics & Professionalism	5	4	3	2—1	

LESSON PLAN DOCUMENT PRE-SCORE ____/ 30

Continued

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	5	4	3	2—1	
Engaging with Students	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Execution of Instructional Methods	5	4	3	2—1	
Classroom Management	5	4	3	2—1	
Execution of Assessment	5	4	3	2—1	
Professionalism	5	4	3	2—1	
Execution from Plan to Delivery	5	4	3	2—1	

LESSON DELIVERY VIDEO PRE-SCORE ____ / 40

COMPONENTS SCORED ON-SITE
Interactive Reflection

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

INTERACTIVE REFLECTION ON-SITE SCORE ____ / 45

TOTAL SCORE ____ / 115

FEEDBACK FOR STUDENTS: Write two or more sentences.



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 to 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
- Health Science/PE

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 contestant to the on-site competition;
- **A lesson delivery video:** submitted and scored by judges prior to the national conference, but also brought by the contestant 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 contestant 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, date lesson was performed, title of lesson, objective of 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 is the entrant's decision.
- C. Contestants must bring a copy of the written lesson plan with them to the competition site.
- 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. Contestants 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.

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 compilation of important parts of your lesson.)
- 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Lesson Planning and Delivery Competition – STEM rubric.



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	5	4	3	2–1
	Accomplished	Commendable	Developing	Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom’s taxonomy, and the plan clearly spells that out.</p> <p>The plan includes 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	5 Accomplished	4 Commendable	3 Developing	2-1 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 goal and objective.	The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson 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 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 for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 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 for how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how 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	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the 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 thinking 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	5	4	3	2--1
	Accomplished	Commendable	Developing	Need Improvement
Engaging with Students	<p>The video shows clear and consistent evidence that the contestant is comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant is mostly comfortable, strategic, and fair when engaging with students.</p> <p>The contestant 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 contestant 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 contestant 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 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, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective</p>

Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	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 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 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 usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.</p>	<p>The video shows evidence of the contestant's developing understanding of how to manage a classroom.</p> <p>Inefficient or misguided usage of specific management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limit potential student engagement throughout most of the lesson.</p>



Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	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 position to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

COMPONENTS SCORED ON-SITE
Interactive Reflection

Points Available	15—13	12—9	8—5	4—1
	Accomplished	Commendable	Developing	Needs Improvement
Evidence of Rigorous Reflection	<p>The contestant 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 contestant demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.</p>	<p>The contestant 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 contestant demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.</p>	<p>The contestant reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.</p> <p>The contestant’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 contestant demonstrates limited or superficial reflection on the lesson, through that process may yield only partial or surface-level insights on the teaching process.</p> <p>The contestant’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 contestant demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges’ questions.</p> <p>The contestant’s display 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>	<p>The contestant’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 contestant displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation.</p>	<p>The contestant’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 contestant clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows clear and consistent evidence of his/her identity as an educator.</p>	<p>The contestant demonstrates strong skills in lesson planning, delivery, and reflection.</p> <p>The contestant shows evidence of cultivating an identity as an educator.</p>	<p>The contestant 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 contestant 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—STEM COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name: _____

Student's School, City, State: _____

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

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2–1	
Organizing and Sequencing Content for Student Learning	5	4	3	2–1	
Instructional Methods	5	4	3	2–1	
Materials	5	4	3	2–1	
Assessment	5	4	3	2–1	
Mechanics & Professionalism	5	4	3	2–1	

LESSON PLAN DOCUMENT PRE-SCORE ____ / 30

Continued



Lesson Delivery Video

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

LESSON DELIVERY VIDEO PRE-SCORE ___/ 40

COMPONENTS SCORED ON-SITE

Interactive Reflection

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

INTERACTIVE REFLECTION ON-SITE SCORE ___/ 45

TOTAL SCORE ___/115

FEEDBACK FOR STUDENTS: Write two or more sentences.



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. Contestants will be delivering their speech in front of on-site judges.

Assigned Topic

School closures and the shift to virtual learning during the 2020-21 school year greatly impacted student learning and caused many students to lose valuable learning time. According to McKinsey & Company, “the average loss in our middle epidemiological scenario is seven months. But black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year.” Students often fall behind because they lack the technology, home environment, and supports needed for them to progress in a virtual setting. If this learning loss is left unaddressed, these students are also more likely to drop out, resulting in a lifetime of lower income

What strategies can school systems put in place to combat the learning loss in these at-risk students?

(Citation <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#>)

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 contestant’s presentation.
- D. The contestant 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.
- E. Each presentation is to be a minimum of three minutes and a maximum of five 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 five-minute maximum or under the three-minute minimum. In order to adhere to the schedule, the judges will stop any speech that exceeds six minutes.
- F. Contestants will receive a visual, non-verbal indication that there is one-minute remaining.
- G. A lectern and microphone will be available for the presentation.

- H. One visual aid may be used, but this is entirely optional. AV equipment will not be available for this competition.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Public Speaking Competition rubric.



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.

Presentation Content

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 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. 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 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. 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.

Presentation Delivery Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
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’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 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	6	3	0
Length	Speech is between three and five minutes.	Speech is between 2.5 and three minutes or five and 5.5 minutes.	Speech is shorter than 2.5 minutes or longer than 5.5 minutes.

Speech Copies

Points Available	4	0
Speech Copies	Contestant provided two hard copies of the speech to the judges at the start of the presentation.	Contestant did not provide two hard copies of the speech to the judges at the start of the presentation.

PUBLIC SPEAKING COMPETITION

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

Student Name: _____

Student's School, City, State: _____

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

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	

Presentation Delivery

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

Length

	3-5 Minutes	2.5-3 Minutes or 5-5.5 Minutes	Less than 2.5 Minutes or over 5.5 Minutes	Score
Length	6	3	0	

Speech Copies

	Provided 2 Copies	Did not provide 2 Copies	Score
Speech Copies	4	0	

TOTAL SCORE _____/90

FEEDBACK FOR STUDENTS: Write two or more sentences.



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

This year's competition focuses on visual impairment. According to the Individuals with Disabilities Education Act (2017), a visual impairment is an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

According to the Centers for Disease Control and Prevention, approximately 6.8% of U.S. children under 18 years old have a diagnosed eye and vision condition. Nearly 3% of U.S. children younger than 18 years are blind or visually impaired, which means they have trouble seeing even when wearing glasses or contact lenses. (Citation <https://www.cdc.gov/visionhealth/basics/ced/fastfacts.htm>) These students may need special support to overcome learning challenges in both online and in-person classroom settings.

The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and produce a research-supported position paper and presentation to explain and to advocate for positive practices in schools to support students diagnosed with a visual impairment. Taking into consideration the inherent challenges of conceptualizing content presented visually, socializing with peers, and participating in distance learning, how can

educators support and reach students with visual impairments?

Team members should research visual impairments and 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 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. Educators Rising will provide the laptop, LCD projector, and screen for the competition.
- E. Team members should bring the file of their slide deck on a USB drive.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Researching Learning Challenges Competition rubric.

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.

Position Paper

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 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 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 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	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 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 delivers 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.



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' insight 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 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 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>



RESEARCHING LEARNING CHALLENGES COMPETITION

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

Students' Name: _____

Students' 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.

Position Paper

	Accomplished	Commendable	Developing	Needs Improvement	Score
Structure	10-9	8-6	5-3	2-1	
Clarity	10-9	8-6	5-3	2-1	
Depth of Research	10-9	8-6	5-3	2-1	
Mechanics & Professionalism	10-9	8-6	5-3	2-1	
Overall Impact	10-9	8-6	5-3	2-1	

Overall Impact

	Adheres	Does Not Adhere	Score
Title Page	3	0	
Citations	3	0	
Works Cited	3	0	
Length	3	0	
Grammar & Mechanics	3	0	

POSITION PAPER PRE-SCORE _____/65

Continued

Presentation and Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slide Deck	15-13	12-9	8-5	4-1	
Depth & Insight	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A Discussion	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

PRESENTATION AND Q&A ON-SITE SCORE _____/75

TOTAL SCORE _____/140

FEEDBACK FOR STUDENTS: Write two or more sentences.

