



GENERAL COMPETITION INFORMATION

**Failure to follow the stated guidelines could result in disqualification of student competing.
Competitors must log into the EdRising Membership Portal to submit competition/contest applications.**

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. **Complete the online application** and upload 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 15th** of the year in which they are competing. Check or credit card payment must be received in the National Office by the stated deadline to be considered an Active-level member.
- Students may only compete in one individual and one team event. Competitions/contests which are marked as individual or dual will be considered individual events for this purpose.
- **For contests:** Teacher leaders may enter up to two entries (individual or dual) per school in each event per division.
 - Dual means two students participating.
 - For dual entries consisting of students of varying grade levels, the entry will be placed in the division for the grade level of the most senior member.
- **For competitions:** Teacher leaders may enter up to two 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/contests, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitions/contests. 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; for contests, entries scoring 97-100 will be eligible to advance to nationals; no other entrants from states that offer the competition/contests at the state level will be eligible for those state-level-offered competitions/and contests. For nationals, schools are permitted to replace up to fifty percent of the original team members that qualified at the state-level.
- For states that do not offer state-level competitions/contests, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions/contests.
 - 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

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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 2022-2023 school year. Material that may have been created or submitted in previous years is ineligible.
- **In order to be scheduled to compete in a national competition, all competitor applications, national dues and required materials must be submitted online by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal.**
 - **All competitions require application even if no items need to be submitted.**
 - 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.
- 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.

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
 - 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/contest 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.
- For Competitions: Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. Places fourth through ten will receive electronic certificates after the conference. For Contests: Ribbons will be awarded to the top three scores in each category in each division.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference.** Conference dates and 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 planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.
- Competitors are expected to dress in business-casual attire. **(See the section [Competition Dress Code](#) for details on what is acceptable.)** Points will be deducted

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from the entrant's score for failure to follow the stated dress code.

- Spectators are only permitted in the competitions marked "Open to Spectators." This includes parents, chaperones, teacher leaders, and other attendees. Spectators may not coach or offer any verbal or nonverbal assistance to a contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the contestant.
- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

Competition Dress Code

All competitors are expected to dress in business-casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as "business casual."

- **Slacks, Pants, and Suit Pants**
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, 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 competition 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.
- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.
- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.
- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.
- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.

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, 2023 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 3, 2023 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 3, 2023 5:00 P.M. EASTERN TIME**

- ☐ **Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. *Some processes may be different from your state/regional conference.*
- ☐ **Update your contact information in the EdRising Membership Portal for the summer.** It is recommended that students use a personal mail address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Please note, that 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 the competition for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. *This only registers you for the competitions, you will still need to register for the conference separately.*
- ☐ **Complete the online application, upload any required documents/video links, and submit.** 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.

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 registered to compete at the Educators Rising National Conference.

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 onsite.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.
- ☐ **Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.
- ☐ **Head to Nationals!** 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.



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 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 1 minute over or under the time limit.
- C. The author and illustrator will introduce and read the book to the judges. Presentation made be done by either the author or illustrator if only one is able to attend the conference. It is not required that both be present.
- D. A timekeeper will hold up timecards as a warning at four minutes and again at nine minutes. The presentation will be stopped at 12 minutes.
- E. After the presentation, judges will have time to ask questions and finish scoring sheets. Judges will review the book and score. Once judges have completed scoring, they will return the book to the participant.
- F. Presenters should wear conference-appropriate clothing or dress in character costumes relevant to the book. No additional props can be used during the presentation.

Judging and scoring

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

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



CHILDREN'S LITERATURE K-3 COMPETITION

STATEMENT OF ORIGINALITY

I attest that my submission for the Educators Rising National Competition for Children's Literature K–3 reflects solely my original, creative efforts (and those of the other entrants 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>

Text Mechanics

Points Available	5	3	0
Text Mechanics	<p>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.)</p>	<p>Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.</p>	<p>Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors.</p>

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 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.

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 the maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The 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.

Live Reading Presentation Cont.

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

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>



EDUCATORS RISING

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	

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	

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	

Continued



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
Overall Impact	20-16	15-11	10-6	5-1	

SCORE_____/110

FEEDBACK FOR STUDENTS: Write two or more sentences.



CONCURSO DE LITERATURA INFANTIL KINDER A TERCER GRADO

ESTILO DE COMPETICIÓN: Individual (puede tener coautor o ilustrador adicional) — Cerrado para espectadores

NIVELES DE ELEGIBILIDAD: Secundaria, Preparatoria Junior Varsity, Preparatoria Varsity

NORMAS DE EDUCATORS RISING:

- Norma II: Aprender Sobre Los Estudiantes
- Norma IV: Involucrarse en Planificación Receptiva
- Norma VII: Involucrarse en Práctica Reflexiva

Objetivo Del Concurso

En su discurso de graduación en el 2012 para los estudiantes de *University of Arts* en Filadelfia, autor de fama mundial y cuentista Neil Gaiman dijo:

“En veces la vida es difícil. Las cosas van mal, en la vida y en el amor y en los negocios y en la amistad y en la salud y en todas las maneras que la vida puede ir mal. Y cuando cosas se pongan difícil, esto es lo que debes de hacer: buen arte.

Hablo en serio. ¿Tu esposo corre con algún político? Haz buen arte. ¿Pierna aplastada y comido por un boa constrictor mutado? Haz buen arte. ¿Gato explotado? Haz buen arte. ¿Alguien en el internet piensa que lo que haces es una estupidez o malvado o hecho anteriormente? Haz buen arte. Probablemente las cosas funcionaran de alguna manera y eventualmente el tiempo dará fin con el dolor, pero eso no importa. Haz lo que tu solamente tú puedes hacer lo mejor. Buen arte. Hazlo en los días buenos también.”

Estudiantes de Educators Rising: es tiempo de hacer y compartir buen arte. Esta es tu oportunidad de invocar tus poderes de narración y crear literatura infantil. Literatura excelente puede ser divertido, educativo, inspiracional, o iluminante, y aunque puede ser ficticio, puede hablar sobre verdades internas. Autores de libros infantiles – igual que maestros – ayudan a la juventud entender estas verdades internas y dar sentido al mundo. Este concurso ofrece estudiantes de Educators Rising la oportunidad de probar la identidad de autor y maestro.

Información General

El libro puede ser escrito e ilustrado por una persona (el autor/ilustrador) o dos personas (un autor y un ilustrador). El miembro(s) estudiantil de Educators Rising participando en este concurso debe escribir y crear todas las palabras e imágenes ellos mismos para su presentación. La asistencia de artistas, uso de imágenes de las redes, o algún otro tercero **no es permitido**. El participante(s) preparara su literatura original diseñada para una audiencia de estudiantes entre kínder a tercer grado (5-9 años).

DIRECTRICES DE COMPETICIONES

DIRECTRICES DEL LIBRO

- A. Escribir un cuento al estilo de un libro en español. El cuento puede ser de cualquier tema, pero debe reforzar valores académicos, sociales, o emotivos apropiada para una escuela pública.
- B. La declaración de originalidad, firmado, debe ser completado y presentado con el libro.
- C. El libro debe ser escrito para una audiencia de estudiantes entre kínder a tercer grado (5-9 años).
- D. El libro debe incluir una portada y contraportada, una página de título y una página de crédito, y no más de 24 páginas (24 páginas con texto en frente o 12 páginas con texto en frente y atrás excluyendo páginas de título y crédito).
- E. La página del título debe incluir el título del cuento, la edad de la audiencia apropiada, nombre de autor, nombre de ilustrador (si es diferente al autor), nombre de maestra encargada, escuela, información de contacto: correo electrónico y dirección de preparatoria.
- F. El tamaño no debe sobrepasar entre 14"x22" y debe ser encuadernado usando algún método fácil y durable de encuadernar. (El uso de libros encuadernados que han sido producidos comercialmente es permitido solo por el uso de encuadernar. El uso de imágenes de archivo o plantillas es prohibido).
- G. El texto e imágenes puede ser ilustrada a mano o digitalmente, pero es la responsabilidad de los participantes estudiantiles en componer o crear el texto e imágenes ellos mismos. La asistencia de algún artista o uso de imágenes de las redes o algún tercer medio no es permitida. Ilustraciones deben ser coloridos y el arte debe amplificar la experiencia del lector con el cuento. La pulcritud cuenta.
- H. Una copia "pdf" del libro y la declaración de originalidad serán requeridos para someter durante el proceso de aplicar.

Aplicación

Todos los competidores deben completar la aplicación en línea y subir cualquier material requerido antes de la fecha de plazo en la [página de la Competición Nacional](#) ubicada en la sección de "Student Resources" en el portal de membresía de EdRising. **Extensiones de plazo NO serán concedidos.**

- I. El cuento debe ser escrito en español, traducción en Inglés no es requerido.

DIRECTRICES DE PRESENTACION

- A. El autor e ilustrador traerán una copia de su libro y su declaración de originalidad al concurso para presentar y leer a los jueces.
- B. La duración aceptable de la presentación, incluyendo la introducción del cuento, será entre cinco y diez minutos. Presentadores sobrepasando los diez minutos o menos de cinco minutos tendrán una deducción de un (1) punto por sobrepasar o ir menos del tiempo requerido. Un punto adicional será deducido por cada minuto que sobrepase o cada minuto que falte.
- C. El autor e ilustrador tendrán que introducir y leer el libro a los jueces. El libro puede ser presentado por el autor o ilustrador si solo uno puede atender la conferencia. La presencia de los dos no es requerido.
- D. Un contador del tiempo alzara cartas de tiempo para avisar a los cuatro minutos y de nuevo a los nueve minutos. La presentación se detendrá a los 12 minutos.
- E. Después de la presentación, los jueces tendrán tiempo para hacer preguntas y terminar sus papeles de calificación. Los jueces revisaran el libro para poder calificar. después que los jueces completen sus calificaciones, regresaran el libro al participante(s).
- F. Los presentadores deberían usar ropa apropiada para la conferencia o vestirse en trajes de personajes relavada al libro. El uso de accesorios adicionales no es permitido durante la presentación.
- G. La presentación debe ser hecho en español, incluyendo la sesión de preguntas con los jueces.

Jurado y puntuación

- 1. Las decisiones del Jurado son final.
- 2. La puntuación es basada en el Concurso De Literatura Infantil Kínder A Tercer Grado.

CONCURSO DE LITERATURA INFANTIL KÍNDER A TERCER GRADO

DECLARACIÓN DE ORIGINALIDAD

Doy fe de que mi presentación para el Concurso Nacional de Literatura de kínder a tercer grado Educators Rising 2022 refleja únicamente mis esfuerzos originales y creativos (y los del otro participante, si corresponde). Ningún aspecto de esta presentación está plagiado o infringe la propiedad intelectual o los derechos de autor de otra persona que no sea de el o los participantes. No he utilizado ninguna imagen web ni la ayuda de un artista externo para crear las ilustraciones de este libro.

Firma(s) de el participante(s)

Nombre(s) en letras imprenta

Título de el libro impreso

Fecha

Nombre de la escuela

Ciudad/ Estado Escolar

CONCURSO DE LITERATURA INFANTIL KÍNDER A TERCER GRADO

NIVEL (ESCUELA SECUNDARIA, ESCUELA PREPARATORIA JUNIOR VARSITY, ESCUELA PREPARATORIA VARSITY)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben usar esta rúbrica como guía para asignar puntos en la hoja de comentarios y conteo.

Contenido Literario

Puntos Disponibles	20-16 Logrado	15-11 Recomendable	10-6 Desarrollando	5-1 Necesita Mejorar
Historia	<p>Una narración imaginativa para niños contada de forma clara y cautivadora.</p> <p>Tratamiento significativo y original de un tema.</p> <p>Contiene un final bien ganado y satisfactorio.</p> <p>Refleja literatura infantil de calibre profesional.</p>	<p>Una narración interesante para los niños contada bastante bien, pero podría haber aumentado la claridad y el impacto con pequeños ajustes en la narración.</p> <p>Tratamiento generalmente exitoso de un tema.</p> <p>Contiene un final generalmente exitoso.</p> <p>Refleja un trabajo admirable a nivel del estudiante.</p>	<p>El argumento le puede faltar enfoque o desarrollo a veces.</p> <p>El tema no esta claro o no esta completamente desarrollado.</p> <p>Es posible que el final no atraiga la atención completamente a la audiencia.</p> <p>Refleja el desarrollo del trabajo a nivel del estudiante.</p>	<p>El argumento puede ser confuso o carecer de claridad.</p> <p>La historia puede reflejar estereotipos o prejuicios que no son apropiados para la literatura infantil convencional.</p>
Ilustraciones/ Efectos Visuales	<p>Las imágenes vívidas contribuyen significativamente al significado del texto.</p> <p>Las ilustraciones reflejan la literatura infantil de calibre profesional a través de la precisión, la imaginación y la calidad general.</p>	<p>Las imágenes vívidas contribuyen de manera encomiable al significado del texto.</p> <p>Las ilustraciones reflejan una precisión, imaginación y calidad general admirables a nivel del estudiante.</p>	<p>Las imágenes contribuyen de manera inconsistente al significado del texto.</p> <p>La conexión de las ilustraciones con la historia puede ser confusa a veces o reflejar una calidad inconsistente.</p>	<p>Las imágenes ofrecen una conexión o contribución mínima al significado de la historia.</p> <p>Las imágenes pueden distraer o reflejar una mínima precisión, imaginación o calidad general.</p>

Presentación de Lectura En Vivo

Puntos disponibles	10-9 Logrado	8-6 Recomendable	5-3 Desarrollando	2-1 Necesita Mejorar
Entrega Vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados por expertos para brindar al oyente el máximo impacto, dado del contenido de la historia.	La claridad de la voz, el ritmo y la modulación del tono son fuertes. El oyente puede entender lo que el lector está transmitiendo.	La claridad de la voz, el ritmo y la modulación del tono son sencillos. El oyente puede entender, pero el impacto de la historia aumentaría con una entrega vocal más dinámica.	La claridad de la voz, el ritmo y la modulación del tono son inconsistentes o necesitan mejorar a lo largo de la lectura de la historia. A veces, la entrega vocal distrae el contenido de la historia y disminuye su impacto potencial.
Presencia	El contacto visual sostenido, la postura efectiva y el comportamiento profesional de los concursantes complementan de manera experta el contenido de la literatura para brindar el máximo impacto posible al oyente. Todos los miembros del equipo, ya sea que hablen o no, refuerzan el impacto previsto de la presentación en todo momento.	El contacto visual la mayoría del tiempo fue sostenido, la postura positiva y el comportamiento agradable de los concursantes complementan bastante bien el contenido de la presentación. Uno o ambos presentadores pueden distraer la apariencia de entrar y salir del carácter profesional en momentos durante la sesión.	El contacto visual, la postura y el comportamiento inconsistentes de los concursantes reflejan un recital directo del material Los oradores podrían hacer más para capitalizar completamente el impacto adicional posible con una presencia enfocada y sostenida.	Los concursantes muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y entrenamiento para que la presencia de los oradores complemente el contenido de manera constante.
Preguntas y Respuestas	Las respuestas de los concursantes demostraron una consideración constante y una percepción de calibre profesional, fundamentada en la reflexividad sobre el libro.	Las respuestas de los concursantes demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se les planteó.	Las respuestas de los concursantes reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.	Las respuestas de los concursantes pueden reflejar un esfuerzo y una pasión evidente, pero son inconsistentes en cuanto a la profundidad, precisión, comprensión o percepción ofrecidas en las respuestas.

Mecanismo de Texto

Puntos Disponibles	5	3	0
Mecanismo de Texto	Mecanismo- incluye la gramática, la ortografía, la puntuación, el uso de mayúsculas, etc., es perfectamente apropiada para este trabajo de literatura infantil. (Se permiten y fomentan los coloquialismos bien utilizados cuando corresponde).	Mecanismo- incluyendo la gramática, la ortografía, la puntuación, el uso de mayúsculas, etc., contiene uno o dos errores.	Mecanismo- incluyendo la gramática, la ortografía, la puntuación, el uso de mayúsculas, etc., contiene más de dos errores.

Cumplimiento de la Guía

Puntos Disponibles	2	0
Declaración de originalidad	Entregado	No Entregado
Edad apropiada	La historia es apropiada para una audiencia de kínder a tercer grado (de 5 a 9 años).	La historia no es apropiada para una audiencia de kínder a tercer grado (de 5 a 9 años).
Página del título	La página del título incluye el título de la historia, la edad apropiada de la audiencia, el autor, el ilustrador (si es diferente del autor), el nombre del maestro líder, la escuela, la información de contacto: correo electrónico y la dirección de la escuela preparatoria.	La página del título no incluye el título de la historia, la edad apropiada de la audiencia, el autor, el ilustrador (si es diferente del autor), el nombre del maestro líder, la escuela, la información de contacto: correo electrónico y la dirección de la escuela preparatoria.
Tamaño físico del libro	El libro está atado y el tamaño es menos o igual a 14" x 22"	El libro no está atado y el tamaño es menos o igual a 14" x 22"
Límite de página	El libro no tiene más de 32 páginas de anverso solamente o 16 páginas de anverso/reverso sin incluir el título/la página de créditos.	El libro supera las 32 páginas de anverso solamente o las 16 páginas de anverso/reverso sin incluir la página de título/créditos.

Hora de Presentación

Puntos disponibles	5	4	3	0
Duración de la presentación de lectura en vivo.	La presentación es entre cinco y 10 minutos.	La presentación es entre cuatro y cinco minutos o entre 10 y 11 minutos.	La presentación es entre tres y cuatro minutos u 11 y 12 minutos.	La presentación dura menos de tres minutos o tuvo que detenerse a los 12 minutos.

Impacto General

Puntos Disponibles	20-16 Logrado	15-11 Recomendable	10-16 Desarrollando	5-1 Necesita Mejorar
Impacto General	<p>El libro cautiva e inspira al lector, y es una representación excelente y de calibre profesional de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación son de calibre profesional.</p>	<p>El libro es una representación admirable a nivel de estudiante de la literatura infantil.</p> <p>El concepto, la ejecución y la presentación representan una calidad admirable a nivel del estudiante, aunque no del todo de calibre profesional.</p>	<p>El libro refleja una representación de desarrollo de la literatura infantil.</p> <p>Los aspectos del concepto, ejecución y presentación son aceptables si son básicos.</p> <p>Siguen las normas, aunque varios aspectos del concepto, la ejecución y la presentación del libro pueden distraer a la audiencia del impacto deseado.</p>	<p>El libro refleja habilidades emergentes en la elaboración y presentación de literatura infantil original.</p> <p>El libro puede reflejar una comprensión parcial o incompleta de la tarea completa asignada.</p>

CONCURSO DE LITERATURA INFANTIL KÍNDER A TERCER GRADO

NIVEL (ESCUELA SECUNDARIA, ESCUELA PREPARATORIA JUNIOR VARSITY, ESCUELA PREPARATORIA VARSITY)

Nombre(s) de el autor(s): _____

Nombre (s) de el ilustrador(es): _____

Escuela de los concursantes, ciudad, estado: _____

- Los jueces utilizarán la Rúbrica de puntuación detallada como guía para calificar las entradas de la competencia de los estudiantes.
- Los puntos y comentarios se enviarán por correo electrónico a los competidores a más tardar de dos semanas Contenido literario después de la conferencia.

Contenido Literario

	Logrado	Recomendable	Desarrollando	Necesita Mejorar	Puntaje
Historia	20-16	15-11	10-6	5-1	
Ilustraciones/ efectos visuales	20-16	15-11	10-6	5-1	

Presentación de Lectura En Vivo

	Logrado	Recomendable	Desarrollando	Necesita Mejorar	Puntaje
Entrega vocal	10-9	8-6	5-3	2-1	
Presencia	10-9	8-6	5-3	2-1	
Preguntas y Respuestas	10-9	8-6	5-3	2-1	

Mecanismo de Texto

	Impecable	Uno a Dos Errores	Más de Dos Errores	Puntaje
Mecanismo de Texto	5	3	0	

Cumplimiento de la Guía

	Se Adhiere	No se Adhiere	Puntaje
Declaración de Originalidad	2	0	
Edad Apropiaada	2	0	
Pagina del Título	2	0	
Tamaño Físico del Libro	2	0	
Límite de páginas	2	0	

CONTINUACIÓN

CONCURSO DE LITERATURA INFANTIL KÍNDER A TERCER GRADO

NIVEL (ESCUELA SECUNDARIA, ESCUELA PREPARATORIA JUNIOR VARSITY, ESCUELA PREPARATORIA VARSITY)

Hora de Presentación

	5-10 minutos	4-5 minutos o 10-11 minutos	3-4 minutos o 11-12 minutos	Menos de 3 minutos o más de 12 minutos	Puntaje
Duración de la presentación de lectura en vivo	5	4	3	0	

Impacto General

	Logrado	Recomendable	Desarrollando	Necesita Mejorar	Puntaje
Impacto General	20-16	15-11	10-6	5-1	

Puntaje: ____/110

COMENTARIOS PARA ESTUDIANTES: Escriba dos o más oraciones.



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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

PRESENTATION GUIDELINES

- A. The author and illustrator will bring a copy of their book and Statement of Originality to the competition to present and read to the judges.
- B. Acceptable presentation length, including the story introduction will be between five and 10 minutes. Presenters exceeding 10 minutes or under five minutes will be deducted one point for going over 10 minutes or under five minutes and one additional point for every additional 30 seconds over or under the time limit.
- C. The author and illustrator will introduce and read the book to the judges. Presentation made be done by either the author or illustrator if only one is able to attend the conference. It is not required that both be present.
- D. A timekeeper will hold up timecards as a warning at four minutes and again at nine minutes. The presentation will be stopped at 12 minutes.
- E. After the presentation, judges will have time to ask questions and finish scoring sheets. Judges will review the book and score. Once judges have completed scoring, they will return the book to the participant.
- F. Presenters should wear conference- appropriate clothing or dress in character costumes relevant to the book. No additional props can be used during the presentation.

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

Text Mechanics

Points Available	5	3	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.

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 the maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The 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.

Live Reading Presentation Cont.

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

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	

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	

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	

Continued



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.



INTERACTIVE BULLETIN BOARD CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators

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

EDUCATORS RISING STANDARDS:

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

Contest Purpose

When you reflect upon every teacher you've had in school so far, you'll probably notice they use one thing in common: Bulletin boards. A bulletin board is a vertical surface to display visuals that provide information about something. This handy display method is popular with teachers because it can be harnessed to make lessons more engaging, highlight classroom rules and reminders, or even share an occasional inspirational quote. In this contest, Participants must prepare an interactive display board and an oral presentation introducing the display and summarizing how it could be used in a classroom setting to teach a lesson.

There are two types of boards for submission. Contestants will be grouped by type of board for scoring purposes.

- One for use in an elementary classroom
- One for use in a middle/high school classroom

Contest Guidelines

DISPLAY BOARD

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

PRESENTATION: An interactive session with judges

- A. At the start of the presentation, participants will provide three copies of a Summary Sheet for the judges, which will include:
 - a. The names of all contestants.
 - b. Their school, district, and city/state
 - c. Their instructional objectives
 - d. Their target audience and size of audience
 - e. Details about how students will interact with the display
- B. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- C. Presenters will receive a visual, non-verbal indication that there is one-minute remaining when they reach the four-minute mark.
- D. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- E. Contestants will take their materials with them after the presentation.



Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Interactive Bulletin Board rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



INTERACTIVE BULLETIN BOARD CONTEST

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.

Guideline Adherence

Points Available	5	0
Summary Sheet	The summary sheet contains title of activity, names of presenters, school, district, city, and state.	The summary sheet does not include one or more of the following: title of activity, names of presenters, school, district, city, and state.
Instructional Objectives	Contains objectives	Does not contain objectives
Target Audience	Contains target audience	Does not contain target audience
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Interactive Instructions	Contains instructions for interaction with the display	Does not contain instructions for interaction with the display
Board Size	Board does not exceed 36" x 48"	Board exceeds 36" x 48"

Creativity

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Embellishment	Decorations and/or ornamentation contribute in a meaningful way to theme and information	Some decorations and/or ornamentation do not contribute in a meaningful way to theme or information	Decorations and/or ornamentation either does not contribute in a meaningful way or distracts from theme and information
Neatness	Adhesives (tape, glue, etc.) not visible; cut edges of paper straight and smooth; meticulousness and care in assembling/constructing board apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling/constructing board not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care in

Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination

Design of the Project

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Color	Skillfully incorporates color choices	Unskilled incorporation of color choice	Little to no consideration of color choice
Texture	Skillfully incorporates texture	Unskilled incorporation of texture	Little to no consideration of use of texture
Lettering	Neat and easily read	Less than desirable neatness or difficult to read	Less than desirable neatness and difficult to read
Attention to Detail	A professional-caliber display, with no mechanical errors. Materials are original, creative, and carefully and coherently arranged throughout the display.	A nearly professional-caliber display, with almost no mechanical errors. Materials are creative and neatly placed but lack organization in arrangement.	A display that would benefit from more attention to detail. Some mechanical errors. Materials may be lack organization in their assembly.
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities are less obvious for material to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the functionality of the bulletin board. The contestant expertly leverages the display to facilitate in-depth and thoughtful student interaction.	The presentation reflects understanding of the functionality of the bulletin board, as well as a commitment to a thoughtful display of the materials. Deep student interaction and engagement is encouraged through the display design.	The presentation is on-topic and offers some good points, though it would benefit from greater exploration and detail into the functionality of the bulletin board. Student interaction is possible through the display design but lacks depth.



EDUCATORS RISING

Structure	The presentation and display reflect a truly impressive, nuanced command of how to clearly communicate key information about the functionality of the bulletin board. The presentation is successfully and strategically sequenced.	The presentation and display reflect a largely successful effort to convey the functionality of the bulletin board.	The presentation and display follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.
Presence	<p>The contestant's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener.</p> <p>The display of materials enhances the presentation.</p>	<p>The contestant's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>The display of materials complements the presentation.</p>	<p>The contestant's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p> <p>The display of materials is relevant to the presentation.</p>
Q&A	The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the materials. The contestant displays impressive, professional-level depth of knowledge and understanding.	The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected functionality of the bulletin board.	The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.

Length

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

INTERACTIVE BULLETIN BOARD CONTEST

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

Student Name: _____ Type of board: _____

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.

Guideline Adherence

	Adheres	Does Not Adhere	Score
Summary Sheet	5	0	
Instructional Objectives	5	0	
Target Audience	5	0	
Title of Activity	5	0	
Interactive Instructions	5	0	
Board Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishment	5	4-3	2-1	
Neatness	5	4-3	2-1	
Overall Creativity	5	4-3	2-1	
Originality of Ideas	5	4-3	2-1	

Design of Project

	Accomplished	Commendable	Developing	Score
Color	5	4-3	2-1	
Texturing	5	4-3	2-1	
Lettering	5	4-3	2-1	
Attention to Detail	5	4-3	2-1	
Interactive	5	4-3	2-1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	5	4-3	2-1	
Structure	5	4-3	2-1	
Presence	5	4-3	2-1	
Q&A	5	4-3	2-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or over 5 minutes	Score
Length	5	3	1	

TOTAL SCORE____/100

FEEDBACK FOR STUDENTS: Write two or more sentences.



PROJECT VISUALIZE CONTEST

COMPETITION TYPE: Individual/Dual — 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

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

The presentation must highlight one Educators Rising chapter project in which all presenters participated that was completed during the 2022-2023 school year.

Contest Guidelines

DISPLAY BOARD

- The bulletin board must not exceed the dimensions of 36" x 48" tri-fold display. The depth of the display cannot be more than 10 inches.
- All attachments for the bulletin board must be incorporated on the front side in an original, coherent, and creative manner.
- Attached information and decorations must not exceed more than 6 inches beyond display's edges.
- The display must prominently highlight the name of the project.
- The display must include photos or original illustrations of the project.
- All items used to create the bulletin board may be purchased, handmade, or computer-generated. All computer-generated content must abide by the Educators Rising copyright policy.
- The display must include a summary sheet in the lower right side of the tri-fold containing:
 - Title of the project
 - The name of the school, district, and city/state.
 - A 300-500-word summary of the project must be pasted on the tri-fold, which incorporates:
 - The purpose and objectives of the project.
 - A description of the activities.
 - A description of the involvement of chapter members, peers, faculty, and community stakeholders in the project.

PRESENTATION: An interactive session with judges

- The presentation should be original, creative, relevant, and engaging and include information in the project summary.
- Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- Presenters will receive a visual, non-verbal indication that there is one-minute remaining when they reach the four-minute mark.
- A five-minute Q&A section will follow the presentation to allow judges to ask questions.

- E. Contestants will take their materials with them after the presentation.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Project Visualize Contest rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal.

Deadline extensions will NOT be granted.



PROJECT VISUALIZE CONTEST

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.

Guideline Adherence

Points Available	5	0
Summary Sheet	The summary sheet contains title of project, names of presenters, school, district, city, and state.	The summary sheet does not include one or more of the following: title of project, names of presenters, school, district, city, and state.
Title of Project on board	Project title is displayed on the board.	Project title is not displayed on the board
Purpose and Objectives	Contains purpose and objectives	Does not contain purpose and objectives
Description of Activities	Contains description of activities	Does not contain description of activities
Description of Chapter Involvement	Contains details of involvement by chapter members	Does not contain details of involvement by chapter members
Board Size	Board does not exceed 36" x 48" and 10" in depth.	Board exceeds 36" x 48" and 10" in depth.

Creativity

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Embellishment	Decorations and/or ornamentation contribute in a meaningful way to theme and information	Some decorations and/or ornamentation do not contribute in a meaningful way to theme or information	Decorations and/or ornamentation either does not contribute in a meaningful way or distracts from theme and information
Neatness	Adhesives (tape, glue, etc.) not visible; cut edges of paper straight and smooth; meticulousness and care in assembling/constructing board apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling/constructing board not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care in
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas



Presentation

Points Available	5	4-3	2-1
	Accomplished	Commendable	Developing
Depth	The presentation reflects a deep and comprehensive understanding of the project and students articulate its impact with skilled nuance. The contestant expertly leverages the tri-fold to visualize the project.	The presentation reflects understanding of the project. The content of the tri-fold reflects a commendable commitment to sharing details of the project through basic information and decorations.	The presentation is on- topic and offers some good points, though it would benefit from greater exploration and detail. The content of the tri-fold reflects compliance but minimal insight. The images may be basic or not particularly effective.
Described group members roles	Clearly explains contribution of chapter members.	Contribution of chapter members somewhat ambiguous.	Contribution of chapter members not clear.
Structure	The presentation and visual aid reflect a truly impressive, nuanced command of how to clearly communicate key information about the projects' significance to an audience. The presentation is successfully and strategically sequenced.	The presentation and visual aid reflect a largely successful effort to convey the significance of the project.	The presentation and visual aid follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.
Presence	<p>The speaker's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener.</p> <p>The visual aid enhances the presentation.</p>	<p>The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>The visual aid complements the presentation.</p>	<p>The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p> <p>The visual aid is relevant to the presentation.</p>
Q&A	The contestant's responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the project. The contestant displays impressive, professional-level depth of knowledge and understanding.	The contestant's responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected project.	The contestant's responses reflected a broad spectrum of levels of quality from answer to answer.



Written Summary of Project

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Mechanics & Professionalism	<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 one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).</p>	<p>Reflects a document in need of some proofreading and/or revision.</p> <p>Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization)</p>

Overall Impact

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

Length

Points Available	5	3	1
Length	<p>Presentation was between four and five minutes.</p>	<p>Presentation was more than three minutes and less than four minutes.</p>	<p>Presentation was less than three minutes or longer than five minutes.</p>

PROJECT VISUALIZE CONTEST

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.

Guideline Adherence

	Adheres	Does Not Adhere	Score
Summary Sheet	5	0	
Title of Project is displayed on board	5	0	
Purpose and Objectives	5	0	
Description of Activities	5	0	
Description of Chapter Involvement	5	0	
Board Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishment	5	4-3	2-1	
Neatness	5	4-3	2-1	
Originality of Ideas	5	4-3	2-1	
Overall Creativity	5	4-3	2-1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	5	4-3	2-1	
Described group member roles	5	4-3	2-1	
Structure	5	4-3	2-1	

Presence	5	4-3	2-1	
Q&A	5	4-3	2-1	

Overall Impact

	Accomplished	Commendable	Developing	Score
Overall Impact	10-7	6-4	3-1	

Written Summary of Project

	Accomplished	Commendable	Developing	Score
Mechanics & Professionalism	10-7	6-4	3-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or over 5 minutes	Score
Length	5	3	1	

TOTAL SCORE_____/100

FEEDBACK FOR STUDENTS: Write two or more sentences.



TEACHER CREATED MATERIALS CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators

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

EDUCATORS RISING STANDARDS:

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

Contest Purpose

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

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

Contest Guidelines

- A. The display should include:
 - a. A Summary Sheet in a folder containing:
 - i. The names of all contestants.
 - ii. Their school, district, and city/state
 - iii. Their instructional objectives
 - iv. Their target audience and size of audience
 - v. Details about implementation
 - b. Your teacher created materials.
- B. All items used to create the teacher created materials may be purchased, handmade, or computer-generated. All computer-generated content must abide by the Educators Rising copyright policy.
- C. The display should not be a bulletin board, and it does not necessarily have to be display board. The teaching materials and Summary Sheet should be presented on a table. All materials displayed on a table must fit within 36" length.
- D. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- E. Presenters will receive a visual, non- verbal indication that there is one-minute remaining when they reach the 4-minute mark.
- F. The presentation should include:
 - a. An overview of the Summary Sheet
 - b. The educational significance of the materials – how could they be used in a classroom to enhance learning?
 - c. An assessment of the value or benefit of the materials to the target audience.
- G. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- H. Contestants will take their materials with them after the presentation.



Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Teacher Created Materials Contest rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



TEACHER CREATED MATERIALS CONTEST

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.

Guideline Adherence

Points Available	5	0
Summary Sheet	The summary sheet contains title of activity, names of presenters, school, district, city, and state.	The summary sheet does not include one or more of the following: title of activity, names of presenters, school, district, city, and state.
Instructional Objectives	Contains objectives	Does not contain objectives
Target Audience	Contains target audience and size of audience	Does not contain target audience or the size of the audience
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Interactive Instructions	Contains instructions for interaction with the display	Does not contain instructions for interaction with the display
Display Size	Display does not exceed 36" on a table	Display exceeds 36" on a table

Creativity

Points Available	10-9 Accomplished	8-5 Commendable	4-1 Developing
Overall Creativity	Offers an imaginative way of presenting information	Offers a limited imaginative way of presenting information	Little or no evidence of imagination
Originality of Ideas	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect the student's own ideas



Design of the Project

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Elements of Design	Skillfully incorporates form, shape, line, texture, color and space. A professional-caliber display, with no mechanical errors.	Unskilled incorporation of form, shape, line, texture, color, and space. A nearly professional-caliber display, with almost no mechanical errors.	Little to no consideration of form, shape, line, texture, color and space. A display that would benefit from more attention to detail.
Target audience appropriate	Suitable for target audience	Either slightly too advanced or slightly too basic for target audience	Either extremely too advanced or extremely too basic for target audience and/or doesn't address
Practicality	Can be implemented in the educational setting without substantial difficulty	Can be implemented in the educational setting with moderate difficulty	Implementation in the educational setting would involve substantial difficulty
Effectiveness of Instruction	Activity enriches and reinforces (reteaches) stated learning objectives.	Activity either enriches or reinforces stated learning objectives	Activity is very limited or neither enriches nor reinforces stated learning objectives
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities are less obvious for material to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	5 Accomplished	4-3 Commendable	2-1 Developing
Depth	The presentation reflects a deep and comprehensive understanding of the materials and their educational significance. The contestant expertly leverages the display to creatively showcase the materials.	The presentation reflects understanding of the materials and their educational significance, as well as a commitment to a thoughtful display of the materials.	The presentation is on- topic and offers some good points, though it would benefit from greater exploration and detail into the materials and their educational significance. The content of the display reflects compliance but minimal depth.
Structure	The presentation and display reflect a truly impressive, nuanced command of how to clearly communicate key information about the materials' significance to an audience. The presentation is successfully and strategically sequenced.	The presentation and display reflect a largely successful effort to convey the significance of the materials.	The presentation and display follow a traditional structure without evidence of further ambition or execution. It is direct and on-topic.



EDUCATORS RISING

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

Length

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



TEACHER CREATED MATERIALS CONTEST

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.

Guideline Adherence

	Adheres	Does Not Adhere	Score
Summary Sheet	5	0	
Instructional Objectives	5	0	
Target Audience	5	0	
Title of Activity	5	0	
Interactive Instructions	5	0	
Display Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Overall Creativity	10-9	8-5	4-1	
Originality of Ideas	10-9	8-5	4-1	

Design of Project

	Accomplished	Commendable	Developing	Score
Elements of Design	5	4-3	2-1	
Target Audience Appropriate	5	4-3	2-1	
Practicality	5	4-3	2-1	
Effectiveness of Instruction	5	4-3	2-1	
Interactive	5	4-3	2-1	



Presentation

	Accomplished	Commendable	Developing	Score
Depth	5	4-3	2-1	
Structure	5	4-3	2-1	
Presence	5	4-3	2-1	
Q&A	5	4-3	2-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or over 5 minutes	Score
Length	5	3	1	

TOTAL SCORE_____/100

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 2023 Creative Lecture Competition is STUDENT CONNECTEDNESS AFTER THE PANDEMIC.

PROMPT: Students who feel connected to their schools, their teachers, and their classmates are more likely to earn higher grades, graduate on time, and feel better about themselves. That feeling of connectedness stopped when schools closed in 2020 at the start of the pandemic, and students abruptly were isolated from their friends and teachers. An April 2022 survey by the Centers for Disease Control and Prevention (CDC) found that approximately one in three high school students experienced poor mental health (most of the time or always) during the COVID-19 pandemic.

The CDC's survey concluded that students who felt close to people at their schools and were virtually connected with others suffered fewer instances of poor mental health, persistent feelings of sadness or hopelessness, and suicidal thoughts and behaviors. The survey illustrates the essential role that connectedness plays in student success.

Now that most schools are back to in-person learning, how can they foster and strengthen student connectedness to their teachers and school community?

(Citation: <https://www.usnews.com/news/health-news/articles/2022-03-31/poor-mental-health-common-among-students-during-covid>)

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. One judge will also serve as timekeeper. Speakers will receive a visual, non-verbal indication that there is one-minute remaining when they reach the nine-minute mark of their speeches.

Judging and scoring

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

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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.



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

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?

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

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.



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

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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.



EDUCATORS RISING

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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



ETHICAL DILEMMA SCENARIO FOR 2023

Ms. Ramirez is a first-year language arts teacher and yearbook advisor who is employed in the small community in which she was raised.

Richard and Mandi are two of Ms. Ramirez's language arts students and both are on the yearbook committee. Mandi, the yearbook editor, lives in Ms. Ramirez's neighborhood, and Mandi's mother works in the school's front office. Richard is new to the school and quiet in class. It was Ms. Ramirez's suggestion he join the yearbook committee as a photographer.

Over time, Ms. Ramirez noticed Richard became quieter and more withdrawn during the regular yearbook work sessions and at school. She privately asked him if anything was bothering him, and he denied any issue. Later that evening, however, he direct messaged Ms. Ramirez on Instagram. In his message, he shared several of Mandi's posts to him about his "sloppy" photography, how nobody liked him, and criticizing where he lived. He knew she had also shared her opinions with other classmates as many were not as friendly as they had been. He begged Ms. Ramirez not to talk to Mandi about her posts as, "It would just make things worse." He said it would be better if he just quit the yearbook committee.

Ms. Ramirez was unsure how to proceed. She neither wanted Richard to experience retaliation nor quit the committee. She was not sure if Mandi's behavior rose to the level of bullying, but it was, in her opinion, hurtful and rude. She did know Mandi's mother was very vocal at school and in the neighborhood, not holding back her opinion about specific teachers.

Ms. Ramirez's mentor teacher advised her to be careful. She shared an earlier situation in which Mandi's mother had openly sided with her daughter about a poor grade she received from another teacher's class, which had become a topic of discussion around the school. As a new teacher, Ms. Ramirez hoped to avoid a similar situation.

RECOMMENDED READING

Students often confide in their teachers with personal concerns, and many educators 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 using personal (e.g., Instagram), not professional profiles? Read on for various perspectives:

- The Model Code of Ethics for Educators, available at https://www.nasdt.org/page/MCEE_Doc
- Cyberbullying, available at <https://www.stopbullying.gov/>
- [Excerpts from Cybertraps for Educators 2.0](#)

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- Discuss how the teacher-student relationship differs between classroom instruction and school activities that are outside the classroom.



- Discuss some possible unintended consequences of communicating with students not only outside of the school day, but also using personal (e.g., Instagram), not professional profiles.
- Discuss Ms. Ramirez's concern about potential issues arising that may cause others to question her competency as a teacher.
- Discuss if Ms. Ramirez should honor Richard's request to not address the issue with Mandi for fear of retaliation?
- What might be a best course of action for Ms. Ramirez?
- 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?
- This scenario frames several core ethical axioms – confidentiality, student safety and welfare, technology, and multiple relationships. Consult the Model Code of Ethics and find specific standards that discuss those particular issues. Use the standards to determine 1) the greatest priorities in the scenario that need to be addressed, 2) the possible consequences for different courses of action, 3) determine other stakeholders that are not mentioned in the scenario that may be impacted by Ms. Ramirez's courses of action, and finally 4) discuss with your colleagues other examples in which those core axioms are present in the teaching profession.



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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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

This form should be completed by the contestant.

- The contestant is to conduct a 15-minute interview of the administrator participating in the Exploring Education Administration 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 EDUCATION ADMINISTRATOR:

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



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



COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The 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.

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	1	

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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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



COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The 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 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	1	

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 | • School Counselor |
| • Instructional Coach | • School Psychologist |
| • Speech-Language Pathologist | • School Social Worker |
| • Audiologist | • Occupational Therapist |
| • Vision Specialist | • 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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



EDUCATORS RISING

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
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ABOUT THE HOST TEACHER

Professional's Name	Professional's Subject
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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

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 Support Services 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 SUPPORT SERVICES PROFESSIONAL:

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 career in education (insert job title)?



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

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The 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.



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	1	

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 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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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.



EDUCATORS RISING

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 2022. 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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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	The contestants' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material. The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The contestants' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestants display some substantive knowledge and understanding of the selected topic based on his/her experience and research.	The contestants' responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	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.
Overall Impact	The presentation's demonstration of clear, powerful, and undeniable impact and innovation translates fully. The visuals and the presentation content and delivery effectively complement each other to craft a highly impactful, professional-caliber experience.	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.	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.	The presentation demonstrates inconsistent, off-topic, unprofessional, or superficial aspects of the visuals, content, or delivery. The audience is frequently distracted from the intended impact by aspects of the visuals, content, or delivery.

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 2022.	Video or presentation does not make clear strategy was implemented no earlier than 2022.



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.



EDUCATORS RISING

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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

**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, 2023

Starting Date: Aug. 1, 2023

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 ZipRecruiter.com, the national average salary in 2022 for full-time paraprofessional educators is \$31,988.

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 résumé 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 résumé with minimal redundancy.	Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the contestant's qualifications for the position. Reflects some redundancy with résumé which weakens impact.	Credentials and accomplishments need significant strengthening in order to make a sufficient case for the contestant's qualifications for the position. Does not complement cover letter or reflects excessive redundancy with résumé 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	Reflects professional caliber of having all aspects organized and clearly understandable. All vital information is included and clearly marked.	Reflects commendable student-caliber of having all aspects organized and understandable. All vital information is included and marked.	Reflects inconsistent organization and clarity in the document. Some vital information is missing or not clearly marked.	Reflects need for a significant redesign/rewriting for organization and clarity. Irrelevant information may be present.
Resumé Strength	Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the contestant's qualifications for the position. Expertly complements cover letter without being redundant.	Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the contestant's qualifications for the position. Succeeds mostly in complementing cover letter with minimal redundancy.	Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the contestant's qualifications for the position. Reflects some redundancy with cover letter 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 cover letter which weakens impact.
Resumé 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).

Interview

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

Interview Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Responses	Provides consistently specific, logical, comprehensive, on- topic responses to judges' questions. Frequently cites expertly chosen examples or evidence to effectively support positions.	Provides mostly specific, logical, comprehensive, on- topic responses to judges' questions. Cites some on-topic examples or evidence to effectively support positions.	Provides mostly inconsistent or superficial responses to judges' questions. Responses may lack specificity, logic, or direct correlation to the heart of the question. Cited limited on- topic examples or evidence to effectively support positions.	Provides minimal depth, specificity, logic, or direct correlation to the heart of the questions. Cited minimal on- topic examples or evidence to effectively support positions.
Professional Demeanor	Reflects professional-caliber body language, dress, speech, sincerity, and confidence.	Reflects commendable student-caliber body language, dress, speech, sincerity, and confidence.	Reflects developing 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 & Résumé

	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;
- ***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.

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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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	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.

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.

Competition Guidelines

There are three components to this competition:

- ***A written lesson plan:*** submitted and scored by judges prior to the national conference;
- ***A lesson delivery video:*** submitted and scored by judges prior to the national conference, but also brought by the 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.

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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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 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	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— 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 and Social Studies (including civics and government, economics, history, and geography)

**If you are interested in teaching visual art, music, media arts, dance, or drama/theater, check out the Educators Rising "Lesson Planning and Delivery Competition — Arts."*

****Due to limitations in judging expertise in multiple languages, 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;
- **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.

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 – Humanities rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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

Lesson Delivery Video

Points Available	5	4	3	2-1
	Accomplished	Commendable	Developing	Needs Improvement
Execution of Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the lesson delivery. This means:</p> <p>The video shows clear and consistent evidence of the students' comprehension of the goal and objective of the lesson.</p> <p>The video shows clear evidence of facilitating students' reaching for thinking on upper levels of Bloom's taxonomy.</p>	<p>Clear and high expectations are evident throughout most aspects of the lesson delivery. This means:</p> <p>The video shows evidence of most students' comprehension of the goal and objective of the lesson.</p> <p>The video suggests that students' reaching for thinking on the upper levels of Bloom's taxonomy.</p>	<p>Clear and high expectations are evident throughout some aspects of the lesson delivery. This means:</p> <p>The video shows evidence that some students comprehend the goal and objective of the lesson.</p> <p>The video shows some evidence that some students attempt thinking on the upper levels of Bloom's taxonomy.</p>	<p>Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means:</p> <p>The video shows limited evidence that students engaged in an appropriately challenging learning experience or attempted thinking on the upper levels of Bloom's taxonomy.</p>



Lesson Delivery Video Cont.

Points Available	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, and 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;
- ***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.

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 – STEM rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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



Lesson Plan Document Cont.

Points Available	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>



EDUCATORS RISING

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.</p> <p>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

The topic for the 2023 Public Speaking Competition: Teacher shortage crisis

Even before the pandemic, the teaching profession faced a wave of teacher retirements. The pandemic and the culture wars have made the looming teacher shortage worse. According to a survey of teachers by the EdWeek Research Center and commissioned by Merrimack College, the results “suggest a deep disillusionment of many teachers who feel overworked, underpaid, and under-appreciated, with potential implications for a once-in-a-generation shift in the teaching profession.” The teachers in the survey cite low pay and lack of control over their schedules as major factors in their job dissatisfaction. Another factor: “Teachers’ growing perception that the general public does not understand or appreciate their work,” according to the survey results.

What can education leaders do to stem the tide of teachers leaving the classroom? What strategies would help school districts attract new teachers to the profession?

(Citation: <https://www.edweek.org/research-center/reports/teaching-profession-in-crisis-national-teacher-survey>)

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. Contestants will respond to judges’ follow up questions. The entire presentation and question session will last a total of no more than 10

minutes.

- F. One judge will also serve as timekeeper. Speakers will receive a visual, non-verbal indication that there is one-minute remaining when they reach the four-minute mark of their speeches.

- 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.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**



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

This year's competition focuses on emotional disturbance. In 2018-2019, approximately 324,000 students, or 5.45% of students in the public school system received disabilities services for emotional disturbance. (Citation <https://sites.ed.gov/idea/osep-fast-facts-children-IDed-Emotional-Disturbance-20>)

The IDEA states that "Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- C. Inappropriate types of behavior or feelings under normal circumstances.
- D. A general pervasive mood of unhappiness or depression.
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section." (Citation <https://sites.ed.gov/idea/regs/b/a/300.8/c/4>)

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

Team members should research emotional disturbance 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.*

- | | |
|--|--|
| <p>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.</p> <p>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.</p> <p>C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and</p> | <p>deliver the team’s research findings and recommendations.</p> <p>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.</p> <p>E. Team members should bring the file of their slide deck on a USB drive.</p> |
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Judging and scoring

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

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

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.

