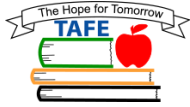


IMPROMPTU LESSON COMPETITION

\$100 Scholarship to Judge's Choice Winner



Every TAFE member must also be a member of Educators Rising to compete at the region, state and national levels.

Entries Per School	2
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	EDC01, EDC02, EDPC01, EDPC02, EDPC03, and EDPC04
Principles of Education and Training TEKS	b4; 2B, D; 4A, B
Human Growth and Development TEKS	b4; 2E; 4F; 5F; 6F; 7G
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A, B; 5A-F; 7A-C
Practicum in Education and Training TEKS	b4; 3A-E; 5A-G; 6A-D; 7A-C
Child Development TEKS	b4; 1A-E; 8A-H
Child Guidance TEKS	b4; 1A-C; 4A; 8A-D; 9A-D; 10E, F
College and Career Readiness Skills	ELA: I A, II A-B, III A-B, V A-C Depending on the lesson plan, Math, Science, and Social Studies Standards may be included. Cross-Disciplinary: I A-F, II A-E

NOTE: The members of the Competitive Events/Service Committee selected TEKS from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child development and child guidance) that they thought were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific project, other TEKS might also apply.

CONTEST PURPOSE

Highly skilled educators never stop building their mental toolbox of strategies to support learning. Sometimes in the teaching life, plans change suddenly, and teachers must improvise. For highly skilled teachers though, this doesn't mean making things up out of thin air; it means drawing upon the strategies and experiences in that mental toolbox to quickly create a quality learning opportunity.

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

OBJECTIVE

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

SAMPLE SCENARIO 1

7th grade science class

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

SAMPLE SCENARIO 2

3rd grade English language arts class

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

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

COMPETITION GUIDELINES

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

JUDGING AND SCORING

- A. The judges' decisions are final.
- B. Scoring is based on the Impromptu Lesson Competition rubric.