

LESSON PLANNING & DELIVERY – HIGHER ED COMPETITION



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

Entries Per Chapter	2
Type of Event	Individual or Dual (Author and/or Illustrator)
State Competition	Yes
National Competition	Yes

ELIGIBILITY: Educators Rising Higher Education Students (Entrants must have earned a high school diploma prior to August 2019 but as of June 2019 have not yet earned a baccalaureate degree or teaching certificate.)

COMPETITION 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.

All subject areas are eligible for this competition.

For models of excellence, students are strongly encouraged to examine the videos and reflective commentaries of National Board Videos in the Get Inspired section of the EdRising Virtual Campus.

COMPETITION GUIDELINES

There are three components to this competition:

- A written lesson plan: submitted and scored by judges prior to the national conference, but also brought by the contestant to the on-site competition;
- A lesson delivery video: submitted and scored by judges prior to the national conference, but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and
- A reflection between contestant and on-site judges at the national conference.

1. LESSON PLAN: A written lesson plan

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

2. 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 file must be in .mp4 format.* Videos that are not in this file format will not be accepted and will be disqualified. The maximum file size is 2GB.
- 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.

3. 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. *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

- A. The judges' decisions are final.
- B. Scoring is based on the Lesson Planning and Delivery Competition – Higher Ed rubric.

LESSON PLANNING & DELIVERY HIGHER ED COMPETITION JUDGE'S 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 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
Clear & High Expectations	<p>Clear and high expectations are evident throughout every aspect of the plan. This means:</p> <p>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. 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 to learning standards.</p>

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

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.

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
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.
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 PLANNING AND DELIVERY COMPETITION – HIGHER ED

Lesson Delivery Video

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 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>
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</p>

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
Organizing and Sequencing Content for Student Learning	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.	The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson goal and objective. It is not entirely clear how every aspect of the students' experience in the lesson supports the achievement of the goal and objective.	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.	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.
Execution of Instructional Methods	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. The deployment of the instructional methods with the content and goal/objective is expert-level in its execution.	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. A more strategic deployment of the instructional methods with the content and goal/objective would likely yield better student outcomes.	The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability.	The video reflects limited understanding of the deployment of instructional methods to support student learning, student engagement, and meeting the lesson goal and objective.

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
Classroom Management	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.	The video shows evidence of strong usage of classroom management strategies to achieve near-total student engagement throughout the lesson.	The video shows evidence of usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.	The video shows evidence of the contestant's developing understanding of how to manage a classroom. 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.
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. 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.

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
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, though 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>

LESSON PLANNING AND DELIVERY COMPETITION – HIGHER ED

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
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>
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 & DELIVERY HIGHER ED COMPETITION FEEDBACK & TALLY SHEET

Student Name: _____

Student's School, City, State: _____

Subject & Grade Level of Class Where Featured Lesson was Delivered: _____

▮ Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.

▮ Points and written feedback will be written on this Feedback & Tally Sheet, which should be returned to the student via electronic scoring system.

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 PLANNING AND DELIVERY COMPETITION – HIGHER ED

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

FEEDBACK FOR STUDENT:

Write 2 or more sentences in the space below.

TOTAL SCORE _____ / 115