

# TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

## GENERAL INFORMATION FOR ALL EVENTS

(Event specific information begins on page 4)

**Failure to follow stated guidelines may result in disqualification of student competing.  
For a complete list you can view the [TAFE Policies and Procedures](#).**

All students wishing to compete in TAFE or Educators Rising events must complete the following:

- Be an active paid member of Educators Rising for the current school year. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process. Additionally - your chapter must have paid its TAFE State Dues for the current school year. **TAFE State dues must be paid in full by November 1st.**
- Register to attend your TAFE Area Conference or the TAFE Teach Tomorrow Summit. **Registration for the conference does not register your students for competitive events.**
- Sign up to compete in competitive events and submit all required materials by the stated deadline on the TAFE [Guidelines & Rubrics](#) page located on the [TAFE Website](#).

## GENERAL RULES & REGULATIONS

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

### Eligibility

- Competitors must be a paid active-level student member of Educators Rising prior to competing at an Area or State Conference.
- Competitors can only compete in 3 events of which no more than 2 can be national events. ELF Test, Student of the Year, and Breakout Session do not count as part of the 3 events.
- For Educators Rising National Events, the Top 10 highest scoring entries in each level will be eligible to compete at the Educators Rising National Conference. In addition to being ranked, students must have earned 70% of the available points, then ranked in the top 5 at Area to advance to State and 80% of the available points and ranked in the top 10 at State to advance to Nationals.
  - *Students may only compete in one event at the Educators Rising National Conference.*

### Competitive Event Entries

- All submitted materials must reflect original work from the 2024-2025 school year. Materials that may have been created or submitted in previous years are **ineligible**. All competitors must complete a [Statement of Originality](#) form for each event they are participating in.
- Each competitive event guideline will identify what materials are required for submission prior to the conference. Failure to submit required materials by the deadline will result in disqualification. Files should be uploaded using the competitor's **FORM ID found on the 2025 TTS Database**.
- All video files that are submitted in advance must be uploaded to [YouTube](#).
- For area conferences:
  - All competitors should have the video available offline on their computer or on a flash drive.
  - All presentations or presentation resources should be available for offline use. Internet access may not be available at all locations.



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## Levels of Competition

- The breakdown of grades noted below is used to designate levels for competitive event entries. Not all competitive events are open to all divisions. Please refer to the event guidelines to check the levels eligible to compete in that event. Teams consisting of students from varying grade levels should be registered in the level of the most senior member.
  - **Middle School** - Grades 7 & 8
  - **Junior Varsity** - Grades 9 & 10
  - **Varsity** - Grades 11 & 12
  - **Collegiate** - Undergraduate Students
  - **Special Edition** - This is for students who have an IEP. It is specifically designed to accommodate special needs students who require accommodation(s) to compete.

## Conference Registration, Attendance, & Participation in Events

- Teacher leaders must login to the TAFE website and register for the conference they are attending. **Registration for the conference does not register your students for competitive events.** Please follow the instructions provided on the [TAFE Website](#) to register for competitive events. Students whose teacher leader fails to register for the conference or competitive events before the deadline will not be allowed to attend or compete.
- Competitors should observe professional dress as defined by the [Dress Code Compliance Form](#). Students will not be allowed to compete if they are not compliant with the dress code. By attending any TAFE sponsored event or conference, you agree to be compliant with the dress code.
- **Judges scores are final - Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback.** If a school/district is found in violation of this, they will lose IN GOOD STANDING status with the TAFE association. All questions or concerns should be brought to the attention of the officers and/or TAFE Staff putting on the event.
- The schedule of competitors will be followed as closely as possible. Please understand that events can run behind and ahead of schedule throughout the day. Please be sure and follow all forms of TAFE communication so you do not miss the opportunity to compete.

## Designation of Awards

- Students will receive awards based on the number of points scored on the event rubric. All those receiving a certificate will be recognized on screen during the Closing General Session at the Teach Tomorrow Summit. Awards will be given as follows. The following awards will be given at Area & State Conferences:
  - **National Qualifier** (Varying criteria - State Conference Only)
  - **State Qualifier** (Area conference Only)
  - **Gold Certificate** (90% to 100% of total points awarded only at State)
  - **Silver Certificate** (80% to 89% of total points awarded only at State)
  - **Bronze Certificate** (70% to 79% of total points awarded only at State)
  - **Did Not Place** (0% to 69% of total points awarded only at State)

## Area TAFE Conference To-Do List

- Register for your local conference (**September 30, 2024 - October 14, 2024**)
- Register for competitive events (**September 30, 2024 - October 14, 2024**)
- **For Bulletin Board and Project Visualize, submit a photo and summary sheet for an Originality Pre-Submission no later than the day before your area conference.**

## State TAFE Conference To-Do List

- Register to attend the 2024 TAFE State Conference (**December 9, 2024 - January 17, 2025**)
- Submit Prescored materials by **January 24, 2025 @ 5:00pm**
- Register for a time to compete at the 2024 TAFE State Conference (**January 20, 2025 – January 24, 2025**)



TEXAS ASSOCIATION OF FUTURE EDUCATORS  
**COMPETITIVE EVENTS**

## IMPROMPTU LESSON COMPETITION

### \$100 Scholarship to Judge's Choice Winner

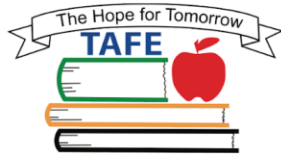
Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	EDC01, EDC02, EDPC01, EDPC02, EDPC03, and EDPC04
Principles of Education and Training TEKS	b4; 2B, D; 4A, B
Human Growth 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

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

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

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

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



# TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

## **SAMPLE SCENARIO 1**

### **7th grade science class**

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

## **SAMPLE SCENARIO 2**

### **3rd grade English language arts class**

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

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

## **COMPETITION GUIDELINES:**

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

## **CONTEST JUDGES' INFORMATION**

- **Both Area and State:**
  - The judging panel will consist of 1-3 adults.
  - The judges' decisions are final.
  - Scoring is based on the Impromptu Lesson Competition rubric.

# IMPROMPTU LESSON

## DETAILED SCORING RUBRIC

Teaching and Q&A				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
<b>Engagement</b>	The lesson is highly engaging in ways that directly support meeting a clearly stated, educationally relevant goal.  Students (or judges role-playing as students) are directly and substantively involved in their learning.	The lesson is engaging in ways that connect to a goal, although the level of engagement or the connection to the goal may not be professional-caliber at all moments of the lesson.  Students (or judges role-playing as students) are involved in their learning.	The lesson is somewhat engaging at some moments. Connection to a goal may be limited or inconsistent.  Students (or judges role-playing as students) are somewhat involved in their learning.	The lesson is either primarily not engaging or reflects minimal connection to a goal. The goal may not be clear or relevant.  Students (or judges role-playing as students) are involved in their learning only in a limited way.
<b>Creativity</b>	The lesson reflects a very high level of creativity that advances student engagement and learning.	The lesson reflects a good level of creativity that advances student engagement and learning.	The lesson reflects an inconsistent level of creativity that advances student engagement and learning.	The lesson reflects a limited level of creativity that advances student engagement and learning.
<b>Professionalism</b>	All aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a consistently high level of professionalism.	Most aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.	Aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	Multiple aspects of the contestant's performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.
<b>Q&amp;A Reflection</b>	The contestant demonstrates professional-level insight and understanding of quality teaching when reflecting upon his/ her lesson delivery. Responses to judges' questions are entirely direct, comprehensive, and indicative of professional-caliber reflection.	The contestant demonstrates thoughtful reflection on his/her lesson delivery, but may not achieve consistent, professional-level insight and understanding of quality teaching. Responses to judges' questions are direct and mostly comprehensive, but not every answer reflects professional-caliber reflection.	The contestant, when reflecting upon his/her lesson delivery, demonstrates inconsistent thoughtfulness and understanding of quality teaching. Responses to judges' questions may be only partially substantive, and may not reflect thorough reflection.	The contestant's reflection is incomplete or reflects limited understanding of quality teaching. Responses to judges' questions are not direct or comprehensive.
<b>Overall Impact</b>	The entire presentation reflects excellent, professional-caliber teaching for student learning.	The entire presentation reflects good teaching for student learning.	The entire presentation reflects inconsistent teaching for student learning.	The entire presentation reflects limited teaching for student learning.

Lesson Length			
	5 - 4 Accomplished	3 Proficient	2 - 1 Developing
<b>Lesson Length</b>	Presentation was between ten and fifteen minutes.	Presentation was between eight and ten minutes or fifteen and sixteen minutes.	Presentation was less than eight minutes or longer than sixteen minutes.

# IMPROMPTU LESSON FEEDBACK & TALLY SHEET

Teaching and Q&A					
	Accomplished	Strong	Developing	Emerging	Score
Engagement	15 - 13	12 - 9	8 - 5	4 - 1	
Creativity	15 - 13	12 - 9	8 - 5	4 - 1	
Professionalism	15 - 13	12 - 9	8 - 5	4 - 1	
Q&A Reflection	15 - 13	12 - 9	8 - 5	4 - 1	
Overall Impact	15 - 13	12 - 9	8 - 5	4 - 1	

Lesson Length				
	10 - 15 Minutes	8 - 10 Minutes or 15 - 16 Minutes	Less than 8 Minutes or over 16 Minutes	Score
Lesson Length	5 - 4	3 - 2	1 - 0	

<b>FINAL SCORE</b>	/ 80	<b>ACTUAL TIME</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="font-size: 8px;">Minutes</th> <th style="font-size: 8px;">Seconds</th> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>	Minutes	Seconds			<b>TOTAL</b>	
Minutes	Seconds								

Student Feedback
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