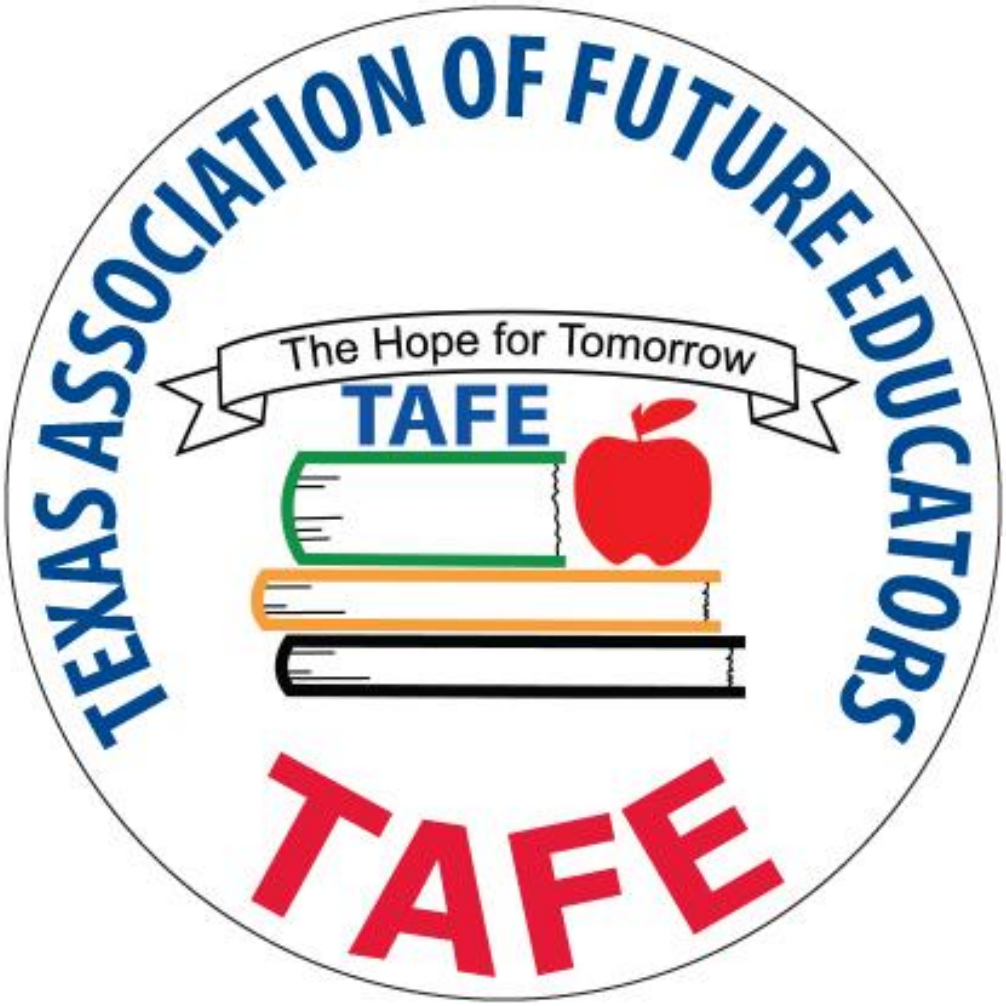


Middle School Events

These events are for 7th and 8th graders. Middle School competitors cannot compete with JV and Varsity

State Events

These events do not advance past the state conference

Breakout Session

Chapter Yearbook Contest

Educational Leadership Fundamentals Test

Goal Setting

Impromptu Speaking

Project Visualize TRAFLE Contest

TAFE Outstanding Chapter Contest

Teacher Leader of the Year

National Events

These events have the potential to advance to the National Level

COMPETITIONS

Children's Literature K-3

Children's Literature Pre-K

Children's Literature K-3 Spanish

Children's Literature Pre-K Spanish

Creative Lecture Educators Rising Moment

Educators Rising Moment Spanish

Exploring Education Administration Careers

Exploring Non-Core Careers

Exploring Support Services`

Public Service Announcement-Teacher Recruitment

Public Speaking

CONTESTS

Interactive Bulletin Board-Elementary

Interactive Bulletin Board-Middle School/High School

Project Visualize Service

Teacher Created Materials

TAFE
Texas Association of Future Educators

Middle School Competitive Events Planner

CHAPTER EVENTS		
COMPETITIVE EVENT	**# OF ENTRIES**	**COMPETITORS NAMES**
Breakout Session Team (2-6)	1	
Chapter Yearbook Team (2-4)	1	
Goal Setting Individual	2	
Impromptu Speaking Individual	2	
Outstanding Chapter Team (2-4)	1	
Project Visualize-T Indvidual or Dual (2)	2	
Project Visualize-R Indvidual or Dual (2)	2	
Project Visualize-A Indvidual or Dual (2)	2	
Project Visualize-F Indvidual or Dual (2)	2	

Project Visualize-L **Indvidual or Dual (2)**	2	
Project Visualize-E **Indvidual or Dual (2)**	2	
ELF Test **Individual**	No Limit	
Children's Literature K-3 **Individual or Dual (2)**	2	
Children's Literature Pre-K **Individual or Dual (2)**	2	
Children's Literature K-3 Spanish **Individual or Dual (2)**	2	
Children's Literature Pre-K Spanish **Individual or Dual (2)**	2	
Creative lecture **Individual**	2	
Educators Rising Moment **Individual**	2	
Educators Rising Moment Spanish **Individual**	2	
Exploring Education Administration Careers **Individual**	2	
Exploring Non-Core Subject Teaching Careers **Individual**	2	
Exploring Support Service Careers **Individual**	2	

Interactive Bulletin Board- (ELEM) Individual or Dual (2)	2	
Interactive Bulletin Board- (MS/HS) Individual or Dual (2)	2	
Project Visualize Service Individual or Dual (2)	2	
PSA-Teacher Recruitment Team (2-4)	1	
Public Speaking Individual	2	
Teacher Created Materials (ELEM, MS/HS) Individual or Dual (2)	2	

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 in the Top 10, students must have earned 70% of available points at Area to advance to State and 80% of available points 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.

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

BREAKOUT SESSION PRESENTATION

Entries Per Chapter	1
Type of Event	Contest (Team of 2-6)
State Contest	Yes
National Contest	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, ESS03, ESS07, ESS09, EDC01, EDC02, EDC07, EDC09, EDPC01, EDPC02, EDPC03, EDPC04
Principles of Education and Training TEKS	b4, 1A-I, 2D, 4B
Human Growth and Development	b4, 1A-J
Instructional Practices in Education and Training TEKS	b4, 1A-I, 2B-C, 3A-C, 4A-B, 5F, 6A-D
Practicum in Education and Training	b4, 1A-E; 8F, G, H
Child Guidance TEKS	b4, 1A-E; 10C-F
College and Career Readiness Skills	ELA I A-1, 4, 5; III A 1-2, B 1-3; V A 2, B 1 & 3, C 2 Social Studies V A-B, Cross-disciplinary I C-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 allow students an opportunity to demonstrate their teaching skills by planning, preparing and presenting a 40-minute breakout session that is aligned with one of the TAFE TRAFLES.

OVERVIEW: This contest is a team event where members work together to plan, prepare, and present a 40-minute breakout session. The lesson taught, presented, or facilitated must align with one of the TAFE TRAFLES. Teams that score 90-100 at their area conference will advance to present their breakout session at the TAFE Teach Tomorrow Summit.

CONTEST GUIDELINES:

- **Breakout Session**
  - Each chapter may submit 1 entry for the area conference.
  - Two to six students may present the breakout session.
  - The team must score at least a 90 to qualify to advance to state to present their breakout session.
  - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.
  - Prior to the Area/State
    - Students must plan and prepare a 40-minute breakout session that aligns with one of the seven TRAFLES areas. The areas are below.
      - Teaching/Training
      - Recreational
      - Appreciation (Teacher/Staff)
      - Fundraising
      - Leadership
      - Education Awareness
      - Service
  - A description of the session must be submitted to the area/state office by the deadline for publishing and accurately describe the session. It entices conference participants to attend.
    - A brief outline of the session must be submitted to the area/state office by the deadline for review. Minimum requirements include an introduction, body, and closing.
    - Prior to Start of Presentation
      - The set-up is complete, so the session can begin on time. All resources are in place (technology set; materials sorted, counted, and bagged for ease of distribution or display, etc.)
      - At least one team member greets participants as they enter the presentation room.
    - During Presentation
      - Introduction: Chapter name, team members, city, state, title of session, goals and objective stated prominently at the beginning of the presentation.
    - The presentation must include accurate and up-to-date content and follow a logical sequence.
    - All members of the presentation team should be knowledgeable about the material covered and have equally active roles, whether speaking, assisting participants, managing materials, etc.
    - Session should include multiple strategies to maximize engagement between presenter(s) and participants as appropriate.
    - Presenters should use professional speaking techniques.
    - Management of logistics such as time, materials, transitions, etc. should be smooth. Movement of participants into groups or activities should be seamless.
    - Presenters should exhibit professionalism throughout the session.
  - Presentation Closing
    - Appropriate time is allowed for questions. (They may be answered throughout the presentation or at the end.) If time is allowed at the end for questions, and no one asks questions, the team needs to be prepared to fill in with appropriate material to fill the rest of the time.
    - The session must have closing remarks and not just end abruptly.
    - The session must fit the 40-minute time frame.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - ***If a school has a team competing in this event, the teacher leader and a student from their chapter must judge in this event.***
  - The judging panel will consist of 1-2 adults.
  - The contestants will be judged against a standard of excellence rather than against each other.

- **Area:**
  - Judges will use the Breakout Session Contest Rubric to score the breakout session team and they will follow the guidelines set up by their area.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

BREAKOUT SESSION PRESENTATION

Proposal Form-must be submitted online by October 31st

Presenters: _____

_____

School: _____

School Address: _____ City_____ Zip _____

Teacher Leader Name:_____ Email Address: _____

Phone Number: (_____) _____ Cell Phone Number: (_____) _____

WORKSHOP FORMAT: (Check one) See following page for descriptions of each format

___Debate ___Demo ____Panel ___Make-and-Take ___Collaborative Learning ___Skill Building

___Other Explain_____

TRAFLES Area: _____

Title of Session: _____

Please write a brief description of your presentation. This will appear in the conference program.

Description:

_____

_____

_____

_____

Please attach your presentation outline

Equipment needed: Please indicate what you will need to do your presentation. (i.e. Projectors, screens, table; if you need a computer, you may have to bring your own computer).

_____

ROOM SET-UP: Whenever possible, the room will be set up as requested. However, some set-ups are not possible with all facilities. Please indicate the type of set-up you would prefer.

___ Classroom Style ___ Banquet Style ___ Theatre Style ___ Other: Explain _____

Breakout Session Helpful Information

Conference Objectives

TAFE's goal is to offer a variety of exciting and interactive workshops for students and teacher leaders. In addition to professional development in areas related to teaching (such as brain-based instruction, tips for classroom management, etc.), TAFE would like to encourage students to think about how to use technology to teach all learners.

Conference Audience

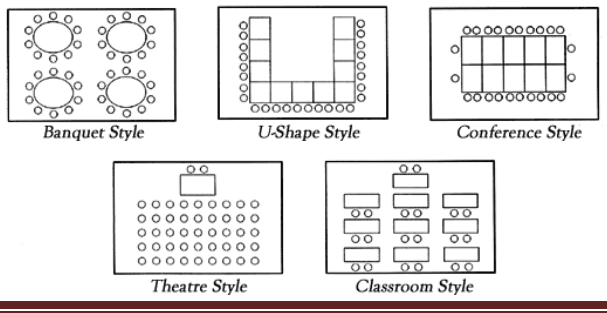
Jr. High school students through college seniors and their TAFE chapter Teacher Leaders

Workshop Formats

Sessions will be 40 minutes long. Please consider a variety of formats for your presentation before you decide what would work best. Interactive sessions engage the audience. Students' workshop evaluations have clearly indicated that they are most engaged in sessions that involve them in hands-on activities or discussions. Lecturing with a PowerPoint slideshow won't hold their attention, so we will select proposals that will engage the audience. Please consider these formats for your workshop:

- Debate: Two or three debaters hold clearly differing points of view. A chairperson with a prepared set of questions moderates the session. This could work well with students as debaters and a Teacher Leader as moderator. Topics could include different aspects of No Child Left Behind, pros and cons of high stakes testing, etc.
- Demonstration: This is a demonstration of a useful teaching tool or concept. The audience will come away with an understanding of how it is used but will not have any hands-on opportunities to try the tool or apply the concept.
- Panel: This format focuses on an issue facing the field of education. Groups of two or three students or Teacher Leaders will offer short presentations on the panel's topic, allowing sufficient time for a question-and-answer session with the audience.
- Collaborative learning: This includes a presentation and discussion, with most of the session devoted to discussion and feedback. Presenters bring targeted questions on their topic to pose to the participants. This is ideal for networking and in-depth discussion on one topic.
- Skill building workshop: The presenter(s) teaches the participants a specific skill needed by teachers (or TAFE Teacher Leaders) and includes at least one exercise to let the participants practice the skill, perhaps in small groups.
- Make and Take: This is a hands-on how-to session. The audience will have opportunities to make and/or apply useful teaching tools.

Room Set-Up



BREAKOUT SESSION PRESENTATION

DETAILED SCORING RUBRIC

Prior to Area or State

	Adheres	Does Not Adhere
The session is aligned to TRAFLES, which is identified in the session description.	5	0
A description of session was submitted to area/state office by the deadline for publishing and accurately describes the session. It entices conference participants to attend.	5	0
A brief outline of the session was submitted to the area/state office by the deadline for review. Minimum requirements include an introduction, body and closing.	5	0

Before the Presentation

	Adheres	Does Not Adhere
Set-up is complete so the session can begin on time. All resources are in place (technology set, materials sorted, counted, bagged, etc.)	5	0
At least one team member greets participants as they enter the presentation room.	5	0
The session has obvious closure and does not end abruptly.	10	0
The session fits the 40 minute time frame.	10	0

During the Presentation

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Introduction of Chapter Name, Team Members, City, State and Title of session.	Team clearly states chapter name, team members' names , city, state and title of session toward the beginning and are given without prompting from the judges.	Team states only 3 of: chapter name, team members, city, state or title of session or given only after prompted by the judges.	Team members either failed to state 3 or more of: chapter name, team members, city, state and title of session and did so only after prompted by the judges.
Stated Goals	Goals clearly stated and aligned with session activities and/or informations.	Goals only implied or not clearly aligned with session activitiesand/or informations	Goals either not stated or activities not aligned with session activities and/or information
Stated Objectives	Objectives are measurable and clearly stated and are aligned with session activities and/or information.	Objectives not measurable or only implied or or not clearly aligned with session activities and/or information	Objectives fail to meet two or more standards: not measurable, clearly stated, not aligned with activities and/or information

The presentation follows a logical sequence.	Session begins with a motivating introduction followed by appropriate activities/information in the body of the session and logically concludes with highlights of important points (note: this may be interactive with participants) Transitions between segments of session smooth.	Session lacks either a motivating introduction or appropriate activities/information in the body of the session or has an abrupt conclusion that does not fully highlight important points (note: this may be interactive with participants) Or the transitions between session segments not completely smooth	Session lacks two or more of the following elements: a motivating introduction; appropriate activities/information in the body of the session or conclusion that highlights important points (note: this may be interactive with participants); and/or the transitions between session segments not smooth
The presentation includes accurate and up-to-date content. Presenters are knowledgeable about material covered.	Information and activities expertly reflect T.R.A.F.L.E.S stated with current content.	Information and activities either dated or does not expertly reflect T.R.A.F.L.E.S.	Information and activities are dated and does not expertly reflect T.R.A.F.L.E.S
All support materials are accurate and error free.	Slides and handouts (if used) have no intrusive errors.	Slides and handouts(if used) have few noticeable errors.	Slides and handouts (if used) have noticeable intrusive errors.
Session includes multiple strategies to maximize engagement between presenter(s) and participants as appropriate.	Strategies appropriate for visual, auditory, and kinesthetic/tactile learners	Strategies not appropriate for one of the types of learners: visual, auditory, and kinesthetic/tactile	Strategies appropriate for only one of learner types: visual, auditory, and kinesthetic/tactile

Presentation Closing

	Accomplished 10 - 8	**Proficient 7 - 4**	**Developing 3 - 1**
Appropriate time is allowed for questions. (Questions may be answered throughout the presentation rather than the end.)	Adequate time allowed for questioning.	Time for questioning is not sufficient to allow for complete answers.	There is time allowed for questions.
Materials (handouts, slide decks, patterns, digital files and more) are shared with participants when appropriate.	There are adequate materials for each participant to have materials to take back to campus to share	There are adequate materials to share with each school, but not enough materials for each participant.	There are inadequate materials to share with either each school or each participant.

BREAKOUT SESSION PRESENTATION

FEEDBACK & TALLY SHEET

Prior to Area or State

	Adheres	Does Not Adhere	Score
The session is aligned to TRAFLES, which is identified in the session description.	5	0	
A description of session was submitted to area/state office by the deadline for publishing and accurately describes the session. It entices conference participants to attend.	5	0	
A brief outline of the session was submitted to the area/state office by the deadline for review. Minimum requirements include an introduction, body and closing.	5	0	

Before the Presentation

	Adheres	Does Not Adhere	Score
Set-up is complete so the session can begin on time. All resources are in place (technology set, materials sorted, counted, bagged, etc.)	5	0	
At least one team member greets participants as they enter the presentation room.	5	0	
The session has obvious closure and does not end abruptly.	10	0	
The session fits the 40 minute time frame.	10	0	

During the Presentation

	Accomplished	Proficient	Developing	Score
Introduction of Chapter Name, Team Members, City, State and Title of session.	5 - 4	3	2 - 1	
Stated Goals	5 - 4	3	2 - 1	
Stated Objectives	5 - 4	3	2 - 1	
The presentation follows a logical sequence.	5 - 4	3	2 - 1	
The presentation includes accurate and up-to-date content. Presenters are knowledgeable about material covered.	5 - 4	3	2 - 1	
All support materials are accurate and error free.	5 - 4	3	2 - 1	
Session includes multiple strategies to maximize engagement between presenter(s) and participants as appropriate.	5 - 4	3	2 - 1	

Presentation Closing				
	Accomplished	**Proficient**	**Developing**	**Score**
Appropriate time is allowed for questions. (Questions may be answered throughout the presentation rather than the end.)	10 - 8	7 - 4	3 - 1	
Materials (handouts, slide decks, patterns, digital files and more) are shared with participants when appropriate.	10 - 8	7 - 4	3 - 1	

FINAL SCORE	/ 100

ACTUAL TIME	**Minutes**	**Seconds**

TOTAL	

Student Feedback

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CHAPTER YEARBOOK CONTEST

Entries Per Chapter	1
Type of Event	Team (2-4 members may present)
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS07, EDC02, EDC03, EDC07
Principles of Education and Training TEKS	b4, 1 A, C-J
Human Growth and Development TEKS	b4, 1 A, C-F, H-I;
Instructional Practices in Education and Training TEKS	b4, 1 A-I
Practicum in Education and Training TEKS	b4, 1 A, C-J
Child Development TEKS	b4, 1B, D, E
Child Guidance TEKS	b4, 1D, 6B, 7A

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 develop chapter creativity, teamwork, time management, public speaking, and organization. To create a historical record of the projects and activities of the chapter that can be used to promote TAFE.

OVERVIEW: This contest is a team event where members work together to create a historical record of their chapter's projects and activities throughout the year. The yearbook events that can be included are the chapter's participation in the previous year's Teach Tomorrow Summit and all the events up to the current year's Teach Tomorrow Summit. Participants must prepare a **Chapter Yearbook** and an **oral presentation** describing the activities of the chapter and summarizing the projects.

CONTEST GUIDELINES:

- **Yearbook**
  - Each chapter may submit 1 entry for the area competition.
  - Two to four students may present the book, but all students who present must have an equal part in the presentation.
  - Chapters must indicate on their conference registration form the number entering this event.
  - Registration will be handled according to each area's guidelines.
  - It is understood that all Chapter Yearbooks may not be complete by the area conference. The Chapter Yearbook must be bound and have a labeled placeholder for every missing artifact and a date as to when it will be added. The Chapter Yearbook must be at least 75% complete to qualify for state.
  - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.
  - The Chapter Yearbook should relate to and meet the needs of the member's school and chapter. The book should have a timeless quality that could be appreciated by future members.
  - The number of photographs is not limited. It should represent only chapter projects and activities verified by newspaper articles, chapter minutes, photographs, etc.
  - At least one page representing area activities and at least one page representing state activities with date, description and two or more photos with captions included.
  - The Chapter Yearbook should follow the same order as the judging form and can be used to create the table of contents.
  - At least one project or activity page must be included in each of the TRAFLES categories. Each activity must show the TRAFLES category, name, date, and description of project, and two or more photos with captions.
    - Teaching / Classroom Participation Activities
    - Recreational or Social Activities
    - Appreciation Activities (Teacher/Staff)
    - Fund Raising Activities
    - Leadership Activities
    - Education Awareness Activities
    - Service Activities
  - Chapter Yearbook will not exceed a standard maximum size of 22" x 28" x 4" (thick). The measurement of 4" will be taken at the binding and will include the binding. Measurements will be taken at the event registration. If the Chapter Yearbook is larger than the dimensions, it will not be judged. Chapter Yearbooks may be handmade or purchased.
  - The artwork should frame the activities and not make up for the lack of projects or activities.
  - Items in the Chapter Yearbook may be purchased, hand designed, stenciled, die cut or computer generated.
  - Yearbooks may be hard copy or electronic.
  - Presentation
    - Students presenting an electronic yearbook must provide their own laptop to present the portfolio.
    - Contestants will be given up to 10 minutes to present their Chapter Yearbook. At the end of 10 minutes, contestants will be stopped.
    - The presentation must include a description of the chapter activities and a summary of the projects.
    - Following the presentation, the judges will have 5 minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors before final scores are awarded.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - When students arrive to register their Chapter Yearbook, the contest facilitator should measure the book before registering the contestants. If the yearbook is larger than the standard maximum size of 22" x 28" x 4" (thick), the yearbook will be disqualified. The measurement of 4" will be taken at the binding and will include the binding.
  - The judging panel will consist of 1-2 adults and 1 student. (It is suggested that there be a panel of judges for every 10 yearbooks.)
  - Before the presentation portion, the judges will be given five (5) minutes to score the yearbooks.
  - The contestants will have ten (10) minutes to give their presentations and will be stopped at the end of the ten (10) minutes. The timekeeper will give a one (1) minute warning after nine (9) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of ten (10) minutes, a STOP sign will be held up and contestants will be asked to stop.
  - After the presentation, judges will have five (5) minutes to ask questions and finish their rubrics. If something was missed during the presentation, this is time to ask questions and get clarification.
  - The contestants will be judged against a standard of excellence rather than against each other.
  - The same set of judges must judge the yearbook and the presentation.

- **Area:**
  - Chapter Yearbooks that are 75% complete qualify for state.
  - Facilitators will follow the guidelines set up by their area.

- **Both Area and State:**
  - Facilitators will follow the General Instructions for Facilitators.
  - Judges will follow the General Instructions for Judges.

CHAPTER YEARBOOK

DETAILED SCORING RUBRIC

Cover, Title, and Table of Contents

	Adheres	Does Not Adhere
Cover Color Scheme, artwork and theme	3	0
Title Page with school name, address, chapter size and school size	3	0
Table of Contents including page numbers	3	0

Chapter Operations

	Adheres	Does Not Adhere
Opening Sections with letter from the Teacher Leader with signature	3	0
Description of Cover Theme	3	0
Chapter and Operations- including agendas, minutes, reports, officers and representatives	3	0

Projects, Activities, and Participation

	Adheres	Does Not Adhere
Area Activities	3	0
State Activities (previous year)	3	0
Teaching/Classroom Participation	3	0
Recreation/Social Activities	3	0
Appreciation Activities (Teacher/Faculty)	3	0
Fundraising Projects	3	0
Leadership Activities	3	0
Education Awareness Activities	3	0
Service Projects	3	0

Mechanics

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Grammar and Spelling	Void of intrusive grammar and spelling errors.	Few noticeable grammar and spelling errors.	Noticeable intrusive grammar and spelling errors.
Same Order as judging form	Chapter Yearbook is in the order of the feedback and tally sheet/detailed scoring rubric.	Chapter Yearbook is mostly in the order of the feedback and tally sheet/detailed scoring rubric.	Chapter Yearbook has many pages out of order of the feedback and tally sheet/detailed scoring rubric.

Creativity

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Embellishment	Decorations and/or Ornamentations contribute in a meaningful way to theme and information	Some Decorations and/or Ornamentations do not contribute in a meaningful way to theme or information	Decorations and/or Ornamentations either do 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/care in assembling book apparent	Adhesives (tape, glue, etc.) somewhat visible; some cut edges of paper not straight and smooth. Care in assembling book not apparent	Adhesives (tape, glue, etc.) obviously visible; many cut edges of paper not straight and smooth. Little or no care in assembling book
Overall Creativity	Unique implementation of creative/imaginative ideas	Inspired from other sources and not totally unique	Obvious implementation of other sources and does not reflect students' own ideas

Student Presentation

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Introduction of presenters and chapter	Names of presenters; school; district and city are clearly articulated	Two or three of the following are omitted: Names of presenters; school; district and city, or are given only after judges prompting	Four or all of the following are omitted: Title of project; Names of presenters; school; district and city, or are given only after judges prompting
Theme and Content Description	Theme and content clearly explained	Theme or content not completely explained	Theme and content not clearly explained
Construction Description	Team members explains the construction process in a knowledgeable way that demonstrates familiarity with chapter projects	Team members explanation of the construction processor limited or lacks knowledge of chapter projects	Team members explanation of the construction processor limited and lacks knowledge of chapter projects
Knowledgeable response to questions	Team members fully respond with complete sentences	Some responses incomplete or not answered in complete sentences	Responses incomplete and not answered in complete sentences
Enthusiastic	Energetic interest in book is apparent	Little energy or interest in book is apparent	No energy or interest in book is apparent; lackluster presentation
Posture upright and professional & Eye Contact	All members stand upright with shoulders back. Members maintain appropriate eye contact with judges	Most but not all members stand upright with shoulders back. Some members do not maintain appropriate eye contact with judges	Most members do not stand upright with shoulders back. Most members members do not maintain appropriate eye contact with judges

CHAPTER YEARBOOK

FEEDBACK & TALLY SHEET

Cover, Title, and Table of Contents			
	Adheres	Does Not Adhere	Score
Cover Color Scheme, artwork and theme	3	0	
Title Page with school name, address, chapter size and school size	3	0	
Table of Contents including page numbers	3	0	

Chapter Operations			
	Adheres	Does Not Adhere	Score
Opening Sections with letter from the Teacher Leader with signature	3	0	
Description of Cover Theme	3	0	
Chapter and Operations- including agendas, minutes, reports, officers and representatives	3	0	

Projects, Activities, and Participation			
	Adheres	Does Not Adhere	Score
Area Activities	3	0	
State Activities (previous year)	3	0	
Teaching/Classroom Participation	3	0	
Recreation/Social Activities	3	0	
Appreciation Activities (Teacher/Faculty)	3	0	
Fundraising Projects	3	0	
Leadership Activities	3	0	
Education Awareness Activities	3	0	
Service Projects	3	0	

Mechanics				
	Accomplished	Proficient	Developing	Score
Grammar and Spelling	5 - 4	3	2 - 1	
Same Order as judging form	5 - 4	3	2 - 1	

Creativity				
	Accomplished	Proficient	Developing	Score
Embellishment	5 - 4	3	2 - 1	
Neatness	5 - 4	3	2 - 1	
Overall Creativity	5 - 4	3	2 - 1	

Student Presentation				
	Accomplished	Proficient	Developing	Score
Introduction of presenters and chapter	5 - 4	3	2 - 1	
Theme and Content Description	5 - 4	3	2 - 1	
Construction Description	5 - 4	3	2 - 1	
Knowledgeable response to questions	5 - 4	3	2 - 1	
Enthusiastic	5 - 4	3	2 - 1	
Posture upright and professional & Eye Contact	5 - 4	3	2 - 1	

FINAL SCORE	/ 100

ACTUAL TIME	Minutes	Seconds

TOTAL	

Student Feedback

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF)

Entries Per Chapter	No limit
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, ESS06, ESS07, ESS08, ESS09, EDC01, EDC02, EDC03, EDC05, EDC06, EDC07, EDC08, EDC09, EDC10, EDPC01, EDPC02, EDPC03., EDPC04
Principles of Education and Training TEKS	b4, 3A-B
Human Growth and Development TEKS	b4, 2A-E; 4A-F; 5A-F; 6A-F; 7A-D; 8A, C, D, F; 12 A-C
Instructional Practices in Education and Training TEKS	b4, 2A-E; 3A-D; 4A-B; 5A-E; 6A-D; 7A-B; 8A-C; 9A-C; 10A-D
Practicum in Education and Training TEKS	b4, 1 A-C; 2 A-D; 4A-B; 5A-G; 6A-D; 7A-C; 8A-C; 9A-B; 10A-D; 11A-C; 13A-B
Child Development TEKS	b4, 5A; 6A-C; 7A-E; 8A-H
Child Guidance TEKS	b4, 1 A-E; 2A-F; 3A-B, D; 4A-E; 5A, B
College and Career Readiness Skills TEKS	ELA I A: Social Studies I A-E, II A-B, V A

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: Prepare students for content knowledge related to teacher certification. Develop students' content knowledge in the areas of leadership theory and best practices. Recognize students that have demonstrated excellent acquisition of content knowledge related to teaching.

OVERVIEW: This is an individual event. Students will be tested over Educational Leadership Fundamentals (ELF). Participants will prepare for the **test** by studying the online study guide posted on the TAFE website. Test questions for the state assessment may be tied to information found in books on leadership. The suggested reading list will also be posted on the website.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

COMPETITION GUIDELINES:

- **Area**
  - One student per test.
  - Chapters must indicate on their conference registration form the number entering this event.
  - **All ELF test participants take the ELF test PRIOR to their AREA Conference on their home campus.**
  - Tests will be in a multiple-choice format.
  - Students who qualify to take the state ELF test will be given a thirty (30) minute multiple choice test. Questions on the test will come from the study guide posted online.
  - The contestants will have thirty (30) minutes to take the test and should be stopped at the end of the thirty (30) minutes. The timekeeper will give a five (5) minute warning and a 1-minute warning to inform the testers that time is almost over.
  - Room will be set up with computers, tables and chairs, no cell phones, bags, or purses may be taken into the testing room.
  - Students scoring a 70 or above at the area level will be allowed to take the state assessment given at the TAFE Teach Tomorrow Summit.

- **State**
  - Students who qualify to take the state ELF test will be given 1 hour to take the test. The test will consist of two parts. The first part is fifty (50) multiple choice questions. The second part is an essay where students will be asked to respond to an education-related topic. All students scoring 90-100 on the test will have their essay scored.
  - Questions on the test will come from the study guide that is posted online.
  - Test times will be posted on the Teach Tomorrow Summit website.
  - **All ELF test participants who qualified from AREA take the ELF test PRIOR to the Teach Tomorrow Summit. All those participants who score above a 90 will take the essay portion of the exam onsite during the Teach Tomorrow Summit.**
    - **An email will be sent to teacher leaders of qualifiers, so they can schedule a time for their competitors.**
  - All those receiving a certificate will be recognized on the screen during the Closing General Session at the Teach Tomorrow Summit.
  - The person with the highest combined score on the essay and the ELF test will receive a plaque on stage at the Teach Tomorrow Summit.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - ELF testers should report to the testing area 15 minutes prior to their testing time.
  - Testers who arrive after testing has started will not be allowed to test.
  - Contest facilitators are responsible for proctor orientation at the time indicated in the program.
  - At the time the test is to start, the contest facilitator will close the door and check roll. Those not present should be marked NS for no show.
  - After roll is called, and tests are handed out, the testing time will begin.
  - The proctor panel will consist of 3 adults proctoring testers.
  - One of the proctors will also need to be the timekeeper.
  - The contest facilitator will then sort the data according to score and take the Score Sheet and all supplies back to headquarters.

- **Area: (Test Only)**
  - Facilitators will follow the guidelines set up by their area.
  - The contestants will have 30 minutes to take the test and should be stopped at the end of the 30-minutes. The timekeeper will give a 5-minute warning and a 1-minute warning to inform the testers that time is almost over. Contestants will be stopped at the end of 30 minutes. No essay at area.
  - At area, all students receiving a score of 70-100 will be a state qualifier.

- **State: (Test and Essay)**
  - Facilitators will follow the General Instructions for Facilitators.
  - Judges will follow the General Instructions for Judges.
  - The contestants will have 30 minutes to take the test. The timekeeper will give a 5-minute warning and a 1-minute warning to inform the testers that time is almost over. The test will time out at the end of the 30 minutes. The contest facilitator will give directions and monitor the essay writing.
  - All students scoring 90-100 on the multiple-choice portion of the test will have their essay scored by a panel of 3 judges. The judges read and score each essay, and then they will rank the 5 top essays.
  - The contest facilitator will then sort the data according to score and take the Score Sheet and all supplies back to headquarters.
  - Contest facilitator will put the appropriate seal on the certificates. All silver and bronze certificates will be placed in the school envelopes and all gold certificates will be kept separate to be recognized on stage.

ELF TEST ESSAY

DETAILED SCORING RUBRIC

Essay Content				
	15 - 13 Accomplished	**12 - 9 Commendable**	**8 - 5 Developing**	**4 - 1 Needs Improvement**
Focus & Details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
	40 - 31 Accomplished	**30 - 21 Commendable**	**20 - 11 Developing**	**10 - 1 Needs Improvement**
Depth & Insight	The essay 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 essay reflects understanding of the issue and succeeds in proposing well-founded solutions.	The essay is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research.	The essay reflects limited or flawed understanding of the issue. Solutions offered may not be plausible.

Essay Mechanics				
	15 - 13 Accomplished	**12 - 9 Commendable**	**8 - 5 Developing**	**4 - 1 Needs Improvement**
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or cliches may be present and detract from the meaning.
Sentence Structure, Grammar, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

ELF TEST ESSAY

FEEDBACK & TALLY SHEET

Essay Content

	Accomplished	Strong	Developing	Emerging	Score
Focus & Details	15 - 13	12 - 9	8 - 5	4 - 1	
Organization	15 - 13	12 - 9	8 - 5	4 - 1	
Depth & Insight	40 - 31	30 - 21	20 - 11	10 - 1	

Essay Mechanics

	Accomplished	Strong	Developing	Emerging	Score
Word Choice	15 - 13	12 - 9	8 - 5	4 - 1	
Sentence Structure, Grammar, & Spelling	15 - 13	12 - 9	8 - 5	4 - 1	

FINAL SCORE	/ 100	ACTUAL TIME	Minutes	Seconds	TOTAL	

Student Feedback

GOAL SETTING CONTEST

MIDDLE SCHOOL and SPECIAL EDITION ONLY

Entries Per Chapter	2
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	EDC01, EDC02, EDC03, EDC09, EDC10,
Principles of Education and Training TEKS	b4; 1A, C, E; 2C-E; 4A-C
Human Growth and Development TEKS	b4; 1A, C, E; 12A-C
Instructional Practices in Education and Training TEKS	b4; 1A, C, E; 2B-C, E
Practicum in Education and Training TEKS	b4; 1A, C, E; 2B-C, E
Child Development TEKS	b4; 1A-C; 8A-H
Child Guidance TEKS	b4; 1A-C; 10A-E

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 provide students an opportunity to find out what career will fit their interests and abilities best, research the suggested career choices, choose and research one career that most interests the student, and set goals to a attain a career in their selected career choice. To provide students an opportunity to practice their presentation skills and communicate the results of their career search to their peers and adults.

OVERVIEW: Background: As we know life doesn't always work out how we plan. The career a person chooses without any prior knowledge of their interests and abilities could be a choice that will burden them for the rest of their working career. By taking aptitude tests and filling out career surveys, people can find out what profession is most suitable for each individual's interests and abilities. Then, choose a career that will be more rewarding.

This contest is an individual event in which students will use resources provided on the internet such as surveys, aptitude tests, and questionnaires to discover what profession/career would be most suitable to their interests and abilities. The student will then research the career and set goals that will lead to the chosen career and present their findings to judges as a slide deck presentation. The presentation should encapsulate the basics of the career as well as key milestones, education needed, and goal process/plan.2 Participants must prepare a display board that will be used in the oral presentation to present their findings. The display board may be no larger than 36" x 48".

CONTEST GUIDELINES:

- **Goal Setting**
  - Each chapter may submit up to 2 entries.
  - One student will present.
  - Preparation and presentation must be done solely by the contestant.
  - Chapters must indicate on their conference registration form the number entering this event.
  - Registration will be handled according to each area's guidelines.
  - Contestants receiving a score of 90-100 will be recognized on stage during the final general session and will be qualified to advance to state.
  - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections to their display and presentation before competing at state.
  - **Display**
    - The project will be illustrated on a board no larger than 36" x 48"
      - Name of contestant
      - Name of school, school district, town/city
      - Title of display (should include career)
    - Must contain artifacts from all areas of the project.
      - Tests, surveys, aptitude tests, and/or questionnaires to discover what profession and career would be most suitable for interests, abilities, and skills.
      - Research one career chosen from the suggested careers.
        - Description of the career
        - Job outlook
        - Type of education and/or training is required for the chosen career
        - Licenses or certifications required
        - Pay range
        - Opportunities for advancement
      - Career Plan
        - Short Term Goals
        - Long Term Goals
  - **Presentation Closing**
    - The contestant will have five (5) minutes to give their presentation and will be stopped at the end of five (5) minutes. The timekeeper will give a one (1) minute warning after four (4) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of five (5) minutes, a STOP sign will be held up and contestants will be asked to stop.
    - Contestant will use their display board to present the following:
      - Name
      - Name of school, school district, town/city
      - Title of display
      - Results from tests, surveys, and/or questionnaires
      - Research of career chosen from suggested careers
      - Career Plan
      - Reflection on benefits of the project
    - Following the presentation, the judges will have five (5) minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors before final scores are awarded.
    - Contestants will take their display with them after the presentation.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - The judging panel will consist of 1-2 adults and 1 student.
  - The contestants will have five (5) minutes to give their presentations and will be stopped at the end of five (5) minutes. The timekeeper will give a one (1) minute warning after four (4) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of five (5) minutes, a STOP sign will be held up and contestants will be asked to stop.
  - After the presentation, judges will have five (5) minutes to ask questions and finish their rubric. If something was missed during the presentation, this is time to ask questions and get clarification.
  - The contestants will be judged against a standard of excellence rather than against each other.
  - The same set of judges must judge the display and the presentation.

- **Area:**
  - 90-100 are state qualifiers.
  - Facilitators will follow the guidelines set up by their area.

- **State:**
  - Facilitators will follow the General Instructions for Facilitators.
  - Judges will follow the General Instructions for Judges.

GOAL SETTING

DETAILED SCORING RUBRIC

Instructions Followed

	Adheres	Does Not Adhere
Board does not exceed 36"X 48"	4	0
Name of Contestant displayed	2	0
Name of school, district, city displayed	2	0
Title of Display	2	0

Artifcats

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Description of career	Tasks are clearly, completely explained	Tasks descriptions are either not clear or are incomplete	Tasks descriptions are both not clear and are incomplete
Job outlook	Cites credible sources to make realistic forecasts for various geographic areas and an extended time	Either cites questionable sources or fails to cite sources or makes unrealistic forecasts or forecasts for limited geographic areas or for a limited time	Either cites questionable sources or fails to cite sources and makes unrealistic forecasts and for limited geographic areas and for a limited time
Education/ training required	Includes educational ranges (such as undergraduate and graduate degrees) and options of types of institutions (such as traditional campus and distant/online opportunity) includes tuition ranges	Omits one of the following: • Educational options (such as undergraduate and graduate degrees) • Types of institutions (such as traditional campus and distant/online opportunity) • Tuition ranges	Omits two or all of the following: • Educational options (such as undergraduate and graduate degrees) • Types of institutions (such as traditional campus and distant/online opportunity) • Tuition ranges
Licensures or certifications required	Identifies process for obtaining license/certificates as differentiated by three or more states/ territories/ District of Columbia	Identifies process for obtaining license/certificates as differentiated by two states/ territories / District of Columbia	Identifies process for obtaining a Texas Teaching Certificate only
Pay range	Salaries given for 2 to 3 geographic areas and for entry level and advanced experience and degrees	Salaries given for 1 or 2 geographic areas and for only entry level or advanced experience or degrees	Salaries given for only 1 geographic area and for either entry level or advanced experience or degrees
Opportunities for advancement	Includes conventional and unconventional promotion possibilities and identifies necessary actions for fruition	Includes only conventional promotion possibilities and identifies necessary actions for fruition	Includes only conventional promotion possibilities but does not identifies necessary actions for fruition

Career Plan

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Short Term Goals	Clearly identifies immediate concrete actions that can be taken to achieve goal	Vaguely identifies immediate concrete actions that can be taken to achieve goal	Only hints at immediate concrete actions that can be taken to achieve goal

Design of Project

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Good use of color, texture, lettering	Skillfully incorporates color, texture and lettering choices	Unskilled incorporation of color, texture and lettering choices	Little to no consideration of color, texture and lettering choices
Professional quality	Worthy of consideration for publication	Some modification needed before publication	Considerable modification needed before publication

Student Presentation

	Accomplished 5 - 4	Proficient 3	Developing 2 - 1
Introduced presenter's name, name of, school,school district, and city	Presenter's name; name of presenter's; school; district and city are clearly articulated without prompting	One of the the following are omitted: presenter's name; school; district and city, or are given only after judge's prompting	Two of the following are omitted: presenter's name; names of presenters; school; district and city, or are given only after judge's prompting
	Accomplished 10 - 8	**Proficient 7 - 4**	**Developing 3 - 1**
State title of display	Title of display clearly articulated without prompting	Title of display articulated only after judge's prompting	Title of display not clearly articulated even after judge's prompting
Presented results for interest tests, surveys and/or questionnaires	Presented results for 3 of more of interest tests, surveys and/or questionnaires	Presented results for only 2 of interest tests, surveys and/or questionnaires	Presented results for only 1 of interest test, survey and/or questionnaire
Presented research on career	Concisely and logically articulates project process, results and conclusion	Articulates project process, results and conclusion but may not be concise or presentation does not flow logically	Either does not articulate project process, results or conclusion or flow not concise or presentation does not proceed logically
Presented career plan	Clearly specifies career objective (s) based on research and personal assessments with feasible, sequential short and long term goals	Career objective(s) not completely clear or not based on research and/or personal assessments or short and long term goals either not feasible, or sequential	Career objective(s) not clear and not based on research and/or personal assessments and short and long term goals either not feasible, or sequential

GOAL SETTING

FEEDBACK & TALLY SHEET

Instructions Followed			
	Adheres	Does Not Adhere	Score
Board does not exceed 36"X 48"	4	0	
Name of Contestant displayed	2	0	
Name of school, district, city displayed	2	0	
Title of Display	2	0	

Artifcats				
	Accomplished	Proficient	Developing	Score
Description of career	5 - 4	3	2 - 1	
Job outlook	5 - 4	3	2 - 1	
Education/ training required	5 - 4	3	2 - 1	
Licensures or certifications required	5 - 4	3	2 - 1	
Pay range	5 - 4	3	2 - 1	
Opportunities for advancement	5 - 4	3	2 - 1	

Career Plan				
	Accomplished	Proficient	Developing	Score
Short Term Goals	5 - 4	3	2 - 1	

Design of Project				
	Accomplished	Proficient	Developing	Score
Good use of color, texture, lettering	5 - 4	3	2 - 1	
Professional quality	5 - 4	3	2 - 1	

Student Presentation				
	Accomplished	Proficient	Developing	Score
Introduced presenter's name, name of, school, school district, and city	5 - 4	3	2 - 1	
State title of display	10 - 8	7 - 4	3 - 1	
Presented results for interest tests, surveys and/or questionnaires	10 - 8	7 - 4	3 - 1	
Presented research on career	10 - 8	7 - 4	3 - 1	
Presented career plan	10 - 8	7 - 4	3 - 1	

FINAL SCORE	/ 100	ACTUAL TIME	Minutes	Seconds	TOTAL	

Student Feedback

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

IMPROMPTU SPEAKING 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	ESS01, ESS02, and EDC02
Principles of Education and Training TEKS	b4; 1C, E, F, H, I; 3A; 4 A, B;
Human Growth and Development TEKS	b4; 1C, E, F, H, I;
Instructional Practices in Education and Training TEKS	b4; 1E, F, H, I; 2 B, C; 4A; 10A-D
Practicum in Education and Training TEKS	b4; 1 A-C; 3 A, B, D; 7 A
Child Development TEKS	b4; 1A, C, D, E
Child Guidance TEKS	b4; 1A, C, D, E
College and Career Readiness Skills	ELA IIIA-1,2; B-1,3 Social Studies VA-2; B-1 Cross-disciplinary IA-1, IIB-1,2,3

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.

Objective: 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

- 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.
- Preparation must be done solely by the contestant. Teacher leaders or others may not assist during preparation or presentation.
    - **Contestants who discuss or share the topic with anyone during the conference will be disqualified**.
- 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. To adhere to the competition schedule, the judges will stop any speech at five Judging and scoring 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.
- All contestants will receive and speak on the same topic. The topic will be related to a current, education-related issue.
- The contestant will have 10 minutes to prepare his or her speech. Electronic devices are not permitted to be used to prepare or deliver speeches.
- A lectern may/may not be available for the presentation. No microphone will be available.
- Students may not share the topic with anyone after completing the speech.

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 SPEAKING

DETAILED SCORING RUBRIC

Presentation Content				
	15 - 13 Accomplished	**12 - 9 Commendable**	**8 - 5 Developing**	**4 - 1 Emerging**
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				
	10 - 9 Accomplished	**8 - 6 Commendable**	**5 - 3 Developing**	**2 - 1 Emerging**
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.
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				
	20 - 16 Accomplished	**15 - 11 Commendable**	**10 - 6 Developing**	**5 - 1 Emerging**
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			
	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 over 4.5 minutes.

IMPROMPTU SPEAKING

FEEDBACK & TALLY SHEET

Presentation Content					
	Accomplished	Commendable	Developing	Emerging	Score
Depth	15 - 13	12 - 9	8 - 5	4 - 1	
Insight	15 - 13	12 - 9	8 - 5	4 - 1	

Presentation Delivery					
	Accomplished	Commendable	Developing	Emerging	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	Emerging	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	

FINAL SCORE	/ 112

ACTUAL TIME	Minutes	Seconds

TOTAL	

Student Feedback

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

PROJECT VISUALIZE CONTEST

Entries Per Chapter	2 entries per division per 6 TRAFLE Area
Type of Event	Individual or Dual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS03, ESS07, ESS10, EDC01, EDC02, EDC03, EDC07
Principles of Education and Training TEKS	b4, 1A-J
Human Growth and Development TEKS	b4, 1A-J
Instructional Practices in Education and Training TEKS	b4, 1A-J; 4A-B; 8A-C; 9B
Practicum in Education and Training TEKS	b4, 1A-J; 4A-B; 5A-G; 7A-C); 8A-C; 9B
Child Development TEKS	b4, 1A-E
Child Guidance TEKS	b4, 1D; 10E-F

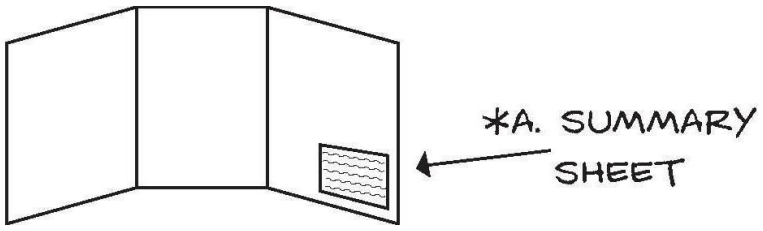
NOTE: The TEKS were selected from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child development and child guidance) that were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific projects,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

OBJECTIVE: To develop chapter creativity, teamwork, time management, public speaking skills and organization skills by giving students an opportunity to highlight and present one of their local chapter projects. To share ideas and approaches to various TAFE project areas. To encourage chapters to participate at the state level. Allow students the opportunity to practice writing project summaries.

OVERVIEW: The Project Visualize Contest is an individual or dual event that recognizes participants who illustrate **one** of their chapter's projects. Contestants will thematically construct a cardboard tri-fold display (36" x 48"). Participants must prepare a **display** and an **oral presentation** introducing the display and summarizing the project.

CONTEST GUIDELINES:

- Each chapter may submit up to 1 entry for each of six of the TRAFLES areas (Service Project will have separate guidelines in the National Contests) at the area competition.
- Registration will be handled according to each area's guidelines.
- Contestants receiving a score of 90-100 will be recognized on stage during the final general session and will be qualified to advance to state.
- After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.

- **Display**
  - Each chapter may submit up to 1 entry for each of the TRAFLES areas at the area competition.
  - Registration will be handled according to each area's guidelines.
  - Contestants receiving a score of 90-100 will be recognized during the final general session and will be qualified to advance to state.
  - After receiving the Judge's Rubrics, the state qualifiers can make any needed corrections before going to state.
  - The project will be depicted on a tri-fold display measuring 36" h x 48" w.
    - All information being considered must be on the front side of the trifold (attached to the trifold board).
    - Attachments or decorations may not extend more than 6 inches beyond the cardboard display edges.
    - The depth of the display cannot be more than 10".
  - The display should include:
    - Summary Sheet: (See diagram below for proper placement of following information) on the lower right side of the trifold.
    - Name of school, school district, chapter size, town/city
    - 300 - 500-word summary of the project that includes:
      - Purpose and objectives
      - Brief description of the activities
      - Description of involvement of chapter members, other students, other organizations, faculty, and the community
    - 

  - Name of project and selected TRAFLES area (choose only one area) printed on trifold. ***
  - Pictures or illustrations of the project.
    - Items on the display may be purchased, hand designed, stenciled, die cut or computer generated.

- **Presentation**
  - Contestants will be given up to five (5) minutes to present their Project Visualize. At the end of five (5) minutes, contestants will be stopped.
  - The presentation must include information from the Summary Sheet.
  - Following the presentation, the judges will have five (5) minutes for questioning. This is an opportunity for the judges to ask questions to correct any judging errors before final ribbons are awarded.
  - Project Visualize (TRAFLE) contestants may choose to dress in costumes worn during their project. For example, if a group did a fairytale reading night and they dressed up like characters from the fairytales they were reading, those costumes could be used in the contest presentation.

CONTEST JUDGES' INFORMATION

- **Both Area and State:**
  - The judging panel will consist of 1-2 adults and 1 student. (It is suggested that there be a panel of judges for every 10 displays.)
  - The contestants will have five (5) minutes to give their presentations and will be stopped at the end of the 5 minutes. The timekeeper will give a one (1) minute warning after four (4) minutes have passed, and a thirty (30) second warning when thirty (30) seconds are remaining. At the end of five (5) minutes, a STOP sign will be held up and contestants will be asked to stop.
  - After the presentation, judges will have five (5) minutes to ask questions and finish their rubric. If something was missed during the presentation, this is time to ask questions and get clarification. Each judge will prepare a Judge's Rubric for each competitor.
  - The contestants will be judged against a standard of excellence rather than against each other.
  - The same set of judges must judge the display and the presentation.

- **Area:**
  - 90-100 are state qualifiers.
  - Facilitators will follow the guidelines set up by their area.

- **State:**
  - Facilitators will follow the General Instructions for Facilitators.
  - Judges will follow the General Instructions for Judges.

PROJECT VISUALIZE

FEEDBACK & TALLY SHEET

Summary Sheet Guideline Adherence

	Accomplished 15 - 11	Commendable 10 - 6	Developing 5 - 1
Contestant details/word count	The summary sheet is 500-300 words and contains all six required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is 200-300 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is less than 200 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, and state) or was not submitted.
Purpose and Objectives	Provides a clear and concise overview of the project, highlighting its goals and objectives. Demonstrates a strong understanding of the community need addressed by the project and its potential impact.	Provides a generally clear overview of the project but lacks some clarity in defining goals and objectives. Demonstrates a general understanding of the community need but lacks depth in explaining the project's significance.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose. Provides limited information about the community need and the project's potential impact.
Description of Activities	Provides a detailed description of the activities for the project.	Provides a generally clear overview of the activities for the project but would benefit from the addition of more details.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose.
Description of Chapter Involvement	All chapter members actively contributed to the project in meaningful ways. Demonstrates strong leadership and effective collaboration among chapter members. Established strong partnerships with peers, faculty, and community stakeholders.	Most chapter members contributed to the project, but some members had limited involvement. Shows evidence of leadership and collaboration, but could be improved. Developed some partnerships, but opportunities exist to expand collaboration.	Limited involvement from chapter members. Lacks clear evidence of leadership and collaboration among chapter members. Limited involvement of peers, faculty, and community stakeholders in the project.
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).

Board Guideline Adherence

	Adheres 5	Does Not Adhere 0
Title of Project on board	Project title is displayed on the board.	Project title is not displayed on the board.
Board Size	Board does not exceed 36” x 48” and 10” in depth.	Board exceeds 36” x 48” and 10” in depth.

Creativity

	Accomplished 10 - 7	Commendable 6 - 4	Developing 3 - 1

Embellishments	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/constructingb oard 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

	Accomplished 10 - 7	**Commendable 6 - 4**	**Developing 3 - 1**
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 member 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 project's 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	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. The visual aid enhances the presentation.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The visual aid complements the presentation.	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 visual aid is relevant to the presentation.
Q&A	The contestant's responses demonstrated consistent thoughtfulness and professionalcaliber insight, rooted in reflexivity about the project. The contestant displays impressive, professionallevel 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.

Overall Impact

	Accomplished 10 - 7	**Commendable 6 - 4**	**Developing 3 - 1**

Overall Impact	The project idea was outstanding and was successful in achieving the intended impact and will likely have future impacts as well.	The project idea was commendable and somewhat successful in achieving the intended impact.	The project idea was a good idea but needed more development to achieve the intended impact.

Length			
	5	**3**	**1**
Length	Presentation was between four and five minutes.	Presentation was more than three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.

PROJECT VISUALIZE

FEEDBACK & TALLY SHEET

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant details/word count	15 - 11	10 - 6	5 - 1	
Purpose and Objectives	15 - 11	10 - 6	5 - 1	
Description of Activities	15 - 11	10 - 6	5 - 1	
Description of Chapter Involvement	15 - 11	10 - 6	5 - 1	
Mechanics & Professionalism	15 - 11	10 - 6	5 - 1	

Board Guideline Adherence

	Adheres	Does Not Adhere	Score
Title of Project on board	5	0	
Board Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishments	10 - 7	6 - 4	3 - 1	
Neatness	10 - 7	6 - 4	3 - 1	
Overall Creativity	10 - 7	6 - 4	3 - 1	
Originality of Ideas	10 - 7	6 - 4	3 - 1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	10 - 7	6 - 4	3 - 1	
Described group member roles	10 - 7	6 - 4	3 - 1	
Structure	10 - 7	6 - 4	3 - 1	
Presence	10 - 7	6 - 4	3 - 1	
Q&A	10 - 7	6 - 4	3 - 1	

Overall Impact

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

Length

	4 - 5 Minutes	Greater than 3 minutes and less than 4 minutes	Less than 3 minutes or had to be stopped at five minutes	Score
Length	5	3	1	

FINAL SCORE	/ 190	ACTUAL TIME	Minutes	Seconds	TOTAL	

Student Feedback

OUTSTANDING CHAPTER CONTEST

Entries Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, ESS07, ESS09, EDC02, EDC07, EDC09, EDPC01
Principles of Education and Training TEKS	b4; 2B, D; 4A
Human Growth and Development TEKS	b4; 1A-J
Instructional Practices in Education and Training TEKS	b4; 1A-J; 11A-B
Practicum in Education and Training TEKS	b4; 1A-J; 4A
Child Development TEKS	b4;
Child Guidance TEKS	b4;
College and Career Readiness Skills	ELA IA: Social Studies II A-B, V A: Cross-disciplinary I A-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 recognize an outstanding TAFE chapter for their contributions to future educators.

OVERVIEW: Texas Association of Future Educators will recognize outstanding TAFE chapters for their contributions to future educators. The completed forms and all required documents must be sent to the TAFE state office to be considered for this award. We are not offering the Educators Rising version of this event. Educators Rising has a rule states for any competition/contest not offered at your state-level, "students may register to compete in those events at the Educators Rising National Conference."

COMPETITION GUIDELINES:

- General Competitive Events Guidelines must be followed.
- All complete applications received will be scored by a selection committee.
- Chapters must attend one of the following: Summer Workshop, Teach Tomorrow Summit, or Area Conference.
- All schools that achieve at least 500 points will be recognized as Outstanding TAFE Chapters. Schools receiving 400 - 499 points will be recognized with an Honorable Mention certificate.
- The chapter with the highest number of points will be recognized as the Outstanding TAFE Chapter and will receive special recognition on stage at the Annual Teach Tomorrow Summit.
- The state office will appoint a committee of judges to score each of the applications.

OUTSTANDING CHAPTER CRITERIA

I. TAFE Objectives (100 points maximum)

A. General Objectives....20
B. Specific Objectives....40
C. Projects Meet Specific Objectives....40

II. Projects (225 points maximum)

A. Teaching....25
B. Recreational or Social....25
C. Faculty Appreciation....25
D. Fundraising....25
E. Leadership....25
F. Education Awareness....25
G. Service....25
H. Bonus....5-50

III. . TAFE Operations (enclose sample) (95 points maximum)

A. Agenda for each meeting....10
B. Minutes for each meeting....10
C. Budget and Financial Reports....10
D. Project Evaluation....10
E. Committee Structure....10
F. Website....45

IV. . State Participation (600 points maximum)

A. Membership....15
B. Teach Tomorrow Summit
1. Attendance....25
2. Led a Breakout Session....15
3. Contest Judge Provided....15
C. Completion of State Project/Contests (10 points each)....10-390
BONUS – assisted in starting a new TAFE Chapter.... *20*

D. State Officer Candidate....15
E. State Officer School....20
F. Teacher Leaders' Workshop
1. Attendance....25
2. Led a Breakout Session....15

V. Area Participation (95 points maximum)

A. Area Officer School. 30

B. Attendance at Area Conference..... 15

C. Host an Area Event..... 20

D. Attendance at other Area Meetings (10 points each) 10-30

VI. Evaluation (10 points maximum)

Evaluation by Principal or three teachers (required)..... 10

Total possible points.....1125

500 points must be earned to be recognized as an Outstanding Future Educators Chapter.

400 - 499 points will be recognized with an Honorable Mention certificate.

*Must attend one of the following: Teach Tomorrow Summit, or Area Conference.

IN COMPLETING THE ATTACHED FORMS, PLEASE NOTE THE FOLLOWING:

- **No one project can receive dual points.**
- **No pictures are to be included with entry.**

Important

To compete for the Outstanding Chapter Award, this Entry Form and attached Nomination Form must be completed and returned to the TAFE state office SUBMITTED by January 17, 2025.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

OUTSTANDING CHAPTER

NOMINATION FORM

Please use this form and attach extra pages if necessary.

I. OBJECTIVES: (100 points maximum) **EARNED / POSSIBLE POINTS**

A. State the general objectives for the TAFE chapter _____/ 20
B. State specific objectives for the current year. _____/ 40
C. For each specific objective in B., list one project that the chapter does to meet that objective. _____/ 40

II. PROJECTS: (225 points maximum) **EARNED / POSSIBLE POINTS**

List only one project for each category. Additional projects can be listed in H.

A. Was there a Teaching Project? Yes_____No_____/25
Briefly describe.

B. Was there a Recreational or Social Project? Yes_____No_____/25
Briefly describe.

C. Was there a Teacher/Staff Appreciation Project? Yes_____No_____/25
Briefly describe.

D. Was there a Fundraising Project? Yes_____No_____/25
Briefly describe.

E. Was there a Leadership Project? Yes_____No_____/25
Briefly describe.

F. Was there an Education Awareness Project? Yes_____No_____/25
Briefly describe.

G. Was there a Service Project? Yes_____No_____/25
Briefly describe.

H. Were there any additional projects? Yes_____No_____/5-50
List and briefly describe each. (5 pts. each/maximum of 10 projects)

III. TAFE OPERATIONS: (95 points maximum) EARNED / POSSIBLE POINTS

A. Agenda. Attach a sample agenda. /10
Explain who prepares it and how well it is followed in a meeting.

B. Minutes. Attach a sample of the minutes from one of the chapter meetings. /10

C. Budget/Financial Reports. Attach.
   a. Copy of the chapter budget. /5
   b. Copy of the chapter treasurer's reports. /5
   Do not enclose copies of the school ledger.

D. Project Evaluation.
   a. Explain how the process for evaluating projects. /5
   b. Attach a copy of one of the evaluation forms. /5

E. Committee Structure. List chapter committees, describe how they are formed and how well they run. /5

F. Bonus:
   a. Does your chapter have a website/web page on the school website? Yes No /25
   b. Does it have an active link to the state website? Yes No /10
   c. Has the website been updated in the past 3 months? Yes No /10
   Website URL:_____

IV. STATE PARTICIPATION: (600 points) EARNED / POSSIBLE POINTS

A. Membership. Were the TAFE chapter dues received at the State office by October 1? Yes_____No_____/15

B. *Chapter attended the Officer Training Workshop Yes_____No_____/25

C. Teach Tomorrow Summit
   1.*Chapter attend the Teach Tomorrow Summit the previous year Yes_____No_____/25
   2. Chapter lead a breakout session (non-competing) at the Teach Tomorrow Summit last year Yes_____No_____/15
   3. Chapter provided a contest judge for the previous year's conference Yes_____No_____/15

D. Check the state projects chapter members are participating in this year: (10 pts each)_____/390
You receive 10 pts max for each event. Does not count double for multiple entries

___Bulletin Board
___Breakout Session
___Chapter Yearbook
___Children's Literature Pre-K
___Children's Literature Pre-K Spanish
___Children's Literature K-3
___Children's Literature K-3 Spanish
___Creative Lecture
___Differentiated Lesson
___E.L.F. Testing
___Educators Rising Leadership Award
___Educators Rising Moment
___Educators Rising Moment Spanish
___Ethical Dilemma
___Exploring Education Administration Career
___Exploring Education Innovation Careers
___Exploring Non-Core Subject Teaching
___Exploring Support Services
___Interactive Bulletin Board
___Impromptu Lesson
___Impromptu Speaking
___Inside Our School
___Inside Our School Spanish
___Job Interview
___Lesson Planning & Delivery - Arts
___Lesson Planning & Delivery - CTE
___Lesson Planning & Delivery - Humanities
___Lesson Planning & Delivery STEM
___Lesson Planning & Delivery Spanish
___Outstanding Chapter
___Portfolio
___Professional Development
___Project Visualize
___Public Speaking
___Public Service Announcement
___Researching Learning Challenges
___TAFE Student of the Year Award
___TAFE Teacher of the Year
___Teacher Created Materials

E. **BONUS:** Assisted in starting a new chapter _____/20
Name of School: _____

F. **BONUS:** Mentored a new TAFE Teacher Leader _____/20
Name of Teacher Leader: _____

G. State Officer Candidate. The chapter has submitted paperwork to be a state officer candidate? Yes____No_____/15

H. Does the chapter presently hold a state office? Yes____No_____/20

I. Teacher Leaders' Workshop

a. Did chapter Teacher Leader attend the Teacher Leaders' Workshop this year? Yes____No_____/25

b. Did chapter Teacher Leader lead a breakout session at the Teacher Leaders: Workshop? Yes____No_____/15

V. AREA PARTICIPATION: (95 points) **EARNED / POSSIBLE POINTS**

A. Does the chapter hold an Area office? Yes____No_____/30
Office: _____

B. Did the chapter attend an Area Conference? Yes_____No_____/15

C. Did the chapter host an Area Event? Yes_____No_____/20

(1) *Fall Workshop, etc.*

D. Attendance at other Area Meetings. Please List. Yes_____No_____/10-30
(10 points each/maximum of 3 meetings)

VI. . **PRINCIPAL/TEACHER EVALUATION: (10 points) **EARNED / POSSIBLE POINTS**

A. Please use the attached evaluation form to get the principal or three teachers to complete an evaluation. _____/10

B. Must attend one of the following: Summer Leadership Workshop, Teach Tomorrow Summit, or an area convention.

C. Evaluation by a principal or three teachers is required.

VII. CHAPTER INFORMATION: ALL SCHOOLS THAT ACHIEVE 500 POINTS OR MORE WILL BE RECOGNIZED ON STAGE AS OUTSTANDING FUTURE EDUCATOR CHAPTERS. ALL SCHOOLS THAT ACHIEVE BETWEEN 400 AND 499 POINTS WILL RECEIVE AN HONORABLE MENTION CERTIFICATE IN YOUR PACKET.

WE CERTIFY TO THE BEST OF OUR KNOWLEDGE THE INFORMATION ON THIS FORM IS TRUE.

_____ _____

TEACHER LEADER SIGNATURE TEACHER LEADER E-MAIL

_____ _____

TEACHER LEADER NAME PRINCIPAL

_____ _____

TAFE CHAPTER STUDENT PRESIDENT

_____ _____

NAME OF SCHOOL SCHOOL ADDRESS

_____ _____ _____

CITY STATE ZIP

_____ _____

PHONE NUMBER BEST TIME TO CALL

_____

DATE SUBMITTED _____/ 1125

VIII. TOTAL POINTS EARNED

Judges, please initial after scoring:

Judge #1_____ Judge #2_____ Judge #3 _____

Outstanding Chapter Application

Principal/Teacher Evaluation

TAFE Pledge: As a TAFE member, I hereby pledge to promote positive attitudes regarding all noble aspects of education, to acknowledge the challenging role of the teaching profession, and to provide service and leadership within my school and community.

TAFE Mission: TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators.

Rate the TAFE Chapter on your campus on the following areas from 1 - 5 with
1 = "Needs Improvement" and 5 = "Outstanding"

Service (Fulfills the needs of the campus, district, and community)

1 2 3 4 5

Character (Demonstrates positive and respectful attitude)

1 2 3 4 5

Leadership (Models dependability, creativity, good communication, motivation, and inspiration)

1 2 3 4 5

Scholarship (Excels in learning, knowledge, education, and academic standards)

1 2 3 4 5

Collaboration (Works well with other organizations, teachers, and administration)

1 2 3 4 5

Ethics (Exhibits confidentiality, honesty, and trustworthiness)

1 2 3 4 5

_____ _____
Administrator/Teacher Name Position

_____ _____
Signature Date

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 in the Top 10, students must have earned 70% of available points at Area to advance to State and 80% of available points 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.

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

GENERAL RULES AND REGULATIONS – As of 8.19.2024

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines. Guidelines are subject to change. Please refer to the EdRising Membership Portal for the latest version.
Failure to follow the stated guidelines will result in disqualification of student competing.

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. Click here to join.
2. **Complete the online application** and upload all required materials in their final form 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.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 1st** of the year in which they are competing. **Check or credit card payment must be received in the National Office by February 15th to be considered an Active-level member.**
- Students may only compete in one competitive event.
- **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 entries per school in each individual event per division and one team for team events per division. Competitions/contests that are marked as individual or dual will be considered individual events for this purpose.
    - 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 competitive events. Visit our state program page on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitive events, 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, you must compete in a state level event in order to be eligible to compete at the Educators Rising National Conference. Only entries scoring 97-100 will be eligible to advance to nationals. No other entrants from states that offer the competitive events at the state level will be eligible for those state-level-offered competitive events.
- For nationals, schools are permitted to replace up to fifty percent of the original team members who qualified at the state- level.
- For states that do not offer state-level competitive events, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions. This does not apply to contests since you must qualify at state first before moving to nationals in any competition.

GENERAL COMPETITION INFORMATION CONT.

- For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking competition or don't compete in the state-level competitions at all — you, cannot compete in Public Speaking at the National Conference this year. If you live in a state that didn't hold a Public Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Division 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 — Grades 7, 8
  - High School Junior Varsity— 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.

Application and Submission

- All submitted materials must reflect original work from the 2024-2025 school year. Material that may have been created or submitted in previous years is ineligible.
- **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. Deadline extensions will NOT be granted.**
  - **All competitions and contests require an online application submission even if no additional items need to be submitted.**
  - For team competitions only one application should be submitted, all participating students are to be listed as team members in all places indicated on the application form.
  - Each competition guideline will identify what materials are required for submission before the competition. Failure to submit the required materials by the submission deadline will result in disqualification. All submitted materials must be in their final form.
  - Students who have won state-level competitive events 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. We recommend that all competitors 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. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

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 locations 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 before the conference.*** Be sure to check these schedules before 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 may be deducted from the entrant's score for failing to follow the 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

GENERAL COMPETITION INFORMATION CONT.

nonverbal assistance to a competitor during that competitor's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the competitor.

- 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.

Judging and Scoring

- All competitions will be recorded to allow for review when determining placement.
- Scoring is based on the posted individual competition rubric.
- Final scores will be based on a scaled score. Scaled scores are calculated through a number of methods including judges tie breakers and room normalizations.
- **Judges will break ties in all competitive events.**
- To accommodate a large number of competitors, we use multiple rooms each with its own set of judges. To ensure fairness across these rooms, we employ a well-established mathematical method to normalize scores. This method helps balance judge subjectivity and ensures all competitors have a fair shot, regardless of their assigned room.
    - In each competitive event, each competitor gets an average score from the judges. That score is averaged with the partner judge. If there is a deviation of more than one standard deviation between rooms, the two rooms are normed against one another to that deviation. Final scores used for ranking are the normalized (also known as scaled scores).
    - When normalizing scoring, perfect scores will be excluded from the normalization process. If more than one student in the same division in the same competition receives a perfect score, a second set of judges will review the recorded presentations for those students to make a final decision.

Awards

- 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. All places will receive electronic certificates after the conference.
- For Contests: Ribbons will be awarded to students in each category in each division with scores as follows:
    - Blue-Scores 98-100
    - Red-Scores 94-97
    - White-Scores 90-93

Inquiry Process

- Following the conference, the student scores will be released directly to the participating student(s). The scores will provide individual judges' scores, the average score for the two judges, and the normalized score (if necessary.)
- Students will have 3 business days to file an inquiry regarding the validity of their score. Students will be required to complete the online inquiry request form and submit all required documentation for consideration. **No appeal will be accepted after the 3-day period.**
- Staff will review the scoring and respond to the inquiry within 30 days. **All decisions are final.**

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, nice-looking dress synthetic pants and jeans without holes are acceptable. Inappropriate slacks or pants include jeans with holes, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants that 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, 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 political messaging and/or potentially offensive, 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.

GENERAL COMPETITION INFORMATION CONT.

- **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 the building. Head covers that are required for religious purposes or to honor cultural traditions 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 permission must be obtained to display and present media-related materials at the Educators Rising National Conference and post-media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with the 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 from competing if it is determined that any part of their documents have been plagiarized.

Use of AI

- Unless specifically stated in the guideline, the use of artificial intelligence (AI) software and programs is strictly prohibited in creating and preparing all materials submitted for Educators Rising competitions. This includes but is not limited to, documents, graphics, speeches, videos, and presentations. All submitted work must be the original and independent creation of the participant. Use of spelling and grammar check is allowed.
- Students competing will attest that they did not use any AI in the development and delivery of their competition. Students who are found in violation will be disqualified from the competition.

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 deadlines, 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.

DEADLINES AND CHECKLIST

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, 2025 8:00 A.M.** EASTERN TIME
DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 7, 2025 5:00 P.M.** EASTERN TIME
DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 7, 2025 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. Often 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 by the stated deadline.** 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 before submitting them. Only competitors who register by the deadline will scheduled to compete.

  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 and application number.** You will need the application number when you register for the conference.
- ☐ **Register as a competitor for 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!** National placers 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 you can attend this final celebration.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CHILDREN'S LITERATURE K-3 COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries for Middle School Chapter
Type of Event	Individual or Dual (Author and/or Illustrator)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, EDC01, EDC02, EDC03, EDPC02
Principles of Education and Training TEKS	b4, 2B, D; 3B; 4A, B; 5B; 6B
Human Growth and Development TEKS	b4; 5A-F; 6A-F
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A-B
Practicum in Education and Training TEKS	b4; 3A-E; 4A-B
Child Development TEKS	b4; 6 B; 7A-C; 8A, D
Child Guidance TEKS	b4; 5A, B; 7A-D; 8B; 10A, E
College and Career Readiness Skills	ELA IA-2, IA-4, IA-5, IIA-1, IIA-7, IIA-10, IIIA-2, IIIB-3

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.

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

"Children have never been very good at listening to their elders, but they never fail to imitate them." -- James Baldwin

Contest Purpose

Educators Rising students: 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 storybook 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). Word count should be between 1,000-3,000.
D. The book includes a front and back cover, a title/credit page, and no more than 28 pages. (28 pages front only or 14 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 the 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 may be done by either the author or illustrator if only one can 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.

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, AI, or third-party artist assistance to create the illustrations or text 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.

PRE-SCORED COMPONENTS

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	1
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 or incomplete
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 28 pages front only or 14 pages front/back excluding title/ credit page.	Book exceeds 28 pages front only or 14 pages front/back excluding title/credit page.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Age Appropriate	Story is appropriate for ages 5–9.	Story is mostly appropriate for ages 5–9.	Story is somewhat appropriate for ages 5–9.	Story is not appropriate for ages 5–9.

COMPONENTS SCORED ON-SITE

Live Reading Presentation

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 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 competitors' 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 competitors' 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 competitors' 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 competitors 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	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Q&A	The competitors' responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the book.	The competitors' responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The competitors' responses reflected a broad spectrum of levels of quality from answer to answer.	The competitors' 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	1
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	The book captivates and inspires the reader, and is an excellent, professional-caliber representation of children's literature. The concept, execution, and presentation are professional-caliber.	The book is a commendable, student-level representation of children's literature. The concept, execution, and presentation represent commendable, student-level quality though not quite professional-caliber.	The book reflects a developing representation of children's literature. Aspects of the concept, execution, and presentation are acceptable if basic. The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from the intended impact.	The book reflects emerging skills in crafting and presenting original children's literature. The book may reflect a partial or incomplete understanding of the full task assigned.

CHILDREN'S LITERATURE K-3 COMPETITION

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

Author(s) Name(s):_____

Illustrator(s) Name(s):_____

Competitors' 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

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	1	

Guideline Adherence

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

	Accomplished	Commendable	Developing	Needs Improvement	Score
Age Appropriate	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)

COMPONENTS SCORED ON-SITE

Live Reading Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vocal Delivery	20-16	15-11	10-6	5-1	
Presence	20-16	15-11	10-6	5-1	
Q&A	20-16	15-11	10-6	5-1	

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	1	

Overall Impact

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

SCORE_____/148

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CHILDREN'S LITERATURE K-3 SPANISH COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries for Middle School Chapter
Type of Event	Individual or Dual (Author and/or Illustrator)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, EDC01, EDC02, EDC03, EDPC02
Principles of Education and Training TEKS	b4, 2B, D; 3B; 4A, B; 5B; 6B
Human Growth and Development TEKS	b4; 5A-F; 6A-F
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A-B
Practicum in Education and Training TEKS	b4; 3A-E; 4A-B
Child Development TEKS	b4; 6 B; 7A-C; 8A, D
Child Guidance TEKS	b4; 5A, B; 7A-D; 8B; 10A, E
College and Career Readiness Skills	ELA IA-2, IA-4, IA-5, IIA-1, IIA-7, IIA-10, IIIA-2, IIIB-3

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.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

TIPO DE CONCURSO: individual (puede tener coautor o ilustrador adicional): cerrado a los espectadores
NIVELES DE ELEGIBILIDAD: escuela media (Middle School), preparatoria júnior (Junior Varsity), preparatoria sénior (Varsity)
ESTÁNDARES DE EDUCATORS RISING:

- Estándar II: aprender acerca de los estudiantes
- Estándar IV: participar en la planificación receptiva
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

En su discurso de inicio de 2012 dirigido a estudiantes de la Universidad de las Artes en Filadelfia, el mundialmente famoso autor y narrador Neil Gaiman dijo:

> ***"La vida a veces es difícil. Las cosas salen mal, en la vida y en el amor, en los negocios, en la amistad y en la salud, y de todas las otras maneras en que la vida puede salir mal. Y cuando las cosas se ponen difíciles, esto es lo que debes hacer: haz buen arte.***
>
> ***Lo digo en serio. El esposo se escapa con un político. Haz buen arte. ¿Te aplastaste la pierna y luego se la comió una boa constrictora mutada?*** **Haz buen arte. ¿El IRS te persigue? Haz buen arte. ¿El gato explotó? Haz buen arte. ¿Alguien en internet cree que lo que haces es ridículo o malvado o ya se ha hecho todo antes? Haz buen arte. Probablemente las cosas saldrán bien de alguna manera y, finalmente, el tiempo se llevará el dolor, pero eso no importa. Haga lo que solo usted hace mejor. Haz buen arte. ¡Hazlo también en los buenos días!".**

Estudiantes de Educators Rising: es hora de hacer y compartir un poco de buen arte. Esta es su oportunidad de invocar sus poderes narrativos y crear literatura infantil original. La buena literatura puede ser entretenida, educativa, inspiradora o iluminadora, y aunque puede ser ficticia, habla de verdades internas. Los autores de libros infantiles, como los educadores, ayudan a los jóvenes a comprender estas verdades internas y dar sentido al mundo. Este concurso ofrece a los estudiantes de Educators Rising la oportunidad de probar esa identidad como autor y educador.

Información general

El libro puede ser escrito e ilustrado por una persona (el autor/ilustrador) o dos personas (un autor y un ilustrador). Los miembros estudiantes que participen en este concurso Educators Rising deben escribir todas las palabras y crear todas las imágenes ellos mismos para su presentación. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. El participante preparará el formato original del libro de cuentos corto diseñado para un público de tercer grado (de cinco a nueve años).

Directrices del concurso

DIRECTRICES SOBRE LIBROS

A. Escribir un cuento al estilo de un libro en español. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública.
B. Se debe completar y enviar con el libro una "Declaración de originalidad" firmada.
C. Este libro debe escribirse para un público de tercer grado (de cinco a nueve años). El recuento de palabras debe estar entre 1,000 y 3,000.
D. El libro incluye una portada y una contraportada, una página de título/crédito y no más de 28 páginas (28 páginas solo anverso o 14 páginas anverso/reverso, sin incluir la página de título/crédito).
E. La página de título debe incluir el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
F. El tamaño máximo del libro es de 14" x 22" y debe encuadernarse utilizando un método de encuadernado duradero y fácil de usar. (Los libros encuadernados producidos comercialmente están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes o plantillas de stock).
G. El texto o los gráficos pueden ilustrarse a mano o ser generados por una computadora, pero los estudiantes participantes son responsables de componer o crear todo el texto y los gráficos ellos mismos. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. Las ilustraciones deben ser coloridas y el arte debe amplificar el impacto de la experiencia del lector con la historia. La claridad cuenta.
H. Durante el proceso de solicitud, será necesario cargar una copia en PDF del libro y la declaración de originalidad.

DIRECTRICES DE PRESENTACIÓN

A. El autor y el ilustrador traerán una copia de su libro y Declaración de originalidad al concurso para presentar y leer a los jueces.
B. La duración aceptable de la presentación, incluida la introducción de la historia, será de entre 5 y 10 minutos. A los presentadores que superen los 10 minutos o menos de cinco minutos se les deducirá un punto por pasar más de 10 minutos o menos de cinco minutos y un punto adicional por cada minuto adicional por encima o por debajo del límite de tiempo.
C. El autor y el ilustrador presentarán y leerán el libro a los jueces. La presentación puede ser realizada por el autor o el ilustrador si solo uno puede asistir a la conferencia. No es necesario que ambos estén presentes.
D. Un cronometrador guardará las tarjetas de registro como advertencia a los cuatro minutos y nuevamente 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 las hojas de puntuación. Los jueces revisarán el libro y puntuarán. Una vez que los jueces hayan completado la puntuación, le devolverán el libro al participante.
F. Los presentadores deben usar ropa adecuada para la conferencia o estar vestidos con trajes de personajes relevantes para el libro. No se pueden usar indicaciones adicionales durante la presentación.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

DECLARACIÓN DE ORIGINALIDAD

Doy fe de que mi presentación para el Concurso Nacional de Educators Rising para la Literatura Infantil de prescolar a 3.º grado refleja únicamente mis esfuerzos originales y creativos (y los de los demás participantes, si corresponde). Ningún aspecto de esta presentación está plagiado ni infringe la propiedad intelectual o los derechos de autor de nadie que no sea el(los) participante(s). No he utilizado imágenes web ni ayuda de artistas externos para crear las ilustraciones de este libro.

Firma(s) del(de los) participante(s)

Nombre(s) en letra de imprenta del(de los) participante(s)

Título del libro impreso

Fecha

Nombre de la escuela

Ciudad/estado de la escuela

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	**20-16** **Logrado**	**15-11** **Admirable**	**10-6** **En desarrollo**	**5-1** **Necesita mejorar**
Cuento	Un cuento imaginativo para niños contado de forma clara y atractiva. Tratamiento significativo y original de un tema. Contiene un final bien merecido y satisfactorio. Refleja literatura infantil de nivel profesional.	Un cuento atractivo para niños bastante bien contado, pero podría tener mayor claridad e impacto con pequeños ajustes en la narración. Tratamiento generalmente exitoso de un tema. Contiene un final generalmente exitoso. Refleja un trabajo elogiable a nivel del estudiante.	Es posible que, en ocasiones, el gráfico no tenga enfoque o desarrollo. El tema puede ser poco claro o no estar completamente desarrollado. Es posible que el final no involucre o satisfaga completamente al público. Refleja un trabajo en desarrollo a nivel del estudiante.	La gráfica puede ser confusa o carecer de claridad. El cuento puede reflejar estereotipos o sesgos no apropiados para la literatura infantil general.
Ilustraciones/ elementos visuales	Las imágenes gráficas contribuyen significativamente al significado del texto. Las ilustraciones reflejan la literatura infantil profesional a través de la precisión, la imaginación y la calidad general.	Las imágenes gráficas contribuyen en gran medida al significado del texto. Las ilustraciones reflejan la elogiable precisión, imaginación y calidad general a nivel del estudiante.	Las imágenes contribuyen de forma incoherente al significado del texto. La conexión de las ilustraciones con la historia puede ser confusa a veces o reflejar una calidad incoherente.	Las imágenes ofrecen una conexión o contribución mínima al significado de la historia. Las imágenes pueden distraer o reflejar una precisión, imaginación o calidad general mínimas.

Mecánica de los textos

Puntos disponibles	5	3	1
Mecánica de los textos	La mecánica (incluidas la gramática, la ortografía, la puntuación, las mayúsculas, etc.) es perfectamente adecuada para este trabajo de literatura infantil (se permiten y se alienta el uso de expresiones coloquiales bien utilizadas cuando corresponda).	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene uno o dos errores.	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene más de dos errores.

Cumplimiento de las directrices

Puntos disponibles	2	0
Declaración de originalidad	Enviado	No enviado
Página de título	La página de título incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.	La página de título no incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
Tamaño físico del libro	El libro está encuadernado y el tamaño es menor o igual a 14” x 22”	El libro no está encuadernado o el tamaño es mayor de 14” x 22”
Límite de página	El libro no tiene más de 28 páginas solo anverso o 14 páginas anverso/reverso excluida la página de título/créditos.	El libro tiene más de 28 páginas solo anverso o 14 páginas anverso/reverso excluida la página de título/créditos.

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuado para la edad	El cuento es apropiado para edades de cinco a nueve años.	El cuento es principalmente apropiado para edades de cinco a nueve años.	El cuento es poco apropiado para edades de cinco a nueve años.	El cuento no es apropiado para edades de cinco a nueve años.

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

Puntos disponibles	**20-16** **Logrado**	**15-11** **Admirable**	**10-6** **En desarrollo**	**5-1** **Necesita mejorar**
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados por expertos para ofrecer al oyente el máximo impacto ante el contenido de la historia.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el lector.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto de la historia aumentaría con una transmisión vocal más dinámica.	La claridad de la voz, el ritmo y la modulación del tono no son incoherentes o necesitan mejorar durante la lectura de la historia. A veces, la transmisión vocal distrae del contenido de la historia y disminuye su impacto potencial.
Presencia	El contacto visual sostenido de los participantes, la postura efectiva y el comportamiento profesional complementan de forma experta el contenido de la literatura para ofrecer el máximo impacto posible al oyente. Todos los miembros del equipo, ya sea hablando o no, refuerzan el impacto previsto de la presentación en todo momento.	El contacto visual mayormente sostenido, la postura positiva y el comportamiento agradable de los participantes complementan bastante bien el contenido de la presentación. Uno de los presentadores, o ambos, pueden parecer distraídos, entran y salen de su personaje profesional en algunos momentos de la sesión.	El contacto visual, la postura y la conducta incoherentes de los participantes reflejan una presentación clara del material. El/los orador(es) podrían hacer más para aprovechar al máximo el impacto añadido posible con una presencia centrada y sostenida.	Los competidoras muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y preparación para que la presencia de los oradores complemente el contenido de forma coherente.
Preguntas y respuestas	Las respuestas de los competidoras demostraron una consideración coherente y una perspectiva de nivel profesional, arraigada en la reflexividad sobre el libro.	Las respuestas de los participantes demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se les presentó.	Las respuestas de los participantes reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.	Las respuestas de los participantes pueden reflejar un esfuerzo y una pasión evidentes, pero son incoherentes en cuanto a profundidad, precisión, comprensión o conocimiento ofrecido en las respuestas.

Duración de la presentación

Puntos disponibles	5	4	3	1
Duración de la presentación de lectura en directo	La presentación dura entre 5 y 10 minutos.	La presentación se realiza entre cuatro y cinco minutos o entre 10 y 11 minutos.	La presentación se realiza entre tres y cuatro minutos o entre 11 y 12 minutos.	La presentación es inferior a tres minutos o tuvo que detenerse a los 12 minutos.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	El libro cautiva e inspira al lector, y es una excelente representación profesional de la literatura infantil. El concepto, la ejecución y la presentación son de nivel profesional.	El libro es una elogiable representación a nivel del estudiante de la literatura infantil. El concepto, la ejecución y la presentación representan una calidad elogiable a nivel del estudiante, aunque no del todo profesional.	El libro refleja una representación en desarrollo de la literatura infantil. Los aspectos del concepto, la ejecución y la presentación son aceptables si son básicos. Se siguen las directrices, aunque múltiples aspectos del concepto, ejecución y presentación del libro pueden distraer al público del impacto previsto.	El libro refleja las habilidades emergentes en la elaboración y presentación de literatura infantil original. El libro puede reflejar una comprensión parcial o incompleta de la tarea completa asignada.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

Nombre(s) del(de los) autor(es):_____

Nombre(s) del(de los) ilustrador(es):_____

Escuela, ciudad y estado de los competidoras:_____

- Los jueces utilizarán la Rúbrica de puntuación detallada como guía para puntuar las obras en el concurso de los estudiantes.
- Los puntos y comentarios se enviarán por correo electrónico a los estudiantes competidoras a más tardar dos semanas después de la conferencia.

COMPONENTES PREPUNTUADOS

Contenido literario

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Cuento	20-16	15-11	10-6	5-1	
Ilustraciones/elementos visuales	20-16	15-11	10-6	5-1	

Mecánica de los textos

	Impecable	Uno a dos errores	Más de dos errores	Puntuación
Mecánica de los textos	5	3	1	

Cumplimiento de las directrices

	Se adhiere	No se adhiere	Puntuación
Declaración de originalidad	2	0	
Página de título	2	0	
Tamaño físico del libro	2	0	
Límite de página	2	0	

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Adecuado para la edad	10-9	8-6	5-3	2-1	

Continuación

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Transmisión vocal	20-16	15-11	10-6	5-1	
Presencia	20-16	15-11	10-6	5-1	
Preguntas y respuestas	20-16	15-11	10-6	5-1	

Duración de la presentación

	5-10 minutos	4-5 minutos o 10-11 minutos	3-4 minutos u 11-12 minutos	Menos de 3 minutos o más de 12 minutos	Puntuación
Duración de la presentación de lectura en directo	5	4	3	1	

Impacto general

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Impacto general	20-16	15-11	10-6	5-1	

PUNTUACIÓN_____/148

COMENTARIOS PARA ESTUDIANTES: Escriba dos o más frases.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CHILDREN'S LITERATURE PRE-K COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entry per Middle School Chapter
Type of Event	Individual or Dual (Author and/or Illustrator)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, EDC01, EDC02, EDC03, EDPC02
Principles of Education and Training TEKS	b4, 2B, D; 3B; 4A, B; 5B; 6B
Human Growth and Development TEKS	b4; 4A-F; 5A-F; 6A-F
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A-B
Practicum in Education and Training TEKS	b4; 3A-E; 4A-B
Child Development TEKS	b4; 6 B; 7A-C; 8A, D
Child Guidance TEKS	b4; 5A, B; 7A-D; 8B; 10A, E
College and Career Readiness Skills	ELA IA-2, IA-4, IA-5, IIA-1, IIA-7, IIA-10, IIIA-2, IIIB-3

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.

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

"Children have never been very good at listening to their elders, but they never fail to imitate them." -- James Baldwin

Contest Purpose

Educators Rising students: 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 storybook 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). Word count should be between 250-1,000 (The current sweet spot is 500 words or less).
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 the author), teacher leader's name, school, contact information: email and high school address.
F. Maximum book size is 14" X 22" and should be bound using a durable user-friendly method of binding. (Commercially produced bound books are allowed for binding purposes only. Use of stock images or templates is prohibited.)
G. Text or graphics may be either illustrated by hand or computer generated, but the student participants are responsible for composing or creating all text and graphics themselves. No artist assistance or use of images from the web or any other third party is permissible. Illustrations should be colorful, and art should amplify the impact of the reader's experience with the story. Neatness counts.
H. A pdf copy of the book and statement of originality will be required to be uploaded during the application process.

PRESENTATION GUIDELINES

A. The author and illustrator will bring a copy of their book and Statement of Originality to the competition to present and read to the judges.
B. Acceptable presentation length, including the story introduction will be between five and 10 minutes. Presenters exceeding 10 minutes or under five minutes will be deducted one point for going over 10 minutes or under five minutes and one additional point for every additional 30 seconds over or under the time limit.
C. The author and illustrator will introduce and read the book to the judges. Presentation may be done by either the author or illustrator if only one can 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.

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, AI, or third-party artist assistance to create the illustrations or text 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.

PRE-SCORED COMPONENTS

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	1
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 or incomplete
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.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Age Appropriate	Story is appropriate for ages 3–4.	Story is mostly appropriate for ages 3–4.	Story is somewhat appropriate for ages 3–4.	Story is not appropriate for ages 3–4.

COMPONENTS SCORED ON-SITE

Live Reading Presentation

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 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 competitors' 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 competitors' 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 competitors' 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 competitors 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	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Q&A	The competitors' responses demonstrated consistent thoughtfulness and professional-caliber insight, rooted in reflexivity about the book.	The competitors' responses demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The competitors' responses reflected a broad spectrum of levels of quality from answer to answer.	The competitors' 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	1
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	The book captivates and inspires the reader, and is an excellent, professional-caliber representation of children's literature. The concept, execution, and presentation are professional-caliber.	The book is a commendable, student-level representation of children's literature. The concept, execution, and presentation represent commendable, student-level quality though not quite professional-caliber.	The book reflects a developing representation of children's literature. Aspects of the concept, execution, and presentation are acceptable if basic. The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from the intended impact.	The book reflects emerging skills in crafting and presenting original children's literature. The book may reflect a partial or incomplete understanding of the full task assigned.

CHILDREN'S LITERATURE PRE-K COMPETITION

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

Author(s) Name(s):_____

Illustrator(s) Name(s):_____

Competitors' 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

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	1	

Guideline Adherence

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

	Accomplished	Commendable	Developing	Needs Improvement	Score
Age Appropriate	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)

COMPONENTS SCORED ON-SITE

Live Reading Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vocal Delivery	20-16	15-11	10-6	5-1	
Presence	20-16	15-11	10-6	5-1	
Q&A	20-16	15-11	10-6	5-1	

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	1	

Overall Impact

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

SCORE_____/148

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CHILDREN'S LITERATURE PRE-K SPANISH COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entry per Middle School Chapter
Type of Event	Individual or Dual (Author and/or Illustrator)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, EDC01, EDC02, EDC03, EDPC02
Principles of Education and Training TEKS	b4, 2B, D; 3B; 4A, B; 5B; 6B
Human Growth and Development TEKS	b4; 4A-F; 5A-F; 6A-F
Instructional Practices in Education and Training TEKS	b4; 3A-D; 4A-B
Practicum in Education and Training TEKS	b4; 3A-E; 4A-B
Child Development TEKS	b4; 6 B; 7A-C; 8A, D
Child Guidance TEKS	b4; 5A, B; 7A-D; 8B; 10A, E
College and Career Readiness Skills	ELA IA-2, IA-4, IA-5, IIA-1, IIA-7, IIA-10, IIIA-2, IIIB-3

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.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

TIPO DE CONCURSO: Individual (un autor/ilustrador) o doble (dos coautores o un autor/un ilustrador): cerrado a los espectadores
NIVELES DE ELEGIBILIDAD: escuela media (Middle School), preparatoria júnior (Junior Varsity), preparatoria sénior (Varsity)
ESTÁNDARES DE EDUCATORS RISING:

- Estándar II: aprender acerca de los estudiantes
- Estándar IV: participar en la planificación receptiva
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

En su discurso de inicio de 2012 dirigido a estudiantes de la Universidad de las Artes en Filadelfia, el mundialmente famoso autor y narrador Neil Gaiman dijo:

> ***"La vida a veces es difícil. Las cosas salen mal, en la vida y en el amor, en los negocios, en la amistad y en la salud, y de todas las otras maneras en que la vida puede salir mal. Y cuando las cosas se ponen difíciles, esto es lo que debes hacer: haz buen arte.***
>
> ***Lo digo en serio. El esposo se escapa con un político. Haz buen arte. ¿Te aplastaste la pierna y luego se la comió una boa constrictora mutada? Haz buen arte. ¿El IRS te persigue? Haz buen arte. ¿El gato explotó? Haz buen arte. ¿Alguien en internet cree que lo que haces es ridículo o malvado o ya se ha hecho todo antes? Haz buen arte. Probablemente las cosas saldrán bien de alguna manera y, finalmente, el tiempo se llevará el dolor, pero eso no importa. Haga lo que solo usted hace mejor. Haz buen arte. ¡Hazlo también en los buenos días!".***

Estudiantes de Educators Rising: es hora de hacer y compartir un poco de buen arte. Esta es su oportunidad de invocar sus poderes narrativos y crear literatura infantil original. La buena literatura puede ser entretenida, educativa, inspiradora o iluminadora, y aunque puede ser ficticia, habla de verdades internas. Los autores de libros infantiles, como los educadores, ayudan a los jóvenes a comprender estas verdades internas y dar sentido al mundo. Este concurso ofrece a los estudiantes de Educators Rising la oportunidad de probar esa identidad como autor y educador.

Información general

El libro puede ser escrito e ilustrado por una persona (el autor/ilustrador) o dos personas (un autor y un ilustrador). Los miembros estudiantes que participen en este concurso Educators Rising deben escribir todas las palabras y crear todas las imágenes ellos mismos para su presentación. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. El participante preparará el formato original del libro de cuentos corto diseñado para un público de prescolar (de tres a cuatro años).

Directrices del concurso

DIRECTRICES SOBRE LIBROS

A. Escribir un cuento al estilo de un libro en español. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública.
B. Se debe completar y enviar con el libro una "Declaración de originalidad" firmada.
C. Este libro debe escribirse para un público de prescolar (de tres a cuatro años). El recuento de palabras debe estar entre 250 y 1,000 (el punto ideal actual es de 500 palabras o menos).
D. El libro incluye una portada y una contraportada, una página de título/crédito y no más de 24 páginas (24 páginas solo anverso o 12 páginas anverso/reverso, sin incluir la página de título/crédito).
E. La página de título debe incluir el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
F. El tamaño máximo del libro es de 14" x 22" y debe encuadernarse utilizando un método de encuadernado duradero y fácil de usar. (Los libros encuadernados producidos comercialmente están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes o plantillas de stock).
G. El texto o los gráficos pueden ilustrarse a mano o ser generados por una computadora, pero los estudiantes participantes son responsables de componer o crear todo el texto y los gráficos ellos mismos. No se permite la ayuda de artistas ni el uso de imágenes de la web o de cualquier otro tercero. Las ilustraciones deben ser coloridas y el arte debe amplificar el impacto de la experiencia del lector con la historia. La claridad cuenta.
H. Durante el proceso de solicitud, será necesario cargar una copia en PDF del libro y la declaración de originalidad.

DIRECTRICES DE PRESENTACIÓN

A. El autor y el ilustrador traerán una copia de su libro y Declaración de originalidad al concurso para presentar y leer a los jueces.
B. La duración aceptable de la presentación, incluida la introducción de la historia, será de entre 5 y 10 minutos. A los presentadores que superen los 10 minutos o menos de cinco minutos se les deducirá un punto por pasar más de 10 minutos o menos de cinco minutos y un punto adicional por cada 30 segundos adicionales por encima o por debajo del límite de tiempo.
C. El autor y el ilustrador presentarán y leerán el libro a los jueces. La presentación puede ser realizada por el autor o el ilustrador si solo uno puede asistir a la conferencia. No es necesario que ambos estén presentes.
D. Un cronometrador guardará las tarjetas de registro como advertencia a los cuatro minutos y nuevamente 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 las hojas de puntuación. Los jueces revisarán el libro y puntuarán. Una vez que los jueces hayan completado la puntuación, le devolverán el libro al participante.
F. Los presentadores deben usar ropa adecuada para la conferencia o estar vestidos con trajes de personajes relevantes para el libro. No se pueden usar indicaciones adicionales durante la presentación.

1.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

DECLARACIÓN DE ORIGINALIDAD

Doy fe de que mi presentación para el Concurso Nacional de Literatura Infantil de Educators Rising para prescolar refleja únicamente mis esfuerzos originales y creativos (y los de otro participante, si corresponde). Ningún aspecto de esta presentación está plagiado ni infringe la propiedad intelectual o los derechos de autor de nadie que no sea el(los) participante(s). No he utilizado imágenes web ni ayuda de artistas externos para crear las ilustraciones de este libro.

Firma(s) del(de los) participante(s)

Nombre(s) en letra de imprenta del(de los) participante(s)

Título del libro impreso

Fecha

Nombre de la escuela

Ciudad/estado de la escuela

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	**20-16** **Logrado**	**15-11** **Admirable**	**10-6** **En desarrollo**	**5-1** **Necesita mejorar**
Cuento	Un cuento imaginativo para niños contado de forma clara y atractiva. Tratamiento significativo y original de un tema. Contiene un final bien merecido y satisfactorio. Refleja literatura infantil de nivel profesional.	Un cuento atractivo para niños bastante bien contado, pero podría tener mayor claridad e impacto con pequeños ajustes en la narración. Tratamiento generalmente exitoso de un tema. Contiene un final generalmente exitoso. Refleja un trabajo elogiable a nivel del estudiante.	Es posible que, en ocasiones, el gráfico no tenga enfoque o desarrollo. El tema puede ser poco claro o no estar completamente desarrollado. Es posible que el final no involucre o satisfaga completamente al público. Refleja un trabajo en desarrollo a nivel del estudiante.	La gráfica puede ser confusa o carecer de claridad. El cuento puede reflejar estereotipos o sesgos no apropiados para la literatura infantil general.
Ilustraciones/ elementos visuales	Las imágenes gráficas contribuyen significativamente al significado del texto. Las ilustraciones reflejan la literatura infantil profesional a través de la precisión, la imaginación y la calidad general.	Las imágenes gráficas contribuyen en gran medida al significado del texto. Las ilustraciones reflejan la elogiable precisión, imaginación y calidad general a nivel del estudiante.	Las imágenes contribuyen de forma incoherente al significado del texto. La conexión de las ilustraciones con la historia puede ser confusa a veces o reflejar una calidad incoherente.	Las imágenes ofrecen una conexión o contribución mínima al significado de la historia. Las imágenes pueden distraer o reflejar una precisión, imaginación o calidad general mínimas.

Mecánica de los textos

Puntos disponibles	5	3	1
Mecánica de los textos	La mecánica (incluidas la gramática, la ortografía, la puntuación, las mayúsculas, etc.) es perfectamente adecuada para este trabajo de literatura infantil (se permiten y se alienta el uso de expresiones coloquiales bien utilizadas cuando corresponda).	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene uno o dos errores.	La mecánica (incluida la gramática, la ortografía, la puntuación, las mayúsculas, etc.) contiene más de dos errores.

Cumplimiento de las directrices

Puntos disponibles	2	0
Declaración de originalidad	Enviado	No enviado
Página de título	La página de título incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.	La página de título no incluye el título de la historia, el público de edad adecuada, el autor, el ilustrador (si es diferente del autor), el nombre del líder del profesor, la escuela, la información de contacto: correo electrónico y dirección de la escuela secundaria.
Tamaño físico del libro	El libro está encuadernado y el tamaño es menor o igual a 14” x 22”	El libro no está encuadernado o el tamaño es mayor de 14” x 22”
Límite de página	El libro no tiene más de 24 páginas solo anverso o 12 páginas anverso/reverso excluida la página de título/créditos.	El libro tiene más de 24 páginas solo anverso o 12 páginas anverso/reverso excluida la página de título/créditos.

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuado para la edad	El cuento es apropiado para edades de tres a cuatro años.	El cuento es principalmente apropiado para edades de tres a cuatro años.	El cuento es poco apropiado para edades de tres a cuatro años.	El cuento no es apropiado para edades de tres a cuatro años.

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

Puntos disponibles	**20-16** **Logrado**	**15-11** **Admirable**	**10-6** **En desarrollo**	**5-1** **Necesita mejorar**
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados por expertos para ofrecer al oyente el máximo impacto ante el contenido de la historia.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el lector.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto de la historia aumentaría con una transmisión vocal más dinámica.	La claridad de la voz, el ritmo y la modulación del tono no son incoherentes o necesitan mejorar durante la lectura de la historia. A veces, la transmisión vocal distrae del contenido de la historia y disminuye su impacto potencial.
Presencia	El contacto visual sostenido de los participantes, la postura efectiva y el comportamiento profesional complementan de forma experta el contenido de la literatura para ofrecer el máximo impacto posible al oyente. Todos los miembros del equipo, ya sea hablando o no, refuerzan el impacto previsto de la presentación en todo momento.	El contacto visual mayormente sostenido, la postura positiva y el comportamiento agradable de los participantes complementan bastante bien el contenido de la presentación. Uno de los presentadores, o ambos, pueden parecer distraídos, entran y salen de su personaje profesional en algunos momentos de la sesión.	El contacto visual, la postura y la conducta incoherentes de los participantes reflejan una presentación clara del material. El/los orador(es) podrían hacer más para aprovechar al máximo el impacto añadido posible con una presencia centrada y sostenida.	Los competidoras muestran esfuerzo, pero el contacto visual, la postura y el comportamiento de varios miembros del equipo podrían beneficiarse de más práctica y preparación para que la presencia de los oradores complemente el contenido de forma coherente.
Preguntas y respuestas	Las respuestas de los competidoras demostraron una consideración coherente y una perspectiva de nivel profesional, arraigada en la reflexividad sobre el libro.	Las respuestas de los participantes demostraron consideración y reflejaron intentos exitosos de abordar la mayor parte del material que se les presentó.	Las respuestas de los participantes reflejaron un amplio espectro de niveles de calidad de respuesta a respuesta.	Las respuestas de los participantes pueden reflejar un esfuerzo y una pasión evidentes, pero son incoherentes en cuanto a profundidad, precisión, comprensión o conocimiento ofrecido en las respuestas.

Duración de la presentación

Puntos disponibles	5	4	3	1
Duración de la presentación de lectura en directo	La presentación dura entre 5 y 10 minutos.	La presentación se realiza entre cuatro y cinco minutos o entre 10 y 11 minutos.	La presentación se realiza entre tres y cuatro minutos o entre 11 y 12 minutos.	La presentación es inferior a tres minutos o tuvo que detenerse a los 12 minutos.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	El libro cautiva e inspira al lector, y es una excelente representación profesional de la literatura infantil. El concepto, la ejecución y la presentación son de nivel profesional.	El libro es una elogiable representación a nivel del estudiante de la literatura infantil. El concepto, la ejecución y la presentación representan una calidad elogiable a nivel del estudiante, aunque no del todo profesional.	El libro refleja una representación en desarrollo de la literatura infantil. Los aspectos del concepto, la ejecución y la presentación son aceptables si son básicos. Se siguen las directrices, aunque múltiples aspectos del concepto, ejecución y presentación del libro pueden distraer al público del impacto previsto.	El libro refleja las habilidades emergentes en la elaboración y presentación de literatura infantil original. El libro puede reflejar una comprensión parcial o incompleta de la tarea completa asignada.

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

Nombre(s) del(de los) autor(es):_____

Nombre(s) del(de los) ilustrador(es):_____

Escuela, ciudad y estado de los competidoras:_____

- Los jueces utilizarán la Rúbrica de puntuación detallada como guía para puntuar las obras en el concurso de los estudiantes.
- Los puntos y comentarios se enviarán por correo electrónico a los estudiantes competidoras a más tardar dos semanas después de la conferencia.

COMPONENTES PREPUNTUADOS

Contenido literario

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Cuento	20-16	15-11	10-6	5-1	
Ilustraciones/elementos visuales	20-16	15-11	10-6	5-1	

Mecánica de los textos

	Impecable	Uno a dos errores	Más de dos errores	Puntuación
Mecánica de los textos	5	3	1	

Cumplimiento de las directrices

	Se adhiere	No se adhiere	Puntuación
Declaración de originalidad	2	0	
Página de título	2	0	
Tamaño físico del libro	2	0	
Límite de página	2	0	

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Adecuado para la edad	10-9	8-6	5-3	2-1	

Continuación

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR)

COMPONENTES PUNTUADOS IN SITU

Presentación de lectura en vivo

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Transmisión vocal	20-16	15-11	10-6	5-1	
Presencia	20-16	15-11	10-6	5-1	
Preguntas y respuestas	20-16	15-11	10-6	5-1	

Duración de la presentación

	5-10 minutos	4-5 minutos o 10-11 minutos	3-4 minutos u 11-12 minutos	Menos de 3 minutos o más de 12 minutos	Puntuación
Duración de la presentación de lectura en directo	5	4	3	1	

Impacto general

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Impacto general	20-16	15-11	10-6	5-1	

PUNTUACIÓN_____/148

COMENTARIOS PARA ESTUDIANTES: Escriba dos o más frases.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

CREATIVE LECTURE COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, and EDC02
Principles of Education and Training TEKS	b4; 1A, C, H, I; 3A
Human Growth and Development TEKS	b4; 1B, C, H, I
Instructional Practices in Education and Training TEKS	b4; 1A, C, E-F, H-I; 4A
Practicum in Education and Training TEKS	b4; 1A, C, H, I; 4A
Child Development TEKS	b4; 1A, C, D;
Child Guidance TEKS	b4; 1A, C, D;
College and Career Readiness Skills	ELA IIIA-1, 2; B-1, 3; VA-2; B-1, 3; C-1, 2 Social Studies IVB-1, 3, 4; D-1, 2; VA-2; B-1 Cross-disciplinary IA-1, IIB-1, 2, 3; C-6, 8

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.

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 2025 Creative Lecture Competition is: The Double-Edged Sword of AI

PROMPT: Artificial intelligence, specifically large language models like ChatGPT, has irrevocably altered the educational landscape. This technology presents a complex interplay of benefits and challenges, raising questions about its impact on learning, creativity, and academic integrity.

In the 2023 Kappan magazine article titled "Leveraging AI to Enhance Learning," authors Sarah W. Beck and Stephen R. Levine explore the potential and challenges of integrating AI in educational settings. The article suggests that the potential of AI in education necessitates a careful and informed approach to its integration in classrooms to ensure it supports equity and inclusivity (Kappan Online, 2023) "Technology is not neutral. It is a tool that can be used for good or evil. It is up to us to decide how it will be used."

What are the potential negative impacts of AI on students' critical thinking, creativity, and ability to learn independently? How can educators adapt their teaching methods to leverage the benefits of AI while mitigating its risks? What is the ethical dimension of using AI in education, including issues of plagiarism, academic integrity, and equity?

Citation:
Sarah W. Beck and Stephen R. Levine, A. (2023). *Leveraging AI to Enhance Learning*. Phi Delta Kappan, Volume 105, Issue 1, pages 66-71.

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. The speech must be uploaded at the time of application.

E. Each presentation is to be a minimum of four minutes and a maximum of 10 minutes. Competitors will respond to judges' follow up questions. The entire presentation and question session will last a total of no more than 15 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 nine-minute mark of their speeches. Speakers will be stopped at ten minutes.

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.

PRE-SCORED COMPONENTS

Speech Mechanics

Points Available	**15–13** **Accomplished**	**12–9** **Commendable**	**8–5** **Developing**	**4–1** **Needs Improvement**
Organization	The speech has a logical and effective structure with clear transitions.	The speech is generally well-organized with some effective transitions.	The speech structure is somewhat disorganized, or transitions are lacking	The speech is poorly organized with unclear or absent transitions
Grammar and Mechanics	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).	Numerous errors in spelling, grammar, punctuation, formatting, capitalization.
Supporting Evidence	The speech contains strong, relevant, and credible evidence to support claims.	The speech contains adequate supporting evidence but could be stronger.	The speech has limited or weak supporting evidence.	The speech lacks supporting evidence or contains irrelevant evidence.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	**20-16** **Accomplished**	**15-11** **Commendable**	**10-6** **Developing**	**5-1** **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 an 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 a limited or flawed understanding of the topic.

Insight	The content of the presentation reflects a 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 an understanding of his/her content.	The presenter makes minimal or no attempts to incorporate relevant research.
Visual Aids	Effective and visually appealing visual aids	Visual aids are generally effective but could be improved	Visual aids are distracting or not relevant	No visual aids or ineffective visual aids

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 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, 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**	**3**	**1**
Length	Speech is between 7 and 10 minutes.	Speech is between 4 and less than 7 minutes.	Speech is shorter than 4 minutes or had to be stopped at 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.

PRE-SCORED COMPONENTS

Speech Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
Organization	15-13	12-9	8-5	4-1	
Grammar & Mechanics	15-13	12-9	8-5	4-1	
Supporting Evidence	15-13	12-9	8-5	4-1	

PRE-SCORE_____/45

COMPONENTS SCORED ON-SITE

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	
Visual Aid	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

	7-10 Minutes	4 – less than 7 Minutes	Less than 4 Minutes or had to be stopped at 10 Minutes	Score
Length	5	3	1	

ON-SITE SCORE_____/95

TOTAL SCORE_____/140

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

EDUCATORS RISING MOMENT COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, and EDC02
Principles of Education and Training	b4; 1C, E, F, H; 2E; 4A-C; 5C; 6C; 7C
Human Growth and Development	b4; 1C, E, F, H; 12 A, C
Instructional Practices in Education and Training	b4; 1C, E, F, H; 2C; 4A;
Practicum in Education and Training	b4; 1A, C, E, F, H; 2C; 4A
Child Development TEKS	b4; 1A, C-E
Child Guidance TEKS	b4; 1A, C-E; 10C, E, F
College and Career Readiness Skills	ELA IIIA-1, 2; B-1, 3; VA-2; B-1, 3; C-1, 2 Social Studies IVB-1, 3, 4; D-1, 2; VA-2; B-1 Cross-disciplinary IA-1, IIB-1, 2, 3; C-6, 8

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.

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. The speech must be uploaded at the time of application.

D. Each presentation is to be a minimum of three minutes and a maximum of four minutes. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 10 minutes.

E. One judge will also serve as a 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. Speakers will be stopped at four minutes.

F. Speakers may use up to five 4x6-inch index cards while presenting. Only one side of each card may be used.

G. A microphone will be available for the presentation.

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.

PRE-SCORED COMPONENTS

Speech Mechanics

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Organization	The speech has a logical and effective structure with clear transitions.	The speech is generally well-organized with some effective transitions.	The speech structure is somewhat disorganized, or transitions are lacking	The speech is poorly organized with unclear or absent transitions
Grammar and Mechanics	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).	Numerous errors in spelling, grammar, punctuation, formatting, capitalization.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Depth	The speech features deep and comprehensive reflection on the speaker's experience and its impact. The speech succeeds in displaying a significant depth of understanding of what is entailed in the teaching life.	The speech reflects self-understanding and succeeds in addressing the topic directly.	The speech is on-topic but would benefit from deeper exploration, detail, or reflection.	The speech reflects a limited, flawed, or not credible response to the prompt.
Insight	The content of the speech creatively reflects striking self-understanding and insight into the power of being an educator.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.	The speech offers intuitive ideas that would have benefited from more creativity or insight.	The speech may offer ideas that are only partially developed and feel incomplete.

Presentation Content (Cont.)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Clarity	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.	The speaker shares a clear story that would benefit from somewhat greater detail or specificity.	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.	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.

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 a 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 the 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 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	5	3	1
Length	Presentation is between 3.5 and four minutes	Speech is between 2.5 and less than 3.5 minutes.	Presentation is shorter than 2.5 minutes or had to be stopped at 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.

PRE-SCORED COMPONENTS

Speech Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
Organization	15-13	12-9	8-5	4-1	
Grammar & Mechanics	15-13	12-9	8-5	4-1	

PRE-SCORE_____/30

COMPONENTS SCORED ON-SITE

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	20-16	15-11	10-6	5-1	
Insight	20-16	15-11	10-6	5-1	
Clarity	20-16	15-11	10-6	5-1	

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

	3.5-4 Minutes	2.5 – less than 3.5 Minutes	Less than 2.5 Minutes or had to be stopped at 4 Minutes	Score
Length	5	3	1	

ON-SITE SCORE_____/115

TOTAL SCORE_____/145

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

EDUCATORS RISING MOMENT SPANISH COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, and EDC02
Principles of Education and Training	b4; 1C, E, F, H; 2E; 4A-C; 5C; 6C; 7C
Human Growth and Development	b4; 1C, E, F, H; 12 A, C
Instructional Practices in Education and Training	b4; 1C, E, F, H; 2C; 4A;
Practicum in Education and Training	b4; 1A, C, E, F, H; 2C; 4A
Child Development TEKS	b4; 1A, C-E
Child Guidance TEKS	b4; 1A, C-E; 10C, E, F
College and Career Readiness Skills	ELA IIIA-1, 2; B-1, 3; VA-2; B-1, 3; C-1, 2 Social Studies IVB-1, 3, 4; D-1, 2; VA-2; B-1 Cross-disciplinary IA-1, IIB-1, 2, 3; C-6, 8

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.

CONCURSO EDUCATORS RISING MOMENT

TIPO DE CONCURSO: Individual: abierto a los espectadores
NIVELES DE ELEGIBILIDAD: escuela media, escuela secundaria júnior, escuela secundaria sénior
ESTÁNDARES DE EDUCATORS RISING:

- Estándar I: comprender la profesión
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

El propósito del concurso Educators Rising Moment es proporcionar a los estudiantes de la Conferencia Nacional de Educators Rising oportunidades para explicar por qué tienen como objetivo seguir una carrera en educación.

Directrices del concurso

A. El discurso debe referirse a la experiencia personal del orador que ilustra el poder de ser educador. Es muy importante ser específico, en lugar de depender de clichés o afirmaciones generales, al compartir su historia.

B. El discurso debe ser original, creativa y captar la atención del público.

C. El discurso debe cargarse en el momento de presentarse como candidato.

D. Cada presentación debe tener un mínimo de tres minutos y un máximo de cuatro minutos. Los competidores responderán a las preguntas de seguimiento de los jueces. Toda la presentación y la sesión de preguntas durarán un total de no más de 10 minutos.

E. Un juez también actuará como cronometrador. Los oradores recibirán una indicación visual no verbal de que queda un minuto cuando alcanzan la marca de tres minutos de sus discursos. Los oradores se detendrán a los cuatro minutos.

F. Los oradores pueden usar hasta cinco tarjetas de índice de 4 x 6 pulgadas durante la presentación. Solo se puede utilizar un lado de cada tarjeta.

G. Habrá un micrófono disponible para la presentación.

CONCURSO EDUCATORS RISING MOMENT

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR, UNIVERSITARIO)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos.

COMPONENTES PREPUNTUADOS

Mecánica del discurso

Puntos disponibles	**15–13** **Logrado**	**12–9** **Admirable**	**8–5** **En desarrollo**	**4–1** **Necesita mejorar**
Organización	El discurso tiene una estructura lógica y eficaz con transiciones claras.	El discurso generalmente está bien organizado con algunas transiciones efectivas.	La estructura del discurso está algo desorganizada o faltan transiciones	El discurso está mal organizado con transiciones poco claras o ausentes
Gramática y mecánica	Refleja un documento de calidad profesional. No contiene errores en cuanto a la mecánica (ortografía, gramática, puntuación, formato y el uso de mayúsculas).	Refleja un documento elogiable, a nivel del estudiante, con uno o dos errores en la mecánica (ortografía, gramática, puntuación, formato, mayúsculas).	Refleja un documento que necesita una revisión o corrección. Contiene tres o cuatro errores en la mecánica (ortografía, gramática, puntuación, formato, mayúsculas).	Numerosos errores de ortografía, gramática, puntuación, formato, mayúsculas.

COMPONENTES PUNTUADOS IN SITU

Contenido de la presentación

Puntos disponibles	**20-16** **Logrado**	**15-11** **Admirable**	**10-6** **En desarrollo**	**5-1** **Necesita mejorar**
Profundidad	El discurso ofrece una reflexión profunda y completa sobre la experiencia del orador y su impacto. El discurso tiene éxito al mostrar una profundidad significativa de comprensión de lo que implica la vida docente.	El discurso refleja la autocomprensión y logra abordar el tema directamente.	El discurso está sobre el tema, pero se beneficiaría de una exploración, un detalle o una reflexión más profundos.	El discurso refleja una respuesta limitada, defectuosa o no creíble del mensaje.
Perspectiva	El contenido del discurso refleja de forma creativa una sorprendente autocomprensión y una visión del poder de ser un educador.	El discurso ofrece ideas útiles y bien detalladas que justifican una mayor exploración más allá de esta sesión.	El discurso ofrece ideas intuitivas que se habrían beneficiado de más creatividad o conocimiento.	El discurso puede ofrecer ideas que solo se desarrollan parcialmente y que parecen incompletas.

Contenido de la presentación (continuación)

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Claridad	El discurso es muy específico y exclusivo del punto de vista del orador. Los clichés se evitan por completo y el orador transmite una perspectiva cautivadora y fresca.	El orador comparte una historia clara que se beneficiaría de un detalle o una especificidad algo mayores.	Los clichés y las generalidades están presentes en puntos del discurso en los que el impacto de la historia se vería mejor reflejado por detalles e imágenes específicos.	Los clichés y las generalidades están presentes a lo largo del discurso. El orador no ofrece una perspectiva individual clara, sino que se basa en frases vagas para expresar ideas.

Impartición de la presentación

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Estructura	La presentación refleja un dominio realmente impresionante y matizado de cómo crear y transmitir un mensaje potente. El discurso se secuencia con éxito y estratégicamente para conmover al oyente.	El discurso es directo y sobre el tema. Sigue una estructura tradicional y refleja un esfuerzo muy exitoso para desarrollar un mensaje convincente para el oyente.	Mientras está en el tema, el discurso carece de fuerza en uno o más momentos. La estructura puede faltar, divagar o ser débil en una o más áreas.	La estructura es distractora, incompleta o inapropiada para el tema.
Presencia	El contacto visual sostenido del orador, la postura efectiva y el comportamiento profesional complementan de forma experta la esencia del discurso para ofrecer el máximo impacto posible al oyente.	El contacto visual mayormente sostenido, la postura positiva y la conducta agradable del orador complementan bastante bien el contenido del discurso. El presentador puede parecer que entra y sale del personaje al comenzar y concluir el discurso. Con más práctica, el orador podría convertirse en un presentador público consumado.	El contacto visual, la postura y el comportamiento incoherentes del orador reflejan una narración clara del material. El orador podría hacer más para aprovechar al máximo posible el impacto añadido con una presencia centrada y sostenida.	El orador muestra esfuerzo, pero su contacto visual, postura y comportamiento pueden distraerse del impacto previsto del discurso.
Transmisión vocal	La claridad de la voz, el ritmo y la modulación del tono están diseñados de forma experta para ofrecer al oyente el máximo impacto y comprensión.	La claridad de la voz, el ritmo y la modulación del tono son sólidos. El oyente es capaz de entender lo que transmite el orador.	La claridad de la voz, el ritmo y la modulación del tono son claros. El oyente es capaz de entender, pero el impacto aumentaría con una voz más dinámica.	La claridad de la voz, el ritmo y la modulación del tono son incoherentes o inapropiados. A veces, la voz distrae del contenido del discurso y disminuye su impacto potencial.

Impacto general

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Impacto general	El contenido y la entrega se combinan a la perfección para crear una experiencia de nivel profesional excepcional.	El contenido y la entrega trabajan para ofrecer un discurso fuerte. Con revisiones menores y ajustes de la entrega, el discurso podría considerarse un esfuerzo a nivel profesional.	El discurso es elogiable por su esfuerzo y su contenido sobre el tema. Se recomiendan revisiones en todas las secciones del texto y orientación para la entrega.	El discurso requiere mucho más trabajo. La entrega y el contenido se beneficiarían de la práctica guiada. Los errores significativos pueden distraer el contenido del discurso.

Duración

Puntos disponibles	5	3	1
Duración	La presentación dura entre 3.5 y 4 minutos	El discurso dura entre 2.5 y menos de 3.5 minutos.	La presentación dura menos de 2.5 minutos o tuvo que detenerse a los cuatro minutos

CONCURSO EDUCATORS RISING MOMENT

NIVEL (ESCUELA INTERMEDIA, ESCUELA SECUNDARIA JÚNIOR, ESCUELA SECUNDARIA SÉNIOR, UNIVERSITARIO)

Nombre del estudiante: _____

Escuela, ciudad y estado del estudiante: _____

- Los jueces utilizarán la Rúbrica de puntuación detallada como guía para puntuar las obras en el concurso de los estudiantes.
- Los puntos y comentarios se enviarán por correo electrónico a los estudiantes concursantes a más tardar dos semanas después de la conferencia.

COMPONENTES PREPUNTUADOS

Mecánica del discurso

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Organización	15-13	12-9	8-5	4-1	
Gramática y mecánica	15-13	12-9	8-5	4-1	

PUNTUACIÓN PREVIA_____/30

COMPONENTES PUNTUADOS IN SITU

Contenido de la presentación

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Profundidad	20-16	15-11	10-6	5-1	
Perspectiva	20-16	15-11	10-6	5-1	
Claridad	20-16	15-11	10-6	5-1	

Impartición de la presentación

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Estructura	10-9	8-6	5-3	2-1	
Presencia	10-9	8-6	5-3	2-1	
Transmisión vocal	10-9	8-6	5-3	2-1	

Impacto general

	Logrado	Admirable	En desarrollo	Necesita mejorar	Puntuación
Impacto general	20-16	15-11	10-6	5-1	

Duración

	3.5-4 minutos	2.5 – menos de 3.5 minutos	Menos de 2.5 minutos o tuvo que detenerse a los 4 minutos	Puntuación
Duración	5	3	1	

PUNTUACIÓN EN EL LUGAR_____/115

PUNTUACIÓN TOTAL_____/145

COMENTARIOS PARA ESTUDIANTES: Escriba dos o más frases.

EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	EDPA01, EDPA02, EDPA03, EDC02, EDC05, and EDC09
Principles of Education and Training TEKS	b4; 1A, C-J; 2A-D; 6A-D; 7A
Human Growth and Development TEKS	b4; 1A, C, E-I; 12 A-C
Instructional Practices in Education and Training TEKS	b4; 1A, C, E-J; 2B-C; 10A-D
Practicum in Education and Training TEKS	b4; 1A, C, E-J
Child Development TEKS	b4; 1A, C-E; 6F, G
Child Guidance TEKS	b4; 1A, C-E; 10A, E, F
College and Career Readiness Skills	ELA IA-1, 2, 4,5; IVA-1,2 B1,2; VA1,3: Cross disciplinary IA-1, IIB-1,2,3

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.

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

Competitors will select one education administrator who 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.

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

- **Administrator's verification form**
- **Interview form**

Competitors 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 competitor must conduct a 15-minute interview with the administrator. Competitors 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. Competitors 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: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**

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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.

F. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

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 competitor will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE COMPETITOR

Competitor's Name | Name of Competitor's School

ABOUT THE ADMINISTRATOR

Administrator's Name | Administrator's Job Title

Name of Education Institution

Total Number of Job Shadowing Hours Competitor 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 competitor.

- The competitor is to conduct a 15-minute interview with the administrator participating in the Exploring Education Administration Careers Competition. The interview can take place before, during, or after the job shadowing experience.
- The competitor 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 competitor will write 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 competitor 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.

Competitor 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 in 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

Verification form

Points Available	**5**	**0**
Verification form	Competitor submitted a verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the administrator.

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 competitor 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 a little more. More thorough responses on the document would demonstrate a deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect an 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 competitor 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 competitor'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 competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor'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 competitor 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 competitor's experience and research. The competitor 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 competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor 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 competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor 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 competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor'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 competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor'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 competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore 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	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 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

Verification form

	Submitted	Not submitted or missing items
Verification form	5	0

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	

VERIFICATION AND INTERVIEW FORM PRE-SCORE_____/30

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	

Length

	5 - 7 Minutes.	3 – less than 5 Minutes	Less than 3 Minutes or had to be stopped at 7 Minutes	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/95

TOTAL SCORE_____/125

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION
$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	EDPA01, EDPA02, EDPA03, EDC02, EDC05, and EDC09
Principles of Education and Training TEKS	b4; 1A, C, E-J; 2A-D; 4A-D; 7A
Human Growth and Development TEKS	b4; 1A, C, E-I; 12 A-C
Instructional Practices in Education and Training TEKS	b4; 1A, C, E-J; 2B-C; 10A-D
Practicum in Education and Training TEKS	b4; 1A, C, E-J
Child Development TEKS	b4; 1A, C-E; 6F, G
Child Guidance TEKS	b4; 1A, C-E; 10A, E, F
College and Career Readiness Skills	ELA IA-1, 2, 4,5; IVA-1,2 B1,2; VA1,3: Cross disciplinary IA-1, IIB-1,2,3

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.

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 who 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.

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

- **Host teacher's verification form**
- **Interview form**

Competitors 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 competitor must conduct a 15-minute interview with the host teacher. Competitors 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. Competitors 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: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**

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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.

F. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

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 competitor will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE COMPETITOR

Competitor's Name | Name of Competitor's School

ABOUT THE HOST TEACHER

Host Teacher's Name | Host Teacher's Subject

Name of School

Total Number of Job Shadowing Hours Competitor 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 competitor.

- The competitor is to conduct a 15-minute interview with 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 competitor 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 competitor will write 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 competitor 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.

Competitor 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 in 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

Verification form

Points Available	**5**	**0**
Verification form	Competitor submitted a verification form with all fields completed and signed by the host teacher.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the host teacher.

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 competitor 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 a little more. More thorough responses on the document would demonstrate a deeper understanding of the career being explored.	The document is inconsistent in its thoroughness or professional appearance. Responses may reflect an 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 competitor 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 competitor'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 competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor'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 competitor 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 competitor's experience and research. The competitor 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 with the guidelines but does not explore the material with sufficient depth to achieve a strong impact.	The presentation of the slides reflects an incomplete understanding or focus. The presentation may be basic or contain moments that distract from the competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor 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 competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor 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 competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor'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 competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor'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 competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore 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	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 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

Verification form

	Submitted	Not submitted or missing items
Verification form	5	0

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	

VERIFICATION AND INTERVIEW FORM PRE-SCORE_____/30

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	

Length

	5 - 7 Minutes.	3 – less than 5 Minutes	Less than 3 Minutes or had to be stopped at 7 Minutes	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/95

TOTAL SCORE_____/125

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

EXPLORING SUPPORT SERVICES CAREERS COMPETITION

$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	EDPB01, EDPB02, EDPB03, EDC02, EDC05, and EDC09
Principles of Education and Training TEKS	b4; 1A, C-J; 4A-D; 5A-D; 7A
Human Growth and Development TEKS	b4; 1A, C-I; 12 A-C
Instructional Practices in Education and Training TEKS	b4; 1A, C, E-J; 2B-C; 10A-D
Practicum in Education and Training TEKS	b4; 1A, C, E-J
Child Development TEKS	b4; 1A, C-E; 6F, G
Child Guidance TEKS	b4; 1A, C-E; 10A, E, F
College and Career Readiness Skills	EIA-1, 2, 4,5; IVA-1,2 B1,2; VA1,3 Cross Disciplinary IA-1, IIB-1,2,3

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.

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 education systems. These highly skilled educators provide direct support to students so that they can be successful. Some instructional support professionals include:

- Librarian
- Instructional Coach
- Speech-Language Pathologist
- Audiologist
- Vision Specialist
- School Counselor
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist

Interested Educators Rising students will select one specialized instructional-support professional who 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.

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

- **Professional's verification form**
- **Interview form**

Competitors 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 competitor must conduct a 15-minute interview with the professional. Competitors 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. Competitors 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: Competitors should not bring portfolios or other materials to onsite judging. These items will not be reviewed by judges.**

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 six-minute mark of their speeches. Speakers will be stopped at seven minutes.

F. Competitors will respond to judges' follow- up questions. The entire presentation and question session will last a total of no more than 15 minutes.

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 competitor will submit the completed form with the other competition entry documents. This form must be typed for submission.

ABOUT THE COMPETITOR

Competitor's Name | Name of Competitor's School

ABOUT THE HOST TEACHER

Professional's Name | Professional's Subject

Name of Education Institution

Total Number of Job Shadowing Hours Competitor 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 competitor.

- The competitor is to conduct a 15-minute interview with 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 competitor 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 competitor will write 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 competitor 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.

Competitor 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 in 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

Verification form

Points Available	**5**	**0**
Verification form	Competitor submitted a verification form with all fields completed and signed by the professional.	Competitor did not submit a verification form or all fields were not completed and/or were not signed by the professional.

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

Interview Form Mechanics

Points Available	**5** **Flawless**	**3** **One or two errors**	**0** **More than two errors**
Interview Form Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are without error.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors and distract from the content and quality of the work.

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	The content of the slides reflects consistent thoughtfulness and thoroughness. The competitor 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 competitor'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 competitor's messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the competitor'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 competitor 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 competitor's experience and research. The competitor 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 with the guidelines but does not explore the material with sufficient depth to achieve a strong impact.	The presentation of the slides reflects an incomplete understanding or focus. The presentation may be basic or contain moments that distract from the competitor's messages. Those messages may lack clarity or focus.
Presence	The competitor's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver the maximum possible impact to the listener.	The competitor's mostly sustained eye contact, positive posture, clear voice, and pleasant demeanor complement the content of the speech quite well. The competitor 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 competitor.	The competitor's inconsistent eye contact, posture, clarity of voice, or demeanor may reflect a straightforward recital of the material. The competitor could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitor 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 competitor synthesizes his/her learning from the career exploration experience with skill, clarity, and depth.	The competitor offers good ideas and insight about the career exploration experience but stays primarily at a surface level for analysis.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation offers very little or no insight or quality analysis into the competitor's takeaways from the career exploration experience.
Q&A	The competitor'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 competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected career based on his/her experience and research.	The competitor's responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitor'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 competitor makes direct, straightforward points that could convey greater impact with guided practice in presentation creation and delivery.	The presentation reflects a developing effort to explore 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	3	1
Length	Initial presentation (before Q&A) is between 5 and 7 minutes.	Initial presentation (before Q&A) is at least 3 minutes and less than 5 minutes.	Initial presentation (before Q&A) is less than 3 minutes or had to be stopped at 7 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

Verification form

	Submitted	Not submitted or missing items
Verification form	5	0

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	

VERIFICATION AND INTERVIEW FORM PRE-SCORE_____/30

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	

Length

	5 - 7 Minutes.	3 – less than 5 Minutes	Less than 3 Minutes or had to be stopped at 7 Minutes	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/95

TOTAL SCORE_____/125

FEEDBACK FOR STUDENTS: Write two or more sentences.

Public Service Announcement-Teacher Recruitment

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	1 entry per division
Type of Event	Team (2-4)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	EDC02 and EDC07
Principles of Education and Training TEKS	**COMING SOON**
Human Growth and Development TEKS	**COMING SOON**
Instructional Practices in Education and Training TEKS	**COMING SOON**
Practicum in Education and Training TEKS	**COMING SOON**
Child Development TEKS	**COMING SOON**
Child Guidance TEKS	**COMING SOON**
College and Career Readiness Skills	**COMING SOON**

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.

PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT 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 VII: Engaging in Reflective Practice

As of October 2022, 18 percent of public schools had one teaching vacancy and 27 percent had multiple teaching vacancies, according to data released by the National Center for Education Statistics (NCES)

Contest Purpose

A public service announcement (PSA) is a short informational clip that is meant to raise the audience's awareness about an important issue. The purpose of the Public Service Announcement-Teacher Recruitment Competition is to allow Educators Rising students to create a NEW public service announcement, appropriate for television and/or social media, to attract young people to consider teaching in their future career goals.

Students will collaboratively problem-solve as they produce a creative, multimedia video clip designed to elevate the image of teaching by communicating the value of the profession. The PSA should evoke strong positive emotions about the profession causing the viewer to consider the worth of the profession as an important career. This competition affords the student an opportunity to sharpen his or her skills as both a leader and a productive team member.

The students must work together to develop a one to two-minute video and a live, 10-minute presentation that would appeal to anyone looking for smart ways to recruit new teachers and to the teacher candidates themselves.

Preparation Tips

- Collaborate as a team to brainstorm an innovative marketing strategy to recruit new teachers
- Do some real legwork in learning about your selected marketing strategy by talking to local leaders and/or conducting internet research.
- Collect feedback regarding your marketing strategy from at least three different sources.
- 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 team's experiences as well as personal opinions in your video.
- Obtain the necessary permission from all students and teachers who appear in the 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.
- 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
- Online articles regarding research-proven marketing strategies to support the strategy you choose
- Interviews with local education leaders (teachers, principals, superintendent, district academic officers, etc.)

- **Resources & Examples of Media Campaigns**
  - Tips for creating an effective a PSA
  - Create a Public Service Announcement
  - Video Production Tips
  - Teach.org Radio PSA
  - Louisiana PSA Campaign: Be Irreplaceable. Be a Teacher, #BeaTeacherLA

Competition Guidelines

VIDEO

A. The video must be no shorter than one minute and no longer than two minutes. Points will be deducted for videos that are shorter than the minimum length or longer than the maximum.

B. The video must be specific to the focus of attracting teachers by identifying the rewards and opportunities within the profession. It can contain video footage, testimonials, words, pictures, and/or music that appeal to the audience.

C. The video must include a catchy slogan (see Resources & Examples of Media Campaigns section) along with a related hashtag (#).

D. The video must include the competition name and title of the project. It must also include the 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).

E. 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.

F. 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.

G. Competitors must upload a YouTube or Vimeo link to their video to the competition site and bring the video, saved in .mp4 format, 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 provide a description and context for the slogan and message. 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. The presentation will be stopped at 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.

PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT 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.

PRE-SCORED COMPONENTS

Video

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Clarity and Content	Throughout the running time, the video is entirely clear, specific, and compelling in its expert-level storytelling and message delivery elevating the image of teaching and communicating the value of the teaching profession. It has many elements to cause others to consider becoming an educator.	The video is mostly clear and specific in conveying its message elevating the image of teaching and communicating the value of the teaching profession. 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. Video is attention-grabbing, contains unique and original content, and is appealing to a national 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 the impact on 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.
Professional-ism	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) distracts from the intended impact of the project.

Guideline Adherence

Points Available	4	0
Video Length	Video is between one and two minutes in running time.	Video is shorter than one minute or longer than two minutes in running time.
Video Titles & Credits	Video includes the competition name and title of the project. It also includes the 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 the project, name of the school, city, and state.
New Marketing Strategy	Video or presentation makes clear that the marketing strategy is a new, original idea.	Video or presentation does not make clear that the marketing strategy is a new, original idea

COMPONENTS SCORED ON-SITE

Presentation and Q&A

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

Presentation and Q&A Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Presence	The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation 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 competitors' 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 competitors' 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 competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.
Q&A Discussion	The competitors' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material. The competitors display impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The competitors' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitors display some substantive knowledge and understanding of the selected topic based on his/her experience and research.	The competitors' responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitors' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.
Overall Impact	The presentation demonstrates a clear, powerful, and undeniably impactful marketing message. 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 of 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.

Time of Presentation

Points Available	5	3	1
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes.	Presentation is shorter than three minutes or had to be stopped at 10 minutes.

PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT 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.

PRE-SCORED COMPONENTS

Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clarity & Content	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	

Guideline Adherence

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

PRE-SCORE_____/57

Continued

COMPONENTS SCORED ON-SITE

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	

Presentation Length

	7-10 Minutes	3-6 Minutes	Presentation is shorter than three minutes or had to be stopped at 10 minutes.	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/55

**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_____/112

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

PUBLIC SPEAKING COMPETITION

$1200 Scholarship to 1ST PLACE WINNER
$800 Scholarship to 2nd PLACE WINNER

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, and EDC02
Principles of Education and Training TEKS	b4; 1A, C, H, I; 3A; 4A-B
Human Growth and Development TEKS	b4; 1A, C, H, I;
Instructional Practices in Education and Training TEKS	b4; 1A, C, H, I; 4A, B; 10C
Practicum in Education and Training TEKS	b4; 1A, C, H, I; 4A, B; 8A
Child Development TEKS	b4; 1A, D, E
Child Guidance TEKS	b4; 1A, D; 10C, E, F
College and Career Readiness Skills	ELA IIIA-1,2; B-1,3; VA-2; B-1,3; C-1,2 Social Studies IVB-1,3,4; D-1,2; VA-2; B-1 Cross-disciplinary IA-1, IIB-1,2,3; C-6,8

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.

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

Assigned Topic

The topic for the 2025 Public Speaking Competition: Addressing Teacher Retention in Today's Schools

In recent years, teacher retention has emerged as a critical issue in education. The challenge of keeping skilled and dedicated teachers in the classroom affects the quality of education and the future of our students. As prospective leaders and educators, your insights and innovative ideas are crucial in tackling this problem.

According to the *Education Week* article "The True Cost of Teacher Turnover" by Madeline Will, "Teacher turnover is a persistent issue that costs U.S. public schools an estimated $7.3 billion annually and significantly disrupts student learning."

How does teacher turnover impact student achievement and school stability? What are the main factors contributing to high teacher turnover rates? What strategies and policies can schools and districts implement to support and retain teachers? What role can students and the community play in supporting teacher retention?

Citation:
Will, Madeline. "The True Cost of Teacher Turnover." *Education Week*, 1 June 2022, www.edweek.org/leadership/the-true-cost-of-teacher-turnover/2022/06.

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 competitor's presentation.

D. The speech must be uploaded at the time of application.

E. The competitor 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.

F. Each presentation is to be a minimum of three minutes and a maximum of five minutes. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 10 minutes.

G. One judge will also serve as a 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. Speakers will be stopped at five minutes.

H. A microphone will be available for the presentation.

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

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.

PRE-SCORED COMPONENTS

Speech Mechanics

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Organization	The speech has a logical and effective structure with clear transitions.	The speech is generally well-organized with some effective transitions.	The speech structure is somewhat disorganized, or transitions are lacking	The speech is poorly organized with unclear or absent transitions
Grammar and Mechanics	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).	Numerous errors in spelling, grammar, punctuation, formatting, capitalization.
Supporting Evidence	The speech contains strong, relevant, and credible evidence to support claims.	The speech contains adequate supporting evidence but could be stronger.	The speech has limited or weak supporting evidence.	The speech lacks supporting evidence or contains irrelevant evidence.

COMPONENTS SCORED ON-SITE

Presentation Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 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 an 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 a 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 a 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 a 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.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the speech to deliver the 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 the 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	5	3	1
Length	Speech is between four and five minutes.	Speech is between 2.5 and less than 4 minutes.	Speech is shorter than 2.5 minutes or had to be stopped at 5 minutes.

Speech Copies

Points Available	2	0
Speech Copies	Competitor provided two hard copies of the speech to the judges at the start of the presentation.	Competitor 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.

PRE-SCORED COMPONENTS

Speech Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
Organization	15-13	12-9	8-5	4-1	
Grammar & Mechanics	15-13	12-9	8-5	4-1	
Supporting Evidence	15-13	12-9	8-5	4-1	

PRE-SCORE_____/45

COMPONENTS SCORED ON-SITE

Presentation Content

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

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

	4-5 Minutes	2.5 – less than 4 Minutes	Less than 2.5 Minutes or had to be stopped at 5 Minutes	Score
Length	6	3	1	

Speech Copies

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

ON-SITE SCORE_____/105

TOTAL SCORE_____/145

FEEDBACK FOR STUDENTS: Write two or more sentences.

INTERACTIVE BULLETIN BOARD ELEMENTARY CONTEST

National Qualifying Competition

Competitors may only compete in one team event at the national level.

Entries Per Chapter	2 entries for each division
Type of Event	Individual or Dual (1-2)
State Contest	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS03, ESS07, ESS10, EDC01, EDC02, EDC03, EDC07
Principles in Education and Training	b4, 1A-D
Human Growth and Development TEKS	b4; Could be almost any TEK depending on the focus.
Instructional Practices in Education and Training TEKS	b4, 2B-C; 3A--D; 5B, E-F; 6B; 11A
Practicum in Education and Training TEKS	b4, 3A-D; 4A; 5A-G; 6B; 12A
Child Development TEKS	b4, 8D
Child Guidance TEKS	b4, 1D; 4A, 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.

INTERACTIVE BULLETIN BOARD CONTEST-ELEMENTARY CLASSROOM

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 an elementary classroom setting** to teach a lesson.

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. The attached information and decorations must not extend more than 6 inches beyond the 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.

SUMMARY SHEET

A. Participants will create a Summary Sheet (200-300-word) 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 the audience
    e. Details about how students will interact with the display.
B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

A. At the start of the presentation, participants will provide two copies of a Summary Sheet for the judges for reference only. The summary sheet will have been pre-scored.

B. Presentations are to use the board only. No AV is permitted.

C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.

D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.

E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.

F. Contestants will take their materials with them after the presentation.

INTERACTIVE BULLETIN BOARD CONTEST-ELEMENTARY CLASSROOM

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	**15-11** **Accomplished**	**10-6** **Commendable**	**5-1** **Developing**
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, district, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display board components and their functions. Explains the purpose of a display board in various contexts.	Identifies most display board components and their basic functions. Describes the general purpose of a display board.	Has limited knowledge of display board components. Shows a basic understanding of the display board's purpose.
Interactive Instructions	Instructions are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance engagement. Instructions are accessible to learners with diverse needs (e.g., font size, color contrast).	Instructions are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance understanding. Instructions are generally accessible, with minor accessibility issues.	Instructions are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective. Instructions have significant accessibility barriers.

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Board Size	Board does not exceed 36” x 48”	Board exceeds 36” x 48”
Attachments	Attached information and decorations do not extend more than 6 inches beyond the display’s edges.	Attached information and decorations extend more than 6 inches beyond the display’s edges.

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Embellishment	Most 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 is apparent.
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	10-7 Accomplished	6-4 Commendable	3-1 Developing
Color	Color choices are purposefully utilized to enhance learning	Color choices represent thoughtfulness	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	Lack of neatness distracts from learning task.	Difficult to read or illegible
Attention to Detail	A professional-caliber display, with almost no mechanical errors. Materials are original, creative, and neatly placed. There is organization in the arrangement of those materials on the display.	A nearly professional-caliber display, with one or two mechanical errors. Materials are creative and neatly placed but lack organization in arrangement.	A display that would benefit from more attention to detail. More than two mechanical errors. Materials may be lacking organization in their assembly. The board is too crowded or busy to focus on the task.
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities require an explanation for the display to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 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 is on-topic and offers some good points, though it would benefit from a greater exploration and detail into the functionality of the bulletin board. Student interaction is possible through the display design but lacks depth.	The presentation is surface level only. Basic information is provided, but not explored. Student interaction is minimal or impossible due to the display's design.
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	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. The display of materials enhances the presentation.	The contestant's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The display of materials complements the presentation.	The contestant'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 display of materials is relevant to the presentation.
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 had to be stopped at five minutes.

Summary Sheet Copies

Points Available	**2**	**0**
Summary Sheet Copies	Contestant provided two copies of a Summary Sheet to the judges at the start of the presentation.	Contestant did not provide two copies of a Summary Sheet to the judges at the start of the presentation.

INTERACTIVE BULLETIN BOARD CONTEST-ELEMENTARY CLASSROOM

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant Details/word count	15-11	10-6	5-1	
Target Audience & Size of Audience	15-11	10-6	5-1	
Instructional Objectives	15-11	10-6	5-1	
Interactive Instructions	15-11	10-6	5-1	

PRE-SCORE_____/60

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

	Adheres	Does Not Adhere	Score
Title of Activity	5	0	
Board Size	5	0	
Attachments	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishment	10-7	6-4	3-1	
Neatness	10-7	6-4	3-1	
Overall Creativity	10-7	6-4	3-1	
Originality of Ideas	10-7	6-4	3-1	

Design of Project

	Accomplished	Commendable	Developing	Score
Color	10-7	6-4	3-1	
Texturing	10-7	6-4	3-1	
Lettering	10-7	6-4	3-1	
Attention to Detail	10-7	6-4	3-1	
Interactive	10-7	6-4	3-1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	10-7	6-4	3-1	
Structure	10-7	6-4	3-1	
Presence	10-7	6-4	3-1	
Q&A	10-7	6-4	3-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or had to be stopped at 5 minutes	Score
Length	5	3	1	

Summary Sheet Copies

	Provided 2 Copies	Did not provide 2 Copies	Score
Summary Sheet Copies	2	0	

ON-SITE SCORE_____/152

TOTAL SCORE_____/212

FEEDBACK FOR STUDENTS: Write two or more sentences.

INTERACTIVE BULLETIN BOARD MS/HS CONTEST

National Qualifying Competition

Competitors may only compete in one team event at the national level.

Entries Per Chapter	2 entries for each division
Type of Event	Individual or Dual (1-2)
State Contest	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS03, ESS07, ESS10, EDC01, EDC02, EDC03, EDC07
Principles in Education and Training	b4, 1A-D
Human Growth and Development TEKS	b4; Could be almost any TEK depending on the focus.
Instructional Practices in Education and Training TEKS	b4, 2B-C; 3A--D; 5B, E-F; 6B; 11A
Practicum in Education and Training TEKS	b4, 3A-D; 4A; 5A-G; 6B; 12A
Child Development TEKS	b4, 8D
Child Guidance TEKS	b4, 1D; 4A, 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.

INTERACTIVE BULLETIN BOARD CONTEST-MIDDLE/HIGH SCHOOL CLASSROOM

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 an middle/high school classroom setting** to teach a lesson.

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. The attached information and decorations must not extend more than 6 inches beyond the 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.

SUMMARY SHEET

A. Participants will create a Summary Sheet (200-300-word) 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 the audience
    e. Details about how students will interact with the display.
B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

A. At the start of the presentation, participants will provide two copies of a Summary Sheet for the judges for reference only. The summary sheet will have been pre-scored.

B. Presentations are to use the board only. No AV is permitted.

C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.

D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.

E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.

F. Contestants will take their materials with them after the presentation.

INTERACTIVE BULLETIN BOARD CONTEST-MIDDLE/HIGH SCHOOL CLASSROOM

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	**15-11** **Accomplished**	**10-6** **Commendable**	**5-1** **Developing**
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, district, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display board components and their functions. Explains the purpose of a display board in various contexts.	Identifies most display board components and their basic functions. Describes the general purpose of a display board.	Has limited knowledge of display board components. Shows a basic understanding of the display board's purpose.
Interactive Instructions	Instructions are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance engagement. Instructions are accessible to learners with diverse needs (e.g., font size, color contrast).	Instructions are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance understanding. Instructions are generally accessible, with minor accessibility issues.	Instructions are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective. Instructions have significant accessibility barriers.

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Activity	Title of activity is clearly displayed	Title of activity is not clearly displayed
Board Size	Board does not exceed 36” x 48”	Board exceeds 36” x 48”
Attachments	Attached information and decorations do not extend more than 6 inches beyond the display’s edges.	Attached information and decorations extend more than 6 inches beyond the display’s edges.

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Embellishment	Most 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 is apparent
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	10-7 Accomplished	6-4 Commendable	3-1 Developing
Color	Color choices are purposefully utilized to enhance learning	Color choices represent thoughtfulness	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	Lack of neatness distracts from learning task.	Difficult to read or illegible
Attention to Detail	A professional-caliber display, with almost no mechanical errors. Materials are original, creative, and neatly placed. There is organization in the arrangement of those materials on the display.	A nearly professional-caliber display, with one or two mechanical errors. Materials are creative and neatly placed but lack organization in arrangement.	A display that would benefit from more attention to detail. More than two mechanical errors. Materials may be lacking organization in their assembly. The board is too crowded or busy to focus on the task.
Interactive	Student engagement opportunities are obvious for material to be used effectively	Student engagement opportunities require an explanation for the display to be used effectively	Student engagement opportunities are obscure or missing for material to be used effectively

Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 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 is on-topic and offers some good points, though it would benefit from a greater exploration and detail into the functionality of the bulletin board. Student interaction is possible through the display design but lacks depth.	The presentation is surface level only. Basic information is provided, but not explored. Student interaction is minimal or impossible due to the display's design.
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	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. The display of materials enhances the presentation.	The contestant's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The display of materials complements the presentation.	The contestant'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 display of materials is relevant to the presentation.
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 had to be stopped at five minutes.

Summary Sheet Copies

Points Available	**2**	**0**
Summary Sheet Copies	Contestant provided two copies of a Summary Sheet to the judges at the start of the presentation.	Contestant did not provide two copies of a Summary Sheet to the judges at the start of the presentation.

INTERACTIVE BULLETIN BOARD CONTEST-MIDDLE/HIGH SCHOOL CLASSROOM

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant Details/word count	15-11	10-6	5-1	
Target Audience & Size of Audience	15-11	10-6	5-1	
Instructional Objectives	15-11	10-6	5-1	
Interactive Instructions	15-11	10-6	5-1	

PRE-SCORE_____/60

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

	Adheres	Does Not Adhere	Score
Title of Activity	5	0	
Board Size	5	0	
Attachments	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishment	10-7	6-4	3-1	
Neatness	10-7	6-4	3-1	
Overall Creativity	10-7	6-4	3-1	
Originality of Ideas	10-7	6-4	3-1	

Design of Project

	Accomplished	Commendable	Developing	Score
Color	10-7	6-4	3-1	
Texturing	10-7	6-4	3-1	
Lettering	10-7	6-4	3-1	
Attention to Detail	10-7	6-4	3-1	
Interactive	10-7	6-4	3-1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	10-7	6-4	3-1	
Structure	10-7	6-4	3-1	
Presence	10-7	6-4	3-1	
Q&A	10-7	6-4	3-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or had to be stopped at 5 minutes	Score
Length	5	3	1	

Summary Sheet Copies

	Provided 2 Copies	Did not provide 2 Copies	Score
Summary Sheet Copies	2	0	

ON-SITE SCORE_____/152

TOTAL SCORE_____/212

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

PROJECT VISUALIZE SERVICE CONTEST

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual or Dual
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS03, ESS07, ESS10, EDC01, EDC02, EDC03, EDC07
Principles of Education and Training TEKS	b4, 1A-J
Human Growth and Development TEKS	b4, 1A-J
Instructional Practices in Education and Training TEKS	b4, 1A-J; 4A-B; 8A-C; 9B
Practicum in Education and Training TEKS	b4, 1A-J; 4A-B; 5A-G; 7A-C); 8A-C; 9B
Child Development TEKS	b4, 1A-E
Child Guidance TEKS	b4, 1D; 10E-F
College and Career Readiness Skills	ELA: I A, III A-B, IV A-B. V A-C; Social Studies: II A-B, V A-B; Cross-Disciplinary: I A-F

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.

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 <u>one</u> Educators Rising chapter project in which all presenters participated that was completed during the 2024-2025 school year.

Contest Guidelines

DISPLAY BOARD

A. 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.
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 the display’s edges.
D. The display must prominently highlight the name of the project.
E. The display must include photos or original illustrations of the project.
F. 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.

SUMMARY SHEET

A. The display must include a summary sheet on the lower right side of the tri-fold containing:
    a. Title of the project
    b. The name of the school, district, and city/state.
    c. A 300-500-word summary of the project must be pasted on the tri-fold, which incorporates:
        i. The purpose and objectives of the project.
        ii. A description of the activities.
        iii. A description of the involvement of chapter members, peers, faculty, and community stakeholders in the project.
B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

PRESENTATION: An interactive session with judges

A. The presentation should be original, creative, relevant, and engaging and include information in the project summary.
B. Presentations are to use the board only. No AV is permitted.
C. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
D. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark. Presenters will be stopped at five minutes.
E. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
F. Contestants will take their materials with them after the presentation.

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 500-300 words and contains all six required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is 200-300 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is less than 200 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, and state) or was not submitted.
Purpose and Objectives	Provides a clear and concise overview of the project, highlighting its goals and objectives. Demonstrates a strong understanding of the community need addressed by the project and its potential impact.	Provides a generally clear overview of the project but lacks some clarity in defining goals and objectives. Demonstrates a general understanding of the community need but lacks depth in explaining the project's significance.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose. Provides limited information about the community need and the project's potential impact.
Description of Activities	Provides a detailed description of the activities for the project.	Provides a generally clear overview of the activities for the project but would benefit from the addition of more details.	Provides a vague or incomplete description of the project, making it difficult to understand its purpose.
Description of Chapter Involvement	All chapter members actively contributed to the project in meaningful ways. Demonstrates strong leadership and effective collaboration among chapter members. Established strong partnerships with peers, faculty, and community stakeholders.	Most chapter members contributed to the project, but some members had limited involvement. Shows evidence of leadership and collaboration, but could be improved. Developed some partnerships, but opportunities exist to expand collaboration.	Limited involvement from chapter members. Lacks clear evidence of leadership and collaboration among chapter members. Limited involvement of peers, faculty, and community stakeholders in the project.
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).

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

Points Available	5	0
Title of Project on board	Project title is displayed on the board.	Project title is not displayed on the board
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	10-7 Accomplished	6-4 Commendable	3-1 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	10-7 Accomplished	6-4 Commendable	3-1 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 project's 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	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. The visual aid enhances the presentation.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The visual aid complements the presentation.	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 visual aid is relevant to the presentation.
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.

Overall Impact

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

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was more than three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant Details/word count	15-11	10-6	5-1	
Purpose and Objectives	15-11	10-6	5-1	
Description of Activities	15-11	10-6	5-1	
Description of Chapter Involvement	15-11	10-6	5-1	
Mechanics & Professionalism	15-11	10-6	5-1	

PRE-SCORE_____/75

COMPONENTS SCORED ON-SITE

Board Guideline Adherence

	Adheres	Does Not Adhere	Score
Title of Project is displayed on board	5	0	
Board Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Embellishment	10-7	6-4	3-1	
Neatness	10-7	6-4	3-1	
Originality of Ideas	10-7	6-4	3-1	
Overall Creativity	10-7	6-4	3-1	

EDUCATORS RISING

Presentation

	Accomplished	Commendable	Developing	Score
Depth	10-7	6-4	3-1	
Described group member roles	10-7	6-4	3-1	
Structure	10-7	6-4	3-1	
Presence	10-7	6-4	3-1	
Q&A	10-7	6-4	3-1	

Overall Impact

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

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or had to be stopped at 5 minutes	Score
Length	5	3	1	

ON-SITE SCORE_____/115

TOTAL SCORE_____/190

FEEDBACK FOR STUDENTS: Write two or more sentences.

TEACHER CREATED MATERIALS CONTEST

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	2 entries per division
Type of Event	Individual or Dual (1-2 members may present)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	ESS02, ESS03, ESS07, ESS10, EDC01, EDC02, EDC03, EDC07
Principles in Education and Training TEKS	b4, 1B, D
Human Growth and Development TEKS	b4, 1A-I, 4F; 5F, D; 6F; 7G
Instructional Practices in Education and Training TEKS	b4, 1A-J; 3A-D; 5B-C, E-F
Practicum in Education and Training TEKS	b4, 1A-J; 3A-D; 5A-E
Child Development TEKS	b4, 6B, 7A-C; 8A, D
Child Guidance TEKS	b4, 1 A, C 4 A, C, 10E

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.

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 encompass all the materials and physical means a teacher might use to implement a lesson and facilitate the student's 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 (200-300-word) 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 the audience
      v. Details about the implementation
   b. Your teacher created materials.

B. The Summary Sheet will be uploaded during the application process and will be pre-scored prior to the conference.

C. 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.

D. The display should not be a bulletin board, and it does not necessarily have to be a display board. The teaching materials and Summary Sheet should be presented on a table. All materials displayed on a table must fit within 36" in length.

E. Presentations are to use the materials only. No AV is permitted.

F. Each presentation is to be a minimum of three minutes and a maximum of five minutes.

G. Presenters will receive a visual, non-verbal indication that there is one minute remaining when they reach the 4-minute mark. Presenters will be stopped at five minutes.

H. 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.

I. A five-minute Q&A section will follow the presentation to allow judges to ask questions.

J. Contestants will take their materials with them after the presentation.

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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

Points Available	15-11 Accomplished	10-6 Commendable	5-1 Developing
Contestant details/word count	The summary sheet is 250-300 words and contains all six required contestant detail components including the title of the activity, names of presenters, school, district, city, and state.	The summary sheet is 150-249 words and/or contains 4-5 required contestant detail components (title of the activity, names of presenters, school, district, city, and state.)	The summary sheet is less than 150 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, and state) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are appropriate.	The target audience and size of the audience are implied but not clearly identified or are only somewhat appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	Clearly defines display board components and their functions. Explains the purpose of a display board in various contexts.	Identifies most display board components and their basic functions. Describes the general purpose of a display board.	Has limited knowledge of display board components. Shows a basic understanding of the display board's purpose.
Implementation Details	Implementation details are clear, concise, and easy to follow, with no ambiguity. Effectively incorporates interactive elements to enhance student learning.	Implementation details are clear and easy to follow, with minor ambiguities. Includes some interactive elements to enhance student learning.	Implementation details are unclear or difficult to follow, with significant ambiguities. Lacks interactive elements or those included are ineffective.

COMPONENTS SCORED ON-SITE

Display Guideline Adherence

Points Available	5	0
Title of Activity	Title of the activity is clearly displayed	Title of the activity is not clearly displayed
Display Size	Display does not exceed 36” on a table	Display exceeds 36” on a table

Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 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	10-7 Accomplished	6-4 Commendable	3-1 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.
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	10-7 Accomplished	6-4 Commendable	3-1 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 an 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.
Presence	The speaker's sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener. The display of materials enhances the presentation.	The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. The display of materials complements the presentation.	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 display of materials is relevant to the presentation.
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 educational significance of the materials.	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 had to be stopped at 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.

PRE-SCORED COMPONENTS

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant Details/word count	15-11	10-6	5-1	
Target Audience & Size of Audience	15-11	10-6	5-1	
Instructional Objectives	15-11	10-6	5-1	
Implementation Details	15-11	10-6	5-1	

PRE-SCORE_____/60

COMPONENTS SCORED ON-SITE

Display Guideline Adherence

	Adheres	Does Not Adhere	Score
Title of Activity	5	0	
Display Size	5	0	

Creativity

	Accomplished	Commendable	Developing	Score
Overall Creativity	10-7	6-4	3-1	
Originality of Ideas	10-7	6-4	3-1	

Design of Project

	Accomplished	Commendable	Developing	Score
Elements of Design	10-7	6-4	3-1	
Practicality	10-7	6-4	3-1	
Effectiveness of Instruction	10-7	6-4	3-1	
Interactive	10-7	6-4	3-1	

Presentation

	Accomplished	Commendable	Developing	Score
Depth	10-7	6-4	3-1	
Structure	10-7	6-4	3-1	
Presence	10-7	6-4	3-1	
Q&A	10-7	6-4	3-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or over had to be stopped at 5 minutes	Score
Length	5	3	1	

ON-SITE SCORE_____/115

TOTAL SCORE_____/175

FEEDBACK FOR STUDENTS: Write two or more sentences.