

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 students 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. **TAFE State dues must be paid in full by November 1st.** View the [EdRising Membership Page](#) for more information.
- 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.
- Competitive Event entries will not be accepted after the area conference registration closes.
- For Educators Rising National Events:
 - For Competitions at the Area Level: students must have earned 70% of available points first, then the top 5 advance to the Teach Tomorrow Summit
 - For Contests at the Area Level: students must earn 90% of the overall possible points to advance to the Teach Tomorrow Summit.
 - For Competitions at the State Level: students must have earned 80% of available points first, then the top 10 advance to the Educators Rising Conference.
 - For Contests at the State Level: students must earn 97% of the overall possible points to advance to the Educators Rising National Conference.
 - ***Students may only compete in one event max, at the Educators Rising Conference.***

Competitive Event Entries

- All submitted materials must reflect original work from the 2025-2026 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 point deductions. Files should be uploaded using the competitor's **FORM ID found on the TTS Database**.
- All video files that are submitted in advance must be uploaded to [YouTube](#).



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Levels of Competition

- The breakdown of grades noted below is used to designate levels for competitive event entries. Not all competitive events are open to all divisions. Please refer to the event guidelines to check the divisions 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. **Students who do not compete in their correct division will be disqualified.**
 - **Middle School** - Grades 7 & 8
 - **Junior Varsity** - Grades 9 & 10
 - **Varsity** - Grades 11 & 12
 - **Collegiate** - Undergraduate Students, not dual credit high school 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.

Substitutions

- Substitutions for individual events are not accepted, once registration has closed.
- Substitutions are allowed into team or dual events only, after registration has closed.
 - Events with more than one competitor can be substituted if at least one of the competitors was in the original group. A substitute must complete the [Competitive Event Change Form](#).
 - Substitutions into team or dual events must keep the entry in the same division, if not, this will result in a disqualification of the team or dual event.
- The number of competitors that compete in each level of competition is what is allowed to advance to the next level of competition.
- Failure to notify the competitive events team of a substitution may result in disqualification of the team or dual event.

Technology

- Students are required to bring their own device to Area and State conferences for competitive events. The devices must be checked prior to leaving home to make certain they can access wi-fi outside the district.
- All devices should be adequately charged before arriving at their competition room.
- No phones will be allowed in planning rooms.
- Wi-Fi is not always available at each conference location. Competitors need to have all videos, and presentations downloaded, so they are accessible without the internet.
- Screens/projectors are only guaranteed to be provided at the State conference.
 - Competitors will need to provide their own connectors/dongles to connect their computers to projectors.
- All presentations, presentation resources or videos should be available for offline use. Internet access may not be available at all locations.

Conference Registration, Attendance, & Participation in Events

- Teacher leaders must log in 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 fail to register for the conference or competitive events before the deadline will not be allowed to attend or compete.



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- 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** - TAFE does not have an inquiry period for scores, all scores are final. **Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges or competitive events headquarters 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 events can run behind and/or 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 State Qualifiers will be recognized on screen during the Closing General Session at Area Conferences and National Qualifiers, State Only Contests receiving Gold Certificates, and State Only Competitions Top 5 at the Teach Tomorrow Summit Closing General Session. 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 area conference (October 1- 15, 2025)
- Register for competitive events (October 1 - 15, 2025)
- For Bulletin Board and Project Visualize, submit a photo and summary sheet for an Originality Pre-Submission no later than the day before your area conference.

State TAFE Conference To-Do List

- Register to attend the TAFE State Conference (December 10, 2025 - January 30, 2026)
- Submit Prescored materials by January 30, 2026 @ 5:00pm
- Register for a time to compete at the TAFE State Conference (January 26-30, 2026)



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PROJECT VISUALIZE CONTEST

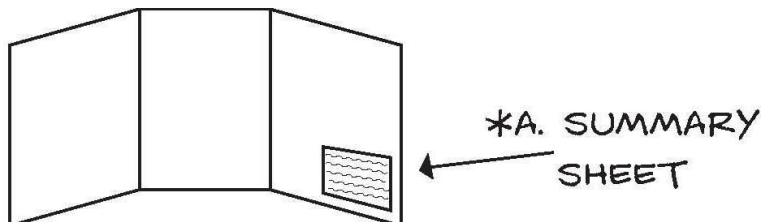
Entries Per Chapter	2 entries per division per 6 TRAFLE Area
Type of Event	Individual or Dual
State Competition	Yes
National Competition	No
Prescored Event	Originality Presubmission

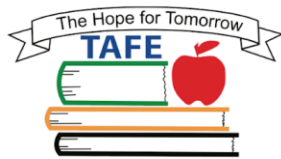
OBJECTIVE: To develop chapter creativity, teamwork, time management, public speaking skills and organization skills by giving students an opportunity to highlight and present one of their local chapter projects. To share ideas and approaches to various TAFE project areas. To encourage chapters to participate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

OVERVIEW: 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:

- **Display**
 - 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





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- Name of project and selected TRAFLE 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.
 - 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 be judged against a standard of excellence rather than against each other.
 - The same set of judges must judge the display and the presentation.

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/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			
	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 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			
	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.
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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	