

TAFE

Texas Association of Future Educators

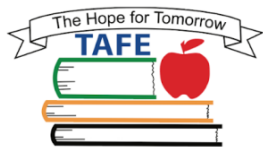
Middle School Competitive Events Planner

CHAPTER EVENTS

COMPETITIVE EVENT	# OF ENTRIES	COMPETITORS NAMES
Breakout Session Team (2-6)	1	
Chapter Yearbook Team (2-6)	1	
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	
ELF Test Individual	No Limit	
Educators Rising Moment Individual	2	

Educators Rising Moment Spanish Individual	2	
Ethical Dilemma Team (2-4)	1	
Exploring Education Administration Careers Individual	2	
Exploring Non-Core Subject Teaching Careers Individual	2	
Exploring Support Service Careers Individual	2	
Impromptu Lesson Individual	2	
Impromptu Speaking Individual	2	
Inside Our Schools Team (2-4)	1	
Inside Our Schools Spanish Team (2-4)	1	
Interactive Bulletin Board (ELEM) Individual or Dual (2)	2	
Interactive Bulletin Board (MS/HS) Individual or Dual (2)	2	
Outstanding Chapter Team (2-4)	1	
Project Visualize-T Individual or Dual (1-2)	2	
Project Visualize-R Individual or Dual (2)	2	

Project Visualize-A Individual or Dual (2)	2	
Project Visualize-F Individual or Dual (2)	2	
Project Visualize-L Individual or Dual (2)	2	
Project Visualize-E 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 students competing.

For a complete list you can view the [TAFE Policies and Procedures](#).

To be eligible to compete in TAFE or Educators Rising events, students must complete all of the following requirements:

- Maintain an active Educators Rising membership for the current school year. **TAFE State dues must be paid in full by November 1.** Visit the [Educators Rising Membership Page](#) for membership information and requirements.
- Register to attend either their TAFE Area Conference or the TAFE Teach Tomorrow Summit. Please note that conference registration does **not** automatically register students for competitive events.
- Register for competitive events and submit all required materials by the deadlines outlined on the TAFE Guidelines & Rubrics page available on the [TAFE website](#).

GENERAL RULES & REGULATIONS

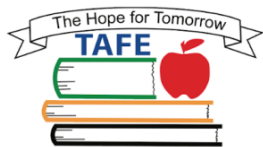
NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Competitors must be paid, active Educators Rising student members prior to competing at an Area or State Conference.
- Competitors may participate in up to three (3) events, with no more than two (2) national qualifying events.
 - The ELF Test, Student of the Year, and Breakout Session do not count toward the three-event limit.
- Competitive event entries will not be accepted after the Area Conference registration deadline.
- Area Conference Advancement to State
 - Competitions: Students must first earn at least 70% of the available points. From those meeting the minimum score requirement, the top five (5) competitors will advance to the Teach Tomorrow Summit.
 - Contests: Students must earn at least 90% of the total possible points to advance to the Teach Tomorrow Summit.
- State Conference Advancement to Nationals
 - Competitions: Students must first earn at least 80% of the available points. From those meeting the minimum score requirement, the top ten (10) competitors will advance to the Educators Rising National Conference.
 - Contests: Students must earn at least 97% of the total possible points to advance to the Educators Rising National Conference.
 - **Students who qualify for the Educators Rising National Conference may compete in only one (1) event at the national level.**

Competitive Event Entries

- All submitted materials must be original work created during the **2026–2027 school year**. Materials created, submitted, or used in previous years are not eligible. To verify originality, competitors must complete and submit a [Statement of Originality](#) for each event in which they participate.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- Each competitive event guideline will specify the materials required for submission prior to the conference. Failure to submit all required materials by the published deadline may result in point deductions. All files must be uploaded using the competitor's **FORM ID** as listed in the **Teach Tomorrow Summit (TTS) Database**.
- Any video files required for advance submission must be uploaded to **YouTube**, and the appropriate video link must be submitted according to event guidelines.

Levels of Competition

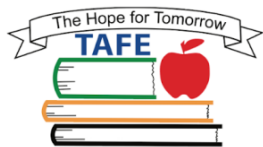
- The grade-level classifications below are used to determine eligibility and placement for competitive events. Not all events are open to every division; competitors should refer to the specific event guidelines to confirm eligible divisions.
- For team events, teams with members from multiple grade levels must register in the division of the **highest-grade (most senior) team member**. **Competitors who register or compete in an incorrect division will be subject to disqualification.**
- Divisions
 - **Middle School** - Grades 7 & 8
 - **Junior Varsity** - Grades 9 & 10
 - **Varsity** - Grades 11 & 12
 - **Collegiate** - Undergraduate college students (dual-credit high school students are not eligible for this division)
 - **Special Edition** - Designed for students with an IEP who require accommodation(s) to participate in competitive events. This division provides opportunities for students to compete in an environment that supports their individual needs.

Substitutions

- Substitutions are not permitted for individual events after conference registration has closed.
- Substitutions are permitted for team and dual events after registration has closed, subject to the following requirements:
 - A team or dual-event entry may be modified only if at least one of the original competitors remains on the roster.
 - Any replacement competitor must complete and submit a [Competitive Event Change Form](#).
 - Substitutions must not change the division in which the team or dual event is registered. If a substitution results in the team competing in a different division, the entry will be disqualified.
- 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 any approved substitution may result in the **disqualification** of the team or dual-event entry.

Technology and Equipment Requirements

- Competitors are responsible for bringing their own device to Area and State Conferences for competitive events. Prior to arriving at the conference, students should verify that their device is fully functional and capable of connecting to Wi-Fi networks outside their school district.
- All devices should be fully charged before reporting to the competition room. Competitors are encouraged to bring charging cords and any necessary accessories.
- Cell phones are not permitted in planning rooms unless specifically authorized as an accommodation or required by event guidelines.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- Wi-Fi access is not guaranteed at all conference venues. Competitors must ensure that all presentations, videos, and supporting materials are downloaded and accessible offline prior to the event.
- Presentation technology, including screens and projectors, is guaranteed only at the State Conference.
 - Competitors are responsible for providing any adapters, connectors, or dongles necessary to connect their devices to available projection equipment.
- All presentations, presentation resources, and video files should be prepared for offline use, as internet access may be limited or unavailable at some conference locations.

Conference Registration, Attendance, & Participation in Events

- Teacher Leaders must log in to the [TAFE website](#) and complete conference registration for the event they plan to attend. **Conference registration does not automatically register students for competitive events.** Teacher Leaders must follow the procedures outlined on the TAFE website to register students for their selected competitive events.
- Students whose Teacher Leader fail to complete conference registration and/or competitive event registration by the published deadline will not be eligible to attend the conference or participate in competition.
- Competitors are expected to adhere to the professional dress standards outlined in the [Dress Code](#). Students who are not in compliance with the dress code will not be permitted to compete. Participation in any TAFE-sponsored event or conference constitutes agreement to abide by the established dress code requirements.
- **Judges' decisions and scores are final.** TAFE does not offer a score inquiry, appeal, or review process. Teacher Leaders, chaperones, parents, and other attendees may not approach judges or Competitive Events Headquarters to discuss scores, rankings, or feedback. Any questions or concerns should be directed to TAFE staff and/or conference officers. Schools or districts found in violation of this policy may lose their **Good Standing** status with the TAFE association.
- Competition schedules will be followed as closely as possible; however, events may run ahead of or behind schedule throughout the day. Competitors are responsible for monitoring all official TAFE communications and announcements to ensure they are aware of any schedule updates and do not miss their assigned competition times.

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. National Qualifiers, State Only Contests receiving Gold Certificates, and State Only Competitions Top 5 are recognized on screen 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- 16, 2026)
- Register for competitive events (October 1 - 16, 2026)

State TAFE Conference To-Do List

- Register to attend the TAFE State Conference (December 9, 2026 – February 19, 2027)
- Submit Prescored materials by February 5, 2027
- Register for a time to compete at the TAFE State Conference (January 26-28, 2027)

NATIONAL GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all national 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 the student competing.

Students intending 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 paid Active-level student members of Educators Rising by **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 national team competitions, schools are permitted to replace up to fifty percent of the original team members who qualified at the state-level. Substitutions are not permitted in Individual or Dual competitions or contests. **Replacements can be made up to 7 days prior to the conference. No replacements can be made after this time or onsite.**
- 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.
 - 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

GENERAL COMPETITION INFORMATION CONT.

Conference.

Division of Competition

- The breakdown of grades noted below indicates 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
- Registering in the incorrect division will result in disqualification.
- Teams 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 2026-2027 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.** 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.
 - **Only one application can be submitted for team competitions** which lists all team members in all places indicated on the application form.
 - Each competition guideline will identify the 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.
- All video files submitted in advance must be uploaded to YouTube and be linked to the application form. Videos will not be accepted by mail. All videos and presentations must be brought to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance.

- Laptops and projectors will be provided. Students should bring their own pointing device if needed. Except when explicitly specified, the Internet may not be used during a competition presentation at the Educators Rising National Conference.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference. Plan to arrive no later than 11 am on the first day of the conference and stay through the awards ceremony on the final day.** 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 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 nonverbal assistance to a contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the contestant.
- 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

- Scoring is based on the posted individual competition rubric.
- Final scores will be based on a scaled score. Scaled scores are calculated using several 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. We employ a well-established mathematical method to normalize scores to ensure fairness across these rooms. 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 which is averaged with the partner judge. If there is a deviation of more than one standard

GENERAL COMPETITION INFORMATION CONT.

deviation between rooms, the two rooms are normed against one another to that deviation. The final scores used for ranking are the normalized scores (also known as scaled scores).

- Perfect scores will be excluded from the normalization process when scoring is normalized. 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 97-100
 - Red-Scores 93-96
 - White-Scores 90-92

Inquiry Process

- The student scores will be released directly to the participating student(s) after the conference. 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. They must 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 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, skirts, and skirts that are split at or below

the knee are acceptable. The length of the dress and skirt should be comfortable for sitting in public. Mini skirts, skorts, sundresses, 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.

- **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 Coverings**

Hats are not appropriate inside the building. Head covers required for religious purposes or to honor cultural traditions are allowed.

Citations, References, and Copyrighted Material

- In competition submissions, all ideas, text, images, and sound from other sources used for the competition must be cited.
- 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 they 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.

GENERAL COMPETITION INFORMATION CONT.

- Students competing will attest that they did not use AI in the development and delivery of their competition. Students 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.
- Student Privacy and Protection Requirements: Submitters are responsible for ensuring that all competition materials comply with the Family Educational Rights and Privacy Act (FERPA) and all applicable local district policies regarding student privacy and data protection. Any submission containing identifiable student information—including, but not limited to, names, faces in the video, voice recordings, voices, or student work samples—must have appropriate documented consent from parents/guardians and/or students, as required by applicable laws and district policies. If permission has not been granted, faces should be blurred or only the back of the students should be visible. By submitting materials, the submitter certifies that all necessary permissions have been obtained and maintained.



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!

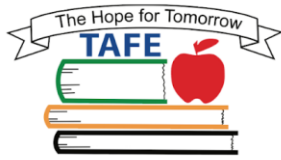
SUBMISSIONS OPEN: **FEBRUARY 1, 2027, 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 1, 2027, 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 1, 2027, 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. Only one application is to be submitted for Dual or Team competitions. *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 for the Educators Rising National Conference.** 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 be 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

BREAKOUT SESSION PRESENTATION

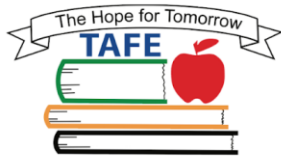
Entries Per Chapter	1
Type of Event	Contest (Team of 2-6)
State Contest	Yes
National Contest	No
Prescored Event	Yes, for Area and State

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.

BREAKOUT CONTEST GUIDELINES:

- 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 TAFE State office by October 30th for publishing and accurately describe the session. It entices conference participants to attend.
 - A brief outline of the session must be submitted 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.

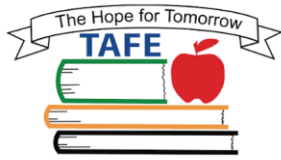


TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- 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.
 - Judges will use the Breakout Session Contest Rubric to score the breakout session team, and they will follow the guidelines set up by their event managers.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

BREAKOUT SESSION PRESENTATION

Proposal Form-must be submitted online by October 30th

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.

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

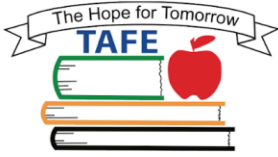
The presentation follows a logical sequence.	Session begins with a motivating introduction followed by appropriate activities/information in the body of the session and logically concludes with highlights of important points (note: this may be interactive with participants) Transitions between segments 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.

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

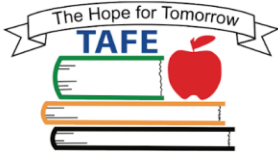
Entries Per Chapter	1
Type of Event	Team (2-4 members may present)
State Competition	Yes
National Competition	No
Prescored Event	No

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.

YEARBOOK CONTEST GUIDELINES:

- 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 completed 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



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- 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 missing 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



CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

TIPO DE CONCURSO: Individual (un autor o ilustrador) o en pareja (dos coautores o un autor y un ilustrador): cerrado a los espectadores

NIVELES DE ELEGIBILIDAD: Escuela intermedia

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

Esta es su oportunidad de demostrar sus habilidades para contar historias mediante la creación de una obra original de literatura infantil. Su historia debe captar la atención de los lectores y, a la vez, entretener, enseñar, inspirar o ayudar a comprender ideas significativas.

Aunque su historia puede ser ficticia, debe dar lecciones o transmitir morales relevantes de la vida real y alinearse con uno o más estándares de nivel inicial a 3.º grado. Asegúrese de conectar su trabajo con los estándares del nivel inicial a 3.º grado de su estado. El estándar o dominio seleccionado debe estar documentado con claridad en la Declaración de Originalidad.

Todas las ilustraciones deben ser originales. Esto significa que usted debe crear cada imagen, ya sea a mano o mediante herramientas digitales como aplicaciones de dibujo. No se permite el uso de imágenes prediseñadas. Se incluye cualquier imagen, gráfico o ilustración prediseñada que se encuentre en línea o dentro de un software que usted no haya creado. Además, aplicar filtros, pegatinas o modificar imágenes existentes no se considera trabajo original y no está permitido.

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, como Canva, incluidas las imágenes prediseñadas o las generadas por IA. Todo el texto y las imágenes deben ser trabajos originales realizados por el autor o el ilustrador.

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. Escriba una historia corta en un formato de “libro” en inglés. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública. Consulte las directrices, dominios o estándares del nivel inicial a 3.º grado de su estado.
- B. Se debe completar y presentar una “Declaración de Originalidad” firmada como última página del libro.
- C. Este libro debe escribirse para un público de tercer grado (de cinco a nueve años). El recuento de palabras debe estar entre 800 y 3,000. Un buen recuento de palabras es entre 800 y 1,000 palabras para niños de 5 a 6 años, entre 1,000 y 2,000 palabras para niños de 6 a 7 años y entre 2,000 y 3,000 palabras para niños de 7 a 9 años.
- D. El libro incluye una portada y una contraportada, una página de título/crédito, una Declaración de Originalidad y no más de 28 páginas (28 páginas solo anverso o 14 páginas anverso/reverso, sin incluir la página de título/crédito y la Declaración de Originalidad). Las páginas deben enumerarse en la esquina inferior exterior, con el número 1 en la primera página de la historia escrita.
- E. La página de título debe incluir el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela, el correo electrónico y la dirección de la escuela secundaria del estudiante.
- 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 de producción comercial están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes de archivo, prediseñadas o generadas por IA ni plantillas).
- G. El texto o los gráficos pueden ilustrarse a mano o generarse con una computadora, a través de un software de dibujo como Canva, ibis Paint, Kleki, Pixilart, Procreate, Sketchpad, 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, como imágenes prediseñadas, de la web o de cualquier otro tercero, como Canva. 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 para la Conferencia Nacional de Educators Rising, 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 la Declaración de Originalidad en la última página del libro (no forma parte del recuento de páginas) a la competencia para presentar y leer a los jueces.
- B. La duración aceptable de la presentación, incluida la introducción de la historia, será entre cinco y diez minutos. A los presentadores que superen los diez minutos o no alcancen los cinco minutos se les deducirá un punto por exceder los diez minutos o no alcanzar los 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 hasta cinco minutos 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 incluir máscaras ni cubiertas faciales en

el vestuario. **No se pueden usar elementos adicionales durante la presentación. Ingresar utilería a la sala de competencia será motivo de descalificación.**

- Vestuario: la vestimenta y el estilo que lleva un actor o personaje para mostrar una época, profesión o personalidad.
- Utilería: cualquier objeto movable que un actor recoge, sostiene o utiliza durante una actuación.



CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

DECLARACIÓN DE ORIGINALIDAD

Doy/damos fe de que mi/nuestra presentación para la Competencia Nacional de Literatura Infantil de Educators Rising para nivel inicial a 3.º grado solo refleja mis/nuestros esfuerzos originales y creativos (y los de otros 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 utilicé/utilizamos imágenes web, IA, imágenes prediseñadas ni ayuda de artistas externos (como Canva) para crear las ilustraciones o el texto 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

Recuento de palabras

Estándar de nivel inicial a 3.º grado

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR A 3.º GRADO

NIVEL (ESCUELA INTERMEDIA)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos. Los jueces deben evaluar cada presentación en función de las expectativas apropiadas para el nivel de la división, al mismo tiempo que mantienen criterios de puntuación coherentes.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Cuento	Inicio, desarrollo y final definidos con claridad. Temas sencillos y apropiados para la edad. El final tiene sentido y está completo.	La historia en su mayoría es clara, con pequeñas brechas. El tema está presente, pero es básico.	La historia puede ser confusa o faltan partes. El tema no está claro.	La historia está incompleta o es poco clara. No hay un tema claro.
Ilustraciones/ elementos visuales	Las ilustraciones coinciden de manera coherente con la historia y demuestran un esfuerzo y una creatividad evidentes.	Las ilustraciones se relacionan con la historia, pero pueden carecer de detalle o coherencia.	La conexión con la historia es limitada o la calidad es inconsistente.	Hay un esfuerzo mínimo o conexión poco clara con la historia.

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	Se envió como la última página del libro.	No se envió, no se incluyó como la última página del libro o está incompleta.
Página de título	La página de título incluye el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela y la información de contacto: el correo electrónico y la dirección de la escuela secundaria del estudiante.	La página de título no incluye el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela y la información de contacto: el correo electrónico y la dirección de la escuela secundaria del estudiante.
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, sin incluir la página de título/créditos y la Declaración de Originalidad.	El libro tiene más de 28 páginas solo anverso o 14 páginas anverso/reverso, sin incluir la página de título/créditos y la Declaración de Originalidad.
Recuento de palabras	La historia tiene entre 800 y 3,000 palabras y está documentada en la Declaración de Originalidad.	La historia no cumple con la cantidad de palabras requerida y tiene menos de 800 o más de 3,000 palabras.
Alineación con el estándar de nivel inicial a 3.º grado	La historia está alineada con los estándares de nivel inicial a 3.º grado y está documentada en la Declaración de Originalidad.	La historia no está alineada con los estándares de nivel inicial a 3.º grado.

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuación a la edad y alineación con el estándar de nivel inicial a 3.º grado	El libro es adecuado para estudiantes de nivel inicial a 3.º grado en cuanto a lenguaje, contenido y elementos visuales. El estudiante identifica un estándar de nivel inicial a 3.º grado y muestra una conexión clara en la historia.	El libro es adecuado en su mayoría para estudiantes de nivel inicial a 3.º grado. Se identifica el estándar, aunque la conexión puede ser general.	En el libro se muestra cierta comprensión de los estudiantes de nivel inicial a 3.º grado, pero puede incluir lenguaje o ideas demasiado avanzadas o poco claras. La conexión con el estándar es limitada.	El libro no es adecuado para estudiantes de nivel inicial a 3.º grado. No hay una conexión clara con un estándar de nivel inicial a 3.º grado.
Enfoque: comprensión básica de los estudiantes jóvenes y conexiones sencillas				

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 Enfoque: claridad, confianza y control básicos	La voz es clara y fácil de escuchar. El ritmo es constante y el tono demuestra cierta expresión. El público puede seguir la historia sin dificultades.	La voz es clara en su mayoría, con alguna variación en el tono o el ritmo. El mensaje es comprensible.	A veces, la voz no es clara o tiene un ritmo rápido o lento. La expresión es limitada. El público puede entender la mayor parte de la historia.	La voz es difícil de escuchar o entender. Hay poco control del ritmo o del tono. La presentación distrae de la historia.
Presencia Enfoque: conducta y confianza básicas en el escenario	Mantiene el contacto visual la mayor parte del tiempo. La postura y la conducta demuestran confianza. Permanece concentrado durante la presentación.	Mantiene cierto contacto visual y una postura generalmente adecuada. Distracciones menores.	El contacto visual es limitado. La postura o el enfoque son inconsistentes.	Hay poco contacto visual. La postura o la conducta distraen y afectan la presentación.
Preguntas y respuestas	Responde a las preguntas con claridad y con una comprensión básica.	Responde de forma adecuada a la mayoría de las preguntas.	Brinda respuestas limitadas o poco claras.	Es incapaz de responder con eficacia.

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 dura entre 4 y 5 minutos o entre 10 y 11 minutos.	La presentación dura entre 3 y 4 minutos o entre 11 y 12 minutos.	La presentación dura menos de 3 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 Enfoque: comprensión de la tarea, creatividad y finalización básica	El libro es atractivo y fácil de seguir. Muestra creatividad y una clara comprensión de la literatura infantil. El proyecto está completo y tiene una presentación bien cuidada.	El libro es interesante y está casi completo. El concepto y la presentación muestran buen esfuerzo y comprensión.	El libro muestra una comprensión básica de la consigna. Algunas partes están completas, pero otras pueden ser simples o poco claras.	El libro está incompleto o es difícil de seguir. Se observa una comprensión limitada de la consigna.



CHILDREN'S LITERATURE K-3 COMPETITION

COMPETITION TYPE: Individual (one author/illustrator) or Dual (two co-authors or one author/one illustrator) — Closed to spectators

ELIGIBILITY LEVELS: Middle School

EDUCATORS RISING STANDARDS:

- Standard II: Learning About Students
- Standard IV: Engaging in Responsive Planning
- Standard VII: Engaging in Reflective Practice

Contest Purpose

This is your opportunity to showcase your storytelling skills by creating an original piece of children's literature. Your story should engage readers while entertaining, teaching, inspiring, or helping them understand meaningful ideas.

Although your story may be fictional, it should convey relevant real-life lessons or morals and align with one or more Kindergarten through 3rd grade standards. Be sure to connect your work to your state's Kindergarten through 3rd grade standards. The selected standard or domain must be clearly documented on the Statement of Originality.

All illustrations must be original. This means every image must be created by you, either by hand or using digital tools such as drawing applications. The use of clip art is not permitted. Clip art includes any pre-made images, graphics, or pictures found online or within software that you did not create yourself. Additionally, applying filters, stickers, or modifying existing images does not qualify as original work and is not allowed.

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, like Canva, is permissible including clipart or AI generated images. All text and images need to be original work done by the author and/or illustrator.

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. See your state K-3 guidelines, domains or standards.
- B. A signed “Statement of Originality” must be completed and submitted as the final page of the book.
- C. This book should be written for a kindergarten-through-third-grade audience (ages 5–9). Word count should be between 800-3,000. Good thought for word count is 800-1,000 words for ages 5-6, 1,000-2,000 words for ages 6-7, and 2,000-3,000 words for ages 7-9.
- D. The book includes a front and back cover, a title/credit page, statement of originality and no more than 28 pages. (28 pages front only or 14 pages front/back excluding title/credit page/statement of originality page). Pages need to be numbered on the bottom outside corner, where Page 1 shows the first page of the written story.
- 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, student’s 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/clipart/AI images or templates is prohibited.)
- G. Text or graphics may be either illustrated by hand or computer generated, using drawing software such as (Canva, ibis Paint, Kleki, Pixilart, Procreate, Sketchpad) but the student participants are responsible for composing or creating all text and graphics themselves. No artist assistance or use of images, such as clip art, from the web or any other third party, like Canva, 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 for the Educators Rising National Conference.

PRESENTATION GUIDELINES

- A. The author and illustrator will bring a copy of their book and Statement of Originality, last page of the book, (not part of the page count) to the competition to present and read to the judges.
- B. Acceptable presentation length, including the story introduction, will be between five and ten minutes. Presenters exceeding ten minutes or under five minutes will be deducted one point for going over ten 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 up to five minutes 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 masks/facial covering can be part of the costume. **No additional props can be used during the presentation. Bringing props into the competition room will result in disqualification.**
 - Costume - the clothing and style worn by an actor or character to show time period, job, or personality.
 - Prop - any movable object that an actor picks up, holds, or uses during a performance.



CHILDREN'S LITERATURE K-3 COMPETITION

STATEMENT OF ORIGINALITY

I/we attest that my/our 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/we have not used any web images, AI, clip art, or third-party artist assistance (like Canva) 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

Word Count

K-3rd grade Standard



CHILDREN’S LITERATURE K-3 COMPETITION

LEVEL (MIDDLE SCHOOL)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet. Judges should evaluate each entry based on expectations appropriate to the division level while maintaining consistent scoring criteria.

PRE-SCORED COMPONENTS

Literary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Story	Explicitly clear beginning, middle, and end. Simple, age-appropriate themes. Ending makes sense and is complete.	Mostly clear story with minor gaps. Theme is present but basic.	Story may be confusing or missing parts. Theme is unclear.	Incomplete or unclear story. No clear theme.
Illustrations/ Visuals	Illustrations consistently match the story and demonstrate clear effort and creativity.	Illustrations connect to story but may lack detail or consistency.	Limited connection to story or inconsistent quality.	Minimal effort or unclear connection to story.

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 as last page of book.	Not Submitted or not the last page of the book or incomplete
Title Page	The title page includes the title of the story, appropriate age of the audience, author, illustrator (if different from author), teacher leader's name, school, contact information: student's email and high school address.	The title page does not include the title of the story, appropriate age of the audience, author, illustrator (if different from author), teacher leader's name, school, contact information: student's 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/statement of originality	Book exceeds 28 pages front only or 14 pages front/back excluding title/credit page/statement of originality
Word Count	Story is between 800-3,000 words and is documented on the statement of originality.	Story does not adhere to word count and is either less than 800 or more than 3,000 words.
Aligned to K-3 Standard	Story is aligned to K-3 Standards and documented on the Statement of Originality.	Story is not aligned to K-3 Standards.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Age Appropriate and K-3 Standard Alignment	The book is appropriate for K-3 students in language, content, and visuals. The student identifies a K-3 standard and shows a clear connection in the story.	The book is mostly appropriate for K-3 students. The standard is identified, though the connection may be general.	The book shows some awareness of K-3 students but may include language or ideas that are too advanced or unclear. Limited connection to standard.	The book is not appropriate for K-3 students. No clear connection to a K-3 standard.
Focus: Basic awareness of young learners and simple connections				

COMPONENTS SCORED ON-SITE

Live Reading Presentation

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Vocal Delivery Focus on: Basic Clarity, confidence, and control	Voice is clear and easy to hear. Pacing is steady, and tone shows some expression. The audience can follow the story comfortably.	Voice is mostly clear with some variation in tone or pacing. The message is understandable.	Voice is sometimes unclear or rushed/slow. Limited expression. Audience can understand most of the story.	Voice is hard to hear or understand. Little control of pacing or tone. Delivery distracts from the story.
Presence Focus: Basic Stage behavior and confidence	Maintains eye contact most of the time. Posture and behavior show confidence. Stays focused during the presentation.	Some eye contact and generally appropriate posture. Minor distractions.	Limited eye contact. Posture or focus is inconsistent.	Little eye contact. Distracting posture or behavior affects the presentation.
Q&A	Answers questions clearly with basic understanding.	Answers most questions adequately.	Limited or unclear responses.	Unable to answer effectively.

Time of Presentation

Points Available	5	4	3	1
Length of live reading presentation	Presentation is between 5 and 10 minutes.	Presentation is between 4 and 5 minutes or 10 and 11 minutes.	Presentation is between 3 and 4 minutes or 11 and 12 minutes.	Presentation is shorter than 3 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 Focus: Understanding the task, creativity and basic completion	The book is engaging and easy to follow. It shows creativity and a clear understanding of children's literature. The project is complete and thoughtfully presented.	The book is interesting and mostly complete. The concept and presentation show good effort and understanding.	The book shows a basic understanding of the assignment. Some parts are complete, but others may be simple or unclear.	The book is incomplete or difficult to follow. Limited understanding of the assignment is evident.



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 intermedia

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

Esta es su oportunidad de demostrar sus habilidades para contar historias mediante la creación de una obra original de literatura infantil. Su historia debe captar la atención de los lectores y, a la vez, entretener, enseñar, inspirar o ayudar a comprender ideas significativas.

Aunque su historia puede ser ficticia, debe dar lecciones o transmitir morales relevantes de la vida real y alinearse con uno o más estándares de preescolar. Asegúrese de conectar su trabajo con los estándares o dominios académicos o socioemocionales del preescolar de su estado. El estándar o dominio seleccionado debe estar documentado con claridad en la Declaración de Originalidad.

Todas las ilustraciones deben ser originales. Esto significa que usted debe crear cada imagen, ya sea a mano o mediante herramientas digitales como aplicaciones de dibujo. No se permite el uso de imágenes prediseñadas. Se incluye cualquier imagen, gráfico o ilustración prediseñada que se encuentre en línea o dentro de un software que usted no haya creado. Además, aplicar filtros, pegatinas o modificar imágenes existentes no se considera trabajo original y no está permitido.

Recurso para los estándares:

https://www.mothergoosetime.com/skillsresearch/?_hstc=241256285.9024567132e35a280437bbeae92db5b4.1774451239180.1774465765498.1774985761434.3&_hssc=241256285.1.1774985761434&_hsfp=2848c7472c09db06ee312471ab8266c6#alignment

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, como Canva, incluidas las imágenes prediseñadas o las generadas por IA. Todo el texto y las imágenes deben ser trabajos originales realizados por el autor o el ilustrador. El participante preparará el formato original del libro de cuentos corto diseñado para un público de preescolar (de tres a cuatro años).

Directrices del concurso

DIRECTRICES SOBRE LIBROS

- A. Escriba una historia corta en un formato de “libro” en inglés. La historia puede ser sobre cualquier cosa, pero debe reforzar los valores académicos o sociales/emocionales adecuados para la escuela pública. Consulte las directrices, dominios o estándares del preescolar de su estado.
- B. Se debe completar y presentar una “Declaración de Originalidad” firmada como última página del libro.
- C. Este libro debe escribirse para un público de preescolar (de tres a cuatro años). El recuento de palabras debe estar entre 250 y 750 (la cantidad ideal actual es de 500 palabras o menos).
- D. El libro incluye una portada y una contraportada, una página de título/crédito, una Declaración de Originalidad y no más de 24 páginas (24 páginas solo anverso o 12 páginas anverso/reverso, sin incluir la página de título/crédito). Las páginas deben enumerarse en la esquina inferior exterior, con el número 1 en la primera página de la historia escrita.
- E. La página de título debe incluir el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela, el correo electrónico y la dirección de la escuela secundaria del estudiante.
- 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 de producción comercial están permitidos solo con fines de encuadernación. Está prohibido el uso de imágenes de archivo, prediseñadas o generadas por IA ni plantillas).
- G. El texto o los gráficos pueden ilustrarse a mano o generarse con una computadora, a través de un software de dibujo como Canva, ibis Paint, Kleki, Pixilart, Procreate, Sketchpad, 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, como imágenes prediseñadas, de la web o de cualquier otro

tercero, como Canva. Las ilustraciones deben ser coloridas y el arte debe amplificar el impacto de la experiencia del lector con la historia. La prolijidad cuenta.

- H. Durante el proceso de solicitud para la Conferencia Nacional de Educators Rising, 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 la Declaración de Originalidad en la última página del libro (no forma parte del recuento de páginas) a la competencia para presentar y leer a los jueces.
- B. La duración aceptable de la presentación, incluida la introducción de la historia, será entre cinco y diez minutos. A los presentadores que superen los diez minutos o no alcancen los cinco minutos se les deducirá un punto por exceder los diez minutos o no alcanzar los 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 hasta cinco minutos 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.
- A. Los presentadores deben usar ropa adecuada para la conferencia o estar vestidos con trajes de personajes relevantes para el libro. No se pueden incluir máscaras ni cubiertas faciales en el vestuario. **No se pueden usar elementos adicionales durante la presentación. Ingresar utilería a la sala de competencia será motivo de descalificación.**
- Vestuario: la vestimenta y el estilo que lleva un actor o personaje para mostrar

una época, profesión o personalidad.

- Utilería: cualquier objeto movable que un actor recoge, sostiene o utiliza durante una actuación.



CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

DECLARACIÓN DE ORIGINALIDAD

Doy/damos fe de que mi/nuestra presentación para la Competencia Nacional de Literatura Infantil de Educators Rising para preescolar solo refleja mis/nuestros esfuerzos originales y creativos (y los del 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 utilicé/utilizamos imágenes web, IA, imágenes prediseñadas ni ayuda de artistas externos (como Canva) para crear las ilustraciones o el texto 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

Recuento de palabras

Dominio o estándar básico nacional de preescolar

CONCURSO DE LITERATURA INFANTIL PARA PRESCOLAR

NIVEL (ESCUELA INTERMEDIA)

RÚBRICA DE PUNTUACIÓN DETALLADA

Los jueces deben utilizar esta lista como guía para asignar puntos en la Hoja de comentarios y recuentos. Los jueces deben evaluar cada presentación en función de las expectativas apropiadas para el nivel de la división, al mismo tiempo que mantienen criterios de puntuación coherentes.

COMPONENTES PREPUNTUADOS

Contenido literario

Puntos disponibles	20-16 Logrado	15-11 Admirable	10-6 En desarrollo	5-1 Necesita mejorar
Cuento	Inicio, desarrollo y final definidos con claridad. Temas sencillos y apropiados para la edad. El final tiene sentido y está completo.	La historia en su mayoría es clara, con pequeñas brechas. El tema está presente, pero es básico.	La historia puede ser confusa o faltan partes. El tema no está claro.	La historia está incompleta o es poco clara. No hay un tema claro.
Ilustraciones/ elementos visuales	Las ilustraciones coinciden de manera coherente con la historia y demuestran un esfuerzo y una creatividad evidentes.	Las ilustraciones se relacionan con la historia, pero pueden carecer de detalle o coherencia.	La conexión con la historia es limitada o la calidad es inconsistente.	Hay un esfuerzo mínimo o conexión poco clara con la historia.

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	Se envió como la última página del libro.	No se envió, no se incluyó como la última página del libro o está incompleta.
Página de título	La página de título incluye el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela y la información de contacto: el correo electrónico y la dirección de la escuela secundaria del estudiante.	La página de título no incluye el título de la historia, la edad adecuada del público, el autor, el ilustrador (si es diferente del autor), el nombre del líder docente, la escuela y la información de contacto: el correo electrónico y la dirección de la escuela secundaria del estudiante.
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, sin incluir la página de título/créditos y la Declaración de Originalidad.	El libro tiene más de 24 páginas solo anverso o 12 páginas anverso/reverso, sin incluir la página de título/créditos y la Declaración de Originalidad.
Recuento de palabras	La historia tiene entre 250 y 750 palabras y está documentada en la Declaración de Originalidad.	La historia no cumple con la cantidad de palabras requerida y tiene menos de 250 o más de 750 palabras.
Alineación con el dominio y el estándar de preescolar	La historia está alineada con los dominios y estándares de preescolar y está documentada en la Declaración de Originalidad.	La historia no está alineada con los dominios y estándares de preescolar.

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Adecuación a la edad y alineación con el preescolar	El libro es adecuado para estudiantes de preescolar en cuanto a lenguaje, contenido y elementos visuales. El estudiante identifica un dominio o habilidad de preescolar (p. ej., colores, emociones, conteo) y establece una conexión clara en la historia.	El libro es adecuado en su mayoría para estudiantes de preescolar. Se identifica un dominio o habilidad, aunque la conexión puede ser general.	En el libro se muestra cierta comprensión de los estudiantes de preescolar, pero puede incluir lenguaje o ideas demasiado avanzadas o poco claras. La conexión con un dominio es limitada.	El libro no es adecuado para estudiantes de preescolar. No hay una conexión clara con un dominio o habilidad de preescolar.
Enfoque: comprensión básica de los estudiantes jóvenes y conexiones sencillas				

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 Enfoque: claridad, confianza y control básicos	La voz es clara y fácil de escuchar. El ritmo es constante y el tono demuestra cierta expresión. El público puede seguir la historia sin dificultades.	La voz es clara en su mayoría, con alguna variación en el tono o el ritmo. El mensaje es comprensible.	A veces, la voz no es clara o tiene un ritmo rápido o lento. La expresión es limitada. El público puede entender la mayor parte de la historia.	La voz es difícil de escuchar o entender. Hay poco control del ritmo o del tono. La presentación distrae de la historia.
Presencia Enfoque: conducta y confianza básicas en el escenario	Mantiene el contacto visual la mayor parte del tiempo. La postura y la conducta demuestran confianza. Permanece concentrado durante la presentación.	Mantiene cierto contacto visual y una postura generalmente adecuada. Distracciones menores.	El contacto visual es limitado. La postura o el enfoque son inconsistentes.	Hay poco contacto visual. La postura o la conducta distraen y afectan la presentación.
Preguntas y respuestas	Responde a las preguntas con claridad y con una comprensión básica.	Responde de forma adecuada a la mayoría de las preguntas.	Brinda respuestas limitadas o poco claras.	Es incapaz de responder con eficacia.

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 dura entre 4 y 5 minutos o entre 10 y 11 minutos.	La presentación dura entre 3 y 4 minutos o entre 11 y 12 minutos.	La presentación dura menos de 3 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: Enfoque: comprensión de la tarea, creatividad y finalización básica	El libro es atractivo y fácil de seguir. Muestra creatividad y una clara comprensión de la literatura infantil. El proyecto está completo y tiene una presentación bien cuidada.	El libro es interesante y está casi completo. El concepto y la presentación muestran buen esfuerzo y comprensión.	El libro muestra una comprensión básica de la consigna. Algunas partes están completas, pero otras pueden ser simples o poco claras.	El libro está incompleto o es difícil de seguir. Se observa una comprensión limitada de la consigna.



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

EDUCATORS RISING STANDARDS:

- Standard II: Learning About Students
- Standard IV: Engaging in Responsive Planning
- Standard VII: Engaging in Reflective Practice

Contest Purpose

This is your opportunity to showcase your storytelling skills by creating an original piece of children's literature. Your story should engage readers while entertaining, teaching, inspiring, or helping them understand meaningful ideas. Although your story may be fictional, it should convey relevant real-life lessons or morals and align with one or more pre-kindergarten standards. Be sure to connect your work to your state's pre-K academic and/or social-emotional standards or domains. The selected standard or domain must be clearly documented on the Statement of Originality. All illustrations must be original. This means every image must be created by you, either by hand or using digital tools such as drawing applications. The use of clip art is not permitted. Clip art includes any pre-made images, graphics, or pictures found online or within software that you did not create yourself. Additionally, applying filters, stickers, or modifying existing images does not qualify as original work and is not allowed.

Resource for Standards:

https://www.mothersgoosetime.com/skillsresearch/?_hstc=241256285.9024567132e35a280437bbeae92db5b4.1774451239180.1774465765498.1774985761434.3&_hssc=241256285.1.1774985761434&_hsfp=2848c7472c09db06ee312471ab8266c6#alignment

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, like Canva, is permissible including clipart or AI generated images. All text and images need to be original work done by the author and/or illustrator. 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. See your state pre-K guidelines, domains, or standards.
- B. A signed “Statement of Originality” must be completed and submitted as the final page of the book.
- C. This book should be written for a pre-kindergarten audience (ages 3-4). Word count should be between 250- 750. (The current sweet spot is 500 words or less).
- D. The book includes a front and back cover, a title/credit page, statement of originality and no more than 24 pages. (24 pages front only or 12 pages front/back excluding title/credit page). Pages need to be numbered on the bottom outside corner, where Page 1 shows the first page of the written story.
- 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, student’s 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/clipart/AI images or templates is prohibited.)
- G. Text or graphics may be either illustrated by hand or computer generated, using drawing software such as (Canva, ibis Paint, Kleki, Pixilart, Procreate, Sketchpad) but the student participants are responsible for composing or creating all text and graphics themselves. No artist assistance or use of images, such as clip art, from the web or any other third party, like Canva, 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 for the Educators Rising National Conference.

PRESENTATION GUIDELINES

- A. The author and illustrator will bring a copy of their book and Statement of Originality, last page of the book, (not part of the page count) to the competition to present and read to the judges.
- B. Acceptable presentation length, including the story introduction, will be between five and ten minutes. Presenters exceeding ten minutes or under five minutes will be deducted one point for going over ten 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 up to five minutes 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.
- A. Presenters should wear conference-appropriate clothing or dress in character costumes relevant to the book. No masks/facial covering can be part of the costume. **No additional props can be used during the presentation. Bringing props into the competition room will result in disqualification.**
 - Costume - the clothing and style worn by an actor or character to show time period, job, or personality.
 - Prop - any movable object that an actor picks up, holds, or uses during a performance.



CHILDREN'S LITERATURE PRE-K COMPETITION

STATEMENT OF ORIGINALITY

I/we attest that my/our 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/we have not used any web images, AI, clip art, or third-party artist assistance (like Canva) 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

Word Count

National Pre-K Domain/Core Standard



CHILDREN’S LITERATURE PRE-K COMPETITION

LEVEL (MIDDLE SCHOOL)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet. Judges should evaluate each entry based on expectations appropriate to the division level while maintaining consistent scoring criteria.

PRE-SCORED COMPONENTS

Literary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Story	Explicitly clear beginning, middle, and end. Simple, age-appropriate themes. Ending makes sense and is complete.	Mostly clear story with minor gaps. Theme is present but basic.	Story may be confusing or missing parts. Theme is unclear.	Incomplete or unclear story. No clear theme.
Illustrations/ Visuals	Illustrations consistently match the story and demonstrate clear effort and creativity.	Illustrations connect to story but may lack detail or consistency.	Limited connection to story or inconsistent quality.	Minimal effort or unclear connection to story.

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 as last page of book.	Not Submitted or not as the last page of the book or incomplete
Title Page	The title page includes the title of the story, appropriate age of the audience, author, illustrator (if different from author), teacher leader's name, school, contact information: student's email and high school address.	The title page does not include the title of the story, appropriate age of the audience, author, illustrator (if different from author), teacher leader's name, school, contact information: student's 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/statement of originality	Book exceeds 24 pages front only or 12 pages front/back excluding title/credit page/statement of originality
Word Count	Story is between 250-750 words and is documented on the statement of originality.	Store does not adhere to word count and is either less than 250 or more than 750 words.
Aligned to Pre-K Domain and Standard	Story is aligned to Pre-K Domains and Standards and documented on the Statement of Originality.	Story is not aligned to Pre-K Domains and Standards.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Age Appropriate and Pre-K Alignment Focus: Basic awareness of young learners and simple connections	The book is appropriate for pre-K students in language, content, and visuals. The student identifies a pre-K domain or skill (ex: colors, emotions, counting) and shows a clear connection in the story.	The book is mostly appropriate for pre-K students. A domain or skill is identified, though the connection may be general.	The book shows some awareness of pre-K learners but may include language or ideas that are too advanced or unclear. Limited connection to a domain.	The book is not appropriate for pre-K students. No clear connection to a pre-K domain or skill.

COMPONENTS SCORED ON-SITE

Live Reading Presentation

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Vocal Delivery Focus on: Basic Clarity, confidence, and control	Voice is clear and easy to hear. Pacing is steady, and tone shows some expression. The audience can follow the story comfortably.	Voice is mostly clear with some variation in tone or pacing. The message is understandable.	Voice is sometimes unclear or rushed/slow. Limited expression. Audience can understand most of the story.	Voice is hard to hear or understand. Little control of pacing or tone. Delivery distracts from the story.
Presence Focus: Basic Stage behavior and confidence	Maintains eye contact most of the time. Posture and behavior show confidence. Stays focused during the presentation.	Some eye contact and generally appropriate posture. Minor distractions.	Limited eye contact. Posture or focus is inconsistent.	Little eye contact. Distracting posture or behavior affects the presentation.
Q&A	Answers questions clearly with basic understanding.	Answers most questions adequately.	Limited or unclear responses.	Unable to answer effectively.

Time of Presentation

Points Available	5	4	3	1
Length of live reading presentation	Presentation is between 5 and 10 minutes.	Presentation is between 4 and 5 minutes or 10 and 11 minutes.	Presentation is between 3 and 4 minutes or 11 and 12 minutes.	Presentation is shorter than 3 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: Focus: Understanding the task, creativity and basic completion	The book is engaging and easy to follow. It shows creativity and a clear understanding of children's literature. The project is complete and thoughtfully presented.	The book is interesting and mostly complete. The concept and presentation show good effort and understanding.	The book shows a basic understanding of the assignment. Some parts are complete, but others may be simple or unclear.	The book is incomplete or difficult to follow. Limited understanding of the assignment is evident.



EDUCATORS RISING

CREATIVE LECTURE COMPETITION

COMPETITION TYPE: Individual — Open to spectators

ELIGIBILITY LEVELS: Middle School

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. Students participating in this competition will prepare and deliver a speech of four to ten minutes when spoken aloud, on the assigned topic. Competitors will present their speeches before on-site judges and spectators. Because spectators may enter or exit the presentation space at any time, competitors should be prepared to maintain focus and continue their presentation despite potential distractions.

Assigned Topic

The topic for the 2027 Creative Lecture Competition is: A School's Wallet, A Community's Values: What Should We Invest in for Student Success

PROMPT:

Every school wants students to learn, grow, and succeed. Schools also have a limited amount of money, so school leaders must make tough choices about how to spend it. These choices can affect programs such as art, music, sports, technology, counseling, career classes, and after-school activities.

Think about the connection between a school's budget and what the community values most. If a budget shows what people think is important, what do school budgets say about schools today?

When schools do not have enough money for everything, how should leaders decide what programs to keep, improve, or reduce? What should be the top priorities, and why?

Schools also face new challenges and changing expectations from students and families. What ideas could help public schools stay strong and continue meeting the needs of students in the future?

Share your opinion, support it with reasons and examples, and encourage your audience to think about how schools can best invest in student success.

Competition Guidelines

- A. The speech must be about the assigned topic.
- B. The presenter is required to use a visual aid, (e.g. slide deck or physical props) but no internet or audio will be available.
- 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.
- G. Speakers 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.
- H. A microphone will be available for the presentation.



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.

COMPONENTS SCORED ON-SITE

Guideline Adherence

Points Available	5	0
Uploaded Speech	A copy of the speech was uploaded at the time of application.	The speech was not uploaded at the time of application.
Use of notecards	Used five or fewer 4x6-inch index cards during the presentation, with notes written on one side only.	Used more than five 4x6-inch index cards, wrote notes on both sides of the cards, or used notes that did not meet the required size specifications.

Presentation Content

Points Available	25-21 Accomplished	20-16 Commendable	15-11 Developing	10-1 Needs Improvement
Understanding of the Topic	The presenter demonstrates a clear and thoughtful understanding of the topic. Ideas are accurate, relevant, and supported through examples, experiences, or observations. The presentation explores the topic beyond basic description.	The presenter demonstrates an understanding of the topic and communicates key ideas clearly. Most points are relevant and contribute to audience understanding.	The presenter demonstrates a basic understanding of the topic but relies heavily on surface-level explanations or undeveloped ideas.	The presenter demonstrates a limited or inaccurate understanding of the topic. Important ideas are unclear or unsupported.
Original Ideas & Insight	The presenter offers creative, thoughtful, and original ideas related to the topic. Ideas demonstrate personal perspective and encourage the audience to think in new ways.	The presenter offers meaningful ideas and perspectives that contribute to the discussion of the topic.	The presenter shares ideas related to the topic but they may be predictable, underdeveloped, or lacking originality.	The presentation relies primarily on general statements or the ideas of others without contributing a unique perspective.



Presentation Content (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Research & Evidence	The presenter effectively incorporates relevant research, examples, statistics, quotations, interviews, or other supporting evidence. Evidence strengthens the overall message and demonstrates understanding of the topic.	The presenter incorporates supporting evidence that generally supports the message and helps explain key ideas.	The presenter attempts to include supporting evidence, but connections to the topic or message may be weak or unclear.	Minimal, irrelevant, or no supporting evidence is included.
Visual Communication	Visual aids are purposeful, visually appealing, and enhance audience understanding. Visuals strengthen the overall presentation and contribute meaningfully to the message.	Visual aids support the presentation and help communicate ideas effectively.	Visual aids are present but may be distracting, overly simple, difficult to read, or only loosely connected to the presentation.	Visual aids are missing, ineffective, distracting, or unrelated to the presentation.

Presentation Delivery

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Message Development & Structure	The presentation is well organized with a clear introduction, logical development of ideas, and effective conclusion. Ideas flow naturally and support a compelling message.	The presentation is organized and easy to follow. Most ideas contribute to the overall message.	The presentation includes a recognizable structure but may contain lapses in organization or transitions.	The presentation lacks clear organization and is difficult to follow.



EDUCATORS RISING

Presentation Delivery (continued)

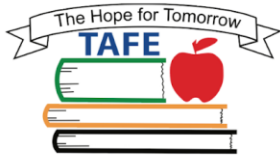
Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Presence	The presenter demonstrates confidence, strong audience engagement, effective eye contact, and professional demeanor that enhance the message.	The presenter demonstrates confidence and audience awareness. Delivery generally supports the presentation.	The presenter demonstrates some confidence but inconsistently engages the audience.	Presentation habits distract from audience engagement or reduce presentation effectiveness.
Vocal Delivery	The presenter uses clear articulation, effective pacing, volume, and vocal expression to enhance understanding and audience engagement.	The presenter speaks clearly and is easily understood. Vocal delivery generally supports the message.	The presenter is understandable but pacing, volume, or vocal expression may be inconsistent.	Vocal delivery limits audience understanding or distracts from the message.

Overall Impact

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Overall Impact	The presentation is memorable, engaging, and thought-provoking. Content, evidence, visuals, and delivery work together to create a meaningful experience for the audience.	The presentation communicates a meaningful message and leaves a positive impression on the audience.	The presentation is understandable and on-topic but may not leave a lasting impression.	The presentation lacks impact or would benefit from significant revision and practice.

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.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF)

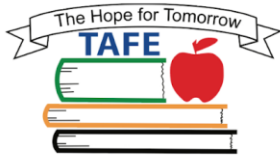
Entries Per Chapter	No limit
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

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.

EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF) COMPETITION GUIDELINES:

- **Area**
 - One student per test.
 - **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.
 - 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 the time is almost over.
 - The 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 score of 70 or above at the area level will advance to the Teach Tomorrow Summit.
- **State**
 - Tests will be two parts.
 - First part is a multiple-choice test.
 - Second Part is an essay.
 - All students scoring 90-100 on the multiple-choice test will write an essay at the Teach Tomorrow Summit.
 - Questions on the test will come from the study guide that is posted online.
 - **All ELF test participants who qualified from AREA take the ELF test PRIOR to the Teach Tomorrow Summit at their home campus.**
 - **An email will be sent to teacher leaders of essay qualifiers, with the essay portion information taking place at the Teach Tomorrow Summit.**
 - **Students have one hour to write their essay.**
 - The person with the highest combined score on the essay and the ELF test will receive a plaque on at the Teach Tomorrow Summit.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

CONTEST PROCTORS' INFORMATION

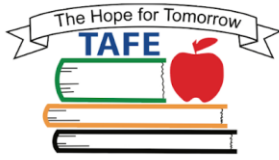
- **Area and State-Home Campus Proctors**
 - ELF testers should report to the testing area 15 minutes prior to their testing time.
 - Testers who arrive after testing has started will not be allowed to test.
 - At the time the test is to start, the proctor will close the door and check the roll. Those not present should be marked NS for no show.
 - The proctor panel will consist of 1-3 adults proctoring testers.
 - One of the proctors will also need to be the timekeeper. .
 - 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 in the area.
 - At area, all students receiving a score of 70-100 will be a state qualifier.

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.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

ESSAY QUESTIONS: One of the following essay questions will appear on the State ELF exam

- A. Teen mental health is a growing concern, with studies showing that approximately 1 in 5 teenagers in the U.S. experiences a mental health condition each year, such as anxiety or depression. According to the CDC, feelings of persistent sadness or hopelessness among teens have increased by over 40% in the past decade, with nearly 1 in 3 teens reporting these feelings. Despite the rising numbers, many teens do not receive the help they need, often due to stigma or lack of access to mental health resources. **What is the role of schools in addressing students' mental health needs? Discuss how mental health awareness and support programs in schools can contribute to the overall well-being and academic performance of students.**
- B. Social media has increasingly become a part of students' educational experiences, with both positive and negative effects. According to a 2021 survey by the Pew Research Center, 84% of teens in the U.S. reported using social media, and 31% said they use these platforms to discuss school-related topics. Research indicates that when used effectively, social media can enhance learning by facilitating collaboration, providing access to educational resources, and fostering global connections. However, studies also show concerns about its negative impact on academic performance, with some reports linking excessive social media use to lower grades and decreased focus. A 2022 study found that 45% of students admitted to being distracted by social media during study time. **In what ways does social media affect students' academic performance and social interactions? Analyze both the positive and negative influences of social media in the context of education.**
- C. Standardized testing remains a central method of assessing student performance in many education systems, though its effectiveness has been widely debated. In the United States, the National Center for Education Statistics (NCES) reports that nearly 80% of U.S. public school students take state-mandated standardized tests each year, with most states requiring assessments in reading and math from grades 3 through 8. **Do standardized tests effectively measure a student's knowledge and abilities? Argue for or against the use of standardized testing in schools and suggest alternative methods of assessment.** Studies reveal that high school students in the United States spend an average of 6-7 hours per week on homework, with some exceeding 10 hours depending on their academic workload. **Is homework an effective tool for reinforcing learning, or does it place unnecessary stress on students?**
- D. Statistics show that approximately 57% of high school students in the United States participate in at least one extracurricular activity, ranging from sports and arts to academic clubs and volunteer work. **How do extracurricular activities contribute to a student's overall education and personal development?**
- E. Artificial Intelligence (AI) is beginning to play a larger role in education, from personalized learning platforms and automated grading to AI tutoring and student monitoring systems. While these technologies offer new possibilities, they also raise important questions about equity, privacy, teacher roles, and the nature of learning. Consider how AI might change the roles of teachers and students, how it affects learning outcomes, and what ethical or practical concerns it raises. **Do you believe the integration of AI into schools will improve or harm education in the long run?**
- F. The future of education is rapidly evolving due to technological advances, changing student needs, and societal expectations. **Based on your understanding of the foundations of education, evaluate which core educational principles should remain constant and which should adapt to prepare students for success in the 21st century.**



CONCURSO EDUCATORS RISING MOMENT

TIPO DE CONCURSO: Individual: abierto a los espectadores

NIVELES DE ELEGIBILIDAD: Escuela intermedia

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.



EDUCATORS RISING

CONCURSO EDUCATORS RISING MOMENT

NIVEL (ESCUELA INTERMEDIA)

RÚBRICA DE PUNTUACIÓN DETALLADA

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

COMPONENTES PUNTUADOS IN SITU

Cumplimiento de las directrices

Puntos disponibles	5	0
Discurso cargado	Se cargó una copia del discurso en el momento de presentar la solicitud.	No se cargó el discurso en el momento de presentar la solicitud.
Uso de tarjetas	Durante la presentación, usó cinco o menos tarjetas de 4 x 6 pulgadas, con notas escritas solo en un lado.	Usó más de cinco tarjetas de 4 x 6 pulgadas, escribió notas en ambos lados de las tarjetas o usó notas que no cumplieran con las especificaciones de tamaño obligatorias.

Contenido de la presentación

Puntos disponibles	25-21 Logrado	20-16 Admirable	15-11 En desarrollo	10-1 Necesita mejorar
Historia personal y reflexión	El orador comparte una experiencia personal significativa y atractiva. En la reflexión se explica con claridad por qué la experiencia fue importante y se demuestra un crecimiento, aprendizaje o inspiración auténticos. El público logra comprender bien la perspectiva del orador.	El orador comparte una experiencia personal y explica por qué es significativa. La reflexión es profunda y respalda el mensaje general, aunque algunas ideas podrían desarrollarse más.	El orador comparte una experiencia personal, pero ofrece una reflexión limitada sobre su importancia. Brindar detalles adicionales o una explicación reforzaría el mensaje.	La experiencia personal carece de suficiente detalle, reflexión o conexión con el mensaje general. El público tiene dificultades para entender por qué la experiencia fue importante.
Comprensión de los educadores y su impacto	El orador demuestra una sólida comprensión de cómo los educadores influyen de forma positiva en los estudiantes, el aprendizaje y el crecimiento personal. Los ejemplos específicos ayudan a demostrar el impacto que pueden tener los educadores.	El orador explica cómo los educadores pueden marcar una diferencia positiva y proporciona ejemplos que respaldan el mensaje.	El orador reconoce la importancia de los educadores, pero proporciona una explicación o ejemplos de su impacto limitados.	La conexión entre la experiencia y el rol de los educadores no es clara, está poco desarrollada o carece de fundamentos.



Identidad del futuro educador	El orador explica con claridad cómo la experiencia influyó en su interés por convertirse en educador o por ayudar a otros a aprender y crecer. La conexión se siente auténtica y tiene un propósito.	El orador explica su interés en la educación y establece una conexión clara entre la experiencia y los objetivos futuros.	El orador hace referencia a intereses educativos futuros, pero proporciona una explicación o desarrollo limitados.	Se establece poca o ninguna conexión entre la experiencia y los intereses u objetivos educativos futuros.
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Impartición de la presentación

Puntos disponibles	15–13 Logrado	12-9 Admirable	8-5 En desarrollo	4–1 Necesita mejorar
Desarrollo y organización del mensaje	El discurso está bien organizado con un inicio, un desarrollo y una conclusión claros. Las ideas fluyen de forma natural y respaldan un mensaje central sólido. Las transiciones ayudan a guiar al público durante toda la presentación.	El discurso está organizado y es fácil de seguir. La mayoría de las ideas respaldan el mensaje general, aunque se podrían mejorar las transiciones o la secuencia.	El discurso presenta una estructura identificable, pero puede contener errores en la organización, las transiciones o el desarrollo del mensaje.	El discurso carece de una estructura clara y es difícil de seguir para el público.
Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Presencia	El orador mantiene un fuerte contacto visual, una postura segura y una actitud profesional. Estas cualidades mejoran el mensaje e involucran al público durante toda la presentación.	El orador demuestra confianza y es consciente del público. Por lo general, el contacto visual, la postura y la conducta apoyan la presentación.	El orador demuestra cierta confianza, pero involucra al público de manera inconsistente. Los hábitos de presentación ocasionalmente distraen del mensaje.	El contacto visual, la postura o la participación del público limitados afectan la eficacia de la presentación.
Transmisión vocal	El orador utiliza una articulación clara, un ritmo, volumen y expresión adecuados para mejorar la comprensión y la participación del público.	La voz del orador es clara y fácil de entender. Por lo general, el ritmo y la expresión respaldan el mensaje.	El orador es fácil de entender, pero puede mostrar un ritmo, volumen o expresión vocal inconsistentes.	La expresión vocal hace que algunas partes de la presentación sean difíciles de entender o seguir.

Impacto general

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Impacto general	El discurso es memorable, auténtico e inspirador. El contenido y la presentación se complementan para generar una impresión significativa y duradera en el público.	El discurso comunica un mensaje significativo y deja una impresión positiva en el público.	El discurso es comprensible y se mantiene dentro del tema, pero puede no dejar una impresión duradera.	El discurso carece de impacto o requiere una revisión y práctica considerables.

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



EDUCATORS RISING

EDUCATORS RISING MOMENT COMPETITION

COMPETITION TYPE: Individual — Open to spectators

ELIGIBILITY LEVELS: Middle School

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

EDUCATORS RISING MOMENT COMPETITION

LEVEL (MIDDLE SCHOOL)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

COMPONENTS SCORED ON-SITE

Guideline Adherence

Points Available	5	0
Uploaded Speech	A copy of the speech was uploaded at the time of application.	The speech was not uploaded at the time of application.
Use of notecards	Used five or fewer 4x6-inch index cards during the presentation, with notes written on one side only.	Used more than five 4x6-inch index cards, wrote notes on both sides of the cards, or used notes that did not meet the required size specifications.

Presentation Content

Points Available	25-21 Accomplished	20-16 Commendable	15-11 Developing	10-1 Needs Improvement
Personal Story & Reflection	The speaker shares a meaningful and engaging personal experience. Reflection clearly explains why the experience was important and demonstrates authentic growth, learning, or inspiration. The audience gains a strong understanding of the speaker's perspective.	The speaker shares a personal experience and explains why it was meaningful. Reflection is thoughtful and supports the overall message, though some ideas could be further developed.	The speaker shares a personal experience but provides limited reflection on its significance. Additional details or explanation would strengthen the message.	The personal experience lacks sufficient detail, reflection, or connection to the overall message. The audience has difficulty understanding why the experience was important.
Understanding of Educators & Impact	The speaker demonstrates a strong understanding of how educators positively influence students, learning, and personal growth. Specific examples help illustrate the impact educators can have.	The speaker explains how educators can make a positive difference and provides examples that support the message.	The speaker recognizes the importance of educators but provides limited explanation or examples of their impact.	The connection between the experience and the role of educators is unclear, underdeveloped, or unsupported.
Future Educator Identity	The speaker clearly explains how the experience influenced their interest in becoming an educator or helping others learn and grow. The connection feels authentic and purposeful.	The speaker explains an interest in education and makes a clear connection between the experience and future goals.	The speaker references future educational interests but provides limited explanation or development.	Little or no connection is made between the experience and future educational interests or goals.



Presentation Delivery

Points Available	15–13 Accomplished	12-9 Commendable	8-5 Developing	4–1 Needs Improvement
Message Development & Organization	The speech is well organized with a clear beginning, middle, and conclusion. Ideas flow naturally and support a strong central message. Transitions help guide the audience throughout the presentation.	The speech is organized and easy to follow. Most ideas support the overall message, though transitions or sequencing could be strengthened.	The speech includes an identifiable structure but may contain lapses in organization, transitions, or message development.	The speech lacks a clear structure and is difficult for the audience to follow.
Points Available	10–9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Presence	The speaker maintains strong eye contact, confident posture, and a professional demeanor. These qualities enhance the message and engage the audience throughout the presentation.	The speaker demonstrates confidence and audience awareness. Eye contact, posture, and demeanor generally support the presentation.	The speaker demonstrates some confidence but inconsistently engages the audience. Presentation habits occasionally distract from the message.	Limited eye contact, posture, or audience engagement distracts from the effectiveness of the presentation.
Vocal Delivery	The speaker uses clear articulation, appropriate pacing, volume, and expression to enhance audience understanding and engagement.	The speaker's voice is clear and understandable. Pacing and expression generally support the message.	The speaker is understandable but may demonstrate inconsistent pacing, volume, or vocal expression.	Vocal delivery makes portions of the presentation difficult to understand or follow.

Overall Impact

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Overall Impact	The speech is memorable, authentic, and inspiring. The content and delivery work together to create a meaningful and lasting impression on the audience.	The speech communicates a meaningful message and leaves a positive impression on the audience.	The speech is understandable and on-topic but may not leave a lasting impression.	The speech lacks impact or would benefit from significant revision and practice.

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

EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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
- Community Education Administrator (YMCA Branch Administrator, Library Director, Museum Education Administrator, etc.)

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 six hours. The six 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 summary](#)

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. All documents must be typed in English. Handwritten documents will not be accepted.
- B. The administrator's verification form must be completed and submitted online when registering for the competition. The verification form must be typed.
- C. The competitor must conduct a 15-minute interview with the administrator. Competitors will also submit the interview summary online when registering for the competition. The interview summary must be typed.
- 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 to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance. **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 SUMMARY

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 SUMMARY 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)

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 typed verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form, or it was not typed, or all fields were not completed and/or it was not signed by the administrator.

Interview Summary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Summary Content	The document is complete, organized, and demonstrates a clear understanding of the administrator's role. The student identifies important responsibilities, skills, and career insights learned during the interview.	The document is complete and demonstrates a basic understanding of the administrator's role. Most responses include relevant details from the interview.	The document is mostly complete but lacks detail in some areas. Responses show a limited understanding of the administrator's role.	The document is incomplete or contains limited information from the interview. Responses demonstrate minimal understanding of the career explored.

Interview Summary Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Summary Mechanics	Grammar, spelling, punctuation, capitalization, and sentence structure are correct throughout the interview summary. Errors are absent or extremely minor and do not impact readability.	The interview summary contains one or two minor grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors do not interfere with understanding.	The interview summary contains more than two grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors may distract from the content or reduce the overall quality of the work.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	Slides clearly explain the administrator's role, responsibilities, and the student's key learning points. Visuals support understanding and enhance the presentation.	Slides communicate important information about the career and include appropriate visuals. Some areas could be expanded or clarified.	Slides provide basic information but may lack organization, detail, or effective visuals.	Slides are difficult to follow, incomplete, or contain information that does not support the presentation.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and preparation. The competitor effectively uses the slide deck to communicate key information and learning from the career exploration experience. The slides support and enhance the presentation without distracting from the message.	The presentation of the slides reflects a commitment to sharing important information about the career exploration experience. The competitor uses the slide deck appropriately to support the presentation. Minor improvements could strengthen the clarity and effectiveness of the slides.	The presentation of the slides reflects compliance with the guidelines but may lack organization, clarity, or effective use of visuals. The slides provide basic support for the presentation but do not consistently enhance the audience's understanding.	The presentation of the slides reflects limited preparation or focus. The slides may be difficult to follow, contain distracting elements, or provide minimal support for the competitor's message.
Presence	The competitor speaks clearly, maintains eye contact, and demonstrates confidence and enthusiasm throughout the presentation.	The competitor speaks clearly most of the time and demonstrates good effort in engaging the audience.	The competitor occasionally speaks clearly but may rely heavily on notes or show limited audience engagement.	The competitor struggles to communicate ideas clearly or remains difficult to hear and understand throughout much of the presentation.



Presentation (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor describes several things learned from the interview and demonstrates an increased understanding of the career.	The competitor identifies some learning from the experience but provides limited explanation or reflection.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation provides little reflection on the interview experience or what was learned.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, high-quality 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 engaging, well-organized, and demonstrates strong understanding of the career exploration experience. The competitor clearly communicates key ideas and responds to questions with confidence and clarity.	The presentation is clear and organized and shows a good understanding of the career exploration experience. The competitor communicates ideas effectively and responds to most questions appropriately.	The presentation reflects a basic understanding of the career exploration experience. Ideas are communicated but may lack clarity, organization, or depth in responses to questions.	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

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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
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- Community Education Administrator (YMCA Branch Administrator, Library Director, Museum Education Administrator, etc.)

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 six hours. The six 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 summary](#)

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. All documents must be typed in English. Handwritten documents will not be accepted.
- B. The administrator's verification form must be completed and submitted online when registering for the competition. The verification form must be typed.
- C. The competitor must conduct a 15-minute interview with the administrator. Competitors will also submit the interview summary online when registering for the competition. The interview summary must be typed.
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- 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 SUMMARY

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 SUMMARY 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)

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 typed verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form, or it was not typed, or all fields were not completed and/or it was not signed by the administrator.

Interview Summary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Summary Content	The document is complete, organized, and demonstrates a clear understanding of the administrator's role. The student identifies important responsibilities, skills, and career insights learned during the interview.	The document is complete and demonstrates a basic understanding of the administrator's role. Most responses include relevant details from the interview.	The document is mostly complete but lacks detail in some areas. Responses show a limited understanding of the administrator's role.	The document is incomplete or contains limited information from the interview. Responses demonstrate minimal understanding of the career explored.

Interview Summary Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Summary Mechanics	Grammar, spelling, punctuation, capitalization, and sentence structure are correct throughout the interview summary. Errors are absent or extremely minor and do not impact readability.	The interview summary contains one or two minor grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors do not interfere with understanding.	The interview summary contains more than two grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors may distract from the content or reduce the overall quality of the work.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	Slides clearly explain the administrator's role, responsibilities, and the student's key learning points. Visuals support understanding and enhance the presentation.	Slides communicate important information about the career and include appropriate visuals. Some areas could be expanded or clarified.	Slides provide basic information but may lack organization, detail, or effective visuals.	Slides are difficult to follow, incomplete, or contain information that does not support the presentation.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and preparation. The competitor effectively uses the slide deck to communicate key information and learning from the career exploration experience. The slides support and enhance the presentation without distracting from the message.	The presentation of the slides reflects a commitment to sharing important information about the career exploration experience. The competitor uses the slide deck appropriately to support the presentation. Minor improvements could strengthen the clarity and effectiveness of the slides.	The presentation of the slides reflects compliance with the guidelines but may lack organization, clarity, or effective use of visuals. The slides provide basic support for the presentation but do not consistently enhance the audience's understanding.	The presentation of the slides reflects limited preparation or focus. The slides may be difficult to follow, contain distracting elements, or provide minimal support for the competitor's message.
Presence	The competitor speaks clearly, maintains eye contact, and demonstrates confidence and enthusiasm throughout the presentation.	The competitor speaks clearly most of the time and demonstrates good effort in engaging the audience.	The competitor occasionally speaks clearly but may rely heavily on notes or show limited audience engagement.	The competitor struggles to communicate ideas clearly or remains difficult to hear and understand throughout much of the presentation.



Presentation (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor describes several things learned from the interview and demonstrates an increased understanding of the career.	The competitor identifies some learning from the experience but provides limited explanation or reflection.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation provides little reflection on the interview experience or what was learned.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, high-quality 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 engaging, well-organized, and demonstrates strong understanding of the career exploration experience. The competitor clearly communicates key ideas and responds to questions with confidence and clarity.	The presentation is clear and organized and shows a good understanding of the career exploration experience. The competitor communicates ideas effectively and responds to most questions appropriately.	The presentation reflects a basic understanding of the career exploration experience. Ideas are communicated but may lack clarity, organization, or depth in responses to questions.	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.



EDUCATORS RISING

EXPLORING EDUCATION ADMINISTRATION CAREERS COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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
- Community Education Administrator (YMCA Branch Administrator, Library Director, Museum Education Administrator, etc.)

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 six hours. The six 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 summary](#)

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. All documents must be typed in English. Handwritten documents will not be accepted.
- B. The administrator's verification form must be completed and submitted online when registering for the competition. The verification form must be typed.
- C. The competitor must conduct a 15-minute interview with the administrator. Competitors will also submit the interview summary online when registering for the competition. The interview summary must be typed.
- 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 to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance. **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 SUMMARY

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 SUMMARY 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)

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 typed verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form, or it was not typed, or all fields were not completed and/or it was not signed by the administrator.

Interview Summary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Summary Content	The document is complete, organized, and demonstrates a clear understanding of the administrator's role. The student identifies important responsibilities, skills, and career insights learned during the interview.	The document is complete and demonstrates a basic understanding of the administrator's role. Most responses include relevant details from the interview.	The document is mostly complete but lacks detail in some areas. Responses show a limited understanding of the administrator's role.	The document is incomplete or contains limited information from the interview. Responses demonstrate minimal understanding of the career explored.

Interview Summary Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Summary Mechanics	Grammar, spelling, punctuation, capitalization, and sentence structure are correct throughout the interview summary. Errors are absent or extremely minor and do not impact readability.	The interview summary contains one or two minor grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors do not interfere with understanding.	The interview summary contains more than two grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors may distract from the content or reduce the overall quality of the work.



COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	Slides clearly explain the administrator's role, responsibilities, and the student's key learning points. Visuals support understanding and enhance the presentation.	Slides communicate important information about the career and include appropriate visuals. Some areas could be expanded or clarified.	Slides provide basic information but may lack organization, detail, or effective visuals.	Slides are difficult to follow, incomplete, or contain information that does not support the presentation.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and preparation. The competitor effectively uses the slide deck to communicate key information and learning from the career exploration experience. The slides support and enhance the presentation without distracting from the message.	The presentation of the slides reflects a commitment to sharing important information about the career exploration experience. The competitor uses the slide deck appropriately to support the presentation. Minor improvements could strengthen the clarity and effectiveness of the slides.	The presentation of the slides reflects compliance with the guidelines but may lack organization, clarity, or effective use of visuals. The slides provide basic support for the presentation but do not consistently enhance the audience's understanding.	The presentation of the slides reflects limited preparation or focus. The slides may be difficult to follow, contain distracting elements, or provide minimal support for the competitor's message.
Presence	The competitor speaks clearly, maintains eye contact, and demonstrates confidence and enthusiasm throughout the presentation.	The competitor speaks clearly most of the time and demonstrates good effort in engaging the audience.	The competitor occasionally speaks clearly but may rely heavily on notes or show limited audience engagement.	The competitor struggles to communicate ideas clearly or remains difficult to hear and understand throughout much of the presentation.



Presentation (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor describes several things learned from the interview and demonstrates an increased understanding of the career.	The competitor identifies some learning from the experience but provides limited explanation or reflection.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation provides little reflection on the interview experience or what was learned.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, high-quality 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 engaging, well-organized, and demonstrates strong understanding of the career exploration experience. The competitor clearly communicates key ideas and responds to questions with confidence and clarity.	The presentation is clear and organized and shows a good understanding of the career exploration experience. The competitor communicates ideas effectively and responds to most questions appropriately.	The presentation reflects a basic understanding of the career exploration experience. Ideas are communicated but may lack clarity, organization, or depth in responses to questions.	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

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 six hours. The six 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 Summary](#)

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. All documents must be typed in English. Handwritten documents will not be accepted.
- B. The host teacher's verification form must be completed and submitted online when registering for the competition. The verification form must be typed.
- C. The competitor must conduct a 15-minute interview with the host teacher. Competitors will also submit the interview summary online when registering for the competition. The interview summary must be typed.
- 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 to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance. **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

A decorative footer consisting of various shades of blue geometric shapes, including triangles and polygons, arranged in a modern, abstract pattern.



EXPLORING NON-CORE SUBJECT TEACHING CAREERS COMPETITION

INTERVIEW SUMMARY

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 SUMMARY 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.



EDUCATORS RISING

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)

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 typed verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form, or it was not typed, or all fields were not completed and/or it was not signed by the administrator.

Interview Summary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Summary Content	The document is complete, organized, and demonstrates a clear understanding of the administrator's role. The student identifies important responsibilities, skills, and career insights learned during the interview.	The document is complete and demonstrates a basic understanding of the administrator's role. Most responses include relevant details from the interview.	The document is mostly complete but lacks detail in some areas. Responses show a limited understanding of the administrator's role.	The document is incomplete or contains limited information from the interview. Responses demonstrate minimal understanding of the career explored.

Interview Summary Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Summary Mechanics	Grammar, spelling, punctuation, capitalization, and sentence structure are correct throughout the interview summary. Errors are absent or extremely minor and do not impact readability.	The interview summary contains one or two minor grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors do not interfere with understanding.	The interview summary contains more than two grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors may distract from the content or reduce the overall quality of the work.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	Slides clearly explain the administrator's role, responsibilities, and the student's key learning points. Visuals support understanding and enhance the presentation.	Slides communicate important information about the career and include appropriate visuals. Some areas could be expanded or clarified.	Slides provide basic information but may lack organization, detail, or effective visuals.	Slides are difficult to follow, incomplete, or contain information that does not support the presentation.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and preparation. The competitor effectively uses the slide deck to communicate key information and learning from the career exploration experience. The slides support and enhance the presentation without distracting from the message.	The presentation of the slides reflects a commitment to sharing important information about the career exploration experience. The competitor uses the slide deck appropriately to support the presentation. Minor improvements could strengthen the clarity and effectiveness of the slides.	The presentation of the slides reflects compliance with the guidelines but may lack organization, clarity, or effective use of visuals. The slides provide basic support for the presentation but do not consistently enhance the audience's understanding.	The presentation of the slides reflects limited preparation or focus. The slides may be difficult to follow, contain distracting elements, or provide minimal support for the competitor's message.
Presence	The competitor speaks clearly, maintains eye contact, and demonstrates confidence and enthusiasm throughout the presentation.	The competitor speaks clearly most of the time and demonstrates good effort in engaging the audience.	The competitor occasionally speaks clearly but may rely heavily on notes or show limited audience engagement.	The competitor struggles to communicate ideas clearly or remains difficult to hear and understand throughout much of the presentation.

Presentation (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor describes several things learned from the interview and demonstrates an increased understanding of the career.	The competitor identifies some learning from the experience but provides limited explanation or reflection.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation provides little reflection on the interview experience or what was learned.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, high-quality 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 engaging, well-organized, and demonstrates strong understanding of the career exploration experience. The competitor clearly communicates key ideas and responds to questions with confidence and clarity.	The presentation is clear and organized and shows a good understanding of the career exploration experience. The competitor communicates ideas effectively and responds to most questions appropriately.	The presentation reflects a basic understanding of the career exploration experience. Ideas are communicated but may lack clarity, organization, or depth in responses to questions.	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

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 six hours. The six 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 summary**

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. All documents must be typed in English. Handwritten documents will not be accepted.
- B. The professional's verification form must be completed and submitted online when registering for the competition. The verification form must be typed.
- C. The competitor must conduct a 15-minute interview with the professional. Competitors will also submit the interview summary online when registering for the competition. The interview summary must be typed.
- 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 educational support services. Competitors should bring their presentation to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance. **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 SUMMARY

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 SUMMARY 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)

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 typed verification form with all fields completed and signed by the administrator.	Competitor did not submit a verification form, or it was not typed, or all fields were not completed and/or it was not signed by the administrator.

Interview Summary Content

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Interview Summary Content	The document is complete, organized, and demonstrates a clear understanding of the administrator's role. The student identifies important responsibilities, skills, and career insights learned during the interview.	The document is complete and demonstrates a basic understanding of the administrator's role. Most responses include relevant details from the interview.	The document is mostly complete but lacks detail in some areas. Responses show a limited understanding of the administrator's role.	The document is incomplete or contains limited information from the interview. Responses demonstrate minimal understanding of the career explored.

Interview Summary Mechanics

Points Available	5 Flawless	3 One to two errors	1 More than two errors
Interview Summary Mechanics	Grammar, spelling, punctuation, capitalization, and sentence structure are correct throughout the interview summary. Errors are absent or extremely minor and do not impact readability.	The interview summary contains one or two minor grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors do not interfere with understanding.	The interview summary contains more than two grammar, spelling, punctuation, capitalization, or sentence structure errors. Errors may distract from the content or reduce the overall quality of the work.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation

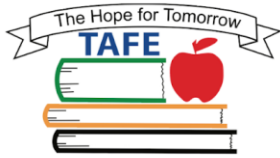
Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slides	Slides clearly explain the administrator's role, responsibilities, and the student's key learning points. Visuals support understanding and enhance the presentation.	Slides communicate important information about the career and include appropriate visuals. Some areas could be expanded or clarified.	Slides provide basic information but may lack organization, detail, or effective visuals.	Slides are difficult to follow, incomplete, or contain information that does not support the presentation.
Presentation of Slides	The presentation of the slides reflects consistent thoughtfulness and preparation. The competitor effectively uses the slide deck to communicate key information and learning from the career exploration experience. The slides support and enhance the presentation without distracting from the message.	The presentation of the slides reflects a commitment to sharing important information about the career exploration experience. The competitor uses the slide deck appropriately to support the presentation. Minor improvements could strengthen the clarity and effectiveness of the slides.	The presentation of the slides reflects compliance with the guidelines but may lack organization, clarity, or effective use of visuals. The slides provide basic support for the presentation but do not consistently enhance the audience's understanding.	The presentation of the slides reflects limited preparation or focus. The slides may be difficult to follow, contain distracting elements, or provide minimal support for the competitor's message.
Presence	The competitor speaks clearly, maintains eye contact, and demonstrates confidence and enthusiasm throughout the presentation.	The competitor speaks clearly most of the time and demonstrates good effort in engaging the audience.	The competitor occasionally speaks clearly but may rely heavily on notes or show limited audience engagement.	The competitor struggles to communicate ideas clearly or remains difficult to hear and understand throughout much of the presentation.

Presentation (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth of Analysis	The competitor describes several things learned from the interview and demonstrates an increased understanding of the career.	The competitor identifies some learning from the experience but provides limited explanation or reflection.	The competitor depends significantly on reciting the interviewee's words or providing a limited analysis of the career exploration experience.	The presentation provides little reflection on the interview experience or what was learned.
Q&A	The competitor's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of exploring this career path. The competitor displays impressive, high-quality 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 engaging, well-organized, and demonstrates strong understanding of the career exploration experience. The competitor clearly communicates key ideas and responds to questions with confidence and clarity.	The presentation is clear and organized and shows a good understanding of the career exploration experience. The competitor communicates ideas effectively and responds to most questions appropriately.	The presentation reflects a basic understanding of the career exploration experience. Ideas are communicated but may lack clarity, organization, or depth in responses to questions.	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.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

IMPROMPTU LESSON COMPETITION

\$100 Scholarship to Highest Scorer

Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

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

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

This competition is an individual event in which a rising educator assembles a high-quality learning experience despite limited time to plan and finite resources to use. The contestant will be given a box of classroom materials as well as a written scenario detailing a specific class, including grade level, subject, and other relevant context. The student will then have 20 minutes to plan and prepare a lesson in which he/she will effectively engage the class. Immediately following the planning, the contestant will enter the main competition room and teach a 15-minute lesson to the judges, with judges acting as cooperative students in the class.

IMPROMPTU LESSON COMPETITION GUIDELINES:

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

CONTEST JUDGES' INFORMATION

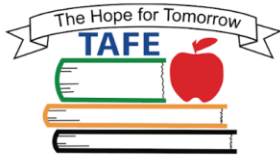
- **Both Area and State:**
 - The judging panel will consist of 1-3 adults.
 - The judges' decisions are final.
 - Scoring is based on the Impromptu Lesson Competition rubric.

IMPROMPTU LESSON

DETAILED SCORING RUBRIC

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

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



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

IMPROMPTU SPEAKING COMPETITION

\$100 Scholarship to Highest Scorer

Entries Per Chapter	2 per division
Type of Event	Individual
State Competition	Yes
National Competition	No
Prescored Event	No

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.

IMPROMPTU SPEAKING 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 Speaking 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.



INTERACTIVE BULLETIN BOARD CONTEST- MIDDLE/HIGH SCHOOL CLASSROOM

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 a 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 (150-250-word) which will include:
 - Title of the activity or lesson
 - Names of all contestants
 - School name, district, city, and state
 - Instructional objectives (What students should learn)
 - Target audience (grade level or group)
 - Size of the audience
 - Explanation of how the materials would be used in a classroom; A photograph of the board may be included in this section as a reference but is not required.
 - Word Count
- 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.

Presentation should give an overview of the board and discuss the educational importance, classroom use, and benefits for students.

- Presentations are to use the board only.
- No audio/visual equipment is allowed.
- Presentation must be between 3-5 minutes.
- Presenters will receive a silent warning when one minute remains.
- Presentations will stop at five minutes

- B. Presentation should address these areas
Overview of the Project

- What the activity teaches
- Why the topic was selected
- Who the lesson is designed for

Educational Importance

Explain:

- How the materials help students learn
- Why the activity is engaging
- How the materials support different learning preferences

Classroom Use

Describe:

- How a teacher would use the materials
- How students would interact with the activity
- How learning would be assessed

Benefits for Students

Contestants should explain how the materials:

- Improve understanding
- Increase participation
- Encourage creativity
- Support Teamwork or communication skills
- Make learning more enjoyable

- C. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- D. Contestants will take their materials with them after the presentation.



INTERACTIVE BULLETIN BOARD CONTEST- MIDDLE/HIGH SCHOOL CLASSROOM

LEVEL (MIDDLE SCHOOL)

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
Details/word count	The summary sheet is 150-250 words and includes all seven required contestant detail components including the title of the activity, names of presenters, school, district, city, state, and word count.	The summary sheet is 100-149 words and/or contains 4-6 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count.)	The summary sheet is less than 100 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are age appropriate.	The target audience and size of the audience are implied but not clearly identified or are only semi-appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	The objectives are clear and explain the purpose of the display.	The objectives are mostly displayed with their basic functions. Describes the general purpose of a display.	Objectives are slightly displayed. Shows a basic understanding of the display's purpose.
How-To-Use details.	Use details are clear, concise, and easy to follow. Interactive elements will enhance student learning.	Use details are mostly clear and easy to follow. Includes some interactive elements to enhance student learning.	Use details are unclear or hard to follow. Lacks interactive elements or the elements are not effective.



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 use of creative and imaginative ideas	Seems to be inspired from other sources, not totally unique	Does not reflect the students' own ideas.
Overall Creativity	Fun and imaginative way of sharing information.	Shares information with limited imagination	Information is shared with little or no imagination used

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 high-quality 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 good display, but 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 understanding of the functionality of the bulletin board. The contestant expertly uses the display to demonstrate in-depth and thoughtful student interaction.	The presentation is on-topic and offers some good points, though it would benefit from more detail of 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 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.

Presentation (continued)

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Presence	The speaker maintained eye contact, had good posture, and was professional as they shared their presentation. The display of materials enhanced the presentation.	The speaker mostly maintained eye contact, good posture and was pleasant as they shared their presentation. The display of materials complements the presentation.	The speaker was inconsistent with eye contact, posture and demeanor as they shared their presentation. The speaker could focus more on their presence. The display was relevant to the presentation.
Q&A	Contestant responses showed consistent thoughtfulness and professional caliber insights about their presentation. They whose professional-level depth of knowledge and understanding	Contestant responses showed thoughtfulness and mostly successful professionalism. The contestant showed some knowledge and understanding of the education materials chosen.	The contestant's response showed different 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

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 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 (150-250-word) which will include:
 - Title of the activity or lesson
 - Names of all contestants
 - School name, district, city, and state
 - Instructional objectives (What students should learn)
 - Target audience (grade level or group)
 - Size of the audience
 - Explanation of how the materials would be used in a classroom; A photograph of the board may be included in this section as a reference but is not required.
 - Word Count
- 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.

Presentation should give an overview of the board and discuss the educational importance, classroom use, and benefits for students.

- Presentations are to use the board only.
- No audio/visual equipment is allowed.
- Presentation must be between 3-5 minutes.
- Presenters will receive a silent warning when one minute remains.
- Presentations will stop at five minutes

- B. Presentation should address these areas
Overview of the Project

- What the activity teaches
- Why the topic was selected
- Who the lesson is designed for

Educational Importance

Explain:

- How the materials help students learn
- Why the activity is engaging
- How the materials support different learning preferences

Classroom Use

Describe:

- How a teacher would use the materials
- How students would interact with the activity
- How learning would be assessed

Benefits for Students

Contestants should explain how the materials:

- Improve understanding
- Increase participation
- Encourage creativity
- Support Teamwork or communication skills
- Make learning more enjoyable

- C. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- D. Contestants will take their materials with them after the presentation.



INTERACTIVE BULLETIN BOARD CONTEST- ELEMENTARY CLASSROOM

LEVEL (MIDDLE SCHOOL)

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
Details/word count	The summary sheet is 150-250 words and includes all seven required contestant detail components including the title of the activity, names of presenters, school, district, city, state, and word count.	The summary sheet is 100-149 words and/or contains 4-6 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count.)	The summary sheet is less than 100 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count) or was not submitted.
Target Audience & Size of Audience	The target audience and size of the audience are clearly identified and are age appropriate.	The target audience and size of the audience are implied but not clearly identified or are only semi-appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	The objectives are clear and explain the purpose of the display.	The objectives are mostly displayed with their basic functions. Describes the general purpose of a display.	Objectives are slightly displayed. Shows a basic understanding of the display's purpose.
How-To-Use details.	Use details are clear, concise, and easy to follow. Interactive elements will enhance student learning.	Use details are mostly clear and easy to follow. Includes some interactive elements to enhance student learning.	Use details are unclear or hard to follow. Lacks interactive elements or the elements are not effective.

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 use of creative and imaginative ideas	Seems to be inspired from other sources, not totally unique	Does not reflect the students' own ideas.
Overall Creativity	Fun and imaginative way of sharing information.	Shares information with limited imagination	Information is shared with little or no imagination used

Design of the Project

Points Available	10-7	6-4	3-1
	Accomplished	Commendable	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 high-quality 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 good display, but 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	6-4	3-1
	Accomplished	Commendable	Developing
Depth	The presentation reflects a deep understanding of the functionality of the bulletin board. The contestant expertly uses the display to demonstrate in-depth and thoughtful student interaction.	The presentation is on-topic and offers some good points, though it would benefit from more detail of 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 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.

Presentation (continued)

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Presence	The speaker maintained eye contact, had good posture, and was professional as they shared their presentation. The display of materials enhanced the presentation.	The speaker mostly maintained eye contact, good posture and was pleasant as they shared their presentation. The display of materials complements the presentation.	The speaker was inconsistent with eye contact, posture and demeanor as they shared their presentation. The speaker could focus more on their presence. The display was relevant to the presentation.
Q&A	Contestant responses showed consistent thoughtfulness and professional caliber insights about their presentation. They whose professional-level depth of knowledge and understanding	Contestant responses showed thoughtfulness and mostly successful professionalism. The contestant showed some knowledge and understanding of the education materials chosen.	The contestant's response showed different 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.



EDUCATORS RISING

CONCURSO DE PRESENTACIÓN INSIDE OUR SCHOOLS

TIPO DE CONCURSO: Equipo: cerrado a espectadores

NIVELES DE ELEGIBILIDAD: Escuela intermedia

ESTÁNDARES DE EDUCATORS RISING:

- Estándar I: comprender la profesión
- Estándar II: aprender acerca de los estudiantes
- Estándar VII: participar en prácticas reflexivas

Finalidad del concurso

El propósito del concurso de presentación Inside Our Schools es permitir que los estudiantes de Educators Rising muestren una estrategia innovadora que su escuela o distrito escolar emplee para mejorar la enseñanza y el aprendizaje. Las estrategias innovadoras no significan necesariamente nuevas tecnologías. Una estrategia innovadora es una desviación de la práctica estándar que da como resultado un mayor compromiso y resultados de aprendizaje para los estudiantes. La estrategia debe ser algo que la escuela o el distrito escolar hayan comenzado a implementar no antes de 2024. La presentación creativa, que implicará una presentación en directo y un video, debería atraer a cualquier persona que busque formas inteligentes de llevar la enseñanza y el aprendizaje a un nivel superior.

Consejos de preparación

- Colabore en equipo para intercambiar ideas sobre estrategias innovadoras en uso en su escuela o distrito.
- Haga un poco de trabajo preliminar para aprender sobre su estrategia innovadora seleccionada al hablar con los líderes locales y realizar una investigación en internet.
- Observe la estrategia innovadora en acción en al menos tres entornos.
- Use la creatividad y las ideas originales al crear su video y crear su presentación en vivo.
- Trabaje en colaboración como equipo, con cada miembro del equipo en un puesto específico (p. ej., director, investigador principal, etc.). Resalte en su video sus experiencias durante las observaciones, así como sus opiniones personales sobre las mejores prácticas utilizadas por los profesores.
- Tenga una página de créditos de video que cite cualquier medio fuente o permisos adquiridos para el uso de cualquier material protegido por derechos de autor. (Educators

Rising recomienda evitar el material protegido por derechos de autor).

- Tenga una pantalla de título que incluya el título de su proyecto, el nombre del concurso, el nombre de la escuela, la ciudad y el estado.
- Obtenga el permiso necesario de todos los estudiantes y profesores que aparecen en el video.
- Previsualice su video final para asegurarse de que la calidad del sonido es buena y que la reproducción del video es fluida.

Investigación

Los siguientes son recursos de investigación que pueden ser útiles en relación con su tema:

- El sitio web de su escuela o distrito, para proporcionar cualquier contexto o detalles de apoyo sobre su escuela/distrito
- Artículos en línea relacionados con la investigación: mejores prácticas probadas para respaldar las mejores prácticas que elija
- Entrevistas con líderes de educación locales (profesores, directores, superintendente, funcionarios académicos de distrito, etc.)

Directrices del concurso

VIDEO

- A. El video no debe ser inferior a tres minutos ni superior a cinco minutos. Los puntos se deducirán por los videos que sean más cortos que la duración mínima o más largos que el máximo.
- B. El video debe mostrar una estrategia innovadora que la escuela o el distrito escolar del equipo participante emplee para mejorar la enseñanza y el aprendizaje.
- C. El video debe incluir el nombre del concurso y el título del proyecto. También debe incluir el nombre de la escuela, la ciudad y el estado en los créditos de apertura (ejemplo: “Este mensaje fue presentado por el programa Educators Rising de Kirkwood High School en Bloomington, IN”).
- D. En el video, todos los medios fuente (música, imágenes o clips de video no filmados originalmente por los estudiantes concursantes) deben citarse en créditos de video y no pueden infringir ningún derecho de autor.
- E. Al enviar un video para este concurso nacional de Educators Rising, el concursante asume la plena responsabilidad de obtener todo el consentimiento necesario y documentado de las personas que aparecen en el video, o de sus padres/tutores legales si son menores de 18 años.
- F. Los concursantes deben cargar un enlace de YouTube o Vimeo a su video en el sitio del concurso y llevarlo a la conferencia en una unidad USB.

PRESENTACIÓN ORAL

- A. En la Conferencia Nacional de Educators Rising, no menos de dos y no más de cuatro representantes de cada programa escolar participante harán una presentación oral ante un panel de jueces. Durante la presentación, los miembros del equipo tendrán hasta tres minutos para presentar su video y proporcionar una descripción y contexto. A continuación, los estudiantes reproducirán el video (entre 3 y 5 minutos) para los jueces. Toda la presentación a los jueces (presentación oral y video) no durará más de 8 minutos. La presentación se detendrá exactamente a los 8 minutos.
- B. Se fomentan habilidades de presentación claras y de alta calidad.
- C. Después de la presentación y el video, los jueces tendrán hasta cinco minutos para hacer preguntas a los miembros del equipo.

CONCURSO DE PRESENTACIÓN INSIDE OUR SCHOOLS

NIVEL (ESCUELA INTERMEDIA)

RÚBRICA DE PUNTUACIÓN DETALLADA

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

COMPONENTES PREPUNTUADOS

Video

Puntos disponibles	15-13 Logrado	12-9 Admirable	8-5 En desarrollo	4-1 Necesita mejorar
Claridad	A lo largo del tiempo de ejecución, el video es completamente claro, específico y convincente en su narración de nivel experto y en la entrega de mensajes sobre una estrategia innovadora para apoyar una gran enseñanza y aprendizaje.	El video es en su mayoría claro y específico para transmitir su mensaje. Más información o información más clara en uno o dos puntos del video aumentaría la comprensión y el impacto para el espectador.	El video intenta transmitir un mensaje relacionado con la tarea asignada, pero no es coherente en su narración o transmisión de mensajes. Puede haber más de dos puntos en el video que sean confusos o que no respalden la comprensión o el impacto para el espectador.	El video es constantemente confuso o poco claro en cuanto a cómo transmite un mensaje directamente relacionado con la tarea asignada.
Creatividad	El video transmite su mensaje de forma creativa e ingeniosa y maximiza de forma experta el compromiso y el impacto para el público.	El video emplea ideas creativas para transmitir su mensaje, aunque las opciones estilísticas o temáticas no maximizan completamente el impacto para el público.	El video se beneficiaría de opciones estilísticas más creativas o distintivas. Puede haber clichés.	El video necesita una mejora significativa para atraer al público o generar un impacto significativo relacionado con su mensaje previsto.
Calidad del video	El video, el audio, la iluminación, los gráficos y la edición son profesionales y perfectos, sin problemas técnicos que distraigan del mensaje.	Buena calidad, con problemas técnicos menores que no distraen durante la visualización.	Calidad adecuada, con varios problemas técnicos que distraen durante la visualización.	Problemas técnicos considerables que interfieren con la comprensión.
Producción del video	Las decisiones de producción, como la selección de planos, el encuadre, la secuencia, el ritmo, los títulos, los gráficos y la narrativa visual, mejoran de forma considerable el mensaje y demuestran una planificación de la producción de nivel profesional.	Las decisiones de producción respaldan el mensaje y reflejan una planificación y ejecución cuidadosas.	Las decisiones de producción son incoherentes o solo respaldan el mensaje en parte; se evidencian habilidades de producción en desarrollo.	Las decisiones de producción parecen no planificadas o ineficaces y con frecuencia desvían la atención del mensaje o afectan la experiencia del espectador.

Cumplimiento de las directrices

Puntos disponibles	4	0
Duración del video	El video tiene una duración de entre tres y cinco minutos.	El video es inferior a tres minutos o superior a cinco minutos en tiempo de ejecución.
Títulos y créditos del video	El video incluye el nombre del concurso y el título del proyecto. También incluye el nombre de la escuela, la ciudad y el estado en los créditos de apertura.	El video no incluye, en los créditos de apertura, uno o más de los siguientes: el nombre del concurso, el título del proyecto, el nombre de la escuela, la ciudad y el estado.
Nueva estrategia	El video o la presentación deja claro que la estrategia se implementó no antes de 2023.	El video o la presentación no deja claro que la estrategia se haya implementado no antes de 2023.

COMPONENTES PUNTUADOS IN SITU

Cumplimiento de las directrices de presentación

Puntos disponibles	5	0
Facilitación en pantalla	Los competidores pudieron facilitar la presentación en pantalla a través de una unidad USB o conectando su dispositivo sin ayuda.	Los competidores no pudieron realizar la presentación en pantalla porque no tenían el video en una unidad USB o no pudieron conectar su dispositivo sin ayuda.

Presentación y preguntas y respuestas

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Contenido	La presentación en vivo es completa, muy detallada y está bien organizada. El equipo comparte información de alta calidad que aborda todas las directrices principales del concurso.	La presentación está mayormente completa y organizada. El equipo comparte información clara que cubre las directrices principales, con solo algunos detalles menores omitidos.	La presentación es relevante, aunque presenta cierta desorganización o un ritmo apresurado. Faltan varias directrices clave o no están claras.	La presentación tiene dificultades para mantenerse en el tema o no aborda las directrices básicas de una manera significativa.
Transmisión vocal	Las voces son claras en su totalidad, tienen un ritmo perfecto y demuestran gran expresividad. Los oradores proyectan bien y utilizan energía entusiasta para que el público siga escuchando.	Las voces son claras y el ritmo es bueno. El oyente puede escuchar, seguir y comprender con facilidad lo que dicen los oradores durante toda la presentación.	Las voces son básicas y directas. La presentación es comprensible, pero se beneficiaría de más energía, mejor volumen o un ritmo más natural.	La forma de hablar es a menudo demasiado rápida, demasiado baja o inconsistente. Las decisiones de entrega vocal de los miembros del equipo distraen del contenido.

Presentación y preguntas y respuestas (cont.)

Puntos disponibles	10-9 Logrado	8-6 Admirable	5-3 En desarrollo	2-1 Necesita mejorar
Presencia	Los competidores mantienen un contacto visual firme, una buena postura y una actitud segura y respetuosa. Todos los miembros del equipo apoyan al grupo de forma activa, ya sea hablando o esperando su turno.	Los competidores mantienen un buen contacto visual y una postura positiva. Uno o más presentadores pueden distraerse de forma breve o salir de su personaje de presentador por unos instantes.	Los competidores utilizan un contacto visual inconsistente o una postura rígida y nerviosa, lo que hace que la presentación parezca un guion memorizado en lugar de una exposición segura.	Los competidores muestran esfuerzo, pero el lenguaje corporal, los movimientos que distraen o la falta total de contacto visual demuestran que el equipo necesita mucha más práctica.
Debate de preguntas y respuestas	Las respuestas del equipo demuestran una excelente preparación y una reflexión profunda basada directamente en su investigación y en las observaciones escolares. Los estudiantes muestran un orgullo impresionante y conocimientos específicos sobre su tema.	Las respuestas del equipo son reflexivas y responden con éxito a la mayoría de las preguntas con ejemplos reales de sus observaciones escolares o del proceso de creación de videos.	Las respuestas del equipo son una combinación de respuestas sólidas y débiles. A los estudiantes les cuesta desarrollar sus ideas o proporcionar detalles específicos sobre lo que observaron.	Las respuestas del equipo se desvían del tema, son demasiado breves o muestran una falta de comprensión básica de la estrategia escolar elegida cuando se les pregunta.
Impacto general	En general, la presentación transmite un mensaje poderoso e indiscutible. Las imágenes, el discurso en vivo y el video se complementan perfectamente para crear una experiencia inspiradora para el público.	Las imágenes, el discurso en vivo y el video funcionan bien juntos para ofrecer un proyecto sólido. La experiencia sería fluida en su totalidad con solo unos pequeños ajustes en la presentación.	La presentación muestra esfuerzo. En varios momentos, el discurso en directo y el contenido del video no coinciden, lo que limita la conexión del público con el mensaje.	La presentación parece desconectada, fuera del tema o no preparada. Los elementos visuales o las decisiones de presentación en vivo suelen distraer al público del mensaje principal.

Duración de la presentación

Puntos disponibles	5	3	1
Duración	La presentación dura entre 6 y 8 minutos.	La presentación dura entre 4 y 5 minutos.	La presentación dura menos de 4 minutos o tuvo que detenerse a los 8 minutos.



INSIDE OUR SCHOOLS PRESENTATION COMPETITION

COMPETITION TYPE: Team - Closed to spectators

ELIGIBILITY LEVELS: Middle School

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VII: Engaging in Reflective Practice

Contest Purpose

The purpose of the Inside Our Schools Presentation Competition is to allow Educators Rising students to showcase one innovative strategy that their school or school district employs to enhance teaching and learning. Innovative strategies do not necessarily mean new technology. An innovative strategy is a deviation from the standard practice that results in greater engagement and learning outcomes for students. The strategy must be something that the school or school district has begun to implement no earlier than 2023. The creative presentation, which will involve a live presentation and a video, should appeal to anyone looking for smart ways to take teaching and learning to a higher level.

Preparation Tips

- Collaborate as a team to brainstorm innovative strategies in use in your school or district.
- Do some real legwork in learning about your selected innovative strategy by talking to local leaders and conducting Internet research.
- Observe the innovative strategy in action in at least three settings.
- 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 experiences during observations, as well as personal opinions on best practices used by teachers, in your 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.
- Obtain the necessary permission from all students and teachers who appear in the video.
- 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, to give any background or supporting details on your school/district
- Online articles regarding research-proven best practices to support the best practices you choose
- Interviews with local education leaders (teachers, principals, superintendent, district academic officers, etc.)

Competition Guidelines

VIDEO

- A. The video must be no shorter than three minutes and no longer than five minutes. Points will be deducted for videos that are shorter than the minimum length or longer than the maximum.
- B. The video must showcase one innovative strategy that the participating team's school or school district employs to enhance teaching and learning.
- C. The video must include the competition name and title of project. It must also include 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).
- D. 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.
- E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.
- F. Competitors must upload a YouTube or Vimeo link to their video to the competition site and bring it 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 three minutes to introduce their video and provide a description and context. Students will then play the video (3-5 minutes) for the judges. The entire presentation to judges (oral presentation and video) will last no more than 8 minutes. The presentation will be stopped at exactly 8 minutes.
- B. High-quality, clear 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.



INSIDE OUR SCHOOLS PRESENTATION COMPETITION

LEVEL (MIDDLE SCHOOL)

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	Throughout the running time, the video is entirely clear, specific, and compelling in its expert-level storytelling and message delivery about an innovative strategy to support great teaching and learning.	The video is mostly clear and specific in conveying its message. 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.	The video employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for 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.
Video Quality	Video, audio, lighting, graphics, and editing are professional and flawless, with no technical issues that distract from the message.	Good quality with minor technical issues that do not distract from viewing.	Adequate quality with multiple technical issues that distract from viewing.	Significant technical problems that interfere with understanding.
Video Production	Production choices such as shot selection, framing, sequencing, pacing, titles, graphics, and visual storytelling strongly enhance the message and demonstrate professional-caliber production planning.	Production choices support the message and reflect thoughtful planning and execution.	Production choices are inconsistent or only partially support the message; evidence of developing production skills.	Production choices appear unplanned or ineffective and frequently detract from the message or viewer experience.



Guideline Adherence

Points Available	4	0
Video Length	Video is between three and five minutes in running time.	Video is shorter than three minutes or longer than five minutes in running time.
Video Titles & Credits	Video includes the competition name and title of project. It also includes 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 project, name of the school, city, and state.
New Strategy	Video or presentation makes clear strategy was implemented no earlier than 2023.	Video or presentation does not make clear strategy was implemented no earlier than 2023.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation and Q&A

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Content	The live presentation is complete, deeply detailed, and well-organized. The team shares high-quality information that addresses all core contest guidelines.	The presentation is mostly complete and organized. The team shares clear information that covers the main guidelines, with only minor details left out.	The presentation is on-topic but feels disorganized or rushed. Several key guidelines are missing or unclear.	The presentation struggles to stay on topic or fails to address the basic guidelines in a meaningful way.
Vocal Delivery	Voices are entirely clear, perfectly paced, and full of great expression. Speakers project well and use enthusiastic energy to keep the audience listening.	Voices are clear and the pacing is good. The listener can easily hear, follow, and understand what the speakers are saying throughout the presentation.	Voices are basic and straightforward. The presentation is understandable, but would benefit from more energy, better volume, or a more natural pace.	Speaking is frequently too fast, too quiet, or inconsistent. Vocal delivery choices from team members distract from the content.

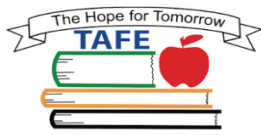


Presentation and Q&A Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Presence	Competitors maintain strong eye contact, great posture, and a confident, respectful attitude. All team members actively support the group whether they are speaking or waiting their turn.	Competitors maintain good eye contact and positive posture. One or more presenters may briefly lose focus or step out of their presenter character for a brief moment.	Competitors use inconsistent eye contact or stiff, nervous posture, making the presentation feel like a memorized script rather than a confident talk.	Competitors show effort, but body language, distracting movements, or a total lack of eye contact show that the team needs significantly more practice.
Q&A Discussion	Team responses show excellent preparation and thoughtful insight rooted directly in their research and school observations. Students show impressive pride and specific knowledge of their topic.	Team responses are thoughtful and successfully answer most questions using real examples from their school observations or video-making process.	Team responses are a mix of strong and weak answers. Students struggle to expand on their thoughts or provide specific details about what they observed.	Team responses are off-topic, overly brief, or show a lack of basic understanding of their chosen school strategy when questioned.
Overall Impact	The overall presentation delivers a powerful, undeniable message. The visuals, live speech, and video perfectly complement each other to create an inspiring audience experience.	The visuals, live speech, and video work well together to deliver a strong project. With just a few minor delivery tweaks, the experience would be completely seamless.	The presentation shows effort. At multiple moments, the live speaking and the video content do not match up well, limiting how much the audience connects with the message.	The presentation feels disconnected, off-topic, or unprepared. Visuals or live delivery choices frequently distract the audience from the main message.

Time of Presentation

Points Available	5	3	1
Length	Presentation is between 6 and 8 minutes.	Presentation is between 4 and 5 minutes.	Presentation is shorter than 4 minutes or had to be stopped at 8 minutes.



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

OUTSTANDING CHAPTER CONTEST

Entries Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	Yes, visit Educators Rising Outstanding Chapter Rubric
Prescored Event	Yes, Prescored for State

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. Educators Rising has a rule which 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." Chapters who receive 500 or more points should consider competing in the national competition.

OUTSTANDING CHAPTER COMPETITION GUIDELINES:

- All complete applications received will be scored by a selection committee.
- Chapters must attend one of the following: Teach Tomorrow Summit, or Area Conference.
- All schools that achieve at least 500 points will be recognized as Outstanding TAFE Chapters and will be recognized as the Outstanding TAFE Chapter and will receive special recognition on stage at the Annual Teach Tomorrow Summit.
- Schools receiving 450 - 499 points will be recognized with an Honorable Mention certificate.
- 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

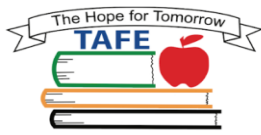
III. TAFE Operations (include chapter samples) (90 points maximum)

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 (590 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)	10-370
<i>BONUS – assisted in starting a new TAFE Chapter.....</i>	<i>20</i>
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)



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

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.....	1110

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

450 - 499 points will be recognized with an Honorable Mention certificate.

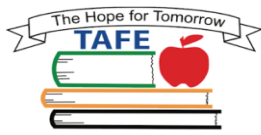
***Must attend one of the following: Teach Tomorrow Summit, or Area Conference.**

IN COMPLETING THE ATTACHED FORMS, PLEASE NOTE THE FOLLOWING:

- No one project can receive dual points.**
- No pictures are to be included in the 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 ONLINE by February 5, 2027.**

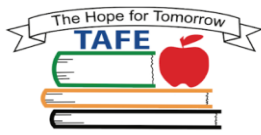


TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

OUTSTANDING CHAPTER APPLICATION

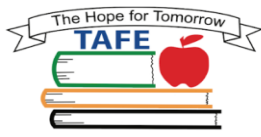
NOMINATION FORM-Please use this form and attach extra pages if necessary.

1. Objectives: (100 points maximum)	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 listed in B., list one project that the chapter does to meet that objective	40
2. Projects (225 points maximum) <i>List only one project for each category.</i>	Possible Points
A. Was there a Teaching Project? Briefly describe.	25
B. Was there a Recreational or Social Project? Briefly describe.	25
C. Was there a Teacher/Staff Appreciation Project? Briefly describe.	25
D. Was there a Fundraising Project? Briefly describe.	25
E. Was there a Leadership Project? Briefly describe.	25
F. Was there an Educational Awareness Project? Briefly describe.	25
G. Was there a Service Project? Briefly describe.	25
H. Were there any additional projects? Add additional documents and list and briefly describe each. (5pts. Each/maximum 10)	5-50



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

3. TAFE Operations (90 points maximum)		Possible Points
A. Attach a sample agenda. <i>Explain who prepares it and how well it's followed in a meeting.</i>		10
B. Attach a sample of the minutes from one of the chapter meeting.		10
C. Attach copy of the chapter budget.		5
D. Attach a copy of the chapter treasurer's reports. <i>Do not enclose copies of school ledger.</i>		5
E. Explain the process for evaluating projects. Sample Evaluation		5
F. Attach a copy of one of the evaluation forms.		5
G. Committee Structure: List chapter committees, describe how they are formed and how well they run.		5
Bonus:		
a. Does your chapter have a website/web page on the school website?		25
b. Does it have an active link to the state website?		10
c. Has the website been updated in the past three months?		10
Website URL:		
4. State Participation: (590 points)		Possible Points
A. Membership: Were the TAFE chapter dues received at the State Office by October 1.		15
B. Chapter attended Officer Training Workshop?		25
Teach Tomorrow Summit		
C. Chapter attended the Teach Tomorrow Summit the previous year?		25
D. Chapter lead a breakout session (non-competing) at the Teach Tomorrow Summit last year.		15
E. Chapter provided a judge for the previous year's conference.		15
F. Check the state projects chapter members are participating in this year. You receive 10pts. Max for each event. Does not count double for multiple entries.		380
Breakout Session		Inside Our Schools
Chapter Yearbook		Inside Our Schools Spanish
Children's Literature Pre-K		Job Interview
Children's Literature Pre-K Spanish		Lesson Planning and Delivery ARTS
Children's Literature K-3		Lesson Planning and Delivery CDA
Children's Literature K-3 Spanish		Lesson Planning and delivery CTE
Creative Lecture		Lesson Planning and Delivery Humanities
Differentiated Lesson		Lesson Planning and Delivery Professional Development
E.L.F Testing		Lesson Planning and Delivery Spanish
Educators Rising Leadership Award		Lesson Planning and Delivery STEM
Educators Rising Moment		Outstanding Chapter
Educators Rising Moment Spanish		Portfolio
Ethical Dilemma		Project Visualize
Exploring Education Administration Careers		Public Speaking
Exploring Non-Core Teaching Careers		Public Service Announcement
Exploring Support Services Careers		Researching Learning Challenges
Interactive Bulletin Board		TAFE Student of the Year
Impromptu Lesson		TAFE Teacher of the Year
Impromptu Speaking		Teacher Created Materials



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

Bonus	Possible Points
a. Assisted in starting a new chapter. Name of School:	20
b. Mentored a new TAFE Teacher Leader. Name of Teacher Leader:	20
G. State Officer Candidate: The Chapter has submitted paperwork to be a state officer candidate?	15
H. Does the chapter presently hold a state office?	20
Teacher Leaders' Workshop	
a. Did the chapter Teacher Leader attend the Teacher Leaders' Workshop this year?	25
b. Did chapter Teacher Leader lead a breakout session at the Teacher Leaders' Workshop?	15
5. Area Participation (95 points maximum)	Possible Points
A. Does the chapter hold an Area Office Position? Office:	30
B. Did the chapter attend an Area Conference?	15
C. Did the chapter host an Area Event? (Fall workshop, etc.)	20
D. Attendance at other Area Meetings: (Fall workshop, etc.) 10 pts. each	10-30
List Meetings:	
6. Principal/Teacher Evaluation (10 points maximum)	Possible Points
A. Please use the attached evaluation form to get the principal or three teachers to complete an evaluation.	10
7. 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 400-499 points will receive an honorable mention certificate in your awards packet.	
We Certify to the best of our knowledge the information on this form is true.	

Teacher Leader Name	Teacher Leader Email
Teacher Leader Signature	Principal Signature
Student President Name	Student President Signature
Name of School	School Address

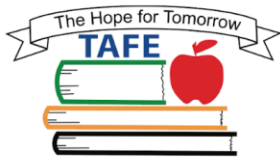


Principal/Teacher Evaluation

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.

Evaluation	Points Earned 1-5
Service (Fulfills the needs of the campus, district, and community)	
Character (Demonstrates positive and respectful attitude)	
Leadership (Models dependability, creativity, good communication, motivation, and inspiration)	
Scholarship (Excels in learning, knowledge, education, and academic standards)	
Collaboration (Works well with other organizations, teachers, and administration)	
Ethics (Exhibits confidentiality, honesty, and trustworthiness)	

Signature _____ Date _____



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

PROJECT VISUALIZE CONTEST

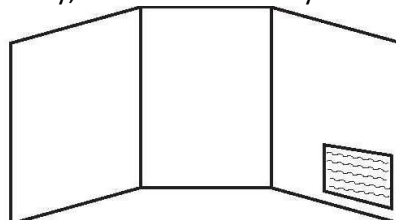
Entries Per Chapter	2 entries per division per 6 TRAFLE Area
Type of Event	Individual or Dual
State Competition	Yes
National Competition	No
Prescored Event	Originality Presubmission

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.

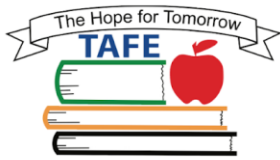
OVERVIEW: Contestants will thematically construct a cardboard tri-fold display (36" x 48"). Participants must prepare a **display** and an **oral presentation** introducing the display and summarizing the project.

PROJECT VISUALIZE 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



*A. SUMMARY
SHEET



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

- 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 CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 one Educators Rising chapter project in which all presenters participated that was completed during the 2026-2027 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. Participants will create a Summary Sheet (250-400 word) that must be placed on the lower right side of the tri-fold and include:
 - Title of the activity or lesson
 - Names of all contestants
 - The name of the school, district, and city/state.
 - The purpose and objectives of the project.
 - A description of the activities.
 - A description of the involvement of chapter members, peers, faculty, and community stakeholders in the project.
 - Word count
- 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 from the project summary.
 - Presentation must be between 3-5 minutes.
 - No audio/visual equipment is allowed.
 - Contestants may use only their board during the presentation.
 - Presenters will receive a silent warning when one minute remains.
 - Presentations will stop at five minutes.
- B. A five-minute Q&A section will follow the presentation to allow judges to ask questions.
- C. Contestants will take their materials with them after the presentation.



PROJECT VISUALIZE CONTEST

LEVEL (MIDDLE SCHOOL)

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 300-400 words and contains all seven required contestant detail components (title of the activity, names of presenters, school, school district, city, state and word count.)	The summary sheet is 200-299 words and/or contains 4-6 required contestant detail components (title of the activity, names of presenters, school, school district, city, state and word count.)	The summary sheet is less than 199 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, school district, city, state and word count) or was not submitted.
Purpose and Objectives	Provides a clear 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 high-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	Fun and imaginative way of sharing information.	Shares information with limited imagination	Information is shared with little or no imagination used
Originality of Ideas	Unique use of creative and imaginative ideas	Seems to be inspired from other sources, not totally unique	Does not reflect the students' 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 eye contact, effective posture, and professional demeanor complement the substance of the presentation to deliver largest 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 high-caliber insight, rooted in reflexivity about the project. The contestant displays impressive 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.



EDUCATORS RISING

PUBLIC SERVICE ANNOUNCEMENT-TEACHER RECRUITMENT COMPETITION

COMPETITION TYPE: Team - Closed to spectators

ELIGIBILITY LEVELS: Middle School

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 local school 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 ensuring that all competition materials comply with the Family Educational Rights and Privacy Act (FERPA) and all applicable local district policies regarding student privacy and data protection. Any submission containing identifiable student information—including, but not limited to, names, faces in the video, voice recordings, voices, or student work samples—must have appropriate documented consent from parents/guardians and/or students, as required by applicable laws and district policies. If permission has not been granted, faces should be blurred or only the back of the students should be visible. By submitting materials, the submitter certifies that all necessary permissions have been obtained and maintained.
- G. Competitors must upload a YouTube link to their video to the competition site. All videos and presentations must be brought to the conference on a USB drive and files must be

accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance.

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 7 minutes. The presentation will be stopped at 7 minutes.
- B. High-quality, clear 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)

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 video, the storytelling is entirely clear, specific, and engaging. It successfully highlights the value of the teaching profession and includes strong elements that inspire others to consider becoming a teacher.	The video is mostly clear and specific in showing the value of teaching. Adding more details or clearer information at one or two points would make it easier for the viewer to understand.	The video tries to send a message about teaching but is confusing or disconnected in its storytelling. Two or more moments are unclear or distract from the main message.	The video is consistently confusing or does not clearly focus on the assigned task of recruiting teachers.
Creativity	The video shares its message in creative, inventive ways that grab the audience's attention. Content is highly original, unique, and exciting to watch.	The video uses creative ideas, but a few style or editing choices distract from the main message or slightly limit the audience's engagement.	The video is straightforward but would benefit from more original ideas or distinct choices. Some parts may feel unoriginal or cliché.	The video needs significant improvement to hold the audience's attention or deliver a meaningful message.
Video Quality	The video production (sound, smooth editing, clear camera shots, readable titles) reflects high-quality student work.	The video production reflects good student effort. Minor glitches in sound or editing happen once or twice but don't ruin the video.	The video production shows a developing effort, but shaky camera work, poor lighting, or uneven sound make it hard to focus on the content.	Limited video production quality (poor sound, messy editing, blurry video) heavily distracts from the project's message.
Video Production	Production choices such as shot selection, framing, sequencing, pacing, titles, graphics, and visual storytelling strongly enhance the message and demonstrate high-quality production planning.	Production choices support the message and reflect thoughtful planning and execution.	Production choices are inconsistent or only partially support the message; evidence of developing production skills.	Production choices appear unplanned or detract from the message or viewer experience.

Guideline Adherence

Points Available	5	0
Video Length	Video is between one and two minutes.	Video is shorter than one minute or longer than two minutes.
Video Titles & Credits	Video includes competition name, project title, school name, city, and state in the opening credits.	Video is missing one or more of the required credit elements.
New Marketing Strategy	Video or presentation makes clear that the marketing strategy is a new, original idea.	Idea is not presented as new or original

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation and Q&A

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Content	Presentation is comprehensive, deep, and well-organized. Shares high-quality information that beautifully addresses all contest guidelines.	Presentation is mostly complete and organized. Shares clear information that covers the core contest guidelines.	Presentation is on-topic but feels disorganized or uneven. Some guidelines are left out or rushed.	Presentation struggles to stay on topic or fails to address the basic guidelines in a meaningful way.
Vocal Delivery	Voices are entirely clear, perfectly paced, and filled with great expression. Speakers are easy to hear and craft their delivery to keep the audience fully engaged.	Voices are clear and the pacing is good. The listener can easily hear and understand what the speakers are saying throughout the presentation.	Voices are basic and straightforward. The listener can understand, but the presentation needs more energy, better volume, or a steadier pace.	Speaking is hard to hear, too fast, or inconsistent. Vocal delivery from team members frequently distracts from the project's message.

Presentation and Q&A (continued)

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Presence	Competitors maintain strong eye contact, excellent posture, and a confident, respectful attitude. All team members, whether speaking or waiting their turn, actively support the presentation at all times.	Competitors maintain good eye contact, positive posture, and a respectful attitude. One or more presenters may briefly lose focus or step out of character for a moment.	Competitors use inconsistent eye contact or stiff posture, making the presentation feel like a memorized script rather than a confident speech.	Competitors show effort, but body language, lack of eye contact, or distracting movements show they need significantly more practice and coaching.
Q&A Discussion	Team responses show excellent preparation and thoughtful insight rooted in their research and teamwork. Students show an impressive depth of knowledge based on their interviews or project creation.	Team responses are thoughtful and successfully answer most questions using specific examples from their research or video-making process.	Team responses are a mix of strong and weak answers. Students struggle to expand on their thoughts or provide specific details about their project.	Team responses are off-topic, overly brief, or show a lack of understanding of their own project and research when questioned.
Overall Impact	The presentation delivers a powerful, undeniable message. The visuals, speech, and video perfectly complement each other to create an inspiring and highly effective audience experience.	The visuals, speech, and video work well together to deliver a strong presentation. With just a few minor delivery tweaks, the project would be completely seamless.	The presentation shows effort. At multiple moments, the visuals and speech do not match up well, limiting how much the audience connects with the message.	The overall presentation feels disconnected, off-topic, or unprepared. Visuals or delivery choices frequently distract the audience from the main message.

Time of Presentation

Points Available	5	3	1
Length	Presentation is between 5 and 7 minutes.	Presentation is between 3 and 4 minutes.	Presentation is shorter than 3 minutes or had to be stopped at 7 minutes.



EDUCATORS RISING

PUBLIC SPEAKING COMPETITION

COMPETITION TYPE: Individual — Open to spectators

ELIGIBILITY LEVELS: Middle School

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 prepare and deliver a speech of approximately 400 to 600 words, equivalent to three to five minutes when spoken aloud, on the assigned topic. Competitors will present their speeches before on-site judges and spectators. Because spectators may enter or exit the presentation space at any time, competitors should be prepared to maintain focus and continue their presentation despite potential distractions.

Assigned Topic

The topic for the 2027 Public Speaking Competition:

Connecting Classrooms and Careers: Building Bridges Through Community Partnerships

In the past, schools and workplaces were often seen as completely separate. Today, many people believe students learn better when they can connect what they learn in school to real jobs, real people, and real-world problems. When schools work together with businesses, community groups, and local leaders, students can learn about different careers, build important skills, and see how their education can help them in the future.

As a future teacher or community leader, think about how career-connected learning can help students succeed. How can schools and community partners create learning opportunities that help all students, not just a small group? What role should schools, employers, and community organizations play in making sure every student has a chance to explore careers, no matter where they live or what resources they have?

Explain your ideas for how schools and communities can work together to give all students fair, engaging, and meaningful opportunities to learn about careers and prepare for college, jobs, and their future goals.

Citation:

Gallup, Inc. & New Hampshire Learning Initiative. (2023). The Power of Career-Connected Learning in New Hampshire. https://nhlearninginitiative.org/wp-content/uploads/2023/09/Gallup-New-Hampshire-Learning-Initiative-Report_2023.pdf

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)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

COMPONENTS SCORED ON-SITE

Guideline Adherence

Points Available	5	0
Uploaded Speech	A copy of the speech was uploaded at the time of application.	The speech was not uploaded at the time of application.
Use of notecards	Used five or fewer 4x6-inch index cards during the presentation, with notes written on one side only.	Used more than five 4x6-inch index cards, wrote notes on both sides of the cards, or used notes that did not meet the required size specifications.

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 polished, professional-quality speech. Speaker uses correct grammar and pronunciation throughout, with clear articulation, fluent delivery, and no noticeable language errors.	Reflects a strong student-level speech. Speaker uses correct grammar and pronunciation with only one or two minor language or delivery errors that do not distract from the presentation.	Reflects a speech in need of additional practice and revision. Speaker makes three or four errors in grammar, pronunciation, word usage, or delivery that occasionally distract from the message.	Speech contains numerous errors in grammar, pronunciation, word usage, or delivery that interfere with audience understanding and reduce overall effectiveness.
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.

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.



Presentation Delivery (continued)

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
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	5	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.



TEACHER CREATED MATERIALS CONTEST

COMPETITION TYPE: Individual/Dual — Closed to spectators
ELIGIBILITY LEVELS: Middle School
EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard III: Building Content Knowledge
- Standard V: Implementing Instruction

Contest Purpose

Teachers know that students learn in many different ways. Some students learn best through games, movement, music, visuals, hands-on activities, storytelling, or teamwork. One of the most exciting parts of being a teacher is creating learning materials that help students understand concepts in fun and meaningful ways.

The Teacher Created Materials Contest gives students the opportunity to think like real educators by designing and presenting original teaching materials for a lesson of their choice. Contestants will create materials that teach a skill or concept while keeping students actively engaged in learning.

Teacher-created materials may include:

Board games	Flashcards	Folder games	Posters or flip charts
Interactive notebooks	Puppets	Learning Stations	Lap Books
Manipulatives	Classroom activities	Educational kits	Models or hands-on activities

This contest allows students to demonstrate creativity, communication skills, problem-solving, and an understanding of how teachers help students learn.

Contest Guidelines

Contestants must include a display that includes:

SUMMARY SHEET

A. Participants will create a Summary Sheet (150-250-word) that must be placed in a folder and include:

- Title of the activity or lesson
- Names of all contestants
- School name, district, city, and state
- Instructional objectives (What students should learn)
- Target audience (grade level or group)
- Size of the audience
- Explanation of how the materials would be used in a classroom

- Word Count

The Summary Sheet will also be uploaded with the application and will be pre-scored prior to the conference.

TEACHER CREATED MATERIALS

B. Contestants must create original educational materials that support the lesson or activity.

Materials may be:

- Handmade
- Digitally designed
- Purchased and modified
- Computer generated

All materials must follow the Educators Rising copyright guidelines.

Display Rules

- The display should be presented on a table.
- Displays may NOT be traditional bulletin boards.
- All materials must fit within a 36" space on the table.
- Contestants should clearly display the title of their project.

PRESENTATION

- C. Presentation should give an overview of the project and discuss the educational importance, classroom use, and benefits for students.
- Presentation must be between 3-5 minutes.
 - No audio/visual equipment is allowed.
 - Contestants may use only their created materials during the presentation.
 - Presenters will receive a silent warning when one minute remains.
 - Presentations will stop at five minutes.

D. Presentation should address these areas
Overview of the Project

- What the activity teaches
- Why the topic was selected
- Who the lesson is designed for

Educational Importance

Explain:

- How the materials help students learn
- Why the activity is engaging
- How the materials support different learning preferences

Classroom Use

Describe:

- How a teacher would use the materials
- How students would interact with the activity
- How learning would be assessed

Benefits for Students

Contestants should explain how the materials:

- Improve understanding
- Increase participation
- Encourage creativity
- Support Teamwork or communication skills
- Make learning more enjoyable

- 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.
- G. The goal of this contest is not just to make something creative — it is to design materials that help students learn effectively. Successful projects combine creativity, organization, engagement, and strong educational purpose.



TEACHER CREATED MATERIALS CONTEST

LEVEL (MIDDLE SCHOOL)

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
Details/word count	The summary sheet is 150-250 words and includes all seven required contestant detail components including the title of the activity, names of presenters, school, district, city, state, and word count.	The summary sheet is 100-149 words and/or contains 4-6 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count.)	The summary sheet is less than 100 words and/or contains less than 4 required contestant detail components (title of the activity, names of presenters, school, district, city, state, and word count) or was not submitted.
Target Audience & Size of group	The target audience and size of the audience are clearly identified and are age appropriate.	The target audience and size of the audience are implied but not clearly identified or are only semi-appropriate.	The target audience and/or size of the audience are not identified or are inappropriate.
Instructional Objectives	The objectives are clear and explain the purpose of the display.	The objectives are mostly displayed with their basic functions. Describes the general purpose of a display.	Objectives are slightly displayed. Shows a basic understanding of the display's purpose.
How-To-Use details.	Use details are clear, concise, and easy to follow. Interactive elements will enhance student learning.	Use details are mostly clear and easy to follow. Includes some interactive elements to enhance student learning.	Use details are unclear or hard to follow. Lacks interactive elements or the elements are not effective.

COMPONENTS SCORED ON-SITE

Display Guidelines

Points Available	5	0
Title of Activity	Activity title is part of the display and clear.	No activity title is displayed
Display Size	Display is 36 inches on the table or less	Display is over 36 inches on the table



Creativity

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Overall Creativity	Fun and imaginative way of sharing information.	Shares information with limited imagination	Information is shared with little or no imagination used
Originality of Ideas	Unique use of creative and imaginative ideas	Seems to be inspired from other sources, not totally unique	Does not reflect the students' 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 spelling errors.	Unskilled incorporation of form, shape, line, texture, color, and space. A nearly professional-caliber display, with 1-3 spelling errors.	Little consideration of form, shape, line, texture, color, and space. The display needed more attention to detail.
Practicality	Can be used in the educational setting without much difficulty	Can be used in the educational setting, but with some difficulty	Can be used in the educational setting but would be hard to use.
Effectiveness of Instruction	Activity enriches and reinforces (reteaches) stated learning objectives.	Activity slightly enriches or reinforces stated learning objectives	Activity is limited and neither enriches nor reinforces stated learning objectives
Interactive	Student interactive opportunities are obvious for material to be used effectively	Student interactive opportunities are obvious for material to be used effectively	Student interactive opportunities are obvious for material to be used effectively



Presentation

Points Available	10-7 Accomplished	6-4 Commendable	3-1 Developing
Depth	The presentation showed a deep understanding of the materials and the educational content. The student expertly explains the display to creatively showcase the materials.	The presentation shows an understanding of the materials and the educational content, as well as 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 an impressive understanding of how to communicate key information about the content. The presentation is successful and in order.	The presentation and display show a mostly successful effort to share the importance of the content.	The presentation and display are traditional, direct and on topic.
Presence	The speaker maintained eye contact, had good posture, and was professional as they shared their presentation. The display of materials enhanced the presentation.	The speaker mostly maintained eye contact, good posture and was pleasant as they shared their presentation. The display of materials complements the presentation.	The speaker was inconsistent with eye contact, posture and demeanor as they shared their presentation. The speaker could focus more on their presence. The display was relevant to the presentation.
Q&A	Contestant responses showed consistent thoughtfulness and professional caliber insights about their presentation. They showed professional-level depth of knowledge and understanding	Contestant responses showed thoughtfulness and mostly successful professionalism. The contestant showed some knowledge and understanding of the education materials chosen.	The contestant's response showed different levels of quality from answer to answer.

Length

Points Available	5	3	1
Length	Between 4 - 5 minutes	At least 3 minutes, but less than 4 minutes	Was less than 3 minutes or had to be stopped at 5 minutes.