

## COMPETITION DESCRIPTIONS FOR EDUCATORS RISING

**\*Note:** This is just a simplified version of what needs to be done for each competition, there may be more guidelines/requirements than those listed. If a competition interests you, please read **all** requirements on the Educators Rising competition page. **If your competition is based off of a prompt, that prompt is included in the rubric link.**

You may only compete in **one** competition/ contest. All individual or dual competitions are counted as individual.

<b>CHILDREN'S LITERATURE K-3 COMPETITION</b> 1 or 2 people *Will count as individual*	Create a children's book suitable for students ages 5-9. You must create all illustrations by hand or computer generated. Whatever you choose has to be original. <a href="#">Rubric</a>
<b>CHILDREN'S LITERATURE PRE-K COMPETITION</b> 1 or 2 people *Will count as individual*	Create a children's book suitable for students ages 3-5. You must create all illustrations by hand or computer generated, whatever you choose has to be original. <a href="#">Rubric</a>
<b>CHILDREN'S LITERATURE SPANISH K-3 COMPETITION</b> 1 or 2 people *Will count as individual*	Create a children's book suitable for students 5-9. You must create all illustrations by hand or computer generated, whatever you choose has to be original. Must be in the Spanish Language. <a href="#">Rubric</a>
<b>CHILDREN'S LITERATURE SPANISH PRE-K COMPETITION</b> 1 or 2 people *Will count as individual*	Create a children's book suitable for students 3-5. You must create all illustrations by hand or computer generated, whatever you choose has to be original. Must be in the Spanish Language. <a href="#">rubric</a>

<p><b>EDUCATORS RISING LEADERSHIP AWARD COMPETITION</b></p> <p>Individual VARSITY ONLY</p>	<p>To enter this competition, Educators Rising members must successfully complete a self-initiated service-learning project that meets several requirements:</p> <ul style="list-style-type: none"> <li>• The project benefits individuals with special needs.</li> <li>• The project includes a sustainability strategy so that the project's impact will not end when the Educators Rising Leadership Award Competition is over.</li> <li>• The project cannot be part of the required curriculum for a course.</li> <li>• The project requires a minimum of 40 hours of work.</li> <li>• The project must be led by a single Educators Rising member. (While collaboration is encouraged, only one student per project will be eligible to win the scholarship.)</li> <li>• Submit the complete project portfolio by the competition registration deadline stated in the General Competition Information sheet.</li> </ul> <p>In addition to submitting the project portfolio, contestants must deliver a presentation to a panel of judges at the Educators Rising National Conference.</p> <p><a href="#">rubric</a></p>
<p><b>EDUCATORS RISING MOMENT</b></p> <p>Individual</p>	<p>The purpose of this competition is to allow students to express why they would want to pursue an education/teaching career through a speech. The speech should be about their personal experience that illustrates the power of being an educator and should be specific. The presentation needs to be a minimum of 3 minutes and at most 4 minutes. The judges will ask questions. You are allowed five 4 by 6 flashcards with only one side used. There will be a signal that there is one minute left to speak, and microphones and lecterns are provided.</p> <p><a href="#">rubric</a></p>
<p><b>EDUCATORS RISING MOMENT SPANISH</b></p> <p>Individual</p>	<p>The purpose of this competition is to allow students to express why they would want to pursue an education/teaching career through a speech. The speech should be about their personal experience that illustrates the power of being an educator and should be specific. The presentation needs to be a minimum of 3 minutes and at most 4 minutes. The judges will ask questions. You are allowed five 4 by 6 flashcards with only one side used. There will be a signal that there is one minute left to speak, and microphones and lecterns are provided. Speech must be in Spanish</p> <p><a href="#">rubric</a></p>
<p><b>ETHICAL DILEMMA</b></p> <p>Team</p>	<p>The purpose of this competition is to debate an ethical dilemma that is related to education. This requires critical thinking skills and being persuasive. Each member at the school must develop an opinion then debate it together as a group, and then two to four members create a 10 minute presentation to present the opinion and how this opinion was reached. A use of a slideshow or video is optional. They will have a 15 minute session with judges that will ask them questions about the process. Time will be kept and a one minute warning will be given.</p> <p><a href="#">rubric</a></p>
<p><b>EXPLORING EDUCATION ADMINISTRATION CAREERS</b></p>	<p>The purpose of this competition is to learn about a career involving an education administration through a job shadow and interview. The student will select one administrator in their community and get permission to shadow them for eight hours. The time does not need to be consecutive and can occur over several days or weeks, but must occur when they are engaged in their job. The student will need to complete an administrator's verification form, conduct a 15 minute interview with a typed form submitted online, and a Powerpoint presentation 5 to 7 minutes long about their experience and insight</p>

Individual	gained. Portfolios should not be brought and questions will be asked by the judges at the end. <a href="#">rubric</a>
<b>EXPLORING NON-CORE SUBJECT TEACHING CAREERS</b> Individual	<p>The purpose of this competition is to learn about an educator who teaches a non-core subject through a job shadow and interview. The student will select one educator in the state and get permission to shadow them for eight hours. The time does not need to be consecutive and can occur over several days or weeks, but must occur when they are engaged in their job. The student will need to complete a host teacher's verification form, conduct a 15 minute interview with a typed form submitted online, and a Powerpoint presentation 5 to 7 minutes long about their experience and insight gained. Portfolios should not be brought and questions will be asked by the judges at the end.</p> <a href="#">rubric</a>
<b>EXPLORING SUPPORT SERVICES CAREERS</b> Individual	<p>The purpose of this competition is to learn about specialized instructional support personnel that are important to students and education through a job shadow and interview. The student will select one specialized instructional support personnel in their school district and get permission to shadow them for eight hours. The time does not need to be consecutive and can occur over several days or weeks, but must occur when they are engaged in their job. The student will need to complete a professional's verification form, conduct a 15 minute interview with a typed form submitted online, and a Powerpoint presentation 5 to 7 minutes long about their experience and insight gained. Portfolios should not be brought and questions will be asked by the judges at the end.</p> <a href="#">rubric</a>
<b>JOB INTERVIEW</b> Individual	<p>The Job Interview Competition is an opportunity for Educators Rising members to develop and practice their interview skills, as well as cover letter and résumé writing skills.</p> <a href="#">rubric</a>
<b>LESSON PLANNING AND DELIVERY-Arts (Visual Art, Music, Dance, Media Arts, Drama/Theater)</b> Individual	<p>This competition encourages Educators Rising members to try out teaching a lesson in the arts, which include visual art, music, dance, media arts, and drama.</p> <p>There are three components to this competition:</p> <ul style="list-style-type: none"> <li>• <b>A written lesson plan:</b> submitted and scored by judges prior to the national conference;</li> <li>• <b>A lesson delivery video:</b> submitted and scored by judges prior to the national conference but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.</li> <li>• <b>A reflection between contestant and on-site judges at the national conference.</b> This includes a student presenting his/her reflections about the lesson as well as an interactive Q&amp;A exchange.</li> </ul> <a href="#">rubric</a>
<b>LESSON PLANNING AND DELIVERY-STEM</b> Individual	<p>This competition encourages Educators Rising members to try out teaching a lesson in STEM, science, technology, engineering, or math.</p> <p>There are three components to this competition:</p> <ul style="list-style-type: none"> <li>• <b>A written lesson plan:</b> submitted and scored by judges prior to the national conference;</li> <li>• <b>A lesson delivery video:</b> submitted and scored by judges prior to the national conference but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>A reflection between contestant and on-site judges at the national conference.</b> This includes a student presenting his/her reflections about the lesson as well as an interactive Q&amp;A exchange. <a href="#">rubric</a></li> </ul>
<p>LESSON PLANNING AND DELIVERY- <b>Career &amp; Technical Education (CTE)</b></p> <p>Individual</p>	<p>This competition challenges young educators to plan and deliver a lesson of their choosing to an actual CTE classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.</p> <ul style="list-style-type: none"> <li>• <b>A written lesson plan:</b> submitted and scored by judges prior to the national conference;</li> <li>• <b>A lesson delivery video:</b> submitted and scored by judges prior to the national conference but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and</li> <li>• <b>A reflection between contestant and on-site judges at the national conference.</b> This includes a student presenting his/her reflections about the lesson as well as an interactive Q&amp;A exchange. <a href="#">rubric</a></li> </ul>
<p>LESSON PLANNING AND DELIVERY- <b>Humanities (English Language Arts &amp; Social Studies)</b></p> <p>Individual</p>	<p>This competition challenges young educators to plan and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.</p> <ul style="list-style-type: none"> <li>• <b>A written lesson plan:</b> submitted and scored by judges prior to the national conference;</li> <li>• <b>A lesson delivery video:</b> submitted and scored by judges prior to the national conference but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and</li> <li>• <b>A reflection between contestant and on-site judges at the national conference.</b> This includes a student presenting his/her reflections about the lesson as well as an interactive Q&amp;A exchange. <a href="#">rubric</a></li> </ul>
<p>LESSON PLANNING AND DELIVERY- <b>Spanish</b></p> <p>Individual</p>	<p>This competition challenges young educators to plan and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future. Must be a lesson in Spanish.</p> <ul style="list-style-type: none"> <li>• <b>A written lesson plan:</b> submitted and scored by judges prior to the national conference;</li> <li>• <b>A lesson delivery video:</b> submitted and scored by judges prior to the national conference but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and</li> <li>• <b>A reflection between contestant and on-site judges at the national conference.</b> This includes a student presenting his/her reflections about the lesson as well as an interactive Q&amp;A exchange. <a href="#">rubric</a></li> </ul>
<p><b>INSIDE OUR SCHOOL PRESENTATION</b></p> <p>Team</p>	<p>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. <a href="#">rubric</a></p>

<b>INSIDE OUR SCHOOL PRESENTATION SPANISH</b> Team	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. Presentation must be in Spanish. <a href="#">rubric</a>
<b>PUBLIC SPEAKING</b>  Individual	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.  <a href="#">rubric</a>
<b>CREATIVE LECTURE (TED TALK)</b>  Individual	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. <a href="#">Rubric</a> PROMPT: Artificial intelligence, specifically large language models like ChatGPT, has irrevocably altered the educational landscape. This technology presents a complex interplay of benefits and challenges, raising questions about its impact on learning, creativity, and academic integrity.
<b>RESEARCHING LEARNING CHALLENGES</b>  Team	This competition offers Educators Rising students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs. After reading the description for this year's competition focusing on dyscalculia, discuss the following questions: (Note: Topic changes each year. Be sure to check the current guidelines to see the new topic) a. Does the paper make informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information? b. Does the paper and presentation explain and advocate for positive practices in schools to support students diagnosed with autism in situations where they are required to learn remotely? <a href="#">rubric</a>
<b>PUBLIC SERVICE ANNOUNCEMENT - TEACHING RECRUITMENT</b>  Team	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.

	<a href="#">rubric</a>
<b>CONTESTS</b>	
<b>INTERACTIVE BULLETIN BOARD</b>  1 or 2 people *Will count as individual*	<p>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 classroom setting to teach a lesson. The bulletin board must be 36" x 48" and present the information on one side. It must be original, coherent, and creative. At the start of the presentation, provide three copies of a Summary Sheet for the judges, which will include: the names of all contestants, their school, district, and city/state, their instructional objectives, their target audience and size of audience, and details about how students will interact with the display. The presentation must be three to five minutes and there will be a five minute Q&amp;A session after the presentation.</p> <p><a href="#">rubric</a></p>
<b>PROJECT VISUALIZE-SERVICE PROJECT</b>  1 or 2 people *Will count as individual*	<p>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 bulletin board must not exceed the dimensions of a 36" x 48" tri-fold display. All the information on one side in an original, coherent, creative way. Attached information and decorations must not exceed more than 6 inches beyond the display's edges. The display must include photos or original illustrations of the project.</p> <p><a href="#">rubric</a></p>
<b>TEACHER-CREATED MATERIALS</b>  1 or 2 people *Will count as individual*	<p>Teacher Created Materials encompass all the materials and physical means a teacher might use to implement a lesson and facilitate the students' achievement of the objectives. This may include materials such as flip charts, board games, folder games, puppets, lap books, etc. This contest allows you to showcase how you would meet this challenge by creating your own materials for a lesson of your choosing and presenting it to judges. The teaching materials and Summary Sheet should be presented on a table. All materials displayed on a table must fit within 36" length. Each presentation is to be a minimum of three minutes and a maximum of five minutes.</p> <p><a href="#">rubric</a></p>

- Creative Lecture (TED Talk)
- Educators Rising Leadership Award (Varsity only)
- Educators Rising Moment

- Educators Rising Moment Spanish
- Ethical Dilemma (team)
- Exploring Education Administration Careers
- Exploring Non-Core Subject Teaching Careers
- Exploring Support Services Careers
- Inside Our Schools Presentation (team)
- Inside Our Schools Presentation Spanish (team)
  
- Job Interview
- Researching Learning Challenges (team)
- Lesson Planning and Delivery – Arts
- Lesson Planning and Delivery – Career and Technical Education
- Lesson Planning and Delivery – Humanities
- Lesson Planning and Delivery Spanish
- Lesson Planning and Delivery – STEM
- Outstanding Chapter (team)
- Public Service Announcement – Teacher Recruitment (team)
- Public Speaking