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 student competing.

All students wishing to compete at the Educators Rising National Conference must complete 3 required steps:

1. **Be an Active level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. Click here to join.

2. **Complete the online application** and upload all required materials in their final form by the stated deadline on the National Competition page located in the Student Resources section in the EdRising Membership Portal. **This is NOT done automatically if you competed at a state or regional conference**.

3. **Register to attend** the Educators Rising National Conference.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 1st** of the year in which they are competing. **Check or credit card payment must be received in the National Office by February 15th to be considered an Active-level member.**

- Students may only compete in one competitive event.

- **For contests:** Teacher leaders may enter up to two entries (individual or dual) per school in each event per division.
  - o Dual means two students participating.
  - o 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.
  - o All team events must have at least two students (and no more than four) per school to qualify.
  - o For teams consisting of students of varying grade levels, the team will be placed in the division for the grade level of the most senior member.

- If a competitor is from a state that holds state competitions/contests, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitive events. Visit our state program page on the Educators Rising national website to contact your state/regional coordinator.

- For states that offer state-level competitive events, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference.

- For contests, you must compete in a state-level event in order to be eligible to compete at the Educators Rising National Conference. Only entries scoring 97-100 will be eligible to advance to nationals. No other entrants from states that offer the competitive events at the state level will be eligible for those state-level-offered competitive events.

- For nationals, schools are permitted to replace up to fifty percent of the original team members who qualified at the state- level. **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 in any competition.
  - o For example, if you want to compete in Public Speaking but place eleventh or lower in your

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

Division of Competition

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
  - Middle School — Grades 7, 8
  - High School Junior Varsity— Grades 9, 10
  - High School Varsity level — Grades 11, 12
  - Collegiate level – Undergraduates only

- Registering in the incorrect division will result in disqualification.

- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.

Application and Submission

- All submitted materials must reflect original work from the 2025-2026 school year. Material that may have been created or submitted in previous years is underlined 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.

  - **For team competitions only one application can be submitted** which lists all team members in all places indicated on the application form.

  - Each competition guideline will identify what materials are required for submission before the competition. Failure to submit the required materials by the submission deadline will result in disqualification. All submitted materials must be in their final form.

- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. We recommend that competitors also bring a copy of the video file in MP3 format on a USB drive to the conference. Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements   privacy.

- Except when explicitly specified, the Internet may not be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference 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 through a number of methods including judges tie breakers and room normalizations.

- Judges will break ties in all competitive events.

- To accommodate a large number of competitors, we use multiple rooms each with its own set of judges. To ensure fairness across these rooms, we employ a well-established mathematical method to normalize scores. This method helps balance judge subjectivity and ensures all competitors have a fair shot, regardless of their assigned room.

o In each competitive event, each competitor gets an average score from the judges. That score is averaged with the partner judge. If there is a deviation of more than one standard deviation between rooms, the two rooms are normed against one another to that deviation. Final scores used for ranking are the normalized (also known as scaled scores).

o When normalizing scoring, perfect scores will be excluded from the normalization process. If more than one student in the same division in the same competition receives a perfect score, a second set of judges will review the recorded presentations for those students to make a final decision.

Awards

- For Competitions: Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. All places will receive electronic certificates after the conference.

- For Contests: Ribbons will be awarded to students in each category in each division with scores as follows:
  - Blue-Scores 98-100
  - Red-Scores 94-97
  - White-Scores 90-93

Inquiry Process

- Following the conference, the student scores will be released directly to the participating student(s). The scores will provide individual judges' scores, the average score for the two judges, and the normalized score (if necessary.)

- Students will have 3 business days to file an inquiry regarding the validity of their score. Students will be required to complete the online inquiry request form and submit all required documentation for consideration. **No appeal will be accepted after the 3-day period.**

- Staff will review the scoring and respond to the inquiry within 30 days. **All decisions are final.**

Competition Dress Code

All competitors are expected to dress in business casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as business casual.

- **Slacks, Pants, and Suit Pants**
  Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, nice-looking dress synthetic pants and jeans without holes are acceptable. Inappropriate slacks or pants include jeans with holes, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants that people wear for biking.

- **Skirts, Dresses, and Skirted Suits**
  Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini skirts, skorts, sun dresses, and spaghetti-strap dresses are inappropriate.

- **Shirts, Tops, Blouses, and Jackets**
  Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with political messaging and/or potentially offensive, terms, logos, pictures, cartoons, or slogans; halter tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

- **Shoes and Footwear**
  Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

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

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.

- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written permission must be obtained to display and present media-related materials at the Educators Rising National Conference and post-media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with the entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)

- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students from competing if it is determined that any part of their documents have been plagiarized.

Use of AI

- Unless specifically stated in the guideline, the use of artificial intelligence (AI) software and programs is strictly prohibited in creating and preparing all materials submitted for Educators Rising competitions. This includes but is not limited to, documents, graphics, speeches, videos, and presentations. All submitted work must be the original and independent creation of the participant. Use of spelling and grammar check is allowed.

- Students competing will attest that they did not use any AI in the development and delivery of their competition. Students who are found in violation will be disqualified from the competition.

Electronic Devices

- Recording devices are not allowed in competitive events.

- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.

- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all deadlines, updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.

- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.

- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.

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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, 2026, 8:00 A.M.** EASTERN TIME
DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 6, 2026, 5:00 P.M.** EASTERN TIME
DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 6, 2026, 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.** Depending on your competition, some of these items are judged <u>before</u> 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.

LESSON PLANNING AND DELIVERY COMPETITION
CDA/Early Childhood Education

COMPETITION TYPE: Individual — Closed to spectators
ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity
EDUCATORS RISING STANDARDS:
- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard III: Building Content Knowledge
- Standard IV: Engaging in Responsive Planning
- Standard V: Implementing Instruction
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

"The emotional, social and physical development of young children has a direct effect on their overall development and on the adult, they will become. That is why understanding the need to invest in very young children is so important, to maximize their future well-being."

–National Association for the Education of Young Children (NAEYC)

Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. Early childhood education (ECE) is a branch of education, which relates to the teaching of young children from birth up until the age of eight. High quality early childhood education programs focus on developing the whole child by supporting the physical, cognitive, and social-emotional development based on children's individual needs.

This competition encourages Educators Rising members to complete a component of the resource collection from the Child Development Associate (CDA) Credential, a nationally recognized early childhood credential. Then members will try out teaching as an early childhood teacher by planning and implementing learning activities from the CDA resource collection weekly plan (RCI-3) of their creation to children in an actual early childhood classroom. Additional information pertaining to the CDA credential can be found at http://www.cdacouncil.org/ .

Self-reflection following the lesson is an essential component of this competition; therefore, a reflective presentation will be used to explain how learning needs of young children were supported by the learning activities and an assessment of the outcomes. For models of excellence, students are strongly encouraged to examine the videos and reflective commentaries of National Board Atlas Videos in the Student Resources section of the EdRising Membership Portal.

Resources to consider when creating your lesson plan

- [CDA Professional Portfolio Resource Collection I-3 - post - CDA Certification](#)

Competition Guidelines

There are three components to this competition:

- *A written weekly plan based on the requirements of the CDA Resource collection: RC I-3: submitted and scored by judges prior to the national conference.*
- *A learning activities video: submitted and scored by judges prior to the national conference but also brought by the competitor 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*
- *A reflection between competitor and on-site judges at the national conference. This includes a student presenting his/her reflections about the lesson as well as an interactive Q&A exchange.*

LESSON PLAN: A written RCI-3 weekly plan

A. The RCI-3 weekly plan must be submitted online using the provided form. The entrant will complete all components of form A by providing his/her name, the name of his/her district or career center, the name of the classroom teacher, the location where the learning activities were presented, the early childhood age level, the theme and goals of the weekly plan. Form B will include the titles of the weekly plan's learning activities. Form C will include standards, objectives and designation of accommodations for the five implemented learning activities. The RC1-3 must include all components, remain within 4-6 pages, and may be reproduced or enhanced with color, clip art, and/or photos.

B. Learning activities from five different curriculum areas must be planned and implemented to the designated group of children within the birth through eight years of age range.

C. Contestants must bring a copy of the RCI-3 weekly plan with them to the competition site.

LESSON DELIVERY: A 10-minute-or-less video

A. Learning activities from five different curriculum areas included in the weekly plan must be implemented in an actual early childhood classroom with children who are birth to 8 years of age. The classroom supervising teacher may be the entrant's Educators Rising teacher leader.

B. An 8-10-minute video, clearly depicting the entrant's implementation of the five learning activities, must be submitted online. Given that most learning activities take longer than 10 minutes, your video must be edited to include documentation implementation of the five learning activities. Only the first 10 minutes of the video will be judged.

C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.

D. Competitors must bring their video to the competition site on a USB drive.

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.

REFLECTION: An interactive session with judges

A. The entrant will have 10 minutes with a panel of judges to reflect on the lesson and, optionally, to share student- and/or teacher-created artifacts from the lesson. The reflection should include what the entrant felt went well, how to improve, and what was learned from the experience that will help him/her become a better teacher. Note cards or papers containing entrant-generated material to support the reflection are permitted. A slide deck is encouraged only if the use of slides enhances the entrant's communication of his or her reflection. Slide decks are not required. *The video will not be shown as a part of this session.*

B. Judges may ask follow-up questions during the 10-minute reflective, interactive session.

RCI-3 Form A: Cover Page

Entrant Name:	
District or Career Center Name:	
Name of Classroom Teacher:	
Location where learning activities took place:	
Early Childhood age level:	
Theme:	
Goals of the Weekly Plan:	

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RCI-3 Form B: Weekly Plan

Day of Week:	Curriculum Area 1:	Curriculum Area 2:	Curriculum Area 3:	Curriculum Area 4:	Curriculum Area 5:
Monday	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:
Tuesday	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:
Wednesday	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:
Thursday	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:
Friday	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:	Learning Activity Title:

RCI-3 Form C: Designated Learning Activities and Accommodations

Curriculum Area:	Title:	
	Standard:	
	Objective:	
	Designation of Special Need:	
	Accommodation:	

Curriculum Area:	Title:	
	Standard:	
	Objective:	
	Designation of Special Need:	
	Accommodation:	

Curriculum Area:	Title:	
	Standard:	
	Objective:	
	Designation of Special Need:	
	Accommodation:	

Curriculum Area:	Title:	
	Standard:	
	Objective:	
	Designation of Special Need:	
	Accommodation:	

Curriculum Area:	Title:	
	Standard:	
	Objective:	
	Designation of Special Need:	
	Accommodation:	

LESSON PLANNING AND DELIVERY— CDA/EARLY CHILDHOOD EDUCATION COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Lesson Plan Document

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
RC1-3 Form A Cover Page Weekly Goal	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and is aligned holistically with the learning activities that are outlined in the plan.	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and is aligned with most of the learning activities that are outlined in the weekly plan.	RC1-3 Form A has all the required components. Weekly goal is developmentally appropriate for designated age group and demonstrates alignment to some of the learning activities outlined in the weekly plan.	RC1-3 Form A is missing required components. Weekly goal is not developmentally appropriate for designated age group and/or is not aligned to the learning activities outlined in the weekly plan.
RC1-3 Form B Weekly Plan Design	Weekly plan includes clear and creative titles and from five curriculum areas. The learning activities are high-quality, open-ended, encourage self-expression and explicitly support the development of skills appropriate for the designated age level. The design of the learning activities show deep understanding of early childhood philosophies.	Weekly plan includes clear titles from five curriculum areas. The learning activities are open-ended, allow for self-expression, and support the development of skills appropriate for the designated age level. The learning activities support early childhood philosophies.	Most learning activities include clear titles, are open-ended, allow for self-expression, and support the development of skills appropriate for the designated age level. Most of the learning activities support early childhood philosophies.	Many learning activities are missing titles and/or clarity. Learning activities are limited in allowing for self-expression or being open-ended. Support for appropriate development skills is not evident. Learning activities show little evidence that support early childhood philosophies.

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Lesson Plan Document Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
RC1-3 Form C Designated Learning Activities Standards Objectives Accommodations	Five learning activities from five different curriculum areas are designated and promote exemplary learning across the curriculum. Standards and objectives are aligned well and deliberately chosen to promote high-level learning. Accommodations for specific disabilities are appropriate and support learning.	Five learning activities from five different curriculum areas are designated and promote learning across the curriculum. Standards and objectives are aligned and promote some high-level learning. Accommodations for specific disabilities are appropriate and support learning.	Five learning activities are designated but lack the promotion of learning across the curriculum. Some standards and objectives are aligned but lack high level thinking. Some accommodations for specific disabilities are appropriate and support learning.	Five learning activities are not designated and lack the promotion of learning across the curriculum. Standards and objectives are not aligned and lack high level thinking. Accommodations for specific disabilities are not appropriate and do not support learning.
Developmentally Appropriate	The learning activities demonstrate exemplary understanding of the developmental levels of the children in the classroom. Evidence of skill building in all domain areas is evident. The learning activities support children's need for discovery, manipulation of materials, and social interaction while fostering creativity and individuality.	The learning activities support the developmental levels of the children in the classroom. Evidence of skill building in all domain areas is evident. The learning activities support children's need for discovery, manipulation of materials, and social interaction.	The learning activities support the developmental levels of some children in the classroom. Some evidence of skill building in 1-2 domain areas is evident. Some of the learning activities support children's need for discovery, manipulation of materials, and social interaction.	The learning activities do little to support the developmental levels of children in the classroom. Evidence of skill building in domain areas is not evident. Few of the learning activities support children's need for discovery, manipulation of materials, and social interaction.
Balance of Learning Activities	Learning activities promote high-level learning across five curriculum areas. The design of the activities shows a deep understanding of balance to address the whole child's development and include child-directed, teacher directed, large and small group learning activities.	Learning activities promote learning across five curriculum areas. A balance of child-directed, teacher-directed, small group and large group learning activities are evident in the plan.	The weekly plan designates less than five learning activities across five curriculum areas. OR A balance of child-directed, teacher-directed, small group and large group learning activities are not evident in the plan.	The weekly plan designates less than five learning activities across five curriculum areas. AND A balance of child-directed, teacher-directed, small group and large group learning activities are not evident in the plan.

Lesson Plan Document Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Mechanics & Professionalism	Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics— including grammar, spelling, punctuation, and capitalization contain no errors. RC1-3 Weekly plan contains all required components and is 4-6 pages in length. Enhancements to form are professional and increase the presentation quality.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions. RC1-3 Weekly plan contains all required components and is 2-5 pages in length. Enhancements to form are professional.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions. RC1-3 Weekly plan contains all required components and is 2-5 pages in length.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions. RC1-3 Weekly plan is missing required components and/or is not in the 2-5 pages range.

Lesson Delivery Video

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Use of Materials	The video shows clear and concise evidence of the use of developmentally appropriate, balance between teacher and commercial made materials, being used to support the goal of the lesson.	The video shows evidence of developmentally appropriate materials being used to support the goal of the lesson.	The video shows a lack of consistent use of materials. The materials minimally meet the standard of being developmentally appropriate for the children in the group and supporting the goal of the lesson.	The video shows a lack of evidence that materials are a balance of teacher and commercially made. The materials are not developmentally appropriate for the children in the group and do not support the goal of the lesson
Setting and Environment	The video shows evidence of an exemplary developmentally appropriate setting that has been adapted and set up to achieve maximum student engagement throughout the learning activities.	The video shows evidence of a developmentally appropriate setting and environment for the learning activities.	The video shows inconsistent evidence that the setting and environment are developmentally appropriate for the learning activities.	The video shows a setting and environment that does not support the learning activities.

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Engaging with Students	The video shows evidence of exemplary interactions, including proper grammar with all children. The interactions and grammar are professional and adaptive to each child using exemplary teaching strategies.	The video shows evidence of appropriate interactions with children. The interactions include the student being on the level of the child, eye contact, responsive to questioning and comments, facial expressions are inviting and encouraging.	The video shows minimal evidence of interactions with children. The interactions include an inconsistent use of the student being on the level of the child, eye contact, responsive to questioning and comments, facial expressions are attempted.	The video shows a lack of evidence of interactions with children. The student does not attempt to use engagement techniques to support the learning activities.
Enhancement of Language Development	The video shows evidence of exemplary language building strategies including but not limited to open-ended questions, expansion, and feedback while supporting the goal of the lesson.	The video shows evidence of consistent use of open-ended questions, expansion, and feedback with language while supporting the goal of the lesson.	The video shows evidence of a minimal use of open-ended questions, expansion, and feedback with language while supporting the goal of the lesson.	The video lacks evidence of the use of open-ended questions, expansion, and feedback with language and the goal of the lesson is not met.
Adapting to Learner's Needs	The video shows evidence of the student clear and concisely adapting the lesson before, during, and after to the varying needs of the children in the group.	The video shows evidence of the student adapting consistently and appropriately throughout the lesson to the varying needs of the children in the group.	The video shows evidence of the student attempting to adapt the lesson to the varying needs of the children in the group	The video shows lack of evidence of the student adapting the lesson to the children in the group.

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Weekly Plan Implementation	The video shows clear and consistent evidence of all five learning activities being implemented and assessed successfully in a developmentally appropriate environment with the designated group indicated on the RCI-3 Weekly plan.	The video shows evidence of all five learning activities being implemented and assessed successfully in a developmentally appropriate environment with the designated group indicated on the RCI-3 Weekly Plan.	The video shows an attempt to implement all five learning activities at an introductory level. The implementation lacks consistency and developmentally appropriate practice.	The video shows evidence of less than five learning activities. The activities do not support the RCI-3 Weekly Plan. The lessons are not presented in a developmentally appropriate manner.
Classroom Management	The video shows evidence of exemplary classroom management techniques to engage children throughout the lesson.	The video shows evidence of robust usage of classroom management strategies to engage all children throughout the lessons.	The video shows evidence of usage of classroom management strategies to engage most of the children throughout the lesson.	The video shows evidence of inconsistent or lack of classroom management strategies to engage children throughout the lesson.

COMPONENTS SCORED ON-SITE

Interactive Reflection

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Explanation of Goals	The competitor shows a deep understanding of the design of the weekly plan and identifies ways that the goal supports of the developmental levels and understandings of the children.	The competitor explains the intent of the weekly plan and identifies the ways the learning activities encompass the goal.	The competitor identifies the goal but lacks clarity on presenting the intent of the weekly plan and/or does not present a clear explanation on the ways the learning activities encompass the goal.	The competitor does not identify the goal and lacks a clear explanation on ways the learning activities encompass the goal.
Assessment of Outcomes	The competitor explains data collection process for assessment and demonstrates exemplary insight on both class-wide and individual learning that took place through participation in the learning activities.	The competitor accurately assesses the children's learning that was took place through the participation in the learning activities.	The competitor is limited in scope when assessing children's learning that took place through participation in the learning activities.	The competitor does not offer evidence of assessing student outcomes that took place through participation in the learning activities.
Artifact Presentation	The competitor presents child-and/or teacher-created artifacts in a creative, seamless, and thorough representation of student engagement and learning.	The competitor presents child- and/or teacher-created artifacts in an organized, interesting way to enhance understanding of the implementation of the weekly plan and its outcomes.	The competitor presents limited child- and/or teacher-created artifacts and lacks a seamless presentation of those artifacts.	The competitor fails to present child- or teacher-created artifacts or chooses artifacts that do not enhance understanding of the implementation of the weekly plan and its outcomes.

Interactive Reflection Cont.

Points Available	10-9 **Accomplished**	8-6 **Commendable**	5-3 **Developing**	2-1 **Needs Improvement**
Reflection	The competitor demonstrates professional level insight and reflects candidly and deeply on all facets of the teaching process. The competitor demonstrates insight into planning for strategic, appropriate next steps to maximize student learning.	The competitor demonstrates thoughtful reflection on what went well, how to improve, and what was learned from the experience that will help him/her become a better teacher.	The competitor's range of reflections vary in depth and completeness.	The competitor demonstrates limited or superficial reflection on the lesson
Responses to Judges' Questions	The competitor demonstrates professional-level, depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions. The competitor displays impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.	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. Competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.	The competitor's responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her. Competitor displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation	The competitor's responses in the Q&A session reflected limited or superficial responses.

LESSON PLANNING AND DELIVERY— CDA/EARLY CHILDHOOD EDUCATION COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name:_____

Student's School, City, State:_____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.

- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
RC1-3 Form A Cover Page Weekly Goal	10-9	8-6	5-3	2-1	
RC1-3 Form B Weekly Plan Design	10-9	8-6	5-3	2-1	
RC1-3 Form C Designated Learning Activities Standards Objectives Accommodations	10-9	8-6	5-3	2-1	
Developmentally Appropriate	10-9	8-6	5-3	2-1	
Balance of Learning Activities	10-9	8-6	5-3	2-1	
Mechanics & Professionalism	10-9	8-6	5-3	2-1	

LESSON PLAN DOCUMENT PRE-SCORE_____/ 60

Continued

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Use of Materials	10-9	8-6	5-3	2-1	
Setting and Environment	10-9	8-6	5-3	2-1	
Engaging with Students	10-9	8-6	5-3	2-1	
Enhancement of Language Development	10-9	8-6	5-3	2-1	
Adapting to Learner's Needs	10-9	8-6	5-3	2-1	
Classroom Management	10-9	8-6	5-3	2-1	
Execution of Weekly Plan Implementation	10-9	8-6	5-3	2-1	

LESSON DELIVERY VIDEO PRE-SCORE_____/ 70

COMPONENTS SCORED ON-SITE

Interactive Reflection

	Accomplished	Commendable	Developing	Needs Improvement	Score
Explanation of Goals	10-9	8-6	5-3	2-1	
Assessment of Outcomes	10-9	8-6	5-3	2-1	
Artifact Presentation	10-9	8-6	5-3	2-1	
Reflection	10-9	8-6	5-3	2-1	
Responses to Judges' Questions	10-9	8-6	5-3	2-1	

INTERACTIVE REFLECTION ON-SITE SCORE_____/ 50

TOTAL SCORE_____/180

FEEDBACK FOR STUDENTS: Write two or more sentences.