



## **Educators Rising Competition Guidance for Teacher Leaders**

- [Children's Literature, Pre-K & K-3](#)
- [Educators Rising Moment](#)
- [Job Interview](#)
- [Lesson Planning & Delivery](#)
- [Inside Our Schools Presentation \(Team\)](#)
- [Public Speaking](#)
- [Impromptu Speaking](#)
- [Ethical Dilemma \(Team\)](#)
- [Researching Learning Challenges \(Team\)](#)
- [Creative Lecture \(TED Talk\)](#)
- [Educators Rising Leadership Award](#)
- [Exploring Education Administration Careers](#)
- [Exploring Non-Core Subject Teaching Careers](#)
- [Exploring Support Services Careers](#)

**Note: Competition guidelines and topics are updated each year. Be sure you download the current guidelines from the EdRising Membership portal [national competition page](#) in the Student Resources section.**



## Children's Literature, PK & K-3

1. Say: This competition offers Educators Rising students the opportunity to try out their identity as an author and an educator.
2. Watch, [Children's Literature PK](#) and/or [Children's Literature K-3](#) (Delaware Educators Rising)
3. Share the Competition Guidelines and Rubric for each:
  - a. [Children's Literature Pre-K](#) (Must be logged in to the Educators Rising account)
4. Watch the recorded webinar or share the Google Slides
  - a. [Children's Literature Pre-K & K-3](#) (Recorded Webinar; 10:10)
  - b. [Children's Literature PK & K-3](#) (Google Slides)
5. Watch the YouTube video, [2019 Educators Rising Children's Literature K-3 Competition: My Friend, The Monster Under the Bed](#)
6. Discuss the following:
  - a. What skills will you develop and demonstrate through this competition?
  - b. How will you separate yourself from other competitors?



## Educators Rising Moment

1. Say: 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.
2. Watch, [Educators Rising Moment](#) (Delaware Educators Rising)
3. Share the Competition Guidelines and Rubric:
  - a. [Educators Rising Moment](#) (Must be logged in to the Educators Rising account)
4. Watch the recorded webinar or share the Google Slides
  - a. [Educators Rising Moment](#) (Recorded Webinar)
  - b. [Educators Rising Moment](#) (Google Slides)
5. Watch the following YouTube videos:
  - a. [Deseriah Castillo - Educators Rising - CSDNB Convocation 2019](#)
  - b. [Educators Rising Kentucky 2020 Ed rising moment speech](#)
6. Discuss the following:
  - a. What people and events have inspired you to pursue a career in education?
  - b. What have you learned through your clinical experiences that have contributed to your purpose, values, and professional ethics as a rising educator?
  - c. How will you make an impact through your role as an educator?



## Job Interview

1. Say: 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.
2. Watch, [Job Interview](#) (Delaware Educators Rising)
3. Share the Competition Guidelines and Rubric:
  - a. [Job Interview](#) (Must be logged in to the Educators Rising account)
4. Watch the recorded webinar or share the Google Slides
  - a. [Job Interview](#) (Recorded Webinar; 13:27)
  - b. [Job Interview](#) (Google Slides)
5. Watch the YouTube video, [Teacher Interview Questions & Answers | Interview Tips | Hiring Process](#)
6. Discuss the following:
  - a. In regards to the performance responsibilities for this position, which experiences (e.g. clinical experiences) should you prioritize for your resume and interview?
    - i. One-on-one or small group instruction as outlined by the teacher
    - ii. Reinforcing behavior using positive behavior support
    - iii. Teaching daily living skills such as independent feeding, dressing, toileting
    - iv. Aiding occupational therapists, physical therapists, speech teachers and adaptive physical education providers during instruction
    - v. Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next



- vi. Teaching students, under direction of teacher in the following areas: recreation, motor, vocational, socialization and communication utilizing the workshop model in Literacy and Mathematics
- vii. Assisting students with ambulation within the school premises and on class trips
- viii. Collecting data documenting student behavior for instructional purposes
- ix. Writing anecdotal information concerning student behavior
- x. Providing language assistance for bilingual students



## Lesson Planning & Delivery

1. Say: Planning, preparing, and delivering effective instruction is the heart of the work of all educators. 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.
2. Watch, any or all of the videos below (Delaware Educators Rising)
  - a. [Lesson Planning & Delivery-STEM](#)
  - b. [Lesson Planning & Delivery-Arts](#)
  - c. [Lesson Planning & Delivery-CTE](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Lesson Planning and Delivery-Arts](#)
  - b. [Lesson Planning and Delivery-CTE](#)
  - c. [Lesson Planning and Delivery-STEM](#)
  - d. [Lesson Planning and Delivery-Humanities](#)
4. Watch the recorded webinar or share the Google Slides
  - a. [Lesson Planning and Delivery](#) (Recorded Webinar)
  - b. [Lesson Planning and Delivery](#) (Google Slides)
5. Watch the YouTube video, [2019 Lesson Planning and Delivery-Humanities 1st Place](#) Educators Rising National Conference
6. Discuss the following:
  - a. How did the Rising Educator:
    - i. Communicate clear and high expectations?
    - ii. Demonstrate being comfortable, strategic, and fair when engaging with students?



## Inside Our Schools Presentation (Team)

1. Say: 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.
2. Watch, the video below (Delaware Educators Rising)
  - a. [Inside Our Schools](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Inside Our Schools Presentation Competition](#)
4. Watch the recorded webinar or share the Google Slides
  - a. [Inside Our Schools Presentation](#) (Recorded Webinar)
  - b. [Inside Our Schools Presentation](#) (Google Slides)
5. Watch the YouTube videos below:
  - a. ["Inside Our Schools" - Martha Clark, Francisco Fuentes](#)
  - b. [DHS Educators Rising - Inside Our Schools](#)
  - c. [Inside Our School 2018 Educators Rising](#)
6. Discuss the following:
  - a. What are some of the innovative strategies used by our school and/or district to enhance teaching and learning?
  - b. What was this enhancement needed?
  - c. How was this implemented?
  - d. What are the results of this initiative?



## Public Speaking

1. Say: 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.
2. Watch, the video below
  - a. [2019 Educators Rising National Public Speaking Champion Sruti Ramachandran](#)
3. Discuss the following questions:
  - a. How did Sruti's speech reflect a deep and comprehensive understanding of multiple factors and points of view involved in the issue?
  - b. How did Sruti sustain eye contact, effective posture, and professional demeanor to expertly complement the substance of the speech to deliver maximum possible impact to the listener?
4. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Public Speaking](#)
5. Watch the recorded webinar or share the Google Slides
  - a. [Public Speaking](#) (Recorded Webinar)
  - b. [Public Speaking](#) (Google Slides)
6. Watch the following:
  - a. [2017 Educators Rising Public Speaking Champion](#)





7. Discuss the following questions:
  - a. How did Lennon's speech reflect a deep and comprehensive understanding of multiple factors and points of view involved in the issue?
  - b. How did Lennon sustain eye contact, effective posture, and professional demeanor to expertly complement the substance of the speech to deliver maximum possible impact to the listener?

8. Read the Assigned Topic for 2021

***(Note: Topic changes each year. Be sure to check the current guidelines to see the new topic)***

#### 2021 Assigned Topic

As of 2020, nearly 60 percent of schools and 90 percent of high schools have a police officer present at least part time. The number of officers in schools escalated after the Columbine school shooting in 1999 and millions of dollars have been spent to dedicate officers to school campuses. However, activists have fought for years against the presence of police in schools, arguing that police pose a larger threat to students, particularly students of color, than they do a source of protection. Additionally, activists argue that the millions being spent on police would be better allocated to guidance counselors, social workers, and other mental health support staff.\*

9. What factors must be considered when deciding whether or not police should be placed in schools?
10. How can schools best ensure the safety of their students, with or without police officers present?



## Impromptu Speaking

1. Say: 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.
2. Watch, the video below (Delaware Educators Rising)
  - a. [Impromptu Speaking](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Impromptu Speaking](#)
4. Watch the recorded webinar or share the Google Slides
  - a. [Impromptu Speaking](#) (Recorded Webinar)
  - b. [Impromptu Speaking](#) (Google Slides)
5. Watch the YouTube video below:
  - a. [Impromptu Speaking - Sample Speech 1](#) [Note: This is a member of the University of Kentucky Speech and Debate Team delivering an impromptu speech; however, this should still provide a model for this competition.]
6. Discuss the following:
  - a. How did the speech reflect a deep and comprehensive understanding of multiple factors and points of view involved in the issue?
  - b. How did the speaker sustain eye contact, effective posture, and professional demeanor to expertly complement the substance of the speech to deliver maximum possible impact to the listener?



## Ethical Dilemma (Team)

1. Say: In this competition, the Educators Rising school program must debate an ethical education-related dilemma. This competition requires students to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.
2. Watch, the video below (Delaware Educators Rising)
  - a. [Ethical Dilemma](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Ethical Dilemma](#)
4. Watch the recorded webinar or share the Google Slides
  - a. [Ethical Dilemma](#) (Recorded Webinar)
  - b. [Ethical Dilemma](#) (Google Slides)
5. Consider using the following resources to build additional context for this dilemma: (**Note: Topic changes each year. Check the current guidelines to see the new resources for the new topic**)
  - a. How the 1965 Voting Rights Act is addressed in the textbook: [McGraw-Hill Chapter 25: The Civil Rights Movement](#) (p. 24)
  - b. [Letter from Mrs. E. Jackson in Favor of Voting Rights, March 8, 1965](#) (National Archives)
  - c. [Letter from Mr. George Neu Against Voting Rights, March 26, 1965](#) (National Archives)
6. Discuss the following:
  - a. What are the multiple factors and points of view involved in the issue?
  - b. What are all sides of the issue at play in the scenario?
  - c. Given the principal's concerns and the potential for parent pushback, how would you proceed?

## Researching Learning Challenges (Team)



1. Say: This competition offers Educators Rising students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs.
2. Watch, the video below (Delaware Educators Rising)
  - a. [Researching Learning Challenges](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Researching Learning Challenges](#)
4. Watch the recorded webinar or share the Google Slides
  - a. Researching Learning Challenges ([Recorded Webinar](#))
  - b. Researching Learning Challenges ([Google Slides](#))
5. After reading the description for this year's competition focus on autism, 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?



## Creative Lecture (TED Talk)

1. Say: 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.
2. Watch, the video below (Delaware Educators Rising)
  - a. [Creative Lecture \(TED Talk\)](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Creative Lecture \(TED Talk\)](#)
4. Watch the recorded webinar or share the Google Slides
  - a. Creative Lecture (TED Talk) ([Recorded Webinar](#))
  - b. Creative Lecture (TED Talk) ([Google Slides](#))
5. Watch the sample TED Talk and discuss
  - a. Watch: [Teen stress from a teen perspective](#)
  - b. Discuss: How does Michaela Horn:
    - i. Incorporate research or ideas of others?
    - ii. Share her own original conclusions based on her synthesis of ideas and personal experience?
    - iii. Capture the audience's attention?



6. After reading the description for this year's competition focus on Barriers to Distance Learning, discuss the following questions:

***(Note: Topic changes each year. Be sure to check the current guidelines to see the new topic)***

- a. Given that distance learning may become standard for the near future, what are some potential avenues for teachers to navigate around the lack of access to technology when they are unable to teach students in person?
- b. How do we address issues of inequity both nationwide and within our own schools?



## **Educators Rising Leadership Award**

1. Say: The Educators Rising Leadership Award Competition, sponsored by the PDK Greater San Antonio chapter, encourages inspired, proactive Educators Rising members to make an impact in their communities. Contestants seek to exemplify sound leadership and a strong commitment to improving education in their communities. The final award is given to one Educators Rising member who has made notable, voluntary contributions to his or her community through education.
2. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Educators Rising Leadership Award](#)
3. Watch the recorded webinar or share the Google Slides
  - a. Educators Rising Leadership Award ([Recorded Webinar](#))
  - b. Educators Rising Leadership Award ([Google Slides](#))
4. After reading the requirements for the self-initiated service-learning project discuss the following questions:
  - a. How will the project benefit individuals with special needs?
  - b. What is the sustainability strategy so that the project's impact will not end when the Educators Rising Leadership Award Competition is over?



## Exploring Education Administration Careers

1. Say: Successful operation of an education institution requires competent administration. Administrators provide direction, leadership, and day-to-day management of educational activities in schools and other education 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:
  - a. School Principal
  - b. Assistant/Vice Principal
  - c. District Superintendent
  - d. School District Administrator (Chief
  - e. Academic Officer, Assistant Superintendent, etc.)
  - f. Private School Dean
  - g. College/University Administrator
2. Watch, the video below (Delaware Educators Rising)
  - a. [Exploring Education Administration Careers](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Exploring Education Administration Careers](#)
4. Watch the recorded webinar or share the Google Slides
  - a. Exploring Education Administration Careers ([Recorded Webinar](#))
  - b. Exploring Education Administration Careers ([Google Slides](#))
5. Watch the YouTube video below:
  - a. [Cydney Rahmoeller-2021 Educators Rising Exploring Education Administration Careers Competition](#)





6. Discuss the following:
  - a. How much does the content of the slides reflect consistent thoughtfulness and thoroughness?
  - b. How much does the contestant expertly leverage the visual medium to bring out key insights with clarity?
  - c. To what degree does the contestant's sustained eye contact, effective posture, clarity of voice, and professional demeanor expertly complement the substance of the presentation to deliver maximum possible impact to the listener?
  - d. To what extent does the contestant synthesize her learning from the career exploration experience with skill, clarity, and depth?



## Exploring Non-Core Subject Teaching Careers

1. Say: 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 that works in their state and will receive permission from the professional to job shadow him/her for a total of eight hours. The eight hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the host teacher is actively engaged in his/her work.

2. Watch, the video below (Delaware Educators Rising)
  - a. [Exploring Non-Core Teaching Careers](#)
3. Share the Competition Guidelines and Rubric (Must be logged in to the Educators Rising account)
  - a. [Exploring Non-Core Subject Teaching Careers](#)
4. Watch the recorded webinar or share the Google Slides
  - a. Exploring Non-Core Teaching Careers ([Recorded Webinar](#))
  - b. Exploring Non-Core Teaching Careers ([Google Slides](#))
5. Watch the YouTube videos below:
  - a. [Exploring Non-Core Subject Teaching Shelby Chester](#)



6. Discuss the following:
- a. How much does the content of the slides reflect consistent thoughtfulness and thoroughness?
  - b. How much does the contestant expertly leverage the visual medium to bring out key insights with clarity?
  - c. To what degree does the contestant's sustained eye contact, effective posture, clarity of voice, and professional demeanor, expertly complement the substance of the presentation to deliver maximum possible impact to the listener?
  - d. To what extent does the contestant synthesize her learning from the career exploration experience with skill, clarity, and depth?



## Exploring Support Services Careers

1. Say: Specialized instructional-support personnel are critical to students and to education systems. These highly skilled educators provide direct support to students so that they can be successful. Some instructional-support professionals include:
  - a. Librarian
  - b. Instructional Coach
  - c. Speech-Language Pathologist
  - d. Audiologist
  - e. Vision Specialist
  - f. School Counselor
  - g. School Psychologist
  - h. School Social Worker
  - i. Occupational Therapist
  - j. Physical Therapist

Interested Educators Rising students will select one specialized instructional-support professional that works within their school district and will receive permission from the professional to job shadow him/her for a total of eight hours. The eight hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the professional is actively engaged in his/her work.

2. Watch, [Exploring Support Service Careers](#) (Delaware Educators Rising)
3. Share the Competition Guidelines and Rubric: (Must be logged in to the Educators Rising account
  - a. [Exploring Support Service Careers](#)
4. Watch the recorded webinar or share the Google Slides
  - a. Exploring Support Service Careers ([Recorded Webinar](#))
  - b. Exploring Support Service Careers ([Google Slides](#))