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.

LESSON PLANNING AND DELIVERY COMPETITION
Professional Development

COMPETITION TYPE: Team — 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

Contest Purpose

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 professional presentation to an actual audience which consists of parents or professionals in education. 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.

This competition encourages competitors to prepare a professional presentation on a relevant issue to schools and communities across the nation. **This year's presentations should focus on personalized learning and differentiation.**

Resources to Consider When Creating Your Lesson Plan

Competitors are encouraged to utilize a range of instructional frameworks to design rigorous and engaging lessons:

- Using Bloom's Taxonomy in Lesson Planning (July 3, 2023, by Niall McNulty)
- Depth of Knowledge **(DOK)**
- UDL
- Differentiation

Models of Accomplished Teaching Practice

Students are strongly encouraged to examine models of excellence by engaging with the videos and accompanying reflective commentaries found in the National Board for Professional Teaching Standards Atlas Videos, available in the Student Resources section of the Educators Rising Membership Portal.

- These resources provide authentic examples of accomplished teaching practice, offering insight into instructional decision-making, student engagement strategies, and reflective professional thinking aligned to high standards of the profession.
- Seeking advice from professionals in the field is encouraged.

Lesson plans should demonstrate meaningful student engagement, problem-solving, and application of learning beyond rote recall.

Competition Guidelines

There are three components to this competition:

- ***A written lesson plan:*** *submitted and scored by judges prior to the national conference.*
- ***A lesson delivery 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 lesson plan

A. The lesson plan must be submitted online. The entrants should provide names of all competitors, the name of the school community where the lesson was taught, the date the lesson was performed, the title of the lesson, the objective of the lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.

B. The lesson teaching format and audience are the team's decision.

C. Competitors must bring a copy of the presentation plan with them to the competition site.

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

A. The lesson described in the plan must be delivered to an actual audience of educational professionals and/or parents within your school community with your teacher leader present.

B. A 10-minute video, clearly depicting the entrants delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson.)

C. The video is to be submitted in advance and must be uploaded to YouTube 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 competitors assume 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. At the Educators Rising National Conference, no less than two and no more than four team members will have 10 minutes with a panel of judges to engage in a structured reflection on the lesson. During this time, the entrant must demonstrate deep, evidence-based reflection on the full instructional process, including planning, delivery and assessment of student learning. The reflections must include:

   a. Specific analysis of what was effective and why, supported by examples from the lesson

   b. Identification of areas for improvement including instructional decisions that could be adjusted

   c. Clear, strategic next steps to enhance future student learning and engagement

   d. Explanation of what was learned and

how it will inform the entrant's development as an educator

B. A slide deck is optional and should only be used if the use of slides enhances the clarity and organization of the reflection. The quality of the reflection, not the use of visual aids, will be the primary focus of evaluation.

C. Note cards or papers containing entrant-generated material to support the reflection are permitted.

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

LESSON PLANNING AND DELIVERY-PROFESSIONAL DEVELOPMENT 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

Guideline Adherence

Points Available	5	0
Lesson Plan Submission	Lesson plan is submitted online and includes all required information: all competitors' names, name of the school community where the lesson was taught, the date the lesson was performed, the title of the lesson, the objective of the lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.	Lesson plan is not submitted correctly online, or required information is largely missing, inaccurate, or incomplete.

Lesson Plan Document

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the plan. This means the lesson title, goal, and objective are clearly and prominently stated. Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context. The lesson is conceived to realistically achieve upper-level thinking on Bloom's taxonomy, and the plan clearly spells that out. The plan includes a clear alignment to relevant learning standards.	Clear and high expectations are evident throughout most aspects of the plan. This means: The lesson title, goal, and objective are clearly stated and are logical given the instructional context. The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design. The plan suggests alignment to relevant learning standards.	Clear and high expectations are evident throughout some aspects of the plan. This means: The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context. The plan could benefit from asking more from participants, or from a more strategically designed progression of activities that would be better suited to actually meet high expectations. The plan may offer only superficial information related to learning standards alignment.	Clear and high expectations are evident throughout few or no aspects of the plan. This means: The lesson title, goal, and objective may be missing or unclear or reflect levels of rigor and relevance that may be too low given the instructional context. The plan could benefit from asking much more from participants, or from a revision for clarity. The plan makes no mention of alignment learning standards.

Lesson Plan Document (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Organizing and Sequencing Content for Participant Learning	The progression of the lesson is clearly articulated and strategically designed to maximize participants' engagement and learning and to meet the lesson's goal and objective.	The progression of the lesson is logically designed to meet the lesson's goal and objective. It could benefit from some more explanation for how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson aims to meet the goal and objective. It needs more detail or a clearer strategy in order to reflect a comprehensive vision of how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson's goal and objective.
Instructional Methods	The lesson plan strategically incorporates multiple methods of instruction (ex. teacher talk, participant talk, teacher- participant interactive talk, participant creation of print or non-print text, gallery walk) to maximize participant engagement and learning and to meet the lesson goal and objective. The use of the instructional methods with the content and goal/objective is expert-level in its conception.	The lesson plan incorporates multiple methods of instruction to attempt to maximize participant engagement and learning and to meet the lesson goal and objective. A more strategic use of the instructional methods with the content and goal/objective would likely yield better participant outcomes.	The lesson plan attempts to incorporate multiple methods of instruction, but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.	The lesson plan reflects a limited understanding of instructional methods to support participant learning, participant engagement, and meeting the goal and objective.
Materials	The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize participant engagement and learning and to meet the lesson goal and objective.	The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize participant engagement and learning, given the lesson plan's goal and objective.	The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection. Not all materials are essential to achieve the lesson's goal.	The lesson plan includes a partial list of materials to be used. The strategy is vague or incomplete in describing how to leverage the use of these materials to support participant engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Assessment	The plan includes a professional-caliber selection of assessment method(s) and a thorough description and rationale as to how participant learning relevant to the lesson will be assessed.	The plan includes a detailed description of how participant learning relevant to the lesson will be assessed. It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s).	The plan includes a basic description of how participant learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if a basic understanding of uses of assessment.	The plan includes an attempt at a description of how participant learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Mechanics & Professionalism	Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics — including grammar, spelling, punctuation, and capitalization contain no errors.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions.

Lesson Delivery Video Guideline Adherence

Points Available	5	0
Video Length	Video depicting lesson plan delivery was uploaded to YouTube, link was submitted, and video does not exceed ten minutes in running time.	Video depicting lesson plan delivery was not uploaded to YouTube, or link was not submitted, or video exceeds ten minutes in running time.

Lesson Delivery Video

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the participants' comprehension of the goal and objective of the lesson. The video shows clear evidence of facilitating participants' reaching for thinking on upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most participants' comprehension of the goal and objective of the lesson. The video suggests that participants' reaching for thinking on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some participants comprehend the goal and objective of the lesson. The video shows some evidence that some participants attempt to think on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that participants engaged in an appropriately challenging learning experience or attempted thinking on the upper levels of Bloom's taxonomy.
Engaging with Participants	The video shows clear and consistent evidence that the competitors are comfortable, strategic, and fair when engaging with participants. The competitors consistently interact with participants in ways that engender participants' desire to engage substantively in their own learning.	The video shows some evidence that the competitors are mostly comfortable, strategic, and fair when engaging with participants. The competitors interact with participants mostly in ways that engender participants' desire to engage in their own learning.	The video shows evidence that, in several moments, the competitors are comfortable, strategic, and fair when engaging with participants. The video may also show 1 or 2 moments in which the competitors miss or misjudge decisions that may not serve to engender participants' desire to engage in their own learning.	The video shows evidence that the competitors are not yet comfortable, strategic, and consistently fair when engaging with participants. The video may also show multiple moments in which the competitors miss or misjudge decisions that may not serve to engender participants' desire to engage in their own learning.

Lesson Delivery Video (continued)

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Organizing and Sequencing Content for Participant Learning	The video shows clear evidence of the execution of a strategically designed progression to maximize participant engagement and learning and to meet the lesson goal and objective.	The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson's goal and objective. It is not entirely clear how every aspect of the participants' experience in the lesson supports the achievement of the goal and objective.	The video shows evidence that the progression of the lesson moves the participant toward the objective and goal, though multiple, more strategic paths are available.	The video shows a progression of the lesson that seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective
Execution of Instructional Methods	The video shows evidence of strategic incorporation of multiple methods of instruction (ex. teacher talk, participant talk, teacher- participant interactive talk, participant creation of print or non-print text, gallery walk) to maximize participant engagement and learning and to meet the lesson goal and objective. The deployment of the instructional methods with the content and goal/objective is expert-level in its execution.	The video shows evidence of multiple methods of instruction in an attempt to support participant engagement and learning, and to meet the lesson goal and objective. A more strategic deployment of the instructional methods with the content and goal/ objective would likely yield better participant outcomes.	The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability.	The video reflects a limited understanding of the deployment of instructional methods to support participant learning, participant engagement, and meeting the lesson goal and objective.

Lesson Delivery Video (continued)

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Classroom Management	The video shows clear and consistent evidence of expert-level usage of classroom management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) to achieve maximum possible participant engagement throughout the lesson.	The video shows evidence of strong usage of classroom management strategies to achieve near-total participant engagement throughout the lesson.	The video shows evidence of the usage of classroom management strategies to achieve acceptable participant engagement throughout most of the lesson.	The video shows evidence of the competitors' developing understanding of how to manage a classroom. Inefficient or misguided usage of specific management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limits potential participant engagement throughout most of the lesson.
Execution of Assessment	The video shows clear evidence of professional-caliber use of assessment to measure participants learning directly related to the lesson's objective and goal.	The video shows some evidence of an attempt to assess participants learning related to the lesson plan's objective and goal.	The video shows an attempt to assess participants learning, but the attempt may be superficial or not positioned to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly stated lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the competitors conducting themselves as professional educators at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the competitors conducting themselves as professionals for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the competitors conducting themselves as professionals during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the competitors conducting themselves as professionals during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.

Lesson Delivery Video (continued)

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated into a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.
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.

COMPONENTS SCORED ON-SITE

Guideline Adherence

Points Available	5	0
Presentation Plan provided onsite	A copy of the Presentation Plan is provided onsite.	A copy of the Presentation Plan is not provided onsite.
Video provided onsite	Required video is provided on a USB drive	Video is not provided on a USB drive

Interactive Reflection

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Evidence-based Reflective Practice & Analysis of Participant Impact	Competitors thoughtfully reflect on lesson planning, instruction, participant learning, and personal growth. Reflection includes specific examples of strengths, areas for improvement, and future instructional adjustments.	Reflection includes analysis of strengths, growth areas, and next steps with supporting examples.	Reflection identifies strengths and weaknesses but lacks depth or specificity.	Reflection is superficial or demonstrates limited analysis.
Teamwork	All aspects of the presentation reflect an equitable effort among all of the competitors on the team.	The presentation appears to reflect a mostly equitable effort among all of the competitors on the team.	The work or responsibility load may appear imbalanced among team members.	The work or responsibility load appears highly imbalanced among team members.
Responses to Judges' Questions	Responses demonstrate strong understanding of lesson design, instructional decisions, and student learning. Competitors communicate ideas clearly and professionally.	Responses demonstrate instructional understanding and effective communication.	Responses demonstrate basic understanding with some inconsistencies.	Responses lack clarity or instructional understanding.
Overall Impact	Competitors demonstrate strong readiness for future educator roles through effective planning, instruction, and reflection. Competitors explain how instructional decisions influenced participant learning and identify meaningful goals for future growth.	Competitors demonstrate developing educator readiness with clear evidence of growth and learning.	Competitors demonstrate emerging readiness but may lack depth in reflection or instructional rationale.	Competitors demonstrate limited evidence of instructional growth or educator readiness.

LESSON PLANNING AND DELIVERY — PROFESSIONAL DEVELOPMENT 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

Guideline Adherence

	Adheres	Does not adhere	Score
Lesson Plan submission	5	0	

GUIDELINE ADHERENCE_____/5

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	20-16	15-11	10-6	5-1	
Organizing and Sequencing Content for Participant Learning	20-16	15-11	10-6	5-1	
Instructional Methods	20-16	15-11	10-6	5-1	
Materials	20-16	15-11	10-6	5-1	
Assessment	20-16	15-11	10-6	5-1	
Mechanics & Professionalism	20-16	15-11	10-6	5-1	

LESSON PLAN DOCUMENT PRE-SCORE____/ 120

Continued

Lesson Delivery Video Guideline Adherence

	Adheres	Does not adhere	Score
Video Length	5	0	

LESSON DELIVERY VIDEO GUIDELINE ADHERENCE_____/5

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	10-9	8-6	5-3	2-1	
Engaging with Participants	10-9	8-6	5-3	2-1	
Organizing and Sequencing Content for Participant Learning	10-9	8-6	5-3	2-1	
Execution of Instructional Methods	10-9	8-6	5-3	2-1	
Classroom Management	10-9	8-6	5-3	2-1	
Execution of Assessment	10-9	8-6	5-3	2-1	
Professionalism	10-9	8-6	5-3	2-1	
Execution from Plan to Delivery	10-9	8-6	5-3	2-1	
Video Quality	10-9	8-6	5-3	2-1	

LESSON DELIVERY VIDEO PRE-SCORE____/ 90

Continued

COMPONENTS SCORED ON-SITE

Lesson Delivery Video Guideline Adherence

	Adheres	Does not adhere	Score
Presentation Plan provided onsite	5	0	
Video Provided Onsite	5	0	

LESSON DELIVERY VIDEO GUIDELINE ADHERENCE_____/5

Interactive Reflection

	Accomplished	Commendable	Developing	Needs Improvement	Score
Evidence of Rigorous Reflection	15-13	12-9	8-5	4-1	
Teamwork	15-13	12-9	8-5	4-1	
Responses to Judges' Questions	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

INTERACTIVE REFLECTION ON-SITE SCORE____/ 60

TOTAL SCORE_____/285

FEEDBACK FOR STUDENTS: Write two or more sentences.