



General Competition Information

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

- 1 Be a paid member of Educators Rising with an active profile in the EdRising Virtual Campus.
- 2 Sign up to compete at the national conference and submit any required materials by the deadline. **This is not done automatically if you competed at a state or regional conference.** You must do this on the Educators Rising national website per the instructions and links in the Get Active section of the EdRising Virtual Campus for competitions.
- 3 Register to attend the Educators Rising National Conference.

- All individual competitions are open to Educators Rising members in middle school and high school. (Students may or may not be affiliated with an Educators Rising school program.) All team competitions are open to Educators Rising programs in middle school and high school. *Please note: middle school will compete with high school. They will not have their own division.* Two competitions are open to college-level students. They will compete in their own division.
- **All competitors must attend the Educators Rising National Conference** on June 22-25, 2019 in Dallas, TX. Competitions will take place on-site at the Educators Rising National Conference on Saturday, June 22 through Monday, June 24, 2019.
- If a competitor is from a state that holds state competitions, they must first qualify in a 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 competitions. Visit bit.ly/EdRisingAffiliates to contact your state/regional coordinator.
- **In order to be scheduled to compete in a national competition, all competitor applications, national dues and required materials must be submitted by 5:00 p.m. (Eastern Time), April 22, 2019.** Each competition will identify what materials are required for submission prior to the competition. Failure to submit required materials by the submission deadline will result in disqualification. **Students who have won state-level competitions also must 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 states that offer state-level competitions, the top five places in each competition offered by the state will be eligible to compete at the Educators Rising National Conference; no other entrants from states that offer the competition at the state level will be eligible for those state-level-offered competitions.

General Competition Information Cont.

For states that do not offer state-level competitions, students may register to compete in those events at the Educators Rising National Conference. (For example, if you want to compete in Impromptu Speaking but place sixth or lower in your state-level Impromptu Speaking competition or don't compete in the state level competitions at all — you unfortunately can't compete in Impromptu Speaking at the Educators Rising National Conference this year. If you live in a state that didn't hold an Impromptu Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.) This applies to all Educators Rising national competitions.

- For entries in national competitions, competitors must submit or bring to the event all required materials described in the national competition guidelines. Any material or forms submitted at previous presentations (ex. state competitions) need to be resubmitted for the national competition in order to count in national competitions.
- All video files that are submitted in advance must be in .mp4 format. Videos that are not in this file format will not be accepted and will be immediately disqualified. Videos will not be accepted by mail. The maximum file size for any video submitted in advance is 2 GB. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA in regard to student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student 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 download to the USB drive. Internet access may not be available during the competition. Students should bring their own pointing device, if needed.
- Students may enter up to a total of two combined events.
- Teacher leaders may enter up to two students per school in each individual event and one team for team events. **All team events must have at least two students (and no more than four) per school to qualify.**
- 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 Virtual Campus prior to the conference. Be sure to check these schedules prior to your arrival.
- 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 disqualification of the contestant.
- Spectators may not record any competition without prior consent of the competitors and judges.
- Competitors are expected to dress in business-casual attire. **(For a detailed explanation of what is and is not permissible as "business casual," see here: humanresources.about.com/od/workrelationships/a/dress_code.htm.)** Points will be deducted from the entrant's score for failure to follow the stated dress code.

General Competition Information Cont.

- Certificates will be awarded to the top 10 entries. Awards will be presented to the top three entries in each category.
 - Entrants grant Phi Delta Kappa International, the sponsoring organization for Educators Rising, the right to use and publish the submission in print, online, or in any media without compensation.
 - Entrants grant Phi Delta Kappa International, the sponsoring organization for Educators Rising, the right to post photos of students for promotional purposes on the Educators Rising website and EdRising Virtual Campus.
 - All source media used for the competition must be cited in competition submissions.
 - All submitted materials must reflect original work from the 2018-2019 school year.
- Material that may have been created or submitted in previous years is ineligible.
 - Competitors are strongly discouraged from using copyrighted material in their competitive entries. If copyrighted material is used, written permissions must be obtained for the rights to display and present media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with entry submission. (Note: This requirement applies to music used in videos, graphics taken from the web, and other media-related materials. It does not apply to artifacts collected for a project.)



Entries will be submitted through the [EdRising Virtual Campus \(educatorsrising.org/virtualcampus\)](https://educatorsrising.org/virtualcampus) in the Get Active section.

Have any questions? Call 800-766-1156 or email info@educatorsrising.org.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

Ready to compete at Nationals?

Here is a checklist to help you get prepared, registered, and on the official schedule for Dallas!

SUBMISSIONS OPEN: FEBRUARY 1, 2019 8:00 A.M. EASTERN TIME
DEADLINE TO APPLY FOR ON-SITE SCHEDULING: APRIL 22, 2019 5:00 P.M. EASTERN TIME

- Review the full national competition guidelines and rubric.** Check the Get Active Section in the EdRising Virtual Campus. Some processes may be different from your state/regional conference.
- Log in to the EdRising Virtual Campus, go to the Get Active section, and click on the Competitions tab.** Select the competition you are interested in from list. Read the guidelines and rubrics and then click Apply, which will take you to the national competition online platform on Wizehive.
- Create an account for the national competition online platform on Wizehive.** Follow the link from the competition pages in the Get Active section of the EdRising Virtual Campus to do this. Your EdRising Virtual Campus login will not automatically work on Wizehive.
- Complete the online application, upload any required documents/ videos, and submit.** 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 prior to submitting them. Many points have been lost in past years by competitors who had many spelling, grammar, and mechanics errors in their work.

*You must complete and submit the online application by the April 22 deadline to be scheduled to compete at the Educators Rising National Conference. Participating at a state or regional conference **does not** provide a pass on completing this process.*

- Print and save your confirmation email.** You will need this information when you register for the conference.
- Register to attend the Educators Rising National Conference,** which will take place June 22-25 in Dallas, TX. All national conference information, including how to register, can be found in the Get Active section of the EdRising Virtual Campus.
- Find out when you are scheduled to compete on-site.** Competition schedules will be posted in the EdRising Virtual Campus on May 21, 2019. After this date, you can log in and go to the Get Active section to find the posted schedules.
- 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.
- See you in Dallas!** The top 10 for each competition will be announced at the National Conference Awards Celebration on June 25, 2019 in Dallas, TX. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference that you can attend this final celebration.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

COMPETITION TYPE: Individual — Closed to spectators

ELIGIBILITY: Educators Rising High School Students — Juniors and Seniors Only

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

Award Purpose

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.

To enter this competition, Educators Rising members must successfully complete a *self-initiated* service-learning project that meets several requirements:

- The project benefits individuals with special needs.
- The project includes a sustainability strategy so that the project's impact will not end when the Educators Rising Leadership Award Competition is over.
- The project cannot be part of the required curriculum for a course.
- The project requires a minimum of 40 hours of work.
- The project must be led by a single Educators Rising member. (While collaboration is encouraged, only one student per project will be eligible to win the scholarship.)
- Submit the complete project portfolio by the competition registration deadline stated in the General Competition Information sheet.

In addition to submitting the project portfolio, contestants must deliver a presentation to a panel of judges at the Educators Rising National Conference in June 2019.

One student will be chosen as the winner of this competition and the recipient of a \$1,000 scholarship, provided by the PDK Greater San Antonio chapter.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

Eligibility for Entry

Entries are limited to good-standing Educators Rising members in high school, who are juniors (11th grade) or seniors (12th grade). (Students may or may not be affiliated with an Educators Rising chapter.)

Competition Guidelines

The student must complete an education-related service-learning project that makes a concrete and visible impact for individuals with special needs in the school or community. A minimum of 40 hours is required. The student must then complete a well-organized portfolio that includes an essay describing the project, as well as supporting artifacts. ***There are two components to the project portfolio: the essay and the artifacts. If the artifacts are not included, the application will be disqualified.***

ESSAY GUIDELINES

The essay must be typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages. The student should address the following sections in his or her essay. These sections must be clearly labeled.

A. Title page

Include your name, your teacher leader's name, your school name and address, and the title of your project.

B. Executive Summary

Give an overview of your project that is two pages or less. Include highlights from each section of the essay (background, project description, and reflection). For example, an executive summary might include a brief summary of the reasoning behind your project, what the project entailed, and

the primary lessons that you learned from this experience.

C. Background

Why did you choose this project? Why is this project necessary and appropriate for this time and place? What is the intended impact of the project and how will you know if you achieved it?

D. Project description

Describe the process of completing your project. Questions to consider include:

- How did you determine a plan for your project? What was your method for gathering information and making strategic decisions?
- Did you need specific materials or volunteers? If so, how did you obtain them? How did you keep everything and everyone organized?
- How much time did you spend on this project? How did you spend most of your time? Was that different than what you anticipated? If so, how? How did you keep a record of progress?
- Did you make any significant changes to your project during the process? If so, did that affect the overall outcome? How?
- How did you know when the project was completed? Was there any presentation or debut of the final product?
- Did you undertake the project in a way that maximized its potential effectiveness?
- What is your strategy for keeping the project going once the competition is over?

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E. Reflection

Reflect on the overall experience. Think about what you learned about yourself and those that benefited from the project. Consider how this experience will influence you in your future career in education. Questions to consider include:

- What did you learn about yourself as a project leader? What skills did you acquire that you can use in your career as an educator? How did this project affect you personally?
- What impact did this project have on your community? How did you measure or determine this impact? Given the project's outcome, did you spend your time well?
- What did you learn about working with others or managing people?
- What would you do differently, if anything?
- What do those who benefited from this project think of the work that you led? How has your project positively impacted education or supported the work of Educators Rising?

F. References

If you cited any research within your essay, be certain to include a works cited section. Follow APA, MLA, or Chicago citation style when writing your works cited section.

ARTIFACTS GUIDELINES

In addition to your essay, you **must include five to eight artifacts** in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your service project. This is your chance to show the evidence and impact of your hard work. All artifacts should clearly and directly relate to

the project objectives. Here is a list of sample artifacts that you might include:

- Photographs
- Newspaper articles, blogs, or other media coverage of your project
- Reflective journal
- Project timeline
- Log of how time was spent
- Testimonials from beneficiaries of your project (especially students and parents)
- Letters of commendation

Only artifacts submitted at the submission deadline will be considered for scoring. Artifacts brought on-site to the competition but not previously submitted will NOT be considered for scoring.

PRESENTATION GUIDELINES

- A. Students will deliver a slide deck presentation no shorter than five minutes and no longer than seven minutes describing their experience and insights gained through the project. Students should bring their presentation on a USB drive.
- B. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.

Judging and scoring

- A. The judges' decisions are final.
- B. Scoring is based on the Educators Rising Leadership Award Competition rubric

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

- C. The judges' rubric is based on the details provided in the submitted portfolio as described in the Competition Guidelines section. In addition to the Competition Guidelines, judges will also consider several other basic standards, including:
- Professionalism of writing and presentation style
 - Organization of portfolio
Does it create a compelling story? Is it organized and easy to understand? Is it clear what the artifacts are and how they support the portfolio?
- D. The winner of the Educators Rising Leadership Award Competition will be announced at the closing awards ceremony of the Educators Rising National Conference.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

SECONDARY LEVEL (HIGH SCHOOL)

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

PRE-SCORED COMPONENTS

Essay

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Impact	The essay makes a clear and compelling, professional-caliber case for the project's meaningful impact. Judges can clearly understand specifically why and how the student took on this project.	The essay makes a logical case for the project's impact. Judges can mostly understand why and how the student took on this project.	The essay makes an inconsistent or superficial case for the project's meaningful impact. Judges can partially understand why and how the student took on this project.	The essay makes a limited case for the project's impact. Significant aspects of the essay may not be satisfactorily completed. Judges are left with significant questions as to why and how the student took on this project.
Special Needs Focus	The essay clearly and compellingly demonstrates the project's well-executed focus on individuals with special needs. Well-articulated and backed by research and experience, the student demonstrates knowledge of how to effectively support individuals with special needs.	The essay demonstrates the project's focus on individuals with special needs. Invoking some research and experience, the student demonstrates his/her project's strategy for supporting individuals with special needs.	The essay inconsistently or superficially focuses on individuals with special needs. Invoking minimal research and experience, the student demonstrates a largely unpersuasive project strategy for supporting individuals with special needs.	The essay offers limited, nonexistent, or not credible focus on individuals with special needs. Invoking limited or no research and experience, the student demonstrates a limited, nonexistent, or not credible strategy for supporting individuals with special needs.
Sustainability	The essay demonstrates a clear, compelling case for how the project's work and impact will continue beyond the end of this competition.	The essay demonstrates a case for how the project's work and impact will continue beyond the end of this competition.	The essay demonstrates an inconsistent or potentially superficial case for how the project's work and impact will continue beyond the end of this competition.	The essay makes a limited, nonexistent, or not credible case for how the project's work and impact will continue beyond the end of this competition.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

SECONDARY LEVEL (HIGH SCHOOL)

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Overall Quality	Overall, the essay represents an exceptional, professional-caliber effort at creating focused, sustainable, meaningful change.	Overall, the essay represents a good effort at creating meaningful change.	Overall, the essay represents an inconsistent or superficial effort at creating meaningful change.	Overall, the essay represents limited impact, effort, or quality.

Guideline Adherence

Points Available	2	0
Title Page	Includes student name, teacher leader's name, school's name and address, and title of project.	Does not include student name, teacher leader's name, school's name and address, and title of project.
Executive Summary	Is two pages or less, and includes highlights from each section of the essay (background, project description, reflection).	Is more than two pages and/or does not include highlights from each section of the essay (background, project description, reflection).
Background	Section is complete.	Section is not complete.
Project Description	Section is complete.	Section is not complete.
Reflection	Section is complete.	Section is not complete.

Essay References & Mechanics

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
References (Works Cited Section)	Comprehensive, clear, error-free documentation formatting or content. Professional-caliber work.	One error or missing aspect in documentation.	Two or three errors or missing aspects in documentation.	Four or more errors or missing aspects in documentation.
Grammar & Mechanics	Error-free grammar, spelling, punctuation, mechanics, and usage. Professional-caliber work.	One error in grammar, spelling, punctuation, mechanics, and usage.	Two or three errors grammar, spelling, punctuation, mechanics, and usage.	Four or more errors grammar, spelling, punctuation, mechanics, and usage.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

SECONDARY LEVEL (HIGH SCHOOL)

Artifacts

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Impact	Each artifact powerfully demonstrates the project's real-world impact.	Each artifact, with varying levels of success, demonstrates the project's real-world impact.	Not every artifact demonstrates meaningful impact of the project.	Few artifacts demonstrate meaningful impact of the project. Some aspects of artifacts may be distracting or irrelevant.
Comprehensiveness	The 5-8 artifacts collaboratively tell a compelling, comprehensive story of the project's outstanding focus, powerful impact, and genuine sustainability.	The 5-8 artifacts relate useful information about the project. More or deeper information, or more variety, would have taken the artifacts' impact from good to great.	The 5-8 artifacts show some information about the project but may be confusing or lacking important aspects.	The 5-8 artifacts do not convey a story of the project's focus, impact, or sustainability.

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Content	The student displays impressive, professional-level depth of knowledge and understanding of the project's outstanding focus, powerful impact, and genuine sustainability, based on his/her experience and research.	The student displays knowledge and understanding of the selected project's focus, impact and sustainability, based on his/her experience and research.	The student displays inconsistent or incomplete understanding the project's focus, impact, or sustainability. Aspects of the assignment may not be satisfactorily addressed.	The student displays limited understanding the project's focus, impact, or sustainability. Significant aspects of the assignment are not be satisfactorily addressed.

2019 EDUCATORS RISING LEADERSHIP AWARD COMPETITION

SECONDARY LEVEL (HIGH SCHOOL)

Points Available	15–13 Accomplished	12–9 Commendable	8–5 Developing	4–1 Needs Improvement
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional- caliber and expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestant is conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery distracts from the content of the presentation and diminishes its potential impact.
Q&A	The student's responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep understanding of the project and its impact.	The student's responses in the Q&A session demonstrate thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The student's responses in the Q&A session reflect inconsistent thoroughness and clarity from answer to answer.	The student's responses in the Q&A session may offer limited depth, accuracy, understanding, or insight into the project and its impact.
Overall Impact	The student delivered a professional- caliber and highly compelling presentation of the project's outstanding focus, powerful impact, and genuine sustainability.	The student delivered a good and mostly engaging presentation of the project's focus, impact, and sustainability.	The student delivered decent effort but the presentation was inconsistent or unclear at times. Stronger clarity on the project's focus, impact, and sustainability would have strengthened the presentation.	The student delivered an unclear, distracting, or incomplete presentation that lacked clarity.

Length

Points Available	5	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



Feedback & Tally Sheet

2019 Educators Rising Leadership Award Competition

SECONDARY LEVEL (HIGH SCHOOL)

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

Essay

	Accomplished	Commendable	Developing	Needs Improvement	Score
Impact	10-9	8-6	5-3	2-1	
Special Needs Focus	10-9	8-6	5-3	2-1	
Sustainability	10-9	8-6	5-3	2-1	
Overall Quality	10-9	8-6	5-3	2-1	

Guideline Adherence

	Adheres	Does Not Adhere	Score
Title Page	2	0	
Executive Summary	2	0	
Background	2	0	
Project Description	2	0	
Reflection	2	0	

Essay Reference & Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
References (Works Cited Section)	5	4	3	2-1	
Grammar & Mechanics	5	4	3	2-1	

Essay Pre-score _____ / 60

Continued

**2019 Educators Rising Leadership
Award Competition**

SECONDARY LEVEL (HIGH SCHOOL)

Artifacts

	Accomplished	Commendable	Developing	Needs Improvement	Score
Impact	20-16	15-11	10-6	5-1	
Comprehensiveness	20-16	15-11	10-6	5-1	

Artifacts Pre-score _____ / 40

COMPONENTS SCORED ON-SITE

Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

Presentation On-site score _____ / 65

TOTAL SCORE _____ / 165

FEEDBACK FOR STUDENT: Write 2 or more sentences.