



GENERAL COMPETITION INFORMATION

Failure to follow the stated guidelines could result in disqualification of student competing. Competitors must log into the EdRising Membership Portal to submit competition/contest applications.

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

- 1. Be an Active level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process.
- 2. Complete the online application** and upload all required materials 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.

GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 15th** of the year in which they are competing. Check or credit card payment must be received in the National Office by the stated deadline to be considered an Active-level member.
- Students may only compete in one individual and one team event. Competitions/contests which are marked as individual or dual will be considered individual events for this purpose.
- **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 students per school in each individual event per division and one team for team events per division.
 - 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 competitions/contests. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitions, 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, entries scoring 97-100 will be eligible to advance to nationals; no other entrants from states that offer the competition/contests at the state level will be eligible for those state-level-offered competitions/and contests. For nationals, schools are permitted to replace up to fifty percent of the original team members that qualified at the state-level.
- For states that do not offer state-level competitions/contests, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions/contests.
 - For example, if you want to compete in Impromptu Speaking but place eleventh or lower in your state-level Impromptu Speaking competition or don't compete in

GENERAL COMPETITION INFORMATION CONT.

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.

Competition Entries

- All submitted materials must reflect original work from the 2022-2023 school year. Material that may have been created or submitted in previous years is ineligible.
- **In order 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.**
 - **All competitions require application even if no items need to be submitted.**
 - Each competition guideline 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 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.
- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements 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

downloaded to the USB drive. Internet access may not be available during the competition. Students should bring their own pointing device if needed.

LEVELS OF COMPETITION

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
 - Middle School level — Grades 7, 8
 - High School Junior Varsity level — Grades 9, 10
 - High School Varsity level — Grades 11, 12
 - Collegiate level – Undergraduates only
- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.
- If there are not at least three competitors registered for a competition/contest in a division, the competitors will be moved to the next highest division. The collegiate division will compete in their own division regardless of the number of competitors.
- 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. Places fourth through ten will receive electronic certificates after the conference. For Contests: Ribbons will be awarded to the top three scores in each category in each division.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference.** Conference dates and location 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 prior to the conference.** Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.
- Competitors are expected to dress in business-casual attire. **(See the section Competition Dress Code for details on what is acceptable.)** Points will be deducted

GENERAL COMPETITION INFORMATION CONT.

from the entrant's score for failure to follow the stated 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.

Competition Dress Code

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

- **Slacks, Pants, and Suit Pants**
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as those in which people wear for biking.
- **Skirts, Dresses, and Skirted Suits**
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate.
- **Shirts, Tops, Blouses, and Jackets**
Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- **Shoes and Footwear**
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Covering**

Hats are not appropriate inside of the building. Head covers that are required for religious purposes or to honor cultural tradition are allowed.

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.
- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written 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 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 competing if it is determined that any part of their documents have been plagiarized.

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 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.

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 nationals!

SUBMISSIONS OPEN: **FEBRUARY 1, 2023 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 3, 2023 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 3, 2023 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. Please note, that some 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. *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.** 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.

You must complete and submit the online application by the deadline stated on the [National Competitions page](#) in the Student Resources section of the EdRising Membership Portal to be registered to compete at the Educators Rising National Conference.

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.** You will need this information when you register for the conference.
- Register to attend 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!** The top 10 for each competition and the top 3 scores for each contest 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 that you can attend this final celebration.



JOB INTERVIEW COMPETITION

COMPETITION TYPE: Individual - Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard IV: Engaging in Responsive Planning
- Standard VII: Engaging in Reflective Practice

Contest Purpose

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. In this competition, entrants apply for a position as a paraprofessional (a link to position description can be found below). This includes submitting a cover letter explaining why the entrant is a good candidate for the position, as well as a résumé that details relevant work, volunteer, and educational experiences.

Judges will review the cover letters and résumés and — just like any job application/interview process — candidates will be interviewed for a paraprofessional position. Interviews will take place on-site at the Educators Rising National Conference. The judges will act as the school district's hiring committee and will ask questions of the job candidates one at a time. The candidate who submits the strongest cover letter and résumé and performs the best in the interview will be honored as the winner at the Educators Rising National Conference. Since high school graduates are eligible to be employed as paraprofessionals in many districts, this competition offers an immediate opportunity for a real-world application of the work entailed in participation.

Competition Guidelines

- Entrants will apply for the following teaching assistant position: **Paraprofessional** (see job description included in this PDF)
- The cover letter must follow a standard cover letter format; review the information on this link (https://owl.purdue.edu/owl/job_search_writing/job_search_letters/cover_letters_1_quick_tips/index.html) to see expectations for formatting and content of a successful cover letter. Note: You do not need to already possess a high school diploma to participate in this competition but be sure to indicate in your materials when you expect to receive the diploma.
- The cover letter must be typed and in English. It should not exceed one page.
- The cover letter should complement, not duplicate, the entrant's résumé. The cover letter should explain the reasons for the entrant's interest in the position and school and identify his or her most relevant skills or experiences. The letter should express a high level of interest and knowledge about the position.
- The résumé may follow a standard résumé format; review the information on this link (https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/resume_workshop/index.html) to see expectations for formatting and content of a standard résumé. However, students may use alternative résumé formats if they feel that will put them in the best possible position to obtain the job they are seeking. (Always remember your audience!)

- F. The résumé should be typed and in English. It should not exceed two pages.
- G. The résumé should include at least two references.
- H. All information in the cover letter and résumé must be truthful.
- I. The interview will last for approximately 15 minutes. All contestants will be asked similar interview questions by a panel of judges acting as the district's hiring committee.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Job Interview Competition rubric.

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

**Some material in this document was edited and reproduced from <http://schools.nyc.gov/Careers/SubPara>.*



JOB INTERVIEW COMPETITION

POSITION: Paraprofessional

Application Deadline: April 21, 2023

Starting Date: Aug. 1, 2023

Please send application materials to:

Smithfield Independent School District
Attn: Melanie Jackson, Director of Human Resources
214 Arthur Avenue
Smithfield, USA 01776

JOB DESCRIPTION

Title: Paraprofessional

Qualifications:

1. Have a high school diploma or equivalent at start of employment. (Note: You do not need to already possess a high school diploma to participate in this competition but be sure to indicate in your materials when you expect to receive the diploma.)
2. Proficiency in reading, writing, and speaking the English language.
3. Have authorization to work in the USA.
4. Have a clear record of service from prior employers, if any.

Smithfield Independent School District is seeking paraprofessionals for the coming school year. Paraprofessionals are teaching assistants who provide instructional services to students under the general supervision of a certified teacher. In New York City, most paraprofessionals work in special education and early childhood education settings. Full-time paraprofessionals receive a generous benefits package (healthcare, paid leave, pension, etc.) and may avail themselves to opportunities such as tuition assistance and paid release time for college study. According to ZipRecruiter.com, the national average salary in 2022 for full-time paraprofessional educators is \$31,988.

Position Type: Part-time or Full Time

Positions Available: 10

PERFORMANCE RESPONSIBILITIES

The role of the paraprofessional is to assist teachers with class work and/or assist with the daily care of students with emotional, cognitive, physical handicaps, autism, and other special needs. Their responsibilities may include, but are not limited to, the following tasks:

1. One-on-one or small group instruction as outlined by the teacher
2. Reinforcing behavior using positive behavior support
3. Teaching daily living skills such as independent feeding, dressing, toileting
4. Aiding occupational therapists, physical therapists, speech teachers and adaptive physical education providers during instruction
5. Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next
6. Teaching students, under direction of teacher in the following areas: recreation, motor, vocational, socialization and communication utilizing the workshop model in Literacy and Mathematics
7. Assisting students with ambulation within the school premises and on class trips
8. Collecting data documenting student behavior for instructional purposes
9. Writing anecdotal information concerning student behavior
10. Providing language assistance for bilingual students

JOB INTERVIEW 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.

Cover Letter & Resumé

| Points Available | 10–9 Accomplished | 8–6 Commendable | 5–3 Developing | 2–1 Needs Improvement |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cover Letter Clarity | Reflects professional caliber of organization and clarity in expressing interest in the position and providing evidence for the contestant’s qualifications. | Reflects commendable student-caliber organization and clarity in expressing interest in the position and providing evidence for the contestant’s qualifications. | Reflects developing organization and clarity in expressing interest in the position and providing evidence for the contestant’s qualifications. | Reflects need for a significant redesign/rewriting for organization and clarity. |
| Cover Letter Strength | Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the contestant’s qualifications for the position. Expertly complements resumé without redundancy. | Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the contestant’s qualifications for the position. Succeeds mostly in complementing resumé with minimal redundancy. | Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the contestant’s qualifications for the position. Reflects some redundancy with resumé which weakens impact. | Credentials and accomplishments need significant strengthening in order to make a sufficient case for the contestant’s qualifications for the position. Does not complement cover letter or reflects excessive redundancy with resumé which weakens impact. |
| Cover Letter Mechanics | Reflects a professional-quality document. Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization). | Reflects a commendable, student-level document with 1 or 2 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization). | Reflects a document in need of some proofreading and/or revision. Contains 3 or 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization). | Reflects a document in need of a significant review. Contains more than 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization). |

Cover Letter & Resumé Cont.

| Points Available | 10-9 Accomplished | 8-6 Commendable | 5-3 Developing | 2-1 Needs Improvement |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resumé Clarity | <p>Reflects professional caliber of having all aspects organized and clearly understandable.</p> <p>All vital information is included and clearly marked.</p> | <p>Reflects commendable student-caliber of having all aspects organized and understandable.</p> <p>All vital information is included and marked.</p> | <p>Reflects inconsistent organization and clarity in the document.</p> <p>Some vital information is missing or not clearly marked.</p> | <p>Reflects need for a significant redesign/rewriting for organization and clarity.</p> <p>Irrelevant information may be present.</p> |
| Resumé Strength | <p>Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the contestant's qualifications for the position.</p> <p>Expertly complements cover letter without being redundant.</p> | <p>Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the contestant's qualifications for the position.</p> <p>Succeeds mostly in complementing cover letter with minimal redundancy.</p> | <p>Reflects developing credentials and accomplishments that indicate steps in a positive direction but do not yet make a sufficient case for the contestant's qualifications for the position.</p> <p>Reflects some redundancy with cover letter which weakens impact.</p> | <p>Credentials and accomplishments need significant strengthening in order to make a sufficient case for the contestant's qualifications for the position.</p> <p>Does not complement cover letter or reflects excessive redundancy with cover letter which weakens impact.</p> |
| Resumé Mechanics | <p>Reflects a professional-quality document.</p> <p>Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).</p> | <p>Reflects a commendable, student-level document with 1 or 2 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).</p> | <p>Reflects a document in need of some proofreading and/or revision.</p> <p>Contains 3 or 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).</p> | <p>Reflects a document in need of a significant review.</p> <p>Contains more than 4 errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).</p> |

Interview

| Points Available | 15-13 Accomplished | 12-9 Commendable | 8-5 Developing | 4-1 Needs Improvement |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding of Position | <p>Demonstrates deep knowledge and understanding of the job position and its duties/requirements.</p> <p>Creates a very compelling case for why he/she is an excellent fit for the position.</p> | <p>Demonstrates commendable knowledge and understanding of the job position.</p> <p>Offers some reasons that create a decent but not compelling case for why he/she is a fit for the position.</p> | <p>Demonstrates some knowledge and understanding of the position.</p> <p>Creates a partial but ultimately not compelling case for why he/she is a fit for the position.</p> | <p>Demonstrates minimal knowledge and understanding of the position.</p> <p>Does not create a compelling case for why he/she is a fit for the position.</p> |

Interview Cont.

| Points Available | 15-13 Accomplished | 12-9 Commendable | 8-5 Developing | 4-1 Needs Improvement |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Depth of Responses | Provides consistently specific, logical, comprehensive, on- topic responses to judges' questions. Frequently cites expertly chosen examples or evidence to effectively support positions. | Provides mostly specific, logical, comprehensive, on- topic responses to judges' questions. Cites some on-topic examples or evidence to effectively support positions. | Provides mostly inconsistent or superficial responses to judges' questions. Responses may lack specificity, logic, or direct correlation to the heart of the question. Cited limited on- topic examples or evidence to effectively support positions. | Provides minimal depth, specificity, logic, or direct correlation to the heart of the questions. Cited minimal on- topic examples or evidence to effectively support positions. |
| Professional Demeanor | Reflects professional-caliber body language, dress, speech, sincerity, and confidence. | Reflects commendable student-caliber body language, dress, speech, sincerity, and confidence. | Reflects developing understanding of what is entailed in professional-caliber body language, dress, speech, sincerity, and confidence. | Reflects minimal understanding of what is entailed in professional-caliber body language, dress, speech, sincerity, and confidence. |
| Overall Impact & Persuasiveness | Reflects a highly- qualified candidate who is well-prepared to excel in the position. | Reflects an employable candidate is prepared to try out his/her skills in the position. | Reflects a candidate not yet ready for the position but who is currently on the road to preparedness. | Reflects a candidate who needs significant skill-building and preparation before being ready to excel in the position. |

Hired?

| Points Available | 30 | 0 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hired? | Based on the submitted material and interview, I would hire the contestant to be a paraprofessional educator in my own child's classroom. | Based on the submitted material and interview, I am not convinced the contestant is completely ready at this point to serve as a paraprofessional educator. |



JOB INTERVIEW 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

Cover Letter & Resumé

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|------------------------|--------------|-------------|------------|-------------------|-------|
| Cover Letter Clarity | 10-9 | 8-6 | 5-3 | 2-1 | |
| Cover Letter Strength | 10-9 | 8-6 | 5-3 | 2-1 | |
| Cover Letter Mechanics | 10-9 | 8-6 | 5-3 | 2-1 | |
| Resumé Clarity | 10-9 | 8-6 | 5-3 | 2-1 | |
| Resumé Strength | 10-9 | 8-6 | 5-3 | 2-1 | |
| Resumé Mechanics | 10-9 | 8-6 | 5-3 | 2-1 | |

COVER LETTER & RESUMÉ SCORE _____/60

COMPONENTS SCORED ON-SITE

Interview

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---------------------------------|--------------|-------------|------------|-------------------|-------|
| Understanding of Profession | 15-13 | 12-9 | 8-5 | 4-1 | |
| Depth of Responses | 15-13 | 12-9 | 8-5 | 4-1 | |
| Professional Demeanor | 15-13 | 12-9 | 8-5 | 4-1 | |
| Overall Impact & Persuasiveness | 15-13 | 12-9 | 8-5 | 4-1 | |

Hired?

| | Yes | No | Score |
|--------|-----|----|-------|
| Hired? | 30 | 0 | |

INTERVIEW ON-SITE SCORE _____/90**TOTAL SCORE _____/150****FEEDBACK FOR STUDENTS:** Write two or more sentences.