



# EDUCATORS RISING

There's power in teaching

## GENERAL COMPETITION INFORMATION

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

- 1** Be a 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 21–24, 2018 in Orlando, FL. Competitions will take place on-site at the Educators Rising National Conference on Friday, June 22 and Saturday, June 23, 2018.

▶ 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](http://bit.ly/EdRisingAffiliates) to contact your state/regional coordinator.

▶ **In order to be scheduled to compete in a national competition, all competitor applications and required materials must be submitted by 5:00 p.m. (Eastern Time), April 23, 2018.** 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

## GENERAL COMPETITION INFORMATION CONT.

from states that offer the competition at the state level will be eligible for those state-level-offered competitions. 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 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: \[humanresources.about.com/od/workrelationships/a/dress\\\_code.htm\]\(https://humanresources.about.com/od/workrelationships/a/dress\_code.htm\)](https://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 2017–2018 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](mailto: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 Orlando!**

**SUBMISSIONS OPEN: FEBRUARY 1, 2018 8:00 A.M. EASTERN TIME**  
**DEADLINE TO APPLY FOR ON-SITE SCHEDULING: APRIL 23, 2018 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 description 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 23 deadline in order 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 21–24, 2018 in Orlando. 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, 2018. 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 Orlando!** The top 10 for each competition will be announced at the National Conference Awards Celebration on June 24, 2018 in Orlando. 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.



# EDUCATORS RISING

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## 2018 RESEARCHING LEARNING CHALLENGES COMPETITION

**COMPETITION TYPE:** Team — Closed to spectators

**ELIGIBILITY:** Educators Rising School Programs at the Middle and High School Level

**EDUCATORS RISING STANDARDS:**

- ▶ Standard I: Understanding the Profession
- ▶ Standard II: Learning About Students
- ▶ Standard VI: Using Assessments and Data
- ▶ Standard VII: Engaging in Reflective Practice

### Contest Purpose

Approximately 6.4 million students in American public schools have been diagnosed with learning disabilities and receive special education services. (Citation <https://nces.ed.gov/fastfacts/display.asp?id=64>) Understanding how to support students with special needs is central to success as an educator. This competition offers Educators Rising students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs.

The **Individuals with Disabilities Education Act** groups students into fourteen disability categories. They are:

1. Autism
2. Deaf-blindness
3. Deafness
4. Developmental delay
5. Emotional disturbance
6. Hearing impairment
7. Mental retardation
8. Orthopedic impairment
9. Specific learning disability (e.g., dyslexia)
10. Speech or language impairment
11. Traumatic brain injury
12. Visual impairment
13. Multiple disabilities
14. Other health impairments

**This year's competition focuses on dyslexia, which is considered a "specific learning disability" in IDEA.** According to the **University of Michigan**, "Dyslexia is thought to be one of the most common language-based learning disabilities. It is the most common cause of reading, writing, and spelling difficulties. Of people with reading difficulties, 70-80% are likely to have some form of dyslexia. It is estimated that between 5-10% of the population has dyslexia, but this number can also be as high as 17%."

The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and to produce a research-supported position paper and presentation to explain and to advocate for positive practices in schools to support the education of students with dyslexia. Imagine that the local school board has asked you: "What specific steps should we take to support the education of students with dyslexia? Also, why should we accept your recommendations?"

## 2018 RESEARCHING LEARNING CHALLENGES COMPETITION

Team members will collaborate on a research-supported position paper, which will be no shorter than four full pages and no longer than six full pages, to offer their recommendations. The minimum number of student collaborators is two, but there is no maximum. The position paper must include cited references (MLA, APA, or Chicago style are acceptable) and a works cited sheet, which will not count toward the four-to-six-page length requirement. (Also, the title page doesn't count toward the length requirement. If you're really desperate to get to the minimum length, go back and do more research — there is a lot of quality material out there on this topic.) **The position paper will be submitted with the competition application and will be scored by judges prior to the national conference.**

Team members should research dyslexia and best practices to support the education of students with dyslexia. You are encouraged to embark on this research using traditional sources as well as primary sources (ex. conducting interviews with individuals impacted by dyslexia or professionals who support individuals with dyslexia, etc.). Then team members should discuss the research in order to determine recommendations for their paper and presentation.

### Competition Guidelines

*There are two components to this competition:*

- ▶ **A position paper: submitted and scored by judges prior to the national conference; and**
  - ▶ **An interactive session (including a presentation) with judges onsite at national conference.**
- A. Team members will use the information collected in the research phase to collaborate in creating two products: a position paper and a slide deck presentation.
  - B. The position paper will include a title page, a works cited page (using MLA, APA, or Chicago citation style) and four-to-six full pages of research-supported recommendations with appropriate context. The works cited and title pages will not count towards the four-to-six page length. The position paper must be submitted online.
  - C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and deliver the team's research findings and recommendations.

- D. At the Educators Rising National Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes about their research using the slide deck as their visual aid. Students will also respond to judges' questions on the assigned topic and presentation; the entire interactive session with judges may last up to 15 minutes. Educators Rising will provide the laptop, LCD projector, and screen for the competition.
- E. Team members should bring the file of their slide deck on a USB drive.

### Judging and Scoring

- A. The judges' decisions are final.
- B. Scoring is based on the Researching Learning Challenges Competition rubric.



**2018 RESEARCHING LEARNING CHALLENGES COMPETITION**

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

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

**Position Paper**

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
<b>Structure</b>	The paper is expertly sequenced and structured in a way that maximizes understanding and impact.	The paper is sequenced and structured in a way that supports comprehension.  A more strategic approach to structure and sequence could yield greater impact.	The paper's structure and sequence reflect limited strategy for supporting understanding or impact.  Key aspects of the paper may be missing or superficial in their inclusion.	The paper's structure and sequence reflect a lack of strategy and may distract the reader from the intended understanding or impact.
<b>Clarity</b>	The paper's professional-caliber recommendations are entirely clear, contextualized, justified, and feasible.	The paper's commendable student-level recommendations are mostly clear, contextualized, justified, and feasible.	The paper's recommendations may not be clear, contextualized, justified, or feasible.  Revision is recommended.	The paper's recommendations are not clear, contextualized, justified, or feasible.
<b>Depth of Research</b>	The paper makes informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information.	The paper makes recommendations that correlate to research that is referenced.  The paper may reference fewer than three sources or the source material may not directly correlate to the paper's central purpose.	The paper makes limited connections to relevant research.	The paper makes virtually no connections to relevant research.
<b>Mechanics &amp; Professionalism</b>	Reflects a professional-quality document.  Contains no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision.  Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of a significant review.  Contains more than four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).

## 2018 RESEARCHING LEARNING CHALLENGES COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
<b>Overall Impact</b>	The paper's professional-caliber and highly persuasive exploration of the issue and explanation of recommendations delivers maximum impact and understanding to the audience.	The paper reflects a commendable student-level effort.  With minor revisions and delivery tweaks, the paper could be considered professional-caliber.	The minimally persuasive paper demonstrates effort.  At multiple points, the content may not effectively articulate or justify its recommendations. This may limit the impact of the presentation.	The unpersuasive paper demonstrates inconsistent, unprofessional, or superficial aspects of its content and structure.  The reader is frequently distracted from the intended impact by aspects of the content, structure, or lack of professionalism.

### Position Paper Guideline Adherence

Points Available	3	0
<b>Title Page</b>	Contains title, contestants' names, schools, contact information, date.	Does not contain title, contestants' names, schools, contact information, date.
<b>Citations</b>	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
<b>Works Cited</b>	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
<b>Length</b>	Four to six full pages of research-supported recommendations with appropriate context.	Less than four full pages or more than six full pages of research-supported recommendations with appropriate context.
<b>Grammar &amp; Mechanics</b>	Contains two or fewer errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.	Contains more than two errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.



## 2018 RESEARCHING LEARNING CHALLENGES COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

### Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
<b>Content of Slide Deck</b>	<p>The content of the slides reflects professional-caliber thoughtfulness and thoroughness.</p> <p>The contestants expertly leverage the visual medium to bring out key insights and recommendations with clarity.</p>	<p>The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the contestants' insight and recommendations.</p>	<p>The content of the slides reflects compliance but minimal insight.</p> <p>The images employed may be basic or not entirely effective at amplifying the contestants' messages.</p>	<p>The content of the slides reflects inconsistent focus and quality.</p> <p>The images or text may distract the audience from the contestants' intended messages, or that message may lack focus.</p>
<b>Depth &amp; Insight</b>	<p>The content of the presentation reflects professional-caliber, in-depth understanding and striking insight into all key facets of the issue.</p> <p>The excellent depth of research and preparation is clearly apparent throughout the presentation.</p>	<p>The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session.</p> <p>The presentation may explore many but not all key facets of the issue.</p>	<p>The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. Some material may be superficial or reflect limited research.</p> <p>The presentation may not explore many of issues or perspectives at play in the scenario.</p>	<p>The presentation may offer ideas that are flawed, illogical only partially developed and feel incomplete.</p> <p>Few perspectives or issues at play in the scenario are explored.</p>
<b>Vocal Delivery</b>	<p>Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding.</p>	<p>Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestants are conveying.</p>	<p>Clarity of voice, pacing, and modulation of tone are basic and straightforward.</p> <p>The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.</p>	<p>Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation.</p> <p>At times, the vocal delivery from multiple team members distracts from the content of the speech and diminishes its potential impact.</p>

**2018 RESEARCHING LEARNING CHALLENGES COMPETITION**

SECONDARY LEVEL (MIDDLE &amp; HIGH SCHOOL)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
<b>Q&amp;A Discussion</b>	<p>The contestants' responses in the Q&amp;A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&amp;A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&amp;A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.</p>	<p>The contestants' responses in the Q&amp;A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>
<b>Overall Impact</b>	<p>The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context.</p> <p>The presentation content &amp; delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a largely persuasive presentation.</p> <p>With deeper research, more realistic proposals or revisions to delivery, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation does demonstrate effort.</p> <p>At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue.</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>

**2018 RESEARCHING LEARNING  
CHALLENGES COMPETITION**

SECONDARY LEVEL (MIDDLE &amp; HIGH SCHOOL)

Students' Names: \_\_\_\_\_

Students' 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**
**Position Paper**

	Accomplished	Commendable	Developing	Needs Improvement	Score
Structure	10-9	8-6	5-3	2-1	
Clarity	10-9	8-6	5-3	2-1	
Depth of Research	10-9	8-6	5-3	2-1	
Mechanics & Professionalism	10-9	8-6	5-3	2-1	
Overall Impact	10-9	8-6	5-3	2-1	

**Position Paper Guideline Adherence**

	Adheres	Does Not Adhere	Score
Title Page	3	0	
Citations	3	0	
Works Cited	3	0	
Length	3	0	
Grammar & Mechanics	3	0	

**Position Paper Pre-Score \_\_\_\_\_ / 65**
***Continued***

**2018 RESEARCHING LEARNING  
CHALLENGES COMPETITION**

SECONDARY LEVEL (MIDDLE &amp; HIGH SCHOOL)

**COMPONENTS SCORED ON-SITE**
**Presentation and Q&A**

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slide Deck	15-13	12-9	8-5	4-1	
Depth & Insight	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A Discussion	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

**Presentation and Q&A On-site Score \_\_\_\_\_ / 75**
**TOTAL SCORE \_\_\_\_\_ / 140**
**FEEDBACK FOR STUDENTS:**

Write 2 or more sentences.