



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 ETHICAL DILEMMA 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 VII: Engaging in Reflective Practice

Contest Purpose

In this competition, the Educators Rising school program must debate an ethical education-related dilemma. This competition requires students to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the school program must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the students must debate the topic together, listening carefully to each other's opinions. Through the discussion, the students must come to a consensus on the topic and then prepare a 10-minute live presentation stating their team's view.

The students must work together to develop the live, 10-minute presentation and then select at least two and no more than four students from the school to present the group's opinion and how it was reached to a panel of judges at the National Conference.

Competition Guidelines

- A.** Get together and present the ethical dilemma narrative included at the end of this PDF.
- B.** Spend adequate time discussing the dilemma. This deliberation may take several meetings. As a group, answer the ethical dilemma questions listed with the ethical dilemma narrative included at the end of this PDF.
- C.** When the discussions have concluded, and a consensus has been reached, prepare a 10-minute live presentation stating the team's view on the dilemma.
- D.** No fewer than two and no more than four student representatives from competing school programs will participate in a 15-minute interactive session with a panel of judges at the National Conference. In the 15-minute interactive session, the student representatives will deliver their live, 10-minute presentation to a panel of judges. The presentation should be a professional, clear, and decisive response to the dilemma.
- E.** One judge will also serve as time-keeper during the presentations. Team members will receive a visual, non-verbal indication that there is one-minute remaining when they reach the nine-minute mark of their presentations.
- How the decision was reached and what factors were considered should be included in the presentation. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. For the balance of the 15-minute interactive session, the judges will ask the students questions about their deliberation process, the factors that were considered when making a decision, how they reached consensus, and other questions relevant to the deliberation process.



2019 ETHICAL DILEMMA COMPETITION

Judging and scoring

- A. The judges' decisions are final.
- B. Scoring is based on the Ethical Dilemma Competition rubric.

2019 Educators Rising National Competition

ETHICAL DILEMMA SCENARIO

At age 22, Bridget Young is very proud to begin her teaching career at Brown High School. She will be teaching 9th grade English. Bridget has always wanted to be a teacher for as long as she could remember. At age 11, she used to sit her two younger siblings down with her and create a classroom with her toys, and she would play the teacher.

After completing her student teaching in an affluent suburban high school, Ms. Young felt compelled to begin her professional teaching career in an underserved school that she felt really needed enthusiastic, innovative, and caring educators. Ms. Young was determined to make a difference and help craft a new narrative for students and families living in poverty.

During the second week of school, Ms. Young was asked to attend an IEP meeting for one of her students. In attendance was the parent, special education teacher, special education coordinator, counselor, and assistant principal. At the meeting, the parent informed the school team that she had been extremely disappointed with the level of services provided to her child in middle school and was hoping for a better experience at the high school. Ms. Young noticed throughout the meeting that the school team would point out several past incidences of the student's misbehavior as far back as elementary school without addressing the parent's concerns regarding the services stipulated in the IEP and the schools response. After the meeting, the counselor and special education coordinator pulled Ms. Young aside and told her that they have heard horror stories regarding this student's past behavior from elementary and middle school teachers and that student is incorrigible. Ms. Young being the optimist that she is said, "well hopefully we can help him change." At that moment, her two colleagues looked at each other and chuckled, "Oh, we forgot you're a new teacher, don't worry you'll learn very quickly what we mean," said Betty, the special education coordinator.

Later that day, Ms. Young reflected on the meeting and her side conversation with the counselor and special education coordinator. On one hand, she understands making sure that students and parents are accountable for their behavior, but this parent was trying to take a proactive approach to her child's high school experience to increase the likelihood of his success. Bridget worries that the very people that are supposed to ensure the student's success have already labeled and given up on him.

So, while Bridget wants to develop a great working relationship with colleagues, she believes that students come first and that her colleagues outlook on this student does not align with her values on children and their abilities to evolve daily. She expects all of her students to have a great year in her English class. And she hopes to make that possible through great lessons, building relationships, and meeting each student where they are. What steps should she take to ensure this? Additionally, she believes that it is ethically wrong to disparage students. What should she do? What would you do?

RECOMMENDED READING

The treatment of special needs students — particularly the treatment of students with behavioral disorders — are constantly under scrutiny. For years, teachers, parents, counselors and other support staff have collaboratively developed and monitored individualized programs to address the needs of students with behavioral disorders and ensure they are prepared for further education, employment independent living. However, are these individualized programs implemented fairly and accurately? What happens when the teacher loses hope for a special needs student? Are students with a history of behavioral concerns treated differently from their peers? Read "Instructing Students With High-Incidence Disabilities in the General Education Classroom" by Sharon Vaughn, Jeanne Shay Schumm and James W. Forgan (http://www.ascd.org/publications/curriculum_handbook/413/chapters/Instructing_Students_With_High-Incidence_Disabilities_in_the_General_Education_Classroom.aspx) and "A guide to the Individualized Education Program" (<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>) released by the United States Department of Education.



2019 Educators Rising National Competition

ETHICAL DILEMMA SCENARIO

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA:

Discuss the idea of responsibility for the academic achievement and support for students with special needs. Who is responsible? The student? Teachers? Parents? The assistant principal? The special education coordinator? Other people inside and outside the school building? Do you think Ms. Young bears responsibility for this student?

What can, or should, school staff do to respond to a parent's concern about the treatment of their child? Should this response differ for special needs students with a documented history of behavioral incidents?

Do you know of a real-life situation similar to what Ms. Young is dealing with? What happened? How do you feel about how the situation was handled by the school? Do you feel it was an appropriate and fair way to manage the situation?

Do you think this situation was avoidable? What steps should have been taken by each of the parties involved (i.e. Ms. Young, parent, student, assistant principal, special education coordinator, etc.)?

2019 ETHICAL DILEMMA COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

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

Presentation and Q&A

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Depth	<p>The presentation reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue.</p> <p>It succeeds in uncovering root issues and proposing compelling, well-founded paths forward.</p>	<p>The presentation reflects understanding of the issue, and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.</p>	<p>The presentation is on-topic.</p> <p>Responses offer multiple good points, but would benefit from more exploration, detail, or research.</p> <p>Solutions offered may only partially address the scenario.</p>	<p>The presentation reflects limited or flawed understanding of the issues in the scenario.</p> <p>Solutions offered are not plausible, appropriate, or justified.</p>
Insight	<p>The content of the presentation reflects keen understanding and striking insight into all sides of the issues at play in the scenario.</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 most but not all sides of all issues at play in the scenario.</p>	<p>The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session.</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, or only partially developed and feel incomplete.</p> <p>Few perspectives or issues at play in the scenario are explored.</p>
Creativity	<p>The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience.</p> <p>Creative risks taken pay off impressively.</p>	<p>The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience.</p> <p>Creative choices at 1 or 2 points in the presentation may distract from or limit impact for the audience.</p>	<p>The presentation would benefit from more inventive or distinctive choices.</p> <p>Clichés may be present.</p>	<p>The presentation needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.</p>

2019 ETHICAL DILEMMA COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 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 contestants are 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 from multiple team members distracts from the content of the presentation and diminishes its potential impact.
Presence	The contestants' sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the presentation to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or more of the presenters may appear to slip in and out of professional character at moments during the session.	The contestants' inconsistent eye contact, posture, and demeanor, reflect a straightforward recital of the material. The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestants display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.
Teamwork & Professionalism	All aspects of the presentation reflect an equitable effort among all of the contestants on the team. All aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a consistently high level of professionalism.	The presentation appears to reflect a mostly equitable effort among all of the contestants on the team. Most aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a commendable level of professionalism.	The work or responsibility load may appear imbalanced among team members. Aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	The work or responsibility load appears highly imbalanced among team members. Multiple aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.

2019 ETHICAL DILEMMA COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Q&A Responses	<p>The contestants' responses in the Q&A session demonstrate 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&A session demonstrate 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&A session reflect a broad spectrum of levels of quality from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>

Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Persuasiveness	<p>The presenters are entirely persuasive with clear and well-founded rationales for their position.</p>	<p>The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.</p>	<p>The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.</p>	<p>The presenters do not make a persuasive case for how to handle the situation professionally.</p>

2019 ETHICAL DILEMMA COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points delivers maximum impact and understanding to the audience.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a commendable and persuasive presentation. With minor revisions and delivery tweaks, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another, or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.</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>

Length

Points Available	5	2.5	0
Length	Presentation is between seven and 10 minutes.	Presentation is between three and six minutes or 10 and 11 minutes.	Presentation is shorter than three minutes or had to be stopped at 12 minutes.

2019 Ethical Dilemma Competition
 SECONDARY LEVEL (MIDDLE & 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.

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	10-9	8-6	5-3	2-1	
Insight	10-9	8-6	5-3	2-1	
Creativity	10-9	8-6	5-3	2-1	
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Teamwork & Professionalism	10-9	8-6	5-3	2-1	
Q&A Responses	10-9	8-6	5-3	2-1	

Overall Impact

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

Length

	7-10 minutes	3-6 minutes or 10-11 minutes	Less than 3 minutes or over 12 minutes	Score
Length	5	2.5	0	

TOTAL SCORE _____ / 115
FEEDBACK FOR STUDENTS: Write two or more sentences.