

2020 EDUCATORS RISING MOMENT COMPETITION

COMPETITION TYPE: Individual — Open to spectators

ELIGIBILITY: Educators Rising Middle and High School Students

EDUCATORS RISING STANDARDS:

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

Contest Purpose

The purpose of the Educators Rising Moment Competition is to provide students at the Educators Rising National Conference opportunities to articulate why they aim to pursue a career in education.

Competition Guidelines

- A. The speech must be about the speaker's personal experience that illustrates the power of being an educator. Being specific — as opposed to depending on clichés or broad statements — in sharing your story is very important.
- B. Speech should be original, creative and capture the audience's attention.
- C. Each presentation is to be a minimum of three minutes and a maximum of four minutes.
- D. One judge will also serve as time-keeper. Speakers will receive a visual, non-verbal indication that there is one-minute remaining when they reach the three-minute mark of their speeches.
- E. Speakers may use up to five 4x6-inch index cards while presenting. Only one side of each card may be used.
- F. A lectern and microphone will be available for the presentation.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Educators Rising Moment Competition rubric.

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SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

DETAILED SCORING RUBRIC

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

Presentation Content

| Points Available | 15-13 Accomplished | 12-9 Commendable | 8-5 Developing | 4-1 Needs Improvement |
|------------------|--|--|---|--|
| Depth | <p>The speech features deep and comprehensive reflection on the speaker's experience and its impact.</p> <p>The speech succeeds in displaying a significant depth of understanding of what is entailed in the teaching life.</p> | <p>The speech reflects self-understanding and succeeds in addressing the topic directly.</p> | <p>The speech is on-topic but would benefit from deeper exploration, detail, or reflection.</p> | <p>The speech reflects a limited, flawed, or not credible response to the prompt.</p> |
| Insight | <p>The content of the speech creatively reflects striking self-understanding and insight into the power of being an educator.</p> | <p>The speech offers useful, well-detailed ideas that warrant further exploration beyond this session.</p> | <p>The speech offers intuitive ideas that would have benefited from more creativity or insight.</p> | <p>The speech may offer ideas that are only partially developed and feel incomplete.</p> |
| Clarity | <p>The speech is highly specific and unique to the speaker's point of view. Clichés are avoided entirely and the speaker conveys a captivating, fresh perspective.</p> | <p>The speaker shares a clear story that would benefit from somewhat greater detail or specificity.</p> | <p>Clichés and generalities are present at points in the speech when the impact of the story would be better served by specific details and images.</p> | <p>Clichés and generalities are present throughout the speech. The speaker does not offer a clear individual perspective, and instead relies on vague phrasing to express ideas.</p> |

Presentation Delivery

| Points Available | 10-9 Accomplished | 8-6 Commendable | 5-3 Developing | 2-1 Needs Improvement |
|------------------|--|---|---|--|
| Structure | The presentation reflects truly impressive, nuanced command of how to build and deliver a powerful message. The speech is successfully and strategically sequenced to move the listener. | The speech is direct and on-topic. It follows traditional structure and reflects a largely successful effort to develop a compelling message to the listener. | While on-topic, the speech lacks strength at one or more moments. The structure may be lacking, meandering, or weak in one or more areas. | The structure is distracting, incomplete, or inappropriate for the topic. |
| Presence | The speaker's sustained eye contact, effective posture, and professional demeanor, expertly complement the substance of the speech to deliver maximum possible impact to the listener. | The speaker's mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the speech quite well. The presenter may appear to slip in and out of character when beginning and concluding the speech. With further practice, the speaker could develop into an accomplished public presenter. | The speaker's inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker could do more to fully capitalize on the added impact possible with a focused, sustained presence. | The speaker displays effort but his/her eye contact, posture, and demeanor may distract from the intended impact of the speech. |
| Vocal Delivery | Clarity of voice, pacing, and modulation of tone are 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 speaker is conveying. | Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the impact would be increased with a more dynamic vocal delivery. | Clarity of voice, pacing, and modulation of tone are inconsistent or inappropriate. At times, the vocal delivery distracts from the content of the speech and diminishes its potential impact. |

Overall Impact

| Points Available | 20-16 Accomplished | 15-11 Commendable | 10-6 Developing | 5-1 Needs Improvement |
|------------------|---|---|---|--|
| Overall Impact | The content and delivery blend seamlessly to craft an exceptional, professional caliber experience. | The content and delivery work to offer a strong speech. With minor revisions and delivery tweaks, the speech could be considered a professional-level effort. | The speech is commendable for its effort and on-topic substance. Revisions throughout sections of the text and coaching for delivery are recommended. | The speech delivers limited impact. The speech's delivery and content have significant room for improvement. |

Length

| Points Available | 5 | 0 |
|------------------|--|--|
| Length | Presentation is between three and four minutes | Presentation is shorter than three minutes or longer than four minutes |

2020 EDUCATORS RISING MOMENT COMPETITION

Secondary Level (Middle & High School)

Student Name: _____

Student's School, City, State: _____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.
- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

Presentation Content

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---------|--------------|-------------|------------|-------------------|-------|
| Depth | 15-13 | 12-9 | 8-5 | 4-1 | |
| Insight | 15-13 | 12-9 | 8-5 | 4-1 | |
| Clarity | 15-13 | 12-9 | 8-5 | 4-1 | |

Presentation Delivery

| | Accomplished | Commendable | Developing | Needs Improvement | Score |
|----------------|--------------|-------------|------------|-------------------|-------|
| Structure | 10-9 | 8-6 | 5-3 | 2-1 | |
| Presence | 10-9 | 8-6 | 5-3 | 2-1 | |
| Vocal Delivery | 10-9 | 8-6 | 5-3 | 2-1 | |

Overall Impact

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

Length

| | Correct Length | Incorrect Length | Score |
|--------|----------------|------------------|-------|
| Length | 5 | 0 | |

TOTAL SCORE _____/100

FEEDBACK FOR STUDENTS: Write two or more sentences.