



VIRGINIA



Guidelines

FOR LEADING THE

Educators Rising–Virginia State Conference

Virginia Department of Education 2015

Guidelines for Leading the Educators Rising–Virginia State Conference

Developed by
Office of Career and Technical Education
Virginia Department of Education
Richmond, Virginia

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Table of Contents

Acknowledgments	vii
Introduction.....	1
Purpose of Guidelines	2
Getting Started	5
Preparing a Budget.....	8
Planning and Organizing.....	9
» 2 – 3 Years Prior to the Conference	9
» 9 – 12 Months Leading Up to the Conference	10
» 6 – 9 Months Leading Up to the Conference	11
» 3 – 6 Months Leading Up to the Conference	12
» 6 Weeks Prior to the Conference	13
» One Week Before the Conference	14
Conducting the Event	14
» Evening Before and Day of the Conference	14
Closing Out and Handing Off	16
» Items to Complete	16
» Items to Submit to VDOE	17
APPENDICES	
Appendix A: Educators Rising–Virginia State Conference Coordinator Responsibilities.....	21
Appendix B: Budget.....	25
Appendix C: Sample State Conference Forms	29
Appendix D: Competitive Events Forms	41
Appendix E: Sample State Conference Program.....	57
Appendix F: National Competitive Events Requirements.....	67
Bibliography: The Teacher Pipeline	71

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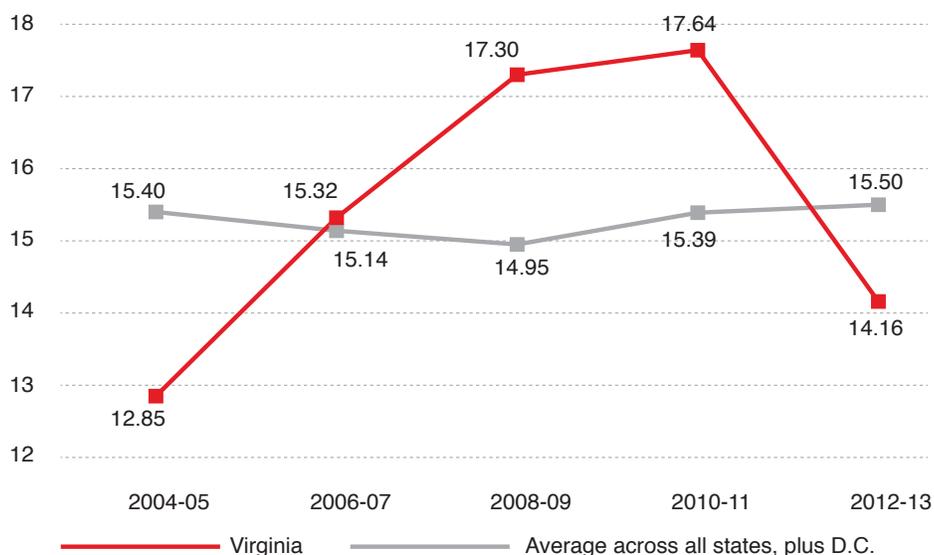
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INTRODUCTION



As school enrollment increases in Virginia, with more than 13,000 more students expected to be enrolled in public K-12 education by 2018, there is a continued need to attract qualified individuals to the teaching profession.

Comparing Student-Teacher Ratios



Data: Common Core of Data. National Center for Education Statistics. Retrieved from https://nces.ed.gov/ipeds/data/ipedsdatatools/tables/2012_1200_0000.asp

One decade ago, Virginia's student-teacher ratio (less than 13-to-1) was among the 10 lowest for all states and Washington, D.C. Unfortunately, this ratio has risen over time. In the 2012-2013 school year, Virginia's ratio of 14-to-1 merited a ranking of 18th. While still an improvement over the 2008-2009 and 2010-2011 ratios (nearly 18-to-1), this ratio remains higher than it once was.

Attracting qualified students to become teachers is one way to ensure Virginia has a teaching work force sufficient to address increases in the student population, and retaining current teachers is another. Since the late 1980s, the total number of teachers has increased, but so has the proportion of teachers who leave the profession in any given year. According to a recent study from the National Center on Education Statistics, among the nation's nearly 3,378,000 teachers in the 2011-2012 school year, approximately 7.7 percent, or 260,100, left the profession by the following school year. Among these, about one-third cited retirement as the reason for leaving. As baby boomers age, it is likely that this proportion will grow.

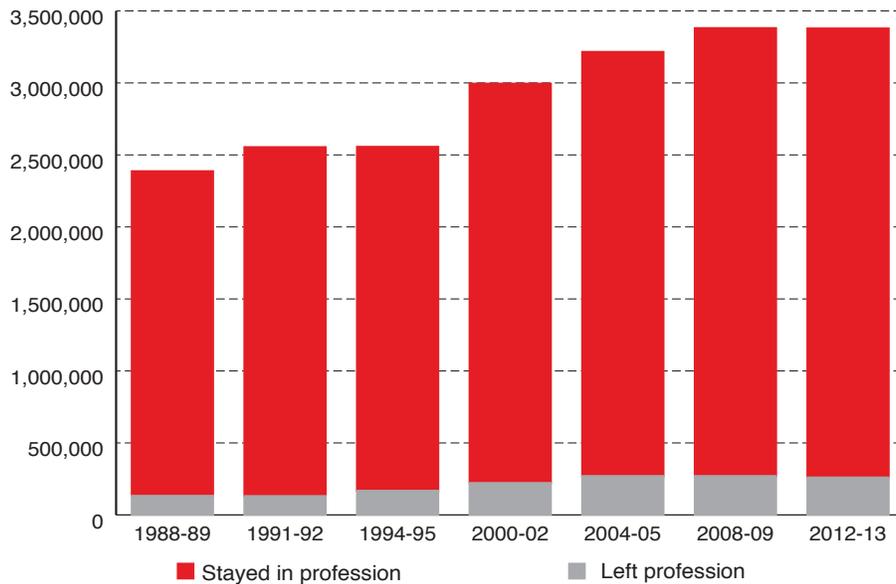
This teacher attrition may contribute to the identified shortage of teachers in given areas across both the U.S. and the Commonwealth. In Virginia,

Federally designated teacher shortage areas in Virginia, 2015

- Career and Technical Education
- Elementary Education (Pre-Kindergarten – Grade 6)
- English (Secondary)
- Foreign Languages (Pre-Kindergarten – Grade 12)
- Health and Physical Education (Pre-Kindergarten – Grade 12)
- History and Social Sciences (Secondary)
- Mathematics (Grades 6 – 12, Including Algebra I)
- Middle Education (Grades 6 – 8)
- School Counselor (Pre-Kindergarten – Grade 12)
- Special Education

Teacher Shortage Area Nationwide List. (2015.) U.S. Department of Education. Retrieved from <https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>.

Teacher Retention from Previous School Year

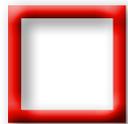


Data: Teacher Attrition and Mobility: Results from the 2012-13 Teacher Follow-up Survey. National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2014/2014077.pdf>

teacher shortage areas have been identified in a wide range of subject matters across all levels of education, from primary through secondary.

Most critically, however, a 2011 study prepared for the U.S. Department of Education's Institute of Education Sciences suggests that access to effective fourth- through eighth-grade teachers is most restricted for disadvantaged students. Inequitable access to qualified instructors has a demonstrable effect on the student achievement gap and is worthy of both further investigation and policy action.

PURPOSE OF GUIDELINES



Educators Rising is one of eight cocurricular career and technical student organizations (CTSOs) in Virginia. CTSO membership is voluntary and held by students who are enrolled in career and technical education (CTE) programs of study. The CTSOs provide cocurricular activities that offer workplace and leadership development opportunities in support of CTE courses completed in high school.

For students interested in education-related careers, Educators Rising offers leadership activities and resources to help them explore the teaching profession. The organization helps students develop the skills and leadership traits that are found in high-quality educators. Among the activities designed to build leadership capacity, Educators Rising conducts an annual conference that includes competitive events that provide opportunities for students to demonstrate what they have learned about education as a career and what it means to be a high-quality educator. Affiliated with the national Educators Rising organization, which is sponsored by Phi Delta Kappa (PDK) International, Educators Rising–Virginia conducts state-level competitive events that parallel the national competition, thus offering students the opportunity to compete on the national level and further develop their capability to contribute to the teaching profession.

Competitions are held in areas such as Children’s Literature, Lesson Planning and Delivery, Impromptu Speaking, Researching Learning Challenges, Job Interview, Technology Video, and Exploring Careers in Education Innovation.

The annual Educators Rising–Virginia State Conference is a highly visible part of the student organization. The statewide conference includes the competitive events, and different school divisions have hosted each of the conferences held in Virginia. The Office of Career and Technical Education at the Virginia Department of Education (VDOE) encourages school divisions across the state to support the Educators Rising–Virginia State Conference, including sharing the responsibility of planning and hosting the event.

The *Guidelines for Leading the Educators Rising–Virginia State Conference* document has been developed to describe the responsibilities associated with hosting the annual conference. Representatives of school divisions, teacher-preparation programs, and the Office of Career and Technical Education have developed these guidelines to assist a school division coordinator and planning team as they assume the responsibility of organizing and conducting an Educators Rising–Virginia State Conference. The guidelines present the major tasks required of the coordinator and planning team. They are written to reflect an annual cycle of events that begins immediately after a conference concludes—spring to spring of the calendar year. Developing a student conference requires three stages of activity:

1. Planning and Organizing—the school division’s responsibilities prior to the conference that begin no later than 12 months before the date of the next Educators Rising–Virginia State Conference
2. Conducting the Event—the responsibilities during the one-day conference and competitive events
3. Following Up After the Event—the responsibilities after the conference that may require a few weeks to close out

Each of these stages of activity requires decisions regarding financial considerations and the budget, and each stage requires either encumbering funds, purchasing materials, making payment on contractual agreements, or otherwise completing purchases. The state conference must generate sufficient revenue to be self-sustaining

While this document includes sections on planning, conducting, and following up after the Educators Rising–Virginia State Conference, the guidelines also suggest information about organizing, recordkeeping, and budgeting. Therefore, these guidelines can be used to inform several steps throughout the state conference planning cycle:

- The guidelines are a helpful document to review in preparation for hosting an event. In fact, it is recommended that any school division considering serving as a host should become familiar with the information in this document to understand the tasks associated with hosting and the level of commitment expected from a host division.
- The guidelines serve as a framework for identifying the tasks associated with the competition and are intended to enable the coordinator to establish duties and tasks for a planning team assisting with developing the conference activities or organizing the competitive events. As coordinators utilize the organizational tools they prefer, the guidelines should provide answers to the “what” and “when” questions that arise in the planning process.

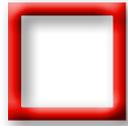
- The guidelines can be useful when an event is completed and the coordinator is handing off documentation to the Office of Career and Technical Education and the next school division host. A review of this document and the process it describes offers an opportunity to evaluate the experience of hosting and contribute recommendations for continuous improvement.

Agreeing to host the Educators Rising–Virginia State Conference provides an opportunity to make an important contribution to the education of students throughout the Commonwealth who are interested in education as a career. The competitive events and other conference activities are both challenging and fun for the students and offer them a unique opportunity in their career development. It is a mutually beneficial experience for students and educators and one that is highly valued by Virginia’s education community.

For additional information on Educators Rising–Virginia, please contact:

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GETTING STARTED



As a team of people comes together to plan the Educators Rising–Virginia State Conference, it will be helpful to educate them about Educators Rising and the purpose of the conference and competitive events. It is likely that some of the conference volunteers will not be familiar with the processes and procedures of student conferences. Therefore, the coordinator should provide information about Educators Rising, including how the conference supports the students’ education and contributes to career development.

Also, it is helpful to share what we know about previous state conferences so that decisions are informed by good practices as well as current information that will shape the form and direction of the conference being planned.

The following questions may be helpful to develop an orientation session for anyone interested in learning more about the state conference, including school administrators, teachers, parents, students, and business partners—all of whom are potential planning team members and volunteers. Additional information can be found in other sections of these guidelines.

How large is this conference?

Educators Rising–Virginia, formerly FEA Virginia, began holding annual state conferences during the 2010-2011 school year. Membership in Educators Rising has grown and is anticipated to continue growing in the near future. As membership grows, participation in the state conference and competitive events is likely to increase. The conference coordinator should utilize the current Educators Rising membership and the most recent conference attendance records to estimate the number of participants to expect in the coming year. This is important in order to project the size of the conference and resources needed to create a successful event. An early estimation of conference participation is also critical to project income generated by registration fees and to formulate a budget. The coordinator, in conjunction with the State Educators Rising Advisor, should agree on a goal for conference participation early in the planning process. This number will be modified as the year progresses, but the participation goal is a fundamental assumption for conference planning that will drive decisions about human resources, space, breadth of conference activity, purchases, marketing, and external support.



What activities are required at a cocurricular career and technical student organization conference?

The Educators Rising–Virginia State Conference follows the conference and competitive events design of other career and technical student organization (CTSO) conferences in Virginia. The first half of the day, before lunch, the conference features competitive events that parallel the national competitive events, offering students an opportunity to demonstrate what they have learned about careers in education and to practice work force skills related to leadership and communication. Small-group sessions feature topics related to the theme of the conference and are scheduled throughout the day for students to attend when they are not involved in a competition. A closing awards ceremony concludes this one-day event.

When is the conference held?

Beginning in 2016, the national conference will be held in June, so the state conference should be scheduled in March or April to provide adequate time for the state award recipients to register and prepare for national competition.

Could school divisions work together to plan the conference?

School divisions and colleges and universities may collaborate to plan and deliver the conference, but one school division will serve as the site host and should be responsible for the registration and collection of fees. One person needs to accept the responsibility of coordinating the conference—from planning and organizing to following up and closing out.

If the host school division is not able to collect the conference registration fees, what is an alternative?

Virginia’s Family, Career and Community Leaders of America (FCCLA) will collect the Educators Rising–Virginia State Conference registration fees. The competitive event applications will be accepted and processed for evaluation by the host school division.

Are there other groups that can partner with the school division to help with some phase of the conference?

The planning team is encouraged to solicit help and delegate duties throughout the planning process. Volunteers will be needed to plan the conference and run it. Past coordinators suggest that assistance be solicited from teacher-preparation institutions, community colleges, parent groups, advisory committees, and employers in the area. The planning team should attempt to match conference-planning needs with interests among volunteers. For example, one volunteer could be interested in working with the media, another in creating signage, while others would prefer to do administrative tasks or serve as judges.

Does the conference have exhibitors?

The conference welcomes exhibitors that are related to education. Teacher-preparation institutions are welcome to exhibit, as are their admissions offices. A list of previous exhibitors may be forwarded to the coordinator from the State Educators Rising Advisor. The planning team will determine whether vendors should exhibit. The planning team will also establish the fee for exhibiting and the parameters for vendor space.

Does the conference require a marketing campaign?

The coordinator will oversee marketing of the conference through Educators Rising and other related Web sites and appropriate social media. The Virginia Department of Education (VDOE) will send communications to school divisions as necessary. The most critical communication is between the planning team and the school divisions. Special attention should be given to divisions with new staff, and the State Educators Rising Advisor can assist with this communication. The hosting school division is not expected to prepare large mailings or other costly advertising. Communications should primarily be electronic. It is important to announce the conference one year in advance and begin posting the conference date and location on Web sites early so every school is aware of the conference and students have adequate time to develop their competition materials.

□ How are conference presenters and judges secured?

This is an important task that must be conducted early in the planning process. Local Educators Rising–Virginia executive boards, students, teachers, or teacher educators may be invited to present the small-group leadership sessions. The planning team will choose a keynote speaker who can set the tone for the day and speak to the theme of the conference. Previous conference coordinators can provide advice for planning this part of the program.

Finding the right judges and enough judges is critical to the success of the competitive events. Each competitive event requires three judges. The host school division should have backup judges identified who can be called at the last minute should a judge become ill or have an emergency.

□ Does the Virginia Department of Education set the registration fee and budget?

No, the host school division, in consultation with the State Educators Rising Advisor, determines the registration fee and uses projections of student participation to create a budget. The VDOE does not provide any funding for the operation of the Educators Rising–Virginia State Conference, so the conference must be a self-sustaining activity that generates enough funds in registration fees to cover costs associated with the conference. The school division hosting the Educators Rising–Virginia State Conference may provide in-kind support for the conference and competitive events but is not expected to help fund the conference. The host may solicit sponsorships from local organizations or businesses to offset costs.

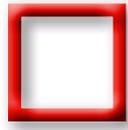
The host school division is highly encouraged to include in the budget an honorarium for the conference coordinator.

□ What should the school division consider when selecting a coordinator?

While there are many attributes of a strong conference coordinator, the individual who organizes the conference, oversees the last-minute details, ensures the competitive events meet Educators Rising standards, and follows up after the conference with the documentation outlined in the guidelines must be a good planner and manager and a strong communicator. The coordinator will be making a large commitment over the period of a year, so the school division must feel confident that this person will be able to create a sound plan and budget, work with people, deal with the unexpected, and meet the expectations of Educators Rising state conference guidelines while continuing his or her other duties. An individual who has experience organizing and running large meetings will be a good candidate for the coordinator of the Educators Rising–Virginia State Conference. The coordinator should be proficient in the use of technology, specifically Excel, PowerPoint, Word, and electronic software for the administration of student conferences, and possess excellent verbal and written communication skills.

PREPARING A BUDGET

PROJECTING THE REVENUE AND EXPENDITURES FOR THE STATE CONFERENCE



The coordinator and planning team will develop a budget that allows the conference to be self-sustaining. Income is based on student registration fees, exhibitors' fees, and any sponsorships from local organizations and businesses. It is expected that the fees to be charged will be revisited annually and based on the size of the conference and associated costs.

To assist the coordinator in budget development, several costs associated with the conference are identified below. While this list does not anticipate all costs a hosting division may incur, it is a place to start and a way to begin conversations leading to a budget that can be operationalized early in the planning process.

Costs Associated with the Conference

- Venue/facility, including custodial services and security
- Food—lunch and break items (suggested prevailing state rate/student, adult)
- Awards—19 first-place plaques (suggested \$10/award) and second- and third-place certificates
- Printing—program and registration materials, name tags, judges' materials, signage, handouts, evaluations (suggested \$5/student)
- Honorarium for Educators Rising—Virginia State Conference Coordinator (must be covered through registration fee)
- Honorarium for keynote speaker
- Electronic registration and submissions (\$1.50/student)
- Gifts for judges (suggested \$3/judge)
- Giveaway items, including bag with Educators Rising logo (\$3/bag)
- Photographer
- Audiovisual/media technician
- Printing costs during conference (e.g., access to printer, color printing, replenish paper)
- Computer equipment/presentation equipment/microphones during conference
- Wireless Internet access during conference

NOTE: Reference the sample budget in [Appendix B, page 25](#).

PLANNING & ORGANIZING

RESPONSIBILITIES PRIOR TO THE CONFERENCE AND COMPETITIVE EVENTS



The preparation for the conference and competitive events requires months of activity led by a conference coordinator who is comfortable with detailed planning, communicating, and projecting contingencies.

Having oversight of all activities leading up to the conference, the coordinator will benefit from working with a team of volunteers who can accept a wide range of responsibilities delegated to them.

The following is a list of tasks, actions, and responsibilities that those responsible for the conference and competitive events will need to address during the planning and organizing phase.

The tasks are listed by time period but are not prioritized or listed in a recommended order of completion. The timeline is a suggestion for planning and organizing that is validated by the experiences of CTSO conference and competition coordinators, but it should not be seen as inflexible.

Each Educators Rising conference coordinator should organize the event to align with the operating procedures and requirements of the school division.



2 – 3 Years Prior to the Conference

- Become familiar with this document, *Guidelines for Leading the Educators Rising–Virginia State Conference*.
- Speak with someone who has hosted this event in previous years to get an understanding of the scope of responsibility and time commitment.
- Determine the level of in-kind support that your division would be willing to provide. Take into consideration the level of student participation over the past three years and the potential for growth in the future.
- Notify the State Educators Rising Advisor of your interest in hosting and the year(s) in which you are interested in hosting the one-day state conference.
- Receive confirmation of a date for your school division to host. The national Educators Rising competitions are held in the summer, so the state competitions should be held about three months earlier (in March or April). Scheduling the event earlier in the year may not provide enough time for students to acquire the information and skills needed to be prepared and competitive.
- Prepare a “Save the Date” handout to distribute at the conference one year in advance. The “Save the Date” handout should be e-mailed to all Virginia Teachers for Tomorrow instructors.

9 – 12 Months Leading Up to the Conference

- Recruit the planning team that will commit to work together for a year leading up to the event. Establish preferable meeting times and ways to communicate (e.g., electronically by webinar or video streaming, via e-mail, in person).
- Estimate the number of people attending the conference, including advisors, presenters, and judges. The State Educators Rising Advisor will have information about current membership that will help project student participation.
- Determine the number of staff that will be needed to run all aspects of the conference (e.g., registration, break areas, information, competitive events, conference presentations, security, first aid, technology support).
- Identify lodging accommodations near the host school that will offer state rates and are close to several restaurants.
- Acquire the national competition guidelines and list of events from the State Educators Rising Advisor. Identify the maximum number of competitive events a student may enter to include in promotional information.
- Confirm the conference and competition date with the State Educators Rising Advisor and the state director for CTE. Ensure that the date does not conflict with other CTSO competitions, spring holidays, state testing, or other dates that could affect student participation.
- Identify a conference site based on ease of access for participants and presenters, parking, and site costs (e.g., custodial charges, security).
- Develop a list of technology needs for operations and presentations as well as any technology limitations in the facility (e.g., limited wireless access or electrical outlets). Identify the technology support available for the conference by mid-September. If there are issues with technology availability and support, find a solution or consider another facility.
- Develop a theme for the conference and use the theme to solicit presenters. The theme may be in support of the national conference theme.
- Choose scheduling software to use as the conference is organized and managed. Select features that will provide the flexibility needed throughout the planning process, such as the ability to search by school division or competitive event.
- Determine the conference registration fee—fees must cover all conference costs (other than in-kind), including an honorarium for the conference coordinator.
- Conference registration fees will be paid by school check and mailed to Alumni and Associates, P.O. Box 1409, Gate City, VA 24521. No on-site registration is available.
- Secure all of the contact information that will be needed to communicate conference details across the state. The State Educators Rising Advisor can assist with this information.
- Develop the announcement of the conference and registration. Include in all registration materials language that gives permission to capture participants' images and use them to report and promote the conference (e.g., photos for Web sites and newspapers).

- Post the conference and competitive events registration documents to the Educators Rising–Virginia Web site. The State Educators Rising Advisor will submit the date and location of the conference to the national organization.
- Begin and continue publicizing the conference widely, including through the CTE newsletter, Educators Rising electronic mailing list, CTE Director’s memoranda, Superintendent’s memoranda, Principals’ memoranda, Educators Rising–Virginia Web site, and social media such as Facebook and Twitter.
- Secure exhibitors. Exhibitors may include college/university admissions representatives, bookstores, software companies, PDK, education fraternities/sororities, and information about postsecondary education scholarships.
- Develop a contingency plan if it is necessary to cancel the Educators Rising–Virginia State Conference due to a natural emergency.

6 – 9 Months Leading Up to the Conference

- Announce the Educators Rising–Virginia State Conference to schools, including the closing date for registration. Anticipate three months for marketing activities, early registration availability, late registration at a higher registration fee, and a closing date approximately four weeks before the event.
- The State Educators Rising Advisor will submit the date and location of the state conference to the national Educators Rising office to include on the national Educators Rising Web site.
- Prepare guidelines for participating schools, including rules for competitions and tie-breakers, rules for behavior, a tentative agenda, arrival times, and parking. These should be easily accessible from Educators Rising–Virginia and hosting school division Web sites.
- Set up a registration process, preferably electronic. The date for opening registration will depend on the date of early registration (i.e., how far in advance registration will begin).
- Create promotional materials, including materials for social media.
- Set up a database for maintaining all records of the conference, to be transferred to subsequent conference hosts with a copy sent to VDOE. The database should include conference presenters and their presentations, competitive events judges, exhibitors, volunteers, business partners, and budget. (This recordkeeping is not viewed as monitoring but rather as an information-sharing process with the school division that will host the next conference.)
- If needed, the host school division should provide one laptop computer per event (three judges). Ensure that there is adequate electrical support and Internet access for the judges’ computers given any technological components of competitive events.
- Determine all signage needs for inside and outside the conference. Determine costs.
- Decide whether boxed lunches and drinks will be catered, prepared by culinary arts students, or provided by the school cafeteria. Provide preliminary information and receive estimates on costs for budget planning. The cost of lunch should not exceed the prevailing state government rate per person.
- Monitor registration information weekly as it is entered into the conference electronic

system. Share the registration information monthly with the State Educators Rising Advisor.

- Select and obtain commitments from competitive events judges. Secure the names and contact information of previous judges as a starting point, and develop a list of those who could substitute should a judge not be able to participate.
- Recruit and have commitments from event coordinators who can assist with various components of the conference program.
- Secure a keynote speaker who will speak to the conference theme. If assistance is needed, the State Educators Rising Advisor can provide information.
- Secure presenters for breakout sessions of the conference. Review previous conference programs to determine the type of breakouts usually offered. Remember, students participating in competitive events will attend conference sessions when they are not competing.
- Solicit business partnerships to support the conference.

3 – 6 Months Leading Up to the Conference

- Arrange for electronic submission of student competition materials.
- Arrange for food (i.e., lunch, snacks) for students, advisors, judges, and event coordinators.
- Establish the day’s schedule: competitions, conference presentations, lunch and breakout times, keynote address, and awards ceremony.
- Identify and secure technology or other equipment needed for rooms (e.g., easels, LCD projectors, paper/pens).
- Purchase award plaques for first-place awards and create certificates for second- and third-place awards. Suggestions and templates are available from the State Educators Rising Advisor.
- Secure photographer for conference and awards ceremony.
- Arrange for adequate security during the conference.
- Identify the state policy that establishes which students will advance to national competitive events following the state competitions (e.g., first and second places).
- Solicit giveaway items for conference packets/bags from local merchants that actively support the schools, vendors, or school organizations. Also consider requesting donations of items for the conference, including name badges and awards.
- Beginning three months prior to the event, e-mail the State Educators Rising Advisor monthly with updates on the conference, including the number of student registrations. If numbers appear to be low or high in some competitive events, bring this to the attention of the State Educators Rising Advisor.
- Determine where the program will be printed and the estimated cost, if the school division does not have the resources for printing the program.
- Establish a process for breaking ties in competitive events.

- Prepare judges’ packets, including competition rules and scoring rubrics. Print the materials, or prepare them for publication electronically. Confirm with the State Educators Rising Advisor the requirements for judging documentation during competitive events. Have a plan for collecting judging documents and forwarding them to the State Educators Rising Advisor upon completion of the conference.

6 Weeks Prior to the Conference

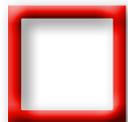
- Finalize the schedule and make final room assignments. Walk through all of the spaces being used to be certain there will be no issues moving from one area to another. Review spaces used for breaks, lunch, administration, and registration. Develop a plan for each room that shows the arrangement of tables and desks, including where judges will sit and confer and where students or speakers will present. Attempt to minimize distractions or noise from other rooms or gathering spaces.
- Prepare a list of technology availability by room and match rooms to competitions or conference presentations. Establish responsibilities for setup, monitoring, or assistance with technology during the conference, and establish contingencies if there is hardware or software failure.
- Confirm the needs of the keynote speaker (e.g., room setup, technology requirements, handouts, biography for introduction, arrival time).
- Finalize the layout of the program. Include a map of the school with room numbers or locations of competitive events and conference sessions.
- Publish the final conference program on Web sites.
- Print the program and other conference materials.
- Prepare and assemble conference registration packets, name badges, and registration signage.
- As applications are received, prepare folders for the judges. The folders will include three (3) copies of the application and the scoring rubric.
- Prepare all signage related to the conference. Include signage for a space for students to gather and have refreshments available when they complete competitive events. If signage is being printed outside of school, it may be necessary to order signs earlier.
- Review registration to determine if there is adequate access to parking and bus parking or if there are other parking requirements.
- Write the script for the general session(s) and introductory remarks for speakers.
- Identify events that do not have an on-site competitive event which may be judged prior to the conference. The State Educators Rising Advisor will provide assistance with this procedure.
- Write the protocol for the awards ceremony and determine who will make award and certificate presentations.

One Week Before the Conference

- Notify each chapter advisor by e-mail of their students' schedules during the conference, highlighting the times of their competitive events. Include any pertinent last-minute information.
- E-mail each participating high school the final conference information, highlighting starting times and any anticipated travel concerns. Ask for a reply, and follow up if you do not hear from a school.
- E-mail each adult conference presenter and judge the final information about starting times, parking information, travel concerns, etc., and a thank-you in advance for their contribution to the conference. Provide each person with the name and cell phone number of someone who will be responsible for assisting him or her if a problem arises on the day preceding or the day of the conference. Ask for an e-mail reply to confirm receipt.
- Finalize social media plans for the conference, according to the social media policy of the host school division.
- Establish headquarters location. Locate a printer at headquarters or in the registration area.

CONDUCTING THE EVENT

RESPONSIBILITIES DURING THE CONFERENCE AND COMPETITIVE EVENTS



The day prior to and the day of the conference are busy times for the coordinator and planning team. All of the planning pays off when each person associated with the conference knows what to do and where to be at the appointed time. There may be a few surprises, but a good coordinator is prepared and has well-thought-out contingency plans.

The coordinator has the following responsibilities during the conference and competitive events. Depending on the accessibility of the facility, many of the tasks associated with setting up for the conference are addressed on the day before the conference (i.e., Friday afternoon before the Saturday conference).

Evening Before and Day of the Conference

- Organize and set up registration, including tables, computers, packets, name tags, and bags.
- Designate greeters, runners, food coordinator, awards ceremony coordinator, and other roles for volunteers.
- Hold an orientation meeting for event coordinators.
- Post signage.
- Arrange rooms to meet specifications agreed upon and in the room plan.
- Designate a volunteer to check on needs of the conference speakers.
- Deliver and set up technology and equipment.

- Designate a point of contact for logistics (e.g., custodial service, cleanup, microphones).
- Equip rooms with supplies and equipment needed for competitive events.
- Conduct an orientation session for judges, giving them everything they will need even if it has been sent to them previously.
- Set up check-in at registration for session facilitators who will introduce speakers.
- Open registration.
- Identify any judges who are absent and contact alternates with information about their events.
- Coordinate site logistics (e.g., parking, custodians, food service, cleanup).
- Troubleshoot competitive event issues.
- Coordinate the general session, including the keynote (e.g., seating, stage area, microphones).
- Supervise students who are not in competitions or conference sessions.
- Specify a room facilitator for each competitive event.
- Provide bottled water and a snack in the participant's registration bag.
- Check on lunch arrival and monitor food before lunch is open.
- Review scores awarded during the competition before judges are dismissed. Break all ties with a predetermined process.
- Receive judging packets from judges before they are dismissed.
- Follow the process for challenging scores, if needed. Use the tiebreaker criteria established before the competitive events were held.
- Ensure that all score sheets completed by judges are accounted for.
- Distribute scores to students who competed. Distribute awards information to advisors.
- Create the awards list.
- Insert recipient's name on award certificates for the second- and third-place awards.
- Print the certificates for the second- and third-place awards.
- Prepare for the awards ceremony. Place awards in the order that they will be presented. Have a PowerPoint presentation with a slide for each award.
- Conduct awards ceremony and distribute awards and certificates.
- Give small gifts of appreciation to the judges.
- Conduct evaluation and collect responses. If using an electronic evaluation procedure, provide directions for the evaluation in participation packets and give directions during the awards ceremony.

CLOSING OUT AND HANDING OFF

RESPONSIBILITIES FOLLOWING THE CONFERENCE AND COMPETITIVE EVENTS



While most of the school division’s responsibilities for a successful Educators Rising–Virginia State Conference are complete when the event ends, there are several important tasks that ensure that the day’s events close out successfully and that all of the hosting school division’s responsibilities are completed on time.

The remaining tasks are important to bring closure to the event, help prepare for the national student competition in the summer, and provide information to the VDOE that is needed to document the Educators Rising state conference and competition.

Together with a record of the event planning, the final tasks help to create a smooth transition for the coordinator of the conference being planned for the following year.

Items to Complete

- Send thank-you notes to judges.
- Pay all bills (e.g., food, honorariums, supplies, awards).
- Conduct a debriefing session with the planning team. Include the State Educators Rising Advisor and the school division coordinator planning the next year’s conference via video or audio conference call.
- Call the chief academic officer in the division to thank him or her for support for the conference and relay how successful the conference was for the students and the school division.
- Archive documentation for school division records.
- Post the results of the competitive events (award recipients) with pictures on Educators Rising Web sites.
- Prepare a press release and forward to participating school divisions. Use social media in keeping with school division policy.
- Send information to participating school divisions about how to access conference photographs.
- Update all databases and share with the school division coordinator planning the next year’s conference.
- Share any of the above information with the school division coordinator planning the next year’s conference as recommended by VDOE. Offer to speak by phone to the new coordinator. Use these guidelines to discuss the conference planning work with the new coordinator.

Items to Submit to VDOE

- Compile the conference evaluation results and summarize a few comments to include with the transmission to the State Educators Rising Advisor.
- Forward an official list of award recipients by award category to the State Educators Rising Advisor.
- Provide applications for events and judges' evaluation forms to State Educators Rising Advisor.

APPENDICES

APPENDIX A

**Educators Rising–Virginia
State Conference Coordinator
Responsibilities**

Conference Coordinator Responsibilities

TASK	DESCRIPTION	PERSON(S) RESPONSIBLE	ONE YEAR IN ADVANCE
Lodging	» Secure information on local hotels that will provide lodging for participants.		April
Sessions and Speakers	» Develop conference schedule. » Create call for presentations and presenter forms. » Send information via electronic mailing list.		May-August
	» Develop room assignment chart for sessions. » Send confirmation to all speakers with information on date, time, location of session, and equipment needs.		October-November
	» Develop speaker packets, to include: ◇ Session time and location ◇ Map of rooms ◇ Speaker's certificate of appreciation ◇ Copy of program** » Coordinate designees to meet/escort speakers.		February
Facilitators	» Secure facilitators, noting school, division, and city/county for inclusion in the program.		November
	» Send out confirmation to presenters.		November
	» Develop facilitator packet for each facilitator/session, to include: ◇ Session time and location ◇ Title and speaker ◇ Duties sheet ◇ Evaluations ◇ Speaker appreciation certificate/thank-you letter » Create facilitator's appreciation certificate.		February
Presenter and Facilitator Appreciation Certificates	» Create certificates for all presenters and facilitators.		February
Session Evaluations	» Develop online session evaluations. » Make online evaluation Web site available to participants. » Provide evaluation feedback to the state conference planning committee.		» November » March » April/May
Exhibitors/Vendors	» Create exhibitors application. » Contact possible vendors to exhibit at conference. » Contact possible vendors for door prizes.		» September » November » January
	» Set up floor plan for vendors.		January
Program	» Develop program schedule, to include: ◇ Competitive events schedule ◇ Session times ◇ Session summary ◇ Speaker information ◇ Location » Submit final program text and graphics to VDOE/CTE Resource Center for editing by late January.		September
Equipment	» Develop a list of equipment needed by each presenter. » Organize equipment by session time and room. » Secure volunteers to check on equipment for each room/session. » Obtain equipment for each day.		January
Conference Wrap-Up	» Collect items and clean up the area used. » Close out.		March

APPENDIX B

Budget

**<<Year>> Educators Rising–Virginia State Conference Budget
Sample Budget**

Projected Revenue	Description	Amount
Registration	200 participants @ \$35.00	\$7,000.00
Total Projected Revenue		\$7,000.00
Expenditures		
Conference Coordinator		\$2,500.00
Conference Registrar		\$500.00
Competitive Events Software	200 @ \$1.50	\$300.00
Contract Labor: Custodian(s)		\$200.00
Conference Supplies:		
Registration (office supplies)	Certificate paper, name tags	\$100.00
Registration Bags	200 bags @ \$2.50	\$500.00
Award plaques for 1st-place award recipients	19 plaques @ \$10.00	\$190.00
Certificates for 2nd- and 3rd-place award recipients	38 certificates in presentation folders	\$85.00
Keynote Speaker		\$500.00
Printing		\$125.00
Audiovisual (microphones, screens, LCD projectors, etc.)	Program, signage, Educators Rising banner(s) In-kind – school division	0
Meals (box lunches)	200 lunches @ \$10.00	\$2,000.00
Total Expenditures		\$7,000.00

APPENDIX C

Sample State Conference Forms

Competitive Events Letter Template



VIRGINIA

State Competitive Events

<<Month Day, Year>>

8:30 a.m. – 3:30 p.m.

<<Name>> High School

<<Address>>

<<City>>, <<State>>

TO: Virginia Teachers for Tomorrow Instructors/Educators Rising Advisors

FROM: State Advisor, Educators Rising–Virginia

RE: <<Year>> Educators Rising–Virginia Competitive Events and State Conference

The Educators Rising–Virginia Competitive Events will be held on <<Day>>, <<Month Date, Year>> at <<Name>> High School, <<address>>, <<City>>, <<State>>, <<ZIP>>.

Registration deadline: <<Month>> <<Date>>, <Year>>. The registration forms and payment (school check) should be mailed to Alumni and Associates, Post Office Box 1409, Gate City, Virginia 24251.

Competitive Event Applications—Download the competitive event guidelines, rubric, and application from <https://www.educatorsrising.org/what-we-offer/competitions>. **Applications should be submitted to** <http://educatorsrisingva.weebly.com/educators-rising-slc-event-registration.html>.

Attachment: Educators Rising Competitive Events Registration Forms



VIRGINIA

<<Month Date>>, <<Year>>

<<Title>> <<First Name>> <<Last Name>>

<<Job Title>>

<<School>>

<<Address>>

<<City>>, <<State>> <<ZIP>>

Dear <<Title>> <<Last Name>>:

You are cordially invited to exhibit at the <<Year>> Educators Rising–Virginia Competitive Events on <<Day>>, <<Month Date>>, from 8:30 a.m. to 3:30 p.m. at <<Name>> High School, <<Address>>, <<City>>, <<State>> <<ZIP>>. Educators Rising members from school divisions across the Commonwealth of Virginia will compete in events. The first- and second-place state award recipients are eligible to represent Educators Rising–Virginia and compete at the <<Year>> national conference in <<City>>, <<State>>. The schedule for <<Month Date>> includes a keynote speaker, college admission representatives, best-practices sessions, and the closing awards session.

As an exhibitor, the college/university representative would provide educational information about the School of Education and speak with students about the admission requirements and degree options.

If you agree to participate, please complete the online application.

All vendor/exhibitor applications must be received no later than <<Month Date>>, <<Year>>. Exhibitors may set up at 8 a.m. on the day of the event. We anticipate approximately <<Number>> participants.

Thank you for considering participation in the Educators Rising–Virginia <<Year>> Competitive Events.

Sincerely,

<<First Name>> <<Last Name>>

Event Coordinator

Sponsorship Letter



VIRGINIA

<<Month Date>>, <<Year>>

<<Title>> <<First Name>> <<Last Name>>
<<Job Title>>
<<School>>
<<Address>>
<<City>>, <<State>> <<ZIP>>

Dear <<Title>> <<Last Name>>:

I am writing to solicit your sponsorship for the <<Year>> Educators Rising–Virginia State Conference and Competitive Events. Educators Rising is a career and technical student organization (CTSO) for middle and high school students who are interested in exploring careers in the education field. Educators Rising–Virginia is the cocurricular organization for the Virginia Teachers for Tomorrow program.

The <<Year>> Educators Rising–Virginia State Conference and Competitive Events will be held at <<Name>> High School, <<Address>>, <<City>>, <<State>> <<ZIP>>, on <<Day>>, <<Month Date>>, from 8:30 a.m.–3:30 p.m. Educators Rising members from school divisions across Virginia will compete in events. The first- and second-place state award recipients are eligible to represent Educators Rising–Virginia at the <<Year>> national competitions. The schedule for <<Day>>, <<Month Date>> will feature a keynote speaker, college admission representatives, best practices sessions, and the closing awards session.

We are working to secure sponsorships with local businesses for this event. We are expecting approximately 200 participants, including Educators Rising members and chapter advisors. The Educators Rising–Virginia <<Year>> Competitive Events provide an opportunity for students to enhance their leadership skills and learn more about the teaching profession.

I will follow up with you by phone to discuss the process for making a donation to support the <<Year>> Educators Rising–Virginia State Competitive Events. Thank you for your consideration of this request.

Sincerely,

<<First Name>> <<Last Name>>

Event Coordinator



<<Month Date>>, <<Year>>

<<Title>> <<First Name>> <<Last Name>>
<<Job Title>>
<<School>>
<<Address>>
<<City>>, <<State>> <<ZIP>>

Dear <<Title>> <<Last Name>>:

I am writing to thank you for your interest in serving as a session facilitator at the Educators Rising–Virginia State Conference.

The role of the session facilitator is to assist an assigned session presenter in the following ways:

- » Arrive 10 minutes in advance of the start of the session.
- » Introduce yourself to the presenter before the session.
- » Ensure the necessary technology is available in the room and working.
- » Welcome the session attendees as they enter.
- » Open the session by introducing the presenter and close the session by thanking the presenter and attendees.
- » Distribute handouts.
- » Monitor session time and signal the presenter 15 minutes prior to the end of the session.
- » Remind participants of the conference evaluation process.
- » Notifying the Educators Rising coordinator of problems encountered during a session and submitting the exit card to the registration desk.

The Educators Rising <<Year>> State Conference and Competitive Events will be held at the _____ High School, <<Street Address>>, <<city>>, Virginia on Saturday, <<Month>> <<Day>> from 8:30 a.m. – 3:30 p.m. Please pick up your packet with room assignment at the registration desk.

Sincerely,

<<First Name>> <<Last Name>>
Event Coordinator

Electronic Evaluation: Educators Rising–Virginia State Conference

INSTRUCTIONS:

- Create an electronic survey using the sample questions.
- List the sessions for the session evaluation question.

* Required

The duration of the state conference was appropriate. *

- Yes
- No

The facilities were appropriate for a state conference. *

- Yes
- No

The competitive events were well organized (e.g., registration, competition, awards). *

- Yes
- No

Please rate the sessions. *

- Excellent
- Very Good
- Needs Improvement
- Did not attend

What topics would you like to see addressed in future sessions?

Please rate the exhibitors. *

- Excellent
- Very Good
- Needs Improvement
- Did not attend

Which exhibitors would you like to see at future conferences?

Did you volunteer to assist with the competitive events? (e.g., evaluator, room consultant) *

- Yes
- No

The one thing that I like most about the state conference was

Share your suggestions for future conferences.

APPENDIX D

Competitive Events Forms



VIRGINIA

<<YEAR>> EDUCATORS RISING–VIRGINIA STATE CONFERENCE REGISTRATION FORM

EDUCATORS RISING ADVISOR:	SCHOOL:
SCHOOL DIVISION:	MAILING ADDRESS:
SCHOOL PHONE:	
FAX:	
E-MAIL ADDRESS:	

Registration Fees Competitive Events registration must be postmarked by December 15, <<Year>>.
Number of competitors registering: ____ x \$35 = \$_
Total Registration Fees: \$

REGISTRATION CHECKLIST:

- Fill in advisor contact information above and competitor information on page 2.
- E-mail forms to VAEducatorsRising@gmail.com with payment as noted below.
- Special Needs—Please list participant’s name and other special needs below:

Name	Special Needs (including dietary restrictions)

HOW TO SUBMIT YOUR FORMS AND PAYMENT:

Send this two-page form and payment to:

Alumni and Associates
VAEducatorsRising@gmail.com
 Post Office Box 1409
 Gate City, VA 24251

Make checks payable to Educators Rising–Virginia. Remember, **purchase orders and personal checks cannot be accepted**— you must send a **school check**.



VIRGINIA

Competitive Events Registration Receipt

To:		E-mail:	
From:	Registrar	Date:	
Re:	Competitive Events Registration Receipt		
Pages:	2		

We received your competitive events registration. A receipt for the registration fees is included at the bottom of this page. No additional receipt will be provided.

Remember to review Educators Rising competitive events rules, dress code, and code of conduct with your students. Also, bring a copy of your school’s emergency contact form for each student.

Please see the attached list detailing what materials should be placed in the dropbox by February 15, <<Year>>, and what materials should be brought to the competition. Materials required in advance should be uploaded to <http://educatorsrisingva.weebly.com/educators-rising-slc-event-registration.html>.

Questions concerning registration may be directed to _____, Event Coordinator, by e-mail at VAEducatorsRising@gmail.com.

Receipt for: <<Year>> Educators Rising–Virginia Competitive Events Registration

Received from: _____

Date: _____ **Check #** _____ **Amount: \$** _____

Received by: Educators Rising Competitive Events Registrar

<<Year>> Educators Rising–Virginia General Competition Guidelines

- » Students may enter up to a total of three combined events provided the schedule can accommodate the applicants.
- » Advisors may enter up to three students per chapter in each individual event and one team for chapter events. All chapter events require at least two and no more than four student representatives per chapter to participate in the judging session at the Educators Rising National Conference.
- » Competitors must report to their assigned area on time. Failure to report at their scheduled time will result in disqualification.
- » Entrants grant the sponsoring organization the right to post photos of students for promotional purposes on the state Educators Rising Web site.
- » Follow the guidelines below to determine what materials need to be submitted by February 15, <<Year>>, and what materials can be brought to the competitive event.

Individual Competitive Event	Submitted by February 15, <<Year>>	Brought to Competitive Event
Creative Lecture (TED Talk)	Optional slide deck	N/A
Children’s Literature (K-3 and Pre-K)	Original children’s book	N/A
Lesson Planning and Delivery CTE	Written lesson plan 10-minute video in .mp4 format	N/A
Lesson Planning and Delivery Humanities	Written lesson plan 10-minute video in .mp4 format	N/A
Lesson Planning and Delivery STEM	Written lesson plan 10-minute video in .mp4 format	N/A
Lesson Planning and Delivery–Arts	Written lesson plan 10-minute video in .mp4 format	N/A
Exploring Student Support Services Careers	Professional’s verification form Interview form	Slide deck
Job Interview	Résumé Cover letter	
Impromptu Speaking	N/A	N/A
Exploring Careers in Education Innovation	Professional’s verification form Interview form Slide deck	N/A
Leadership Award	Portfolio with two components—essay and artifacts	No on-site competition
Educators Rising Moment	N/A	May bring up to five 4 x 6 index cards, using only one side of each card
Public Speaking	One copy of public speaking competition speech	Three copies of public speaking competition speech to give to judges May bring up to five 4 x 6 index cards, using only one side of each card Optional—one visual aid allowed but not required No A/V available
Exploring Education Administration Careers	Professional’s verification form Interview form Slide deck	N/A
Chapter Competitive Event	Submitted by February 15, <<Year>>	Brought to Competitive Event
Researching Learning Challenges	Position paper Slide deck	Slide deck
Recruitment and Marketing Presentaton	Video on flash drive in .mp4 format	Visual display, freestanding or tabletop
Ethical Dilemma	N/A	N/A
Inside Our Schools Presentation	Video in .mp4 format	N/A
Impromptu Teaching	N/A	N/A
Exploring Non-Core Subject Teaching Careers	Slide deck	N/A



Impromptu Speaking Prompt 1

Directions: The sample speaking prompt is printed twice on this page to conserve paper. Print copies and cut on the dotted line.

In the past six years, many states and districts have enacted new policies regarding the evaluation of teachers' performance. Many of these efforts have generated controversy of teachers' levels of responsibility for student growth, and how that growth can be proven and measured.

Describe your vision for an appropriate, effective teacher evaluation system and explain why you feel that way.

In the past six years, many states and districts have enacted new policies regarding the evaluation of teachers' performance. Many of these efforts have generated controversy of teachers' levels of responsibility for student growth, and how that growth can be proven and measured.

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Describe your vision for an appropriate, effective teacher evaluation system and explain why you feel that way.



Impromptu Speaking Prompt 2

Directions: The sample speaking prompt is printed twice on this page to conserve paper. Print copies and cut on the dotted line.

Below are the five “core propositions” of the National Board for Professional Teaching Standards. They were developed by teams of teachers in the late 1980s, and they form the philosophical anchor for the National Board’s vision of accomplished teaching.

Proposition 1: Teachers are Committed to Students and Learning

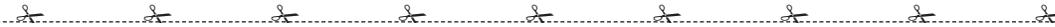
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

Select one of these core propositions and describe how it connects to your personal development as a young educator.



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Below are the five “core propositions” of the National Board for Professional Teaching Standards. They were developed by teams of teachers in the late 1980s, and they form the philosophical anchor for the National Board’s vision of accomplished teaching.

Proposition 1: Teachers are Committed to Students and Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

Select one of these core propositions and describe how it connects to your personal development as a young educator.



Job Interview Competition Questions

Contestant's Name: _____

1. Tell us about yourself in 30 seconds or less.
2. What **qualities** do you have that will make you a good teacher assistant?
3. What **skills** do you have that will make you a good teacher assistant?
4. How have your previous experiences helped prepare you to be an effective teacher assistant?
5. In this position, you may work with students who are struggling to understand information or develop skills. How will you go about helping students who are struggling to understand information or develop skills?
6. You may work with students who come from a background different than your own. Describe examples that demonstrate how you have effectively worked with students who may have physical or mental disabilities, or who come from an ethnic or cultural background different from yours.
7. Describe methods and techniques that you employ to inspire students and get them engaged in instruction.
8. What makes you a great educator?

APPENDIX E

Sample State Conference Program



VIRGINIA

State Conference and Competitive Events

«Month Day», «Year»

«Name» High School

«Address»

«City»

School Division Logo

“There’s Power
in Teaching.”



<<YEAR>> EDUCATORS RISING

STATE COMPETITIVE EVENTS & CONFERENCE

Time	Event	Location
8:00 a.m.	Evaluators, Exhibitors, Presenters Registration	Enclosed Cafeteria
8:00 a.m. – 9:15 a.m.	Competitor Registration	Front Lobby
9:15 a.m. – 9:25 a.m.	Advisor Meeting	Auditorium
8:30 a.m. – 12:15 p.m.	Exhibits	Commons
9:30 a.m. – 12:15 p.m.	Competitive Events	Classrooms
	Researching Learning Challenges Competition	E129
	Public Speaking Competition	E130
	Creative Lecture Competition Group 1	E137
	Creative Lecture Competition Group 2	E138
	Children’s Literature Group 1	E108
	Children’s Literature Group 2	E110
	Children’s Literature Group 3	E106
	Children’s Literature Group 4	E123
	Children’s Literature Group 5	E125
	Children’s Literature Group 6	E124
	Children’s Literature Group 7	E126
	Job Interview Group 1	E127
	Job Interview Group 2	E128
	Technology Video Competition	E136
	Exploring Careers in Education Innovation Competition	
	Service Project Competition	E155
	Inside Our Schools Competition	
	Exploring Education Administration Careers Competition	E150
	Impromptu Speaking Competition Preparation Room	E148
	Impromptu Speaking Competition	E149
	Recruitment and Marketing Competition	E147
	Ethical Dilemma Competition	E141
	Exploring Student Support Services Careers Competition	E142
	FEA Moment Competition	E143
	Lesson Planning and Delivery – Humanities	E112
	Lesson Planning and Delivery – STEM	E151
	Lesson Planning and Delivery – CTE	
9:30 a.m.–10:30 a.m.	Session I Workshops (same workshops are repeated in Session II)	Classrooms
	iTeach- Highlights technologies that can be used to differentiate and motivate learners.	E120
	<i>Presenter: Loribeth Bosserman, Special Educator, Prince William County Public Schools and VEA Trainer</i>	

Time	Event	Location
9:30 a.m. – 10:30 a.m.	<p>SAT 10 Question Challenge—How ready are you for the SAT or ACT? Test your skills at this workshop, and learn exclusive strategies for how to handle the toughest SAT and ACT questions.</p> <p>Presenter: <i>Nick Cunningham, Kaplan Test Prep</i></p>	E122
	<p>What type of learner are you?—Participants will discuss different types of learning styles and identify their individual learning styles. Explore how this info impacts learning and instruction.</p> <p>Presenter: <i>Rose Frazee, Assistant Principal, Gar-Field High School, Prince William County Public Schools</i></p>	E144
	<p>Team Building Workshop—Participants examine the value of team building in the learning environment and learn ways in which it enhances student understanding. Participants examine their strengths and learn how they can best contribute to a team.</p> <p>Presenter: <i>Sue Smith, Teacher, Kecoughtan High School, Hampton City Public Schools</i></p>	E119
	<p>Write Now – The Secrets of College Essays—What does a college essay and a first date have in common? Join us and learn the answer. Discover the secrets of how to get noticed by college admissions officers and scholarship committees.</p> <p>Presenter: <i>Rosemary Bozo, Retired Prince William County Public Schools Counselor</i></p>	E145
	<p>Gear Up with Your Leadership Style!—Participants will explore the various leadership styles and self-assess their individual leadership style.</p> <p>Presenter: <i>Nicholas Zimmerman, FEA National Vice President of Programs and Community Outreach</i></p>	E146
	<p>Teach the Documentary—What does it take to be a teacher? Documentary offers glimpse inside four public classrooms.</p> <p>Facilitators: <i>Bobbie Mandro, Gar-Field High School, and Nancy Jones, Forest Park High School, Prince William County Public Schools</i></p>	E107
10:45 a.m. -11:45 a.m.	Session II Workshops (Session I Workshops Repeated – See Descriptions Above)	Classrooms
11:45 p.m.-12:20 p.m.	Student Lunch	Commons
11:45 p.m.-12:45 p.m.	Lunch for Evaluators, Exhibitors, Presenters	Enclosed Cafeteria
12:30 p.m.-1:00 p.m.	Keynote Speaker	Auditorium
	<p>Presenter: <i>Hamish Brewer, Principal, Occoquan Elementary School, Prince William County Public Schools</i></p>	

Time	Event	Location
1:05 p.m.-1:55 p.m.	Session III Workshops	Classrooms
	<p>iTeach—Highlights technologies that can be used to differentiate and motivate learners.</p> <p>Presenter: <i>Loribeth Bosserman, Special Educator, Prince William County Public Schools and VEA Trainer</i></p>	E120
	<p>SAT 10 Question Challenge—How ready are you for the SAT or ACT? Test your skills at this workshop, and learn exclusive strategies for how to handle the toughest SAT and ACT questions.</p> <p>Presenter: <i>Nick Cunningham, Kaplan Test Prep</i></p>	E122
	<p>What type of learner are you?—Participants will discuss different types of learning styles and identify their individual learning styles. Explore how this info impacts learning and instruction.</p> <p>Presenter: <i>Rose Frazee, Assistant Principal, Gar-Field High School, Prince William County Public Schools</i></p>	E144
	<p>Team Building Workshop—Participants examine the value of team building in the learning environment and learn ways in which it enhances student understanding. Participants examine their strengths and learn how they can best contribute to a team.</p> <p>Presenter: <i>Sue Smith, Teacher, Kecoughtan High School, Hampton City Public Schools</i></p>	E119
	<p>What Would You Do? Examining Ethics in Education—Participants will be faced with dilemmas in education in which they have to make smart choices.</p> <p>Presenter: <i>Riley O’Casey, Bull Run FEA, Prince William County Public Schools</i></p>	E147
	<p>Essentials of the 21st Century Classroom—Learn the way we teach, learn and work in the 21st century with an overview of STEM careers and a project-based approach to teaching for the preparation of tomorrow’s work force.</p> <p>Presenter: <i>Jorge Valenzuela, Instructional Specialist, Richmond Public Schools CTE – Technology & Engineering</i></p>	E121
	<p>Workplace Readiness Skills—Employers from all industry sectors from across the nation agree that personal qualities, professionalism and technology literacy skills are vital and widely valued. Learn strategies for enhancing these traits and improving your chances of being successful in the workplace.</p> <p>Presenter: <i>Artrice L. Hardin, CTE Instructor, Hylton High School, Prince William County Public Schools</i></p>	E148

Time	Event	Location
1:05 p.m.-1:55 p.m.	<p>College Planning 101—General explanation of the who, what, when, where, and why of applying to a four-year college or university.</p> <p>Presenter: <i>Luis R. Portillo, Admissions Counselor, Radford University</i></p>	E149
	<p>The ABCs of FEA—Working session for FEA sponsors to examine strategies for having a successful FEA chapter.</p> <p>FEA SPONSORS ONLY</p> <p>Presenter: <i>Diane Breinig, FACS Instructor & FEA Advisor, Briar Woods High School, Loudoun County Public Schools</i></p>	E150
	<p>Why Would I Hire You?—Résumé preparation and interviewing well will help participants to sound natural, confident, and professional to land their first job.</p> <p>Presenter: <i>Darlene Faltz, Supervisor of Recruitment & Specialty Programs, Prince William County Public Schools</i></p>	E143
	<p>Let’s Communicate – Words & Body Language—Participants will discuss the various ways that we communicate personally and professionally daily. The presenter will engage the participants in dialogue and interactive activities that are geared to develop and enhance effective communication skills designed to improve the quality of life.</p> <p>Presenter: <i>Carolyn Custard, Director of Student Services, Prince William County Public Schools</i></p>	E142
	<p>Leadership “PIE”—Come explore the “ingredients” of great leadership through participating in hands-on activities highlighting the 10 Effective Student Leadership Traits: Attitude, Communication, Positive Role Modeling, Personal Responsibility, Self-Motivation, Sensitivity to Peers, Self Accountability, Action Plans and Goals, Leadership, and Teamwork.</p> <p>Presenter: <i>Mary Beth Dobbins, CTE Specialist, Prince William County Public Schools</i></p>	E141
	<p>Examining Beliefs in College and Career Planning—Four corners interactive activity in which students will debate and defend their ideas about college and careers.</p> <p>Presenter: <i>Tracey Walker, Language Arts Instructor, Woodbridge Middle School, Prince William County Public Schools</i></p>	E135
	<p>Does Your Vision Match Your Actions? Participants will examine the importance of aligning actions with visions.</p> <p>Presenter: <i>Maria Burgos-Singleton, Supervisor of Culturally Responsive Instruction, Prince William County Public Schools</i></p>	E136
2:00 p.m. - 2:25 p.m.	Group Picture	Gym
2:30 p.m. - 3:30 p.m.	<p>Presentation of Awards Ceremony</p> <p><i>Dan Brown, Director of National FEA</i></p>	Auditorium

Acknowledgements

<<First Name>> <<Last Name>>, Conference Coordinator

Virginia Department of Education

<<First Name>> <<Last Name>>, State Educators Rising Specialist

<<INSERT Acknowledgments>>

A special thank you to the judges and presenters.

Participating School Divisions

Bedford County Public Schools
Chesapeake City Public Schools
Fairfax County Public Schools
Hampton City Public Schools
Henrico County Public Schools
Loudoun County Public Schools
Page County Public Schools
Prince William County Public Schools
Stafford County Public Schools
Virginia Beach City Public Schools
Warren County Public Schools
Winchester City Public Schools

Exhibitors

George Mason University
Huntington Learning Center
James Madison University
Kaplan Test Prep
Longwood University
Marymount University
Northern Virginia Community College
Radford University
Shenandoah University
University of Mary Washington
Virginia State University

School Board

<<First Name>> <<Last Name>>

Chairman

<<First Name>> <<Last Name>>

Vice Chairman

<<District Name>>

<<First Name>> <<Last Name>>
<<District Name>>

Superintendent of Schools

<<Title>> <<First Name>> <<Last Name>>

Superintendent's Staff

<<Title>> <<First Name>> <<Last Name>>

Deputy Superintendent

<<Add other leadership positions>>

<<School Division Logo inserted here>>

<<School Division Statement of Non-Discrimination inserted here>>

APPENDIX F

National Competitive Events Requirements



VIRGINIA

<<Month Day>>, <<Year>>

Educators Rising–Virginia Advisors,

- Students may enter up to a total of three (3) combined events.
- Advisors may enter up to three (3) students per chapter in each **individual event** and one (1) team for **chapter events**.
- All **chapter events** require at least two and no more than four student representatives per chapter to participate in the judging session at the Educators Rising National Conference.

Only the first- and second-place Virginia state winners may be registered to advance to compete in the national Educators Rising Competitive Events.

Complete information on the national Educators Rising Competitive Events General Guidelines can be found on the first two pages of each competitive event file.

Reference: <https://www.educatorsrising.org/what-we-offer/competitions>

Bibliography: The Teacher Pipeline

Projected Employment and Enrollment Data

Bureau of Labor Statistics, U.S. Department of Education. 2013. Table 8. Occupations with the largest projected number of job openings due to growth and replacement needs, 2012 and projected 2022. Accessed June 23, 2015. <http://www.bls.gov/news.release/ecopro.t08.htm>.

Data indicates that elementary school teachers and teacher assistants are among the occupations with the largest projected number of job openings due to growth and replacement needs.

Bureau of Labor Statistics, U.S. Department of Labor. 2014. "Education, Training, and Library Occupations." *Occupational Outlook Handbook, 2014-15 Edition*. Accessed June 23, 2015. <http://www.bls.gov/ooh/education-training-and-library/home.htm>

The BLS expects positions for elementary and middle school teachers to grow 12 percent by 2022, which is about the average growth rate for all occupations. While employment for high school teachers is projected to be slower than the average for all occupations, it is still expected to grow 6 percent due to retirements, declining student-teacher ratios, and increasing enrollment. The South and West should see faster growth in enrollment than other regions, and teachers of subjects like mathematics, science, and special education will be in high demand. The demand for preschool teachers is expected to grow 17 percent, which is higher than average.

Lombard, Hamilton. 2014. *Public School Enrollment Trends in Virginia*. Census Brief, Weldon Cooper Center for Public Service, Demographics Research Group. Accessed June 25, 2015. <http://www.coopercenter.org/demographics/publications/public-school-enrollment-trends-virginia>

This report summarizes enrollment trends and concludes that Virginia's total school enrollment is expected to increase over the next 10 years, primarily in Northern Virginia. Other parts of the state are likely to experience declining enrollment.

National Center for Education Statistics. 2013. *Section 3. Elementary and Secondary Teachers: Teachers in Elementary and Secondary Schools*. Accessed June 16, 2015. <https://nces.ed.gov/programs/projections/projections2021/sec3b.asp>

Data indicate the number of teachers in public elementary and secondary schools will increase by 15 percent between 2010 and 2021, with the number of new hires increasing 28 percent.

Virginia Employment Commission. n.d. *Occupational Projections (Long-term) for Primary, Secondary, and Special Education School Teachers in Virginia in 2012-2022*. Accessed June 23, 2015. <https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj>

The estimated employment of primary, secondary, and special education teachers in Virginia in 2012 was 105,677. That number is expected to grow by more than 16,000 by 2022. This represents an increase of almost 16 percent, higher than the national average.

Declining Interest in Teaching as a Profession

ACT, Inc. 2015. "The Condition of Future Educators 2014." Accessed June 25, 2015. <http://www.act.org/newsroom/data/2014/states/futureeducators.html>

According to data collected from students taking the ACT, the number of students interested in the teaching profession dropped by more than 16 percent from 2010 to 2014 (while the percentage of graduates taking the test increased by nearly 18 percent). The report warns that this is a significant drop, and further findings include a general lack of diversity and lower-than-average achievement levels among those who did express interest in teaching. In Virginia, 28 percent of all high school graduates took the ACT, and 5 percent expressed interest in education (a total of 1,043 students).

Rich, Motoko. 2015. "Fewer Top Graduates Want to Join Teach for America." *The New York Times*. February 5. Accessed June 24, 2015. <http://www.nytimes.com/2015/02/06/education/fewer-top-graduates-want-to-join-teach-for-america.html>

This is one of several articles reporting the declining number of applicants to the Teach for America program. Applications dropped last year after 15 years of growth, and this year the number dropped again—around 10 percent.

U.S. Department of Education. 2014. "Title II Higher Education Act Reports, 2010-2014." Accessed June 23, 2015. <https://title2.ed.gov/Public/Home.aspx>

According to the data presented, enrollment in teacher-preparation programs nationwide has declined, from 719,081 in 2010 to 499,756 in 2014. Enrollment numbers for Virginia have risen and fallen over the last five years, with 12,939 students enrolling in the 2012-2013 school year, compared with a high of 14,200 students in 2009-2010.

Teacher Shortage—Analysis and Proposed Solutions

Carroll, Thomas G. 2007. "Teaching For the Future." In *Building a 21st Century U.S. Education System*, edited by Robert L. Wehling, 46-58. Washington, D.C.: National Commission on Teaching and America's Future.

This chapter presents data regarding the teacher shortage created by the increasing retirement of baby boomers and early career attrition of millennials. The author proposes that the solution is not just increased recruitment; instead, the teaching profession and schools themselves must be transformed. Teacher preparation is addressed, with a focus on "teaching residencies" that train teachers within K-12 schools instead of college classrooms.

Kelley, Barbara. 2007. "Teacher Recruitment, Preparation, Induction, Retention, and Distribution." In *Building a 21st Century U.S. Education System*, edited by Robert L. Wehling, 75-86. Washington, D.C.: National Commission on Teaching and America's Future.

Kelley cites the recruitment of high school students into the teaching profession as a key factor in developing the teaching force, comparing the active approach of U.S. military recruitment at the secondary level to the "laissez faire" recruitment of teachers. She mentions Florida's Urban Teacher Academy Program as a successful example of identifying teacher

candidates early in their education.

Long, Cindy. 2015. "Pumping Up the Teacher Pipeline." *neaToday*. National Education Association, April 28. Accessed June 24, 2015. <http://neatoday.org/2015/04/28/pumping-up-the-teacher-pipeline/>

Long includes this statement from Steve Kappler, an executive at ACT, upon the release of the report concerning high school students' declining interest in teaching: "The earlier you get to them the better... What can we do with these students to better utilize their high school education time to generate interest in the teaching profession? Perceptions get shared early so the more conversation we can have with high school students, the easier it'll be to keep the teaching pipeline full."

San Diego Unified School District and San Diego Education Association. 2014. "Teacher Pipeline Task Force Final Report." San Diego. Accessed June 24, 2015. [http://www.boarddocs.com/ca/sandi/Board.nsf/files/9Q6SX274AF71/\\$file/Teacher%20Pipeline%20Task%20Force%20Board%20Report,%202010-28-14.pdf](http://www.boarddocs.com/ca/sandi/Board.nsf/files/9Q6SX274AF71/$file/Teacher%20Pipeline%20Task%20Force%20Board%20Report,%202010-28-14.pdf)

Among the task force's recommendations for improving the teacher pipeline were expanding and strengthening the Future Educators of America (FEA) program, now Educators Rising, and piloting a program that links CTE coursework, FEA membership, and other supports to identify and develop potential teachers.

Virginia Department of Education. 2015. "Virginia's Plan to Ensure Excellent Educators for All Students." Accessed June 25, 2015. http://www.doetest.virginia.gov/federal...a/.../teacher_equity_plan_2015.pdf

This VDOE report addresses the need to "grow the pipeline of educators in Virginia" due to increasing retirements and enrollment projections. It also lists the top ten critical shortage teaching endorsement areas in Virginia. Among the action steps mentioned is support of "Grow-Your-Own" initiatives to recruit promising teachers.

Teacher Shortage—Teachers of Color

Ahmad, Farah Z., and Ulrich Boser. 2014. *America's Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom*. Washington, D.C.: Center for American Progress.

Ahmad and Boser's report outlines the obstacles that people of color face in entering, and staying in, the teaching work force. Proposed solutions include targeted outreach to potential teachers, scholarships and other incentives, and support of local and state efforts to recruit teachers of color (e.g., South Carolina's Call Me Mister program, Teach Tomorrow in Oakland).

Ingersoll, Richard, and Henry May. 2011. *Recruitment, Retention and the Minority Teacher Shortage*. CPRE Research Report #RR-69, Consortium for Policy Research in Education. Accessed June 25, 2015. <http://www.cpre.org/recruitment-retention-and-minority-teacher-shortage>

Ingersoll and May argue that while the number of minority teachers is still not proportion-

ate to the number of minority students, retention—not recruitment—is the problem. Their analysis shows that recruitment efforts over the past 20 years have been successful in attracting minority teachers (the number of minority teachers increased 96% from 1988 to 2008); however, subsequent increases in turnover have contributed to a continuing shortage.

National Education Association. n.d. *NEA and Teacher Recruitment: An Overview*. Accessed June 22, 2015. <http://www.nea.org/home/29031.htm>

The overview predicts a “critical shortage” of minority teachers and mentions support of future-teacher organizations as a strategy for increasing the number.



For more information about CTE programs, visit the CTE Resource Center's Web site.