Early Childhood Education: Language and Literacy

ENTRY PER SCHOOL: 3
STATE COMPETITION: Yes
ELIGIBILITY: Educators Rising Chapters at the Middle and High School Levels

COMPETITION TYPE: Individual — Closed to spectators
NATIONAL COMPETITION: NO

Contest Purpose

To demonstrate knowledge and skills related to Language and Literacy Development. Contestants are expected to plan a language & literacy lesson and videotape themselves presenting lesson to children ages 2-5. Contestants will choose a book of their choice and create learning manipulatives geared towards their audience. The lesson plan and link to the video should be prepared to be viewed at the conference. During the competition, contestants will engage in a reflective interview with the judges. Display, manipulatives, learning tools and any other instructional tools may be used to help explain the questions during the reflective interview. This competition supports students in learning how to choose instructional tools and instruct using best practices in developing literacy & language skills in young learners.

How to Enter

A. Participants must be registered online for the competition by the submission deadline stated on www.edrisingaz.org

Competition Guidelines

A. The video file link must be accessible to the judges via a YouTube link along with the associated lesson plan. Have your video ready to go upon arrival at your event. Participants may use their district's lesson plan format.

B. The video must contain a title at the beginning of the video.

C. The video must include the name of the school, city, and state in the closing credits (Example: This message was brought to you by Kirkwood High School's chapter of the Educators Rising in Bloomington, IN).

D. The Video of Instruction must be no longer than 10 minutes and must portray contestants conducting Language & Literacy lesson with targeted age group.

E. During the competition, they will watch the video with the judge, hand the judge their lesson plan, and then there will be a reflective interview in which contestants will analyze their teaching and instruction after their Language & Literacy Lesson performance in the following areas:

Environment & Materials:

• How did you connect your book of choice and learning manipulative to the student's learning?

• What held the student's interest and engaged them in learning? What didn't?

• Did you have enough learning manipulative prepared and were they effective in engaging the students?

• Would you change anything in the environment or use different manipulatives if you taught this lesson again?

Lesson:

• How well did your lesson plan work?

• What instructional strategies do you use to maintain engagement throughout the lesson?

• How would you change your approach to present the lesson better next time?

• What was your biggest takeaway from teaching this lesson?

Reflection:

• What did you learn about the student's development through teaching this lesson?

• What did you learn about your own teaching style?

• What did you demonstrate to the students through your modeling and behavior?

ECE: Language and Literacy
Judge's Scoresheet

CONTESTANT'S NAME: _____

CONTESTANTS' SCHOOL: _____

Judges will use their discretion to assign points by evaluating the contestants via the rubrics on this scoresheet.

Video of Instruction

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement	Score
Focus & Clarity	The video focuses exclusively on demonstrating specific, well-chosen ways that the use of book choice, instructional strategies and learning manipulatives is elevating teaching. Throughout the running time, the instruction is clear and specific in its expert-level storytelling.	The video focuses on demonstrating specific ways that the use of book choice, instructional strategies and learning manipulatives is elevating teaching. There may be 1 or 2 concepts or components in the video that do not advance the goal stated in the prior sentence. The video is mostly clear and specific in conveying its story. More or clearer information at 1 or 2 points in the video would increase the understanding and impact for the viewer.	The video focuses on demonstrating specific ways that the use of book choice, instructional strategies and learning manipulatives is elevating teaching. There may be more than 2 concepts or components in the video that do not advance the goal stated in the prior sentence. The video makes an attempt to deliver a message related to the assigned task, but is inconsistent in its storytelling. There may be more than 2 points in the video that are confusing or do not support understanding or impact for the viewer.	The video lacks specificity in its demonstration of book choice, instructional strategies and learning manipulatives is elevating teaching. Adherence to the task assigned in the guidelines may be inconsistent. The video is consistently confusing or unclear in how it delivers a message directly related to the assigned task.	

Video Score: _____ / 10 Points

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Lesson Plan

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement	Score
Depth	The Language & Literacy lesson addresses both the objective and is developmentally appropriate for the ages of the learners. Language development is evident and explained.	The Language & Literacy lesson addresses both the objective and is developmentally appropriate for the ages of the learners. Language development is evident but is not always clear or modeled.	The Language & Literacy lesson addresses either the objective and/or is developmentally appropriate for the ages of the learners but not both. Language development is evident but is not always clear or modeled.	The Language & Literacy lesson does not address the objective or is developmentally appropriate for the ages of the learners. Language development is not evident and is not modeled.	
Creativity	Instruction, learning manipulative and book choice are stimulating, challenging and peak student interest. Modeling is used to support the learning objective. Lesson plan connects to standard and meets the various learning styles of the student audience.	Instruction, learning manipulative and book choice peak student interest. Modeling is used to support the learning objective. Lesson plan connects to standard and meets the various learning styles of the student audience.	Instruction, learning manipulative and book choice peak student interest but does not maintain engagement. Modeling is sometimes used to support the learning objective. Lesson plan connects to standard and meets some learning styles of the student audience.	Instruction, learning manipulative and book choice does not maintain engagement. Modeling is not used to support the learning objective. Lesson plan connects to standard and does not meet the various learning styles of the student audience.	
Professionalism	Contestant spoke clearly and maintained excellent posture, body language, handling of learning manipulatives and eye contact. Candidate expressed the objectives and instructions with clarify. Candidate was well prepared, dressed professionally and demonstrated confidence. Presentation was within the time limit.	Contestant spoke clearly and maintained good posture, body language, handling of learning manipulatives and eye contact. Candidate expressed the objectives and instructions with clarify. Candidate was prepared, dressed professionally and demonstrated understanding. Presentation was within the time limit.	Contestant spoke clearly and demonstrated some use of body language, handling of learning manipulatives and eye contact. Candidate expressed the objectives and instructions. Candidate was prepared, dressed professionally and demonstrated understanding. Presentation was within the time limit.	Contestant demonstrated some use of body language, handling of learning manipulatives and eye contact. Candidate expressed either the objective or instructions. Candidate was dressed professionally and demonstrated some understanding. Presentation was not within the time limit.	

Lesson Plan Score: _____ / 30 Points

Reflective Interview

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement	Score
Reflection	Contestant was able to appropriately and thoughtfully answer questions posed by the judges. Contestant provided clarifying information when asked. Contestant was well prepared & confident; excellent posture, grammar, use of knowledgeable vocabulary pertinent to the field and maintained eye contact.	Contestant was able to appropriately answer questions posed by the judges. Contestant provided clarifying information when asked. Contestant was prepared & confident; good posture, grammar, use of knowledgeable vocabulary pertinent to the field and maintained eye contact.	Contestant was able to appropriately answer some questions posed by the judges. Contestant provided some clarifying information when asked. Contestant was prepared; good posture, grammar, use of some knowledgeable vocabulary pertinent to the field and maintained eye contact.	Contestant was able to appropriately answer some questions posed by the judges. Contestant demonstrated good posture, grammar, use of some knowledgeable vocabulary pertinent to the field, maintained eye contact but did not seem confident or prepared.	

Reflective Interview Score: _____ / 10 Points

Video, Lesson Plan and Reflective Interview Score: _____ / 50 Points

Comments to the Contestant for Specific Feedback: