



## Leadership in Education Essay Competition

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### Overview

This is an individual competition. The purpose of the Essay Competition is to provide students with an opportunity to demonstrate their critical thinking and creative writing skills, as well as to explore teacher leadership and the wide range of roles teachers assume to support school and student success.

This is an individual competition. Only two student entries per chapter will be considered. Each chapter must select one or two students to represent them. Twenty-four (24) entries total will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.

### Assigned Topic

According to the [National Center for Education Statistics \(NCES\)](#), the racial/ethnic diversity of public school students has increased over time. While the public teacher workforce has also become more racially diverse over the last few years, the data shows that the change in student demographics is growing at a slightly higher rate than the increase in racial/ethnic diversity of the teacher workforce, resulting in racial underrepresentation among public school teachers. While 51 percent of public elementary and secondary school students in the U.S. were nonwhite in the 2015-16 school year, 80 percent of their teachers were White, according to 2015-16 data from the [National Center for Education Statistics \(NCES\)](#).

Research shows that having a teacher of the same race/ethnicity can have positive outcomes on a student's attitudes, motivation, and achievement. Additionally, minority teachers may have more positive expectations for minority students' achievement than nonminority teachers. Conversely, education scholars believe that implicit bias, or unconscious beliefs, may contribute to gaps in student achievement between minority and white students. A study published by the [National Center for Education Statistics \(NCES\)](#) in 2019 shows that non-Asian minority students tend to score lower on standardized tests than white students, leading to significant gaps in academic achievement between these groups.

Think about the race gap among teachers and its impact on the continued low levels of student achievement on the part of minority students. Discuss how school districts should respond to the findings about race and teaching. Use research and your own experiences to argue your point. Develop an argumentative essay that is well-reasoned and articulates your points thoroughly.

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### Competition Guidelines

- A. The sponsoring teacher must submit the Online Competition Entry Form **by 5:00 pm on Friday, October 30, 2020.**
- B. Essays must be emailed to [feaconference@fiu.edu](mailto:feaconference@fiu.edu) **by 5:00 pm on Friday, November 6, 2020.** The contestant's full name and the name of this competition must appear in the email subject line. Essays received after this deadline will not be considered.
- C. Essay must be written in English and be no fewer than 550 words and no more than 1,100 words in length, double-spaced (word count excludes list of sources).
- D. Entries must be in 12-point Times New Roman or an equivalent font with a one-inch margin on all sides of the page.
- E. Entries must be the student's original work and not copied from any books, articles, or from the Internet. Only one entry per student is allowed.
- F. Essay must have a cover sheet containing the following: title, student's name, school contact information, FEA advisor's name and date (this information must only appear on the cover sheet). Cover sheets do not count in the essay's word limit.
- G. Contestants **must include at least three references and cite all their sources of information in a Works Cited list.** MLA, APA, or Chicago-style format are required. Please use care to avoid plagiarism; plagiarized essays will be disqualified. **Essays without a Works Cited section will also be disqualified.** Works Cited sections will not count in the essay's word limit.
- H. Entries must include text only. Do not include photographs, illustrations, or background graphics or colors.

### Judging and Scoring

- A. The judges' decision is final.
- B. Contestants agree to be bound by the FEA General Competition Rules and Code of Ethics for Virtual Events and the decisions of the judges.
- C. Essay will be pre-judged. First, second and third place winners will be announced on the day of the virtual event.
- D. The entry will be scored using the Leadership in Education Essay Competition rubric.

### How to Enter

- A. The sponsoring teacher must complete and submit the Online Competition Entry Form.
- B. A link to access the form will be emailed to the sponsoring teacher after a group has been created on the Eventbrite registration site and the chapter sponsoring teacher has registered to attend the event.
- C. Entries submitted by email will not be accepted.

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### Persuasive Essay

Points Available	Accomplished 8 – 7	Commendable 6 – 5	Developing 4 – 3	Needs Improvement 2 – 1
Structure	The essay is expertly sequenced and structured in a way that maximizes understanding and impact.	The essay is sequenced and structured in a way that supports comprehension.	The essay's structure and sequence reflect limited strategy for supporting understanding or impact.	The essay's structure and sequence reflect a lack of strategy and may distract the reader from the intended understanding or impact.
Clarity	The essay's professional-caliber recommendations are entirely clear, contextualized, justified, and feasible.	The essay's commendable student-level recommendations are mostly clear, contextualized, justified, and feasible.	The essay's recommendations may not be clear, contextualized, justified, or feasible. Revision is recommended.	The essay's recommendations are not clear, contextualized, justified, or feasible.
Depth of Research	The essay makes informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information.	The essay makes recommendations by referencing fewer than three sources or the source material may not directly correlate to the essay's central purpose.	The essay makes limited connections to relevant research.	The essay makes virtually no connections to relevant research.
Overall Impact	The essay's professional-caliber and highly persuasive exploration of the issue and explanation of recommendations deliver maximum impact and understanding to the audience.	The essay reflects a commendable student-level effort. With minor revisions and delivery tweaks, the essay could be considered professional caliber.	The minimally persuasive essay demonstrates effort. At multiple points, the content may not effectively articulate or justify its recommendations. This may limit the impact of the essay.	The unpersuasive essay demonstrates inconsistent, unprofessional, or superficial aspects of its content and structure. The reader is frequently distracted from the intended impact by aspects of the content, structure, or lack of professionalism.

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### Essay Guideline Adherence

Points Available	3 – 1	0
<b>Title Page</b>	Contains title, contestant's name, school, contact information, FEA advisor's name and date.	Does not include a title page.
<b>Citations</b>	Includes at least 3 references and cites all sources of information accurately, using MLA, APA, or Chicago-style format	Includes less than 3 references.
<b>Works Cited</b>	Includes a Works Cited section and accurately uses MLA, APA, or Chicago-style format.	Does not include a Works Cited section.
<b>Length</b>	One-and-a-half to three full pages of research-supported recommendations with appropriate context.	Less than one full page or more than three full pages of research-supported recommendations with appropriate context.
<b>Grammar &amp; Mechanics</b>	Contains three or fewer errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.	Contains more than three errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.