



Leadership in Education Essay Competition

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

Adaptive learning utilizes technology to provide individualized instruction for students by modifying the presentation of material in response to student performance. Using online resources and computer programs, and based on a student's performance on material, the presentation of the next unit may change to better suit the student's needs. Adaptive learning tools could give teachers the chance to create more constructive one-on-one learning opportunities and improve the student learning experience. However, many teachers and parents share the opinion that they want real people teaching children, not a computer. Others argue that the ability of technology to intuit a student's needs and offer personalized instruction is a plus.

While adaptive learning systems have the potential to reshape teaching and learning inside and outside the classroom, their broad implementation could have unintended consequences for teachers, students, and school districts. Discuss the advantages and disadvantages of adaptive learning systems and how school districts should respond to the emergence of these systems. 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, November 5, 2021**.
- B. Essays must be emailed to feaconference@fiu.edu **by 5:00 pm on Monday, November 8, 2021**. 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. The link to access the Online Competition Entry Form will be available on the Eventbrite Online Event page.

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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
Title Page	Contains title, contestant's name, school, contact information, FEA advisor's name and date.	Does not include a title page.
Citations	Includes at least 3 references and cites all sources of information accurately, using MLA, APA, or Chicago-style format	Includes less than 3 references.
Works Cited	Includes a Works Cited section and accurately uses MLA, APA, or Chicago-style format.	Does not include a Works Cited section.
Length	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.
Grammar & Mechanics	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.