



Leadership in Education Competition

Overview

The Leadership in Education competition invites passionate and proactive FEA members to make a significant impact in their communities through exemplary leadership and dedication to enhancing education. Participants are challenged to develop and execute a self-initiated service-learning project that meets the following criteria:

- **Benefit Individuals with Special Needs:** The project must positively impact individuals with special needs, demonstrating the participant's commitment to inclusivity and support for all community members.
- **Independent of Required Curriculum:** The project should be entirely separate from any mandatory course curriculum, ensuring it is an additional effort driven by the participant's initiative. The project cannot overlap with another project/event at the school. It must be an original idea.
- **Minimum of 10 Hours of Work:** The project requires a substantial commitment, with a minimum of 10 hours dedicated to its planning, execution, and evaluation. The project needs to begin during the 2024-2025 academic year and end before the deadline to submit the project portfolio.
- **Research Relevance and Impact Data:** The research needs to be directly related to the project, and the citations should be within the last 10 years. Data should be included that shows the impact of the project.
- **Single Leader:** While collaboration is encouraged, each project must be led by a single FEA member. Only the individual leading the project will be eligible for the FEA scholarship.

Competitors must submit a detailed project portfolio and present their work to a panel of judges at the FEA Regional Conference at FIU. This presentation will be a critical component of the competition, showcasing the participants' leadership skills, project impact, and dedication to improving education in their community.

Participation Details

- This is an individual competition.
- Only one (1) entry per chapter will be accepted. Each chapter must select one student to represent them.
- A maximum of twelve (12) entries total will be accepted, on a first-come, first-served basis.



Leadership in Education Competition

Competition Guidelines

- A. The student must complete an education-related service-learning project that makes a concrete and visible impact on individuals with special needs in the school or community. The project cannot overlap with another project/event at the school. It must be an original idea.
- B. A minimum of 10 hours is required. The project needs to begin during the 2024-2025 academic year and end before the deadline to submit the project portfolio.
- C. The student must then complete a well-organized portfolio that includes an essay describing the project, as well as supporting artifacts. There are two components to the project portfolio: the essay and the artifacts. If the artifacts are not included, the competition entry will be disqualified.
- D. The competitor must submit the project portfolio by **5:00 pm on Friday, November 8, 2024**. The portfolio must be attached to a single email as a PDF or Word file. The email should be sent to feaconference@fiu.edu. The email subject line must include the competitor's full name and the name of the competition. Project portfolios received after this deadline will not be considered.

ESSAY GUIDELINES

- E. The essay must be typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 8 pages, not including the Works Cited section. The student should address the following sections in his or her essay. These sections must be clearly labeled.

1. Title page

Include your name, your sponsoring teacher's name, your school's name and address, and the title of your project.

2. Executive Summary

Give an overview of your project that is two pages or less. Include highlights from each section of the essay (background, project description, and reflection). For example, an executive summary might include a summary of the reasoning behind your project, what the project entailed, and the primary lessons that you learned from this experience.

3. Background

Why did you choose this project? Why is this project necessary and appropriate for this time and place? What is the intended impact of the project and how will you know if you achieved it?

4. Project description

Describe the process of completing your project. Questions to consider include:

- How did you determine a plan for your project? What was your method for gathering information and making strategic decisions?
- Did you need specific materials or volunteers? If so, how did you obtain them? How did you keep everything, and everyone organized?
- How much time did you spend on this project? How did you spend most of your time? Was that different than what you anticipated? If so, how? How did you keep a record of progress?



Leadership in Education Competition

- Did you make any significant changes to your project during the process? If so, did that affect the overall outcome? How?
- How did you know when the project was completed? Was there any presentation or debut of the final product?
- Did you undertake the project in a way that maximized its potential effectiveness?

5. Reflection

Reflect on the overall experience. Think about what you learned about yourself and those who benefited from the project. Consider how this experience will influence you in your future career in education. Questions to consider include:

- What did you learn about yourself as a project leader? What skills did you acquire that you can use in your career as an educator? How did this project affect you personally?
- What impact did this project have on your community? How did you measure or determine this impact? Given the project's outcome, did you spend your time well?
- What did you learn about working with others or managing people?
- What would you do differently if anything?
- What do those who benefited from this project think of the work that you led? How has your project positively impacted education?

6. References

If you cited any research within your essay, be certain to include a works cited section.

Follow APA, MLA, or Chicago citation style when writing your works cited section.

The research needs to be directly related to the project, and the citations should be within the last 10 years. Data should be included that shows the impact of the project.

The essay should be proofread by the sponsoring advisor to enhance the quality of the paper and ensure it is free of inconsistencies and grammatical errors.

ARTIFACT GUIDELINES

- F. In addition to your essay, you must include 5 to 8 artifacts in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your service project. This is your chance to show the evidence and impact of your hard work. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:
- Photographs
 - Newspaper articles, blogs, or other media coverage of your project
 - Reflective journal
 - Project timeline
 - Log of how time was spent
 - Written testimonials from beneficiaries of your project (especially students and parents)
 - Letters of commendation

Only artifacts submitted at the submission deadline will be considered for scoring. *Artifacts brought onsite to the competition but not previously submitted will **NOT** be considered for scoring.*



Leadership in Education Competition

PRESENTATION GUIDELINES

G. Competitors will deliver a slide deck presentation of no shorter than five minutes and no longer than seven minutes describing their experience and insights gained through

the project. Students should bring their presentations on a USB drive.

H. Competitors will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 10 minutes.

Judging and Scoring

- A. Competitors must be present at the scheduled time or will be considered disqualified.
- B. The judges' decision is final.
- C. Competitors agree to be bound by the FEA General Competition Rules.
- D. The entry will be scored using the Leadership in Education Competition rubric.

How to Enter

- A. This is an individual competition. Only one (1) entry per chapter will be accepted.
- B. All entries for individual and/or chapter competitions must be submitted by the chapter's sponsoring teacher via the [Online Competition Entry Form](#) by **5:00 pm, on Friday, November 1, 2024**.
- C. Entries submitted by email will not be accepted.



Leadership in Education Competition

PRE-SCORED COMPONENTS

Essay

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Impact	The essay makes a clear and compelling, professional-caliber case for the project's meaningful impact.	The essay makes a logical case for the project's impact.	The essay makes an inconsistent or superficial case for the project's meaningful impact.	The essay makes a limited case for the project's impact, And/or significant aspects of the essay may not be satisfactorily completed.
Special Needs Focus	The essay clearly and compellingly demonstrates the project's well-executed focus on individuals with special needs. Well-articulated and backed by research and experience, the student demonstrates knowledge of how to effectively support individuals with special needs.	The essay demonstrates the project's focus on individuals with special needs. Invoking some research and experience, the student demonstrates his/her project's strategy for supporting individuals with special needs.	The essay inconsistently or superficially focuses on individuals with special needs. Invoking minimal research and experience, the student demonstrates a largely unpersuasive project strategy for supporting individuals with special needs.	The essay offers a limited, nonexistent, or not credible focus on individuals with special needs. And/or Invoking limited or no research and experience, the student demonstrates a limited, nonexistent, or not credible strategy for supporting individuals with special needs.
Grammar & Mechanics	The essay reflects a professional quality document. It contains no errors in mechanics (spelling, grammar, punctuation, formatting, and capitalization).	The essay reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, and capitalization).	The essay reflects a document in need of some proofreading and/or revision. It contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, and capitalization).	The essay reflects a document in need of a significant review, And/or It contains more than four errors in mechanics (spelling, grammar, punctuation, formatting, and capitalization).



Leadership in Education Competition

Essay Guideline Adherence

Points Available	2	0
Essay Format	Adheres to guideline requirements-typed in 12-point font, double-spaced, and written in English.	Does not adhere to guideline requirements-typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 8 pages, not including the Works Cited section.
Title Page	Contains title, competitor's name, school, contact information, FEA sponsoring teacher's name, and date.	Does not include a title page or the title page is missing some of the required information.
Executive Summary	Is two pages or less and includes highlights from each section of the essay (background, project description, reflection).	Is more than two pages and/or does not include highlights from each section of the essay (background, project description, reflection).
Background	Section is complete.	Section is not complete.
Project Description	Section is complete.	Section is not complete.
Reflection	Section is complete.	Section is not complete.
Length	The essay does not exceed 8 pages, not including the Works Cited section.	The essay exceeds 8 pages, not including the Works Cited section.

Artifacts

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Scope	The 5-8 artifacts collaboratively tell a compelling, comprehensive story of the project's outstanding focus and powerful impact.	The 5-8 artifacts relate useful information about the project. More or deeper information, or more variety, would have taken the artifacts' impact from good to great.	The 5-8 artifacts show some information about the project but may be confusing or lacking important aspects.	The 5-8 artifacts do not convey a story of the project's focus and impact, or less than 5 artifacts were submitted.



Leadership in Education Competition

COMPONENTS SCORED ON-SITE

Presentation

Points Available	Accomplished 16 – 13	Commendable 12 – 9	Developing 8 – 5	Needs Improvement 4 – 1
Content	The student displays impressive, professional-level depth of knowledge and understanding of the project's outstanding focus, and powerful impact, based on his/her experience and research.	The student displays knowledge and understanding of the selected project's focus and impact, based on his/her experience and research.	The student displays an inconsistent or incomplete understanding of the project's focus or impact. Aspects of the assignment may not be satisfactorily addressed.	The student displays a limited understanding of the project's focus, or impact. Significant aspects of the assignment are not satisfactorily addressed.
Q&A	The student's responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in a deep understanding of the project and its impact.	The student's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The student's responses in the Q&A session reflect inconsistent thoroughness and clarity from answer to answer.	The student's responses in the Q&A session may offer limited depth, accuracy, understanding, or insight into the project and its impact.
Overall Impact	The student delivered a professional-caliber and highly compelling presentation of the project's outstanding focus and powerful impact.	The student delivered a good and mostly engaging presentation of the project's focus and impact.	The student made a decent effort, but the presentation was inconsistent or unclear at times. Stronger clarity on the project's focus and impact would have strengthened the presentation.	The student delivered an unclear, distracting, or incomplete presentation that lacked clarity.

Points Available	5	0
Length	The initial presentation (before Q&A) is between five and seven minutes.	The initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.