

LEARNING CENTERS GUIDELINES

As part of the Student PSEA Spring Conference, we will hold a statewide learning center competition. The learning centers will be on display during the conference activities. This is a chance to share your ideas with students and chapters from all over the state.

Individual and Chapter Entries

- The **individual** category is for students wishing to enter their own center. A monetary award will be presented to the winner in this category. Second and third place cash award winners will also be announced.
- The **chapter** category, for two or more participants, is for those chapters that wish to make the learning center a group project. The winner of this category will be recognized and receive a prize. Second and third place award winners will also be announced.

Please read the following **Rules and Guidelines**, complete and return the Registration Form (which may be duplicated as needed). **A Registration Form must be completed for each Learning Center submitted.** Learning Centers that are connected together must fit the dimensions on the next page and are considered as one whole learning center.

Student PSEA Learning Center Competition

Rules and Guidelines

Failure to comply with any of the following rules/guidelines will be disqualification.

1. A **registration form** must be completed for each learning center entry. One copy of the registration form **MUST** be submitted by, **March 23, 2017**. This will ensure your table space at the conference.
2. Bring two (2) additional copies of the registration form to the conference with each learning center. **The forms must be submitted to the PSEA office prior to the start of the first breakout session** (9:30 a.m. on Friday, March 31, 2017).
3. All learning centers must have a registration form taped to the table in front of the display so that all judges can easily see the form.
4. Center Dimensions are as follows. **Any center exceeding these dimensions will be disqualified.**
3 ft. wide X 5 ft. high X 2 ½ ft. deep
5. Objectives for the center should be clearly stated in clear, plain sight on the center. This should refer to the student's outcomes. What are the student's goals for achieving success at this center?
6. Directions for the student's success must accompany the center and be clearly recognizable. Directions are to be written for your students, not for the judges, and should be easy to read and understand.
7. The grade level/s and subject areas (Math/Science or Language Arts) must be listed on the registration form. It should also be listed on or near the center.
8. The learning center should be completely self-explanatory to the students and the judges.
9. Please note that the Learning Centers will be on display in a public area; **please do not leave anything of value unattended**. If your Learning Center requires the use of a laptop or anything else of value, please make arrangements with the PSEA office for set-up during judging.
10. Learning Centers must be set up no later than the start of the first breakout sessions (9:30 a.m. on Friday, March 31, 2017).

Email questions to: Students@psea.org

Registration Form

Learning Center Title: _____

Grade Level (circle one):

Please check which category:

Early Childhood K-2

Math/Science/Social Studies

Primary 3-5

Language Arts

Middle 6-8

Specific Subject Area: _____

Secondary 9-12

Specific Grade: _____

Objectives: _____

Individual Entry

Individual: _____

Mailing Address: _____

Chapter: _____ Chapter Advisor: _____

Chapter Entry

Chapter: _____

Mailing Address: _____

Chapter President: _____ Advisor: _____

Students who developed the center: _____

RETURN THIS FORM BY MARCH 23, 2017 TO:
students@psea.org

Duplicate this form as needed. Please email (one) 1 completed copy to the above address and bring two (2) completed copies for each learning center to the conference.

LEARNING CENTERS RUBRIC

	5 Points	3 Points	1 Point
Form and Content Standards	Center is free of any errors in spelling, grammar, punctuation and innumeracy. It is well organized and well planned. It shows exceptional forethought and creativity.	Center has 3 or less errors in spelling, grammar, punctuation and innumeracy. It is organized and planned. It shows forethought and creativity.	Center has 4 or more errors in spelling, grammar, punctuation and innumeracy. It is not organized and not well planned. It lacks forethought and creativity.
Objectives	Objectives show 4 or more of Blooms Taxonomy observed in fully overt behaviors. Objectives are appropriate for grade and/or age level and subject area. They are clearly defined in a non-ambiguous language, making outcomes evident and in clear, plain sight.	Objectives show 2-3 of Blooms Taxonomy observed in behaviors. Objectives are appropriate for grade and/or age level and subject area. They are defined in a non-ambiguous language, making outcomes evident and in sight.	Objectives show 0-1 of Blooms Taxonomy observed in behaviors. Objectives are not appropriate for grade and/or age level and subject area. They are not defined in a non-ambiguous language and are not in plain sight.
Appropriateness	Use of 6 or more of Gardner's Eight Multiple Intelligences is evident throughout all of the center. Appropriate for the grade level(s) and/or ages intended.	Use of 4-5 of Gardner's Eight Multiple Intelligences is evident throughout part of center. Appropriate for the grade level(s) and/or ages intended.	Use of 3 or less of Gardner's Eight Multiple Intelligences is used in the center. Inappropriate for the grade level(s) and/or ages intended.
Usability	The center is practical and durable for classroom use. The activity(ies) which comprise the center can be performed by students without teacher facilitation	The center is practical and durable for classroom use. The activity(ies) which comprise the center can be performed by students with some teacher facilitation	The center is not practical and not durable for classroom use. The activity(ies) which comprise the center can be performed by students with total teacher facilitation
Visual Appeal (used in a tie breaker)	The visual aspect of the center is directly relative to its content, it captures the attention of the user, enhances the users learning experience, and motivates the user.	The visual aspect of the center is relative to its content, it captures the attention of the user, and does not influence the users learning experience.	The visual aspect of the center has no relation to its content, it captures the attention of the user, inhibits the users learning experience, and is not motivating to the user.
Directions	The directions are appropriate to the student's grade level and content, they are given in proper sequence, clear and easy to follow.	The directions are appropriate to the student's grade level and content, they are given in the wrong sequence, somewhat clear and easy to follow.	The directions are inappropriate to the student's grade level and content, they are not given in proper sequence, unclear and hard to follow.
Focus	Focus is clear, skills and concepts are effectively stated.	Focus is clear, skills or concepts are stated.	Focus is unclear, skills or concepts are not stated.
Organization	Materials exceptionally organized and labeled	Materials are organized but not labeled.	Minimum organization, materials are present but scattered.