

A Blueprint for Building a Strong UIL Academic Program

Compiled by
Treva Dayton & Paula Fisher

About the Authors

Treva Dayton, Director of Academics

Treva Dayton re-joined the UIL staff in August of 2003, after serving six years as Assistant Director for the National Federation of State High School Associations (NFHS). In 2005, she was named Director of UIL Academics. During her previous eight-year tenure at the UIL, she was an Assistant Academic Director in charge of speech and debate and elementary and junior high academics. Ms. Dayton ran her own business from 1986-2000, producing educational materials and providing consulting services. She also taught speech and debate, theatre and language arts, served as UIL coordinator and coached forensics at Pflugerville and Georgetown High Schools for nine years. Ms. Dayton graduated from the University of Texas at Austin, where she has also done graduate work in organizational communication. An author of numerous handbooks, manuals and articles, Ms. Dayton has received the Outstanding Service Award and the Citation Award for Speech, Debate and Theatre from the NFHS.

Paula Fisher, Academic Grant Coordinator

Paula Fisher began her work with UIL as the Academic Grant Coordinator in 2007. Prior to her joining UIL, she served as the Co-Director of a federal grant and Adjunct Professor at Texas State University and Dean of Instruction at Jack C. Hays High School. She has taught speech, debate and language arts and served as academic coordinator at Hays and San Marcos High Schools. As chair of the Hays English Department, she worked on several statewide committees and was on the board overseeing the Central Texas Writing Project. Additionally, she was president of the Texas Forensic Association and author of the 1989-1990 national debate topic, a debate book, numerous articles and other writings. In 1989, Ms. Fisher was named the Texas Speech Teacher of the Year by the Texas Speech Communication Association and in 1990, the National Outstanding Speech Educator by the National Federation of Interscholastic Speech and Debate Association. She graduated from Texas State University with a Bachelor of Arts and a Masters in Education Administration.



One Hundred Years of Commitment to Texas Students

- ✧Created in 1910 by The University of Texas to provide leadership and guidance to public school debate and athletic teachers.
- ✧Has grown to the largest interschool organization of its kind in the world.
- ✧Guided by administrators from across Texas who serve on the Legislative Council and various committees to write and establish rules and administrative guidelines.
- ✧Hosts 23 high school and 19 elementary and junior high academic contests.
- ✧Has more than a half million students participating in academic events each year.

Introduction

If you plan to serve as an Academic Coordinator or coach for Texas University Interscholastic League (UIL) academic contests, you have joined the ranks of some extremely creative, caring and dedicated professionals who work with high school students. None of the successful coordinators and coaches you will meet achieved their level of expertise overnight. Instead, they learned through their own hard work and participation: by observing others, asking questions, reading, researching, attending workshops and clinics or by trial and error. In fact, most probably learned in all of these ways and continue to learn each season.

One step at a time . . .

Don't let the idea of building a UIL program overwhelm you. In all the things you learn and do – including reading this manual – take it one step at a time. Set realistic goals for yourself and for your students and take the time to celebrate small successes along the way. If neither you nor your students are experienced, you'll want to begin with a limited number of events and a limited number of practice meets. If you are a new coach with experienced competitors, you can learn a great deal from your students, but you still need to be reasonable in how much and how fast you can absorb so many new things.

**Set
realistic
goals.**

The table of contents indicates how the material in this manual is organized, but such chapter divisions are arbitrary, and the ideas and concepts of most chapters overlap with others. If you have a particular question, you might glance through the entire manual first, to get a sense of what's included. In some instances, an idea or technique is mentioned with a reference to another chapter for more detail. If you have absolutely no experience with UIL contests, either as a past competitor, coach or judge, you might want to go to Appendix B to find valuable resources for your contest, or if you come across a term that is unfamiliar, refer to Appendix A for a definition. It contains some of the basic terminology and abbreviations you will need to know.

Every school and program is unique . . .

Obviously, no single resource can provide all the answers to all the questions you might have. This manual attempts to introduce some important aspects of building a program and to provide information about additional resources. You may find that some suggestions work very well for you but others not at all. Every school's program possesses unique characteristics and works under specific circumstances. Only you can determine what works for you, your school and your students. Hopefully, the information presented, gathered from many experienced and successful coordinators/coaches with untold years of experience, will be useful. Perhaps it will help you more effectively address some aspect of your job or even prevent a problem from developing.

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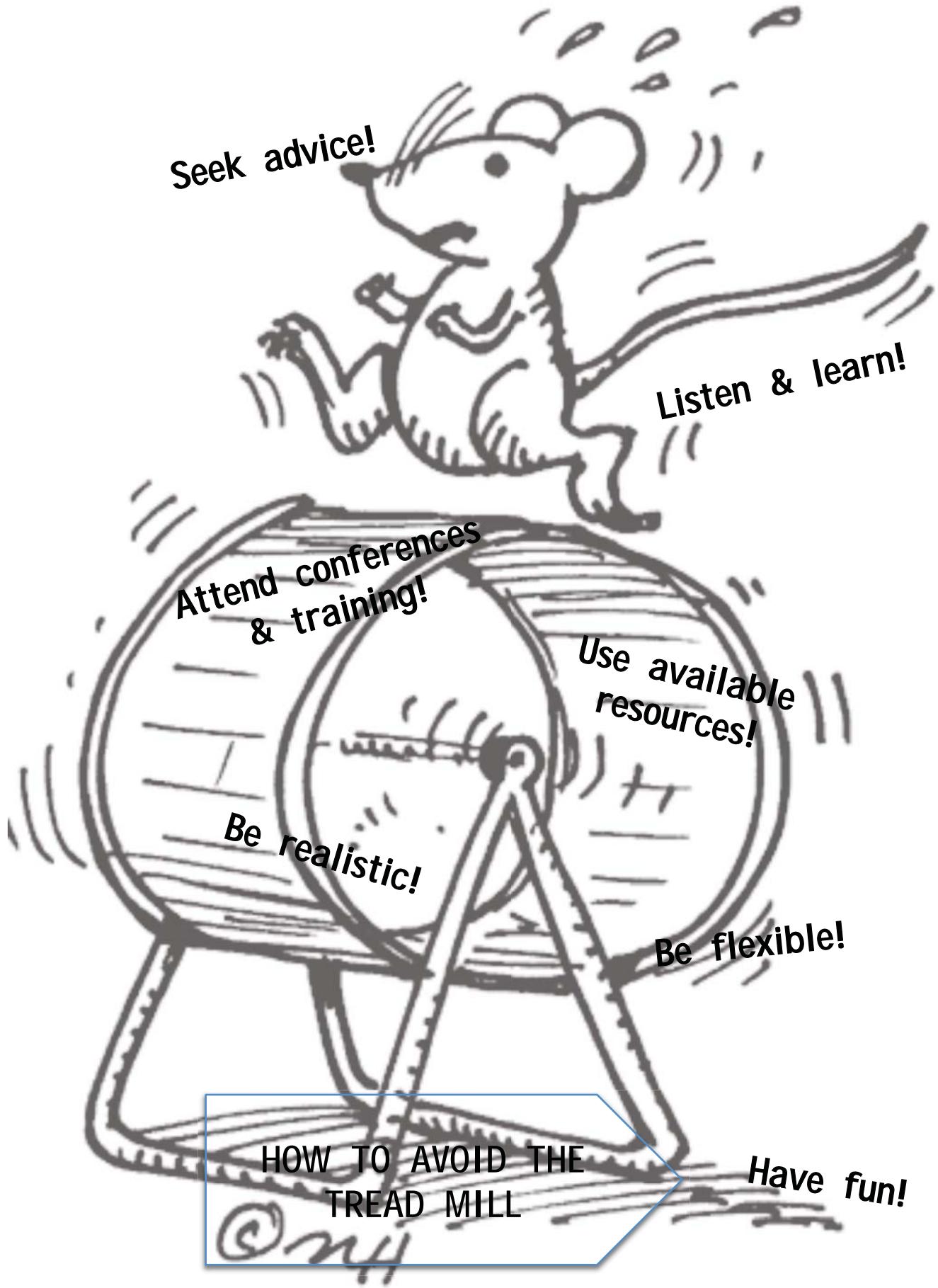
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Chapter I: Where to Start

“Don’t reinvent the wheel, just realign it.
Don’t draw a new set of plans, just refine them.”

Find a mentor (or several) . . .

Ask any successful academic coordinator or coach the best way to learn, and the vast majority will say that learning from a successful colleague with more experience is invaluable. Experience will be your greatest teacher, but having a mentor to answer questions, observe and provide directions and clarification will make your own learning experience much more enjoyable and trouble-free.

Several school districts have developed mentoring systems that pair new teachers with experienced ones in a content area. Ask if there is a person at your school who has served as a coordinator or coach in a UIL event. Sitting down with the person to “pick her/his brain” will help you to get started in the right direction. When the opportunity arises, you must simply make a point of introducing yourself to other coaches and letting them know that you are new but eager to learn. You need not limit yourself to a single individual, either. All of your colleagues will have different perspectives and will have developed techniques, strategies, squad rules, practice schedules, etc., that work for them. The more you hear about options, the better the selection of ideas so that you can choose what works best for you, your school and your students.

Study and/or observe as much as possible . . .

If you are a coordinator, follow the advice in Chapter IV. If you coach an event that tests competitors, read and study as many practice exams as possible to see how your students will be tested. While watching is not the same as doing with speech events, it is a wonderful way to determine for yourself what makes any individual competitor successful, or what mistakes, techniques or habits diminish the chances of success for others. There are a variety of resources available that can be very useful for novice coaches and for students (see Appendix B), and you should explore these resources. Attending actual practice contests will give you a much better “feel” for what your students will need to do – or not do – to prepare for competition.

When you are at practice tournaments, volunteer to help grade tests or tabulate results. Notice the scores of the winners and visit with the other coaches who are working. With speech events, when oral critiques by the judges are allowed after a round of performances, attend as many as you can. For oral interpretation contests, write down the titles and authors of material you find appealing or especially suitable for one of your students. Notice elements of performance that worked really well or those techniques that did not. Also, you want to help your students avoid duplicating. Even without any previous experience, you’ll be able to spot the “good” and the “needs improvement” much better than you might think.

Ask questions and listen carefully . . .

We are sometimes reluctant to ask questions for fear of appearing ignorant or uninformed, but there is simply no other way to get a grasp of coaching an academic contest. You should read carefully to understand all the elements of a tournament invitation, for example, but if you are still uncertain about something, it is much better to ask than have a student disqualified or not allowed to enter an event in which they prepared to compete.

Most coaches are more than happy to share information, ideas and strategies with novice coaches. Coaches at other schools in your area are the place to start to find when and where tournaments are being held, what workshops might be available and any number of things. They may also provide valuable information about which local practice meets offer the best experience for students and coaches. Additionally, visit the UIL academic web site and look for a tab entitled "Invitational Meets." Not all meets in your area will be listed, but many will. Check with neighboring coordinators/coaches to discover tournaments traditionally held in your vicinity.

Most coaches are more than willing to discuss the resources they use to find practice material. For interpretation events, you should not ask for copies of material their students use in competition. Cutting a play, novel, short story or any genre of literature to meet the restricted time limits of contest performances is no easy task. It is really an "art" and takes time and concentrated effort. It's fine to ask how you or your students could find the material for your squad, but you should not expect the contest cutting someone has worked hard to create.

Utilize available resources . . .

Published material

As busy as you will be, you won't have time to read all that you might like to, but it's important to make time to become familiar with published material that is designed for high school coaches and students and to introduce your students to resources they can use for preparation.

The web

The Internet has made many things about contest preparation easier, but it's not without problems. Students can do research for debate and public speaking events, find reviews and literature from a vast array of sources, and explore the excellent web sites for current events, information and practice material. Students must also learn to use their time wisely, evaluate carefully the source of any information they find, and be certain to follow the rules about using material from the Internet in contests.

The state UIL academic office

It's critically important that you learn the rules, regulations and procedures applicable for serving as an Academic Coordinator or for coaching an event. Check the UIL Academic web site (www.uil.utexas.edu/academics/index.html) for the following information:

UIL Constitution and Contest Rules (C&CR),
Academic Contest Information,
Calendars of Contest Deadlines and Invitational (Practice) Meets,

Information about Student Activity Conferences and Capital Conference,
Explanatory and Promotional Videos,
UIL Study Material Order Forms,
Additional Resource Information,
TEKS Correlation with UIL Contests,
College Readiness Correlation with UIL Contests, and
Contact Information for UIL Officials.

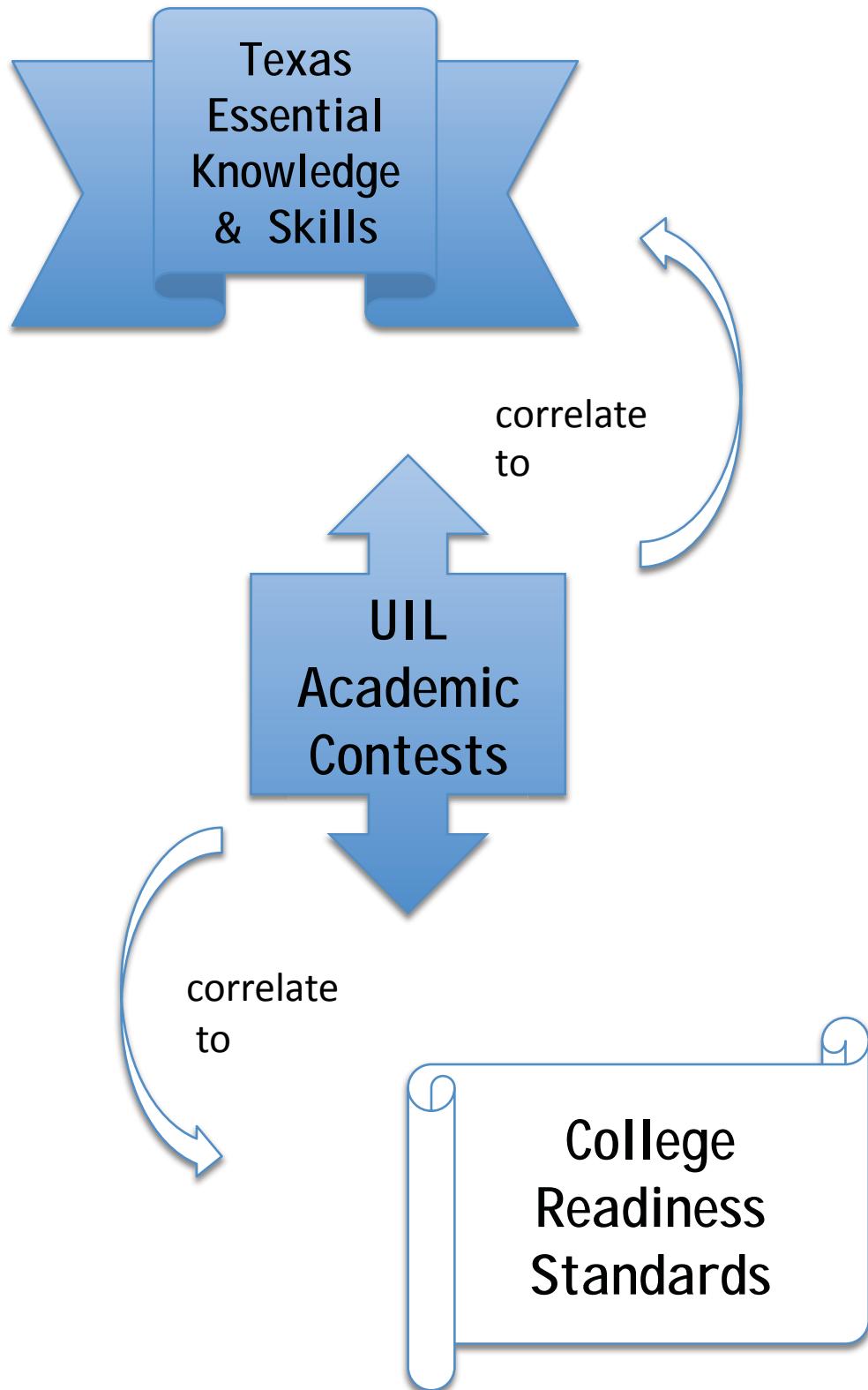
Attend a Student Activity Conference or the summer Capital Conference . . .

The fall Student Activity Conferences or SAC's (see Chapter VI) are designed for beginning students, advanced students, academic coordinators and coaches. The summer Capital Conference or Cap Con (see Chapter VI), held in Austin, is limited to adult coaches and coordinators. For these workshops, the UIL staff schedules lectures and demonstrations for all the UIL academic contests, including one-act play. The conferences are a great way to "submerge" yourself in the activities you will be coaching. Also, each year, some districts or cities host a local or regional workshop, presented by successful coaches and administrators who are familiar with the rules. Again, ask for information from experienced coordinators or coaches in the area.

Enjoy yourself . . .

Even though you will be working hard to learn as much as you can as fast as you can, take time to enjoy both the learning experience and the students with whom you work.

- Instead of starting from scratch, try getting the advice of nearby coaches or administrators with experience in the field.
- Attend conferences and training opportunities.
- Listen to advice, adapt it to your personal style and don't be afraid to revise the plan when something is not working.
- Maintain clear and realistic goals for your academic activities and express them in terms of their value to the students.



Chapter 11: Form a Solid Foundation with your Campus Personnel and Administration

"Make your relationship with your administration a friendly association, not an adversarial affiliation."

Administrators can make or break your program . . .

Administrators can impact every aspect of your program. Learn the hierarchy and division of labor. Who do you go to for what information or about what problem? You don't want to go to the principal with a problem your department chair should be handling. Ask for help when you need it. Discuss with your principal or activities director such issues as:

- ✓ Whether or not you have a budget, and if so, how much.
- ✓ Policies concerning fundraising, if you must raise money.
- ✓ Transportation policies.
- ✓ Policy guidelines for students and for participation in extra-curricular activities.
- ✓ Required forms such as permission forms, medical forms, insurance coverage, etc.

The best way to garner administrative and school board support for your program is to customize the message, showing a clear connection between your activity and school improvement. With so much emphasis on the accountability of schools, you must find ways to demonstrate how your program helps student achievement. For instance, in an effort to promote the value of academic competition, the Texas University Interscholastic League asked state directors to compile two documents: (1) a correlation of the Texas Essential Knowledge and Skills (the curriculum for Texas schools) to the 23 academic contests, and (2) a correlation of the Texas College Readiness Standards to the same contests. Both reports illustrate that UIL academic contests enrich the scholastic environment and help prepare students for state accountability tests, college, the workforce and a changing and complex future. To advance your program, you need to find similar information to share with your administrators. Remember! Work with the school officials, not against them. After all, your goals are the same – to help students.

It's important to keep the administrators informed. Be sure they know about the successes of your students. Write them memos; show them trophies; brag about your team. Make your team visible throughout the school. Equally important, keep administrators informed of potential problems. It's better that they hear your side of a problem first instead of an angry or disgruntled parent's. Remember, administrators and other school officials appreciate thank you gestures just as much as you do. When they are supportive, thank them.

Cooperation with colleagues is vital . . .

You will need the cooperation of colleagues who might need to have students in for tutorials or make-up work. Make sure that your students always give advance notice when they will miss class and do any required makeup work promptly. Academic courses should always be their first priority, and your colleagues need to know that. Additionally,

make alliances with other activity directors and organizations on campus to help with advice and support.

The library is a great supporting resource . . .

The school library is a great place to find information, books and other materials that are necessary for your various contests. The librarian can help you order resources, as well as purchasing some from her/his own budget. Train your students in proper library conduct and make sure they keep the library staff on your side. The librarian is a powerful friend to have in your corner.

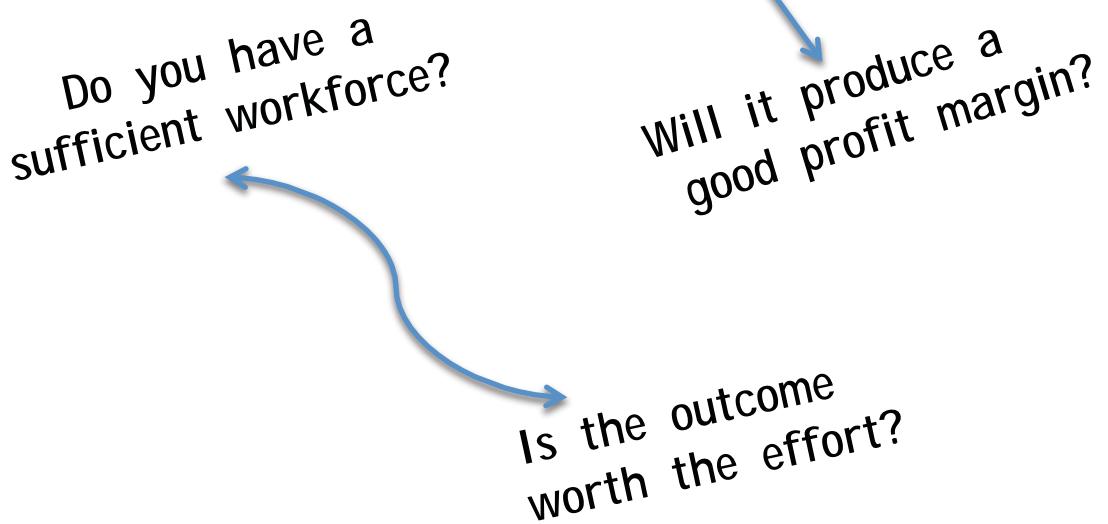
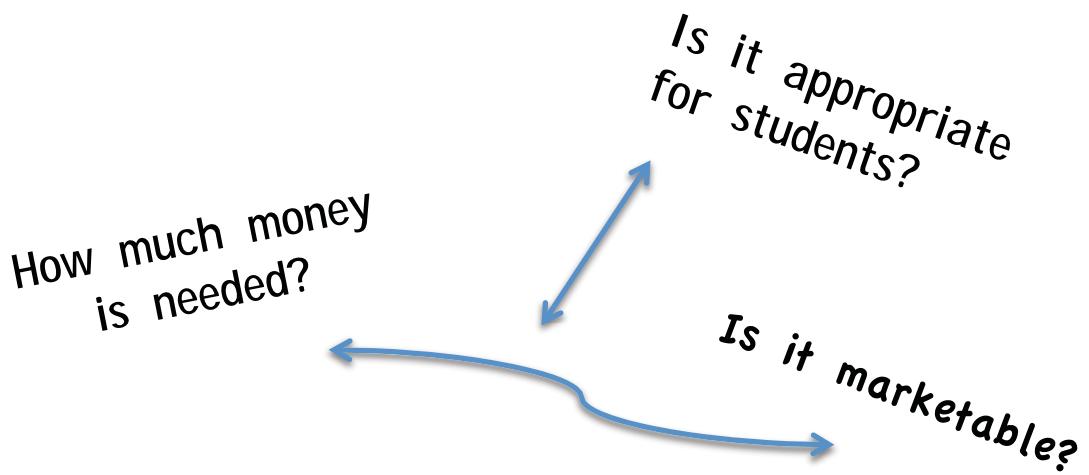
Good relations with paraprofessionals make your life easier . . .

Custodial service people and the secretarial staff have the power to make your life very easy or very difficult. Want to get into the library, the office or some other room in your building and don't have a key? Your best friend is the custodian. Need help with a phone message or ordering supplies? You may need a favor from a secretary or bookkeeper. Treat the paraprofessionals kindly. Take time to visit with them. Learn their names. Be sure to let their supervisor know what a good job they're doing. Reward them on special occasions with a thank you note or a small gift such as baked goods. These simple gestures can mean a great deal and make your life much easier. If you host a tournament at your school, you are going to need a lot of goodwill from these folks.

Transportation services add to travel success . . .

The transportation department has a direct impact upon the success of your travel. Learn the procedures. Find out how to request your transportation. Again, just as with the custodial staff, treat them kindly, take time to visit with them, learn their names, let their supervisor know what a good job they are doing and always express your appreciation. When using school transportation, always leave it better than you found it. Make sure students are well behaved so as not to cause the driver undue stress. Your transportation department will appreciate the extra effort and they will enjoy taking your students on trips.

- *Be sure your administration and school board understand and appreciate the value of your activities for the students, school and community.*
- *Provide information to school officials at presentations or performances, at meetings, and through correspondence and the media.*
- *Learn the appropriate school hierarchy and policies.*
- *Write thank you notes to policy makers (such as administrators or school board members) for their support.*
- *Maintain a positive rapport with teachers and staff on your campus.*
- *Join forces with other organizations (similar school clubs, booster clubs, PTA, etc.) to improve the budget situation for your program.*



Chapter III: Construct a Reliable Framework with Budgets and Fundraising

“Fundraising requires both optimism and realism.”

If sufficient money is provided . . .

If you are extremely fortunate, there is adequate money budgeted by your school district to support your program and cover the purchase of resource materials, travel and food expenses and entry fees for your competition. This means some very important and positive things. First, it indicates that your school and community recognize the value of UIL and the experiences such a program makes possible for the students who participate. Second, it means that you do not have to spend valuable time trying to raise money that could be better used for coaching or building the team, or for having all-important time for yourself and your family.

- ✓ Discuss with your principal or activities director the amount of money budgeted for your program. Clarify whether the money is already designated for specific areas such as transportation, entry fees, resources, etc.
- ✓ Keep good records – both information to be submitted and records for yourself.
- ✓ Ask to review the funding accounts from previous years.
- ✓ Never mix personal expenses with those of the squad.
- ✓ Spend your money wisely. With so much material available, much of which looks really useful, you must carefully pick and choose. Consult with other coaches, or purchase one item by a company or publisher and check the quality and usefulness for yourself.

If your program must raise part of the funding needed . . .

If you are like a great many coordinators and coaches, you will need to raise at least some – if not all – of the funds needed for your program.

1. Learn your school's policies for fundraising, and follow them carefully. Most school districts require advance permission for fundraising activities. Some prohibit individual fundraisers by clubs or school groups all together to prevent the citizens of the community from being bombarded with requests to buy or sponsor something. Many limit groups to a specific number of fundraisers or limit the types of activities allowed.
2. Check into organizing a parent booster club to help with fundraising (and other tasks).
3. Estimate the cost of each practice meet or tournament and determine which ones and how many you can afford to attend.
4. If students will be involved in selling merchandise or soliciting sponsorships, make sure they are well trained to be courteous and not overly aggressive. They should understand the importance of keeping accurate records and submitting money received in a timely fashion.
5. Everyone involved should clearly understand their responsibilities and any timeline you are working under. Make sure parents are informed, as well.
6. Decide if the fundraiser is worth the effort. Is the profit margin worth the time and trouble?

Below are some examples of fundraising projects. You may find a workable idea among those listed, or you may have a better and more creative idea of your own. If you are new to your school, check with other activities directors and coaches to see what has been successful for them. This is also important to prevent duplication of the same fundraising projects.

1. Produce a 'Night of Performances' and charge admission or ask for donations.
2. Host a Fun Run/Walk and have students get pledges for their efforts. (You can try variations and solicit pledges for jump roping, dancing, hula-hoops, bowling, etc.)
3. Hold a silent auction.
4. Sponsor a dance.
5. Hold a carwash.
6. Set up sales booths (i.e. baked goods) at local events.
7. Hold raffles for donated prizes or baked goods.
8. Sell discount coupon books.
9. Several corporations will provide you with fundraising options such as candy, cookbooks, wrapping paper, cookie dough, pizza, etc. *Be extremely careful.* Ask for references and check with others to learn more about the company.
10. Create original "Val-O-Grams" to be delivered on Valentine's Day.
11. Host a Meet-the-Candidates night for an important election and charge admission.
12. Host a golf tournament or basketball mini-tournament.
13. If you have a media center at school, run a telethon. Take live calls for pledges during some type of program.
14. Contact community groups such as the Chamber of Commerce, Optimists, Jaycees or groups regarding possible sponsorship. Many of these groups have a commitment to helping schools and youth organizations. It is very helpful to have students make contact and ask for specific sponsorship such as entry fees, materials, etc. You may also want to offer to have speech and theatre students perform for them. This involves a bit of extra work for students, but is worth the experience and a nice way to show appreciation for financial support.
15. Contact local businesses for sponsorship of program needs. They might be able to donate supplies, provide student scholarships to attend a summer speech or debate camp, pay for team awards, provide squad T-shirts at significantly reduced prices, etc.
16. Hosting a tournament can be a great fundraiser, but it is NOT recommended for first-year coaches, unless you have inherited an obligation or tradition. (See Chapter X.)

Funds might be needed for . . .

- ✓ Practice materials and other resources for contestant preparation
- ✓ Entry fees for tournaments
- ✓ Judges fees or payment
- ✓ Transportation and other travel expenses
- ✓ Tuition to summer institutes for students
- ✓ Attending a conference for coaches

Evaluate fundraising activities carefully . . .

1. Have you determined the target amount that you need to raise? Will this project accomplish that or will several efforts be needed?
2. Measure the potential of the project to determine if it is realistic for your squad. Take the total amount you need to raise and divide that by the number of students involved in the project to determine the net profit needed from each one. Take that amount and divide by the actual profit you will make for each item sold, and that tells you how many items each student must sell. Can students accomplish that goal?
3. If you have a sufficient sales force among your squad to sell the necessary amount, do you have a large enough target audience within your community?
4. If you are purchasing and selling items or discount coupons, what will the profit margin be? Will you be liable for unsold goods, or can you return them to the company? Is there a re-stock charge? Who pays for shipping? Are products insured during shipping? Is there a product guarantee?
5. Is the product or service easily marketable?
6. Will this project be in competition with other fundraisers?
7. Will the fundraising project truly benefit students? How much time and effort must be spent and what are the potential gains?
8. How will the fundraising project affect the image of your program? Make certain the project falls in line with the mission of your school and program. If fundraising is done for a specific objective, those participating can see or know about the results of their contributions.

Things to Consider When Preparing a Budget...

General Supplies

UIL Academic Study Materials

Study and practice materials from outside vendors

Literary Criticism - Cost of paperbacks rarely exceeds \$25. If you must purchase the *Handbook to Literature*, add \$40-\$45 per book; practice tests

Spelling - *American Heritage Dictionary of the English Language*, recent edition; the current UIL Word Power spelling list; practice spelling tapes, tests, workbooks, software

Social Studies - Current primary reading selections, usually less than \$20 per book; supplemental resource documents and general knowledge topic (available on UIL Academic web site)

Science/Math/Accounting/Calculator Applications - calculators (will not need to purchase every year); practice tests

Current Issues & Events - practice tests and study materials; state and national news sources (most available on internet)

Speech & Debate – Videotapes; magazine subscriptions; debate evidence; organizational materials (file folders, notebooks, tubs, etc.)

One-Act Play supplies

Salaries

Stipends to coaches, academic coordinators

Fees

Entry fees to invitational, district and post-district meets. For some districts, the budget

for hosting an invitational meet is a separate account since the event pays for itself. Make sure you fudge a bit here in order to cover for inflation.

Professional Services

Fees paid to judges and other contest administrators and workers. Remember: much of the work at invitational and district meets is voluntary. Recruit as many volunteers to assist as possible.

Travel

Student Activities Conference travel, meals

Capital Conference registration, travel, hotel, meals (for coaches, directors & coordinators)

Invitational meet travel, rooms, meals (if needed)

Travel/rooms/meals to district (if required)

Travel/rooms/meals for regional and state meet.

Most likely, the majority of the travel budget will be for post-district competition. Some school districts will pay for expenses incurred beyond the district level out of the district budget so they do not have to be included in the campus budget. Coordinators should check on it. Also, even though schools are exempt from state taxes, make certain you calculate the appropriate amount necessary for other taxes.

Awards

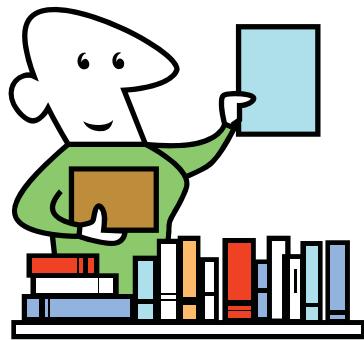
Certificates

Patches, jackets, awards banquet, etc.

Small "thank you" gifts for important supporters.

- *Set workable guidelines, budget, fundraising opportunities, etc.*
- *Select fundraisers that raise money without being time consuming.*
- *After the fact, evaluate the quality and success of your fundraisers.*
- *When you are ready, hosting a practice tournament is a great way to raise money.*

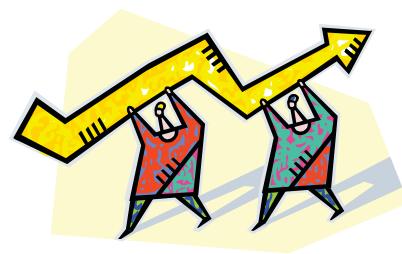
Surviving as a UIL Academic Coordinator



**"Learn the ropes!
Learn from others!"**



**"Get organized!
Keep good records!"**



**"Communicate!
Network!"**

**"Be a leader!
Build a team!"**

Chapter IV: Operate Effectively as an Academic Coordinator or Coach

"Spectacular achievements are always preceded by unspectacular preparation."

Role of coordinator...

Depending on the size of the school and the school's commitment to UIL academic competition, the role of the academic coordinator varies from being involved at every juncture to delegating tasks and responsibilities to various coaches. In any case, the academic coordinator is the liaison between the school and school district administration and the academic coaches.

The coordinator's most valuable resource...

The Academic Coordinator's Manual, which can be found on the UIL academic web site, is designed to expedite the coordination process by putting the most-often-needed information, forms and materials at the coordinator's fingertips. One of the coordinator's biggest jobs is to act as a resource person for UIL materials, rules and procedures. Coordinators can (and should) photocopy any of the ideas in this manual and distribute them to anyone that might be interested.

Record keeping...

Accurate record keeping is an essential part of a successful UIL program. Records provide documentation of student practice, participation in tournaments and accomplishments. Likewise, they provide a document of historical success so that you can report achievements to the administration, parents and public and have precise information to give the state UIL office.

When you order materials, such as practice tests, etc., it is a great idea to make copies of both the tests and the keys before passing them on to coaches or students. That way, you retain a record for future use without worrying about the loss of a page or test. Although the process may take a few minutes, it saves much time and money down the stretch.

ACADEMIC COORDINATOR'S checklist (follow carefully)...

1. Prepare a detailed budget implementation plan schedule.
2. Check on the UIL web site for the dates and deadlines for district, regional and state meets. Ensure that all UIL academic contest dates are placed on your school's master calendar to avoid conflicts with proms, athletics, band, etc.
3. Order study packets for contests. High school and elementary/junior high order forms are available on the web.
4. Attend the district-planning meeting and provide input on setting the schedule. We urge districts to follow the conflict pattern so that students will not experience problems

at the regional meet. This meeting is typically held in the fall semester. Make certain the spring meet schedule is approved at this meeting and that it is disseminated to all schools immediately afterwards.

5. Distribute information about the *Leaguer*, letting sponsors know where it is posted on the UIL web site.
6. Prepare academic team rules, regulations and procedures. This might include everything from where to meet on the day of a trip to listing requirements for financial liability. Even if your school is not hosting the district meet, order a copy of the Spring Meet Handbook or download it from the UIL web site. Then, review it. Assist your principal with an orientation session for all academic coaches.
7. Secure Professional Acknowledgment Forms from all academic coaches, making sure that they are notarized and returned to the superintendent or designee. Be certain that all academic coaches read and understand all elements of the form and their responsibilities as coaches.
8. Distribute the *UIL Constitution & Contest Rules (C&CR)* and calendars. All sponsors should have a C&CR or a copy of pertinent pages. Make coaches aware of the UIL web site.
9. Acquire new coaches as vacancies occur. Find ways to motivate students and coaches.
10. Make arrangements for coaches and students to attend a UIL Student Activities Conference.
11. Find invitational tournaments or practice meets for students to attend. Remind academic coaches to check eligibility before taking students to contests.
12. Make travel arrangements including purchase orders, trip transportation request forms and student medical releases.
13. Submit academic district meet entries via UIL on-line spring meet entry system at least 10 days prior to the district meet. Check eligibility for all entries.
14. Report district winners' names to news media. Include a photograph if possible.
15. Assist in resolving conflicts in participation time at regional with other UIL events such as band, track & field, softball and baseball, as well as power lifting, student council, etc.
16. Make transportation and lodging arrangements for regional and state competition.
17. Notify news media when students advance. Type a properly formatted press release with the names of each student, what contest they competed in and how they placed. Quotations from students will also prove useful.
18. Measure students for letter jackets if your school awards them. Order jackets and

letters earned by academic competitors.

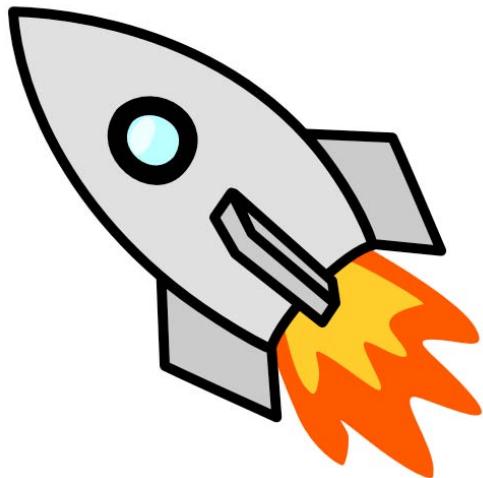
19. Make sure seniors who have participated in the State Meet get scholarship applications.
20. Notify media of scholarships received from the Texas Interscholastic League Foundation (TILF).
21. Prepare budget request for next year.
22. Attend the summer Capital Conference at the University of Texas in Austin.

Understanding the basics of student eligibility...

The academic coordinator, along with all contest coaches, need to visit the UIL academic web site to review the guidelines for student eligibility.

- ✓ Is the contestant considered a high school student?
- ✓ How does a GED certificate affect eligibility?
- ✓ Does the contestant meet the four-year rule and the required number of credits during the first six weeks of school?
- ✓ What is the policy about missing school time?
- ✓ What is the 90% attendance rule?
- ✓ Are there limitations on practice?
- ✓ What is the policy about Sunday participation?
- ✓ What are the amateur and awards rules?
- ✓ May students or coaches be given gifts or valuable considerations?
- ✓ What is the no pass, no play policy?
- ✓ How are accelerated classes considered?
- ✓ How do advanced and honors classes affect no pass, no play?
- ✓ May students drop courses with failing grades?
- ✓ What are the rules for changing failing grades, incompletes and spring break and holidays?

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| <ul style="list-style-type: none">➤ Read and rely on the information provided in the <u>Academic Coordinator's Manual</u>.➤ Always keep accurate records.➤ Follow the coordinator's checklist carefully and study the rules about student eligibility. |
|--|



Boost Academic Performance

The UIL Academic Contests:

- ✧ Improve performance in all subject areas and on standardized tests

- ✧ Promote use of higher order thinking skills

- ✧ Motivate students to excel

- ✧ Develop life-long learning traits

- ✧ Enhance self-esteem and self-confidence

Chapter V: Assemble your Squad

**"Students don't care how much we know,
until they know how much we care."**

Recruiting students . . .

You need to spread the word if you want students to realize that they have an opportunity to join the UIL academic squad. Below is a list of suggestions for drawing students into your program. Try those that seem "doable" and appropriate for your situation.

1. Squad members themselves are the best "draw." If they have fun, others will follow.
2. Encourage returning members to talk to prospective contestants and to assist new student members.
3. Encourage the students in your own classes to participate.
4. Contact Advanced Placement or GT teachers to find out about students who show interest, talent or who might benefit academically from participating in UIL events. Maybe the teachers will talk to their students for you. Ask all teachers to be on the lookout for potential competitors.
5. Contact junior high/middle school students who will be attending high school the following year. Create a packet or a letter that informs them about your program, what the program does and why they would want to become a part of it. For honor students, send a letter home saying, "You've been recommended as someone with great potential." Parents may help encourage them to participate.
6. Visit feeder schools and present an assembly.
7. Create locker signs for all squad members.
8. Have a creative student design a UIL T-shirt that squad members can purchase inexpensively.
9. Have students develop a web site for the squad (often linked to the school site) and make sure it is continually updated. There are many excellent examples on the web for ideas and the school technicians can probably assist you.
10. Provide a video presentation of events in the cafeteria or commons area during lunch periods or before school.
11. Support other activities and athletics. Have your squad create banners, participate enthusiastically in spirit contests and attend games and other school club activities when possible.
12. Have a mini-institute at the beginning of the year where kids can meet each other and be involved. Plan to have a Q & A forum, but in a festive setting.
13. Advertise. Make flyers, posters and handouts. Put announcements on the public address system.
14. Display trophies, medals, plaques and ribbons in your classroom or the school trophy case.
15. Work with your administration to see that UIL competitors receive school awards (letters, jackets, recognition at awards assemblies or graduation, certificates, etc.) equitable to other activities.
16. Post pictures on a school bulletin board in a heavy traffic area.
17. Create an end-of-the year PowerPoint for the squad to share with potential newcomers and keep a squad scrapbook.

18. Once the squad is established, require that your older students bring a new face to your first meeting each year. Whatever the reason a new student attends, you will be able to show them the value and worth of participation.

Planning a UIL meeting . . .

For the first meeting, many coordinators or coaches hand out packets of information. It might include any of the following items:

- ✓ contest event dates – known and tentative.
- ✓ types of events in which students may participate.
- ✓ descriptions of these events (see attachment in appendix).
- ✓ practice schedules.
- ✓ codes of conduct and your expectations for behavior.
- ✓ squad or club practice and rehearsal rules.
- ✓ financial obligations of competitors and squad members.
- ✓ a letter to the team member and/or parents, requesting signature and contact information.

The list could go on and on, but be careful. If you try to explain everything at once, students will become overwhelmed. Create a packet that they can read at their own pace and share with their parents. Prioritize the information, and discuss additional material at each squad meeting until you have covered it all.

Parents always have the right to know what their kids are getting themselves involved in, and they will definitely need to know what kind of time, commitment and expense is involved with being on the UIL academic team. You might decide to create a letter to parents, outlining these things. Some coaches ask parents to sign a form indicating they have read and understand the squad rules and requirements and their child's responsibilities.

Organize the UIL academic squad...

Your job as a teacher and coordinator/coach is a tough one. Don't try to do everything yourself. Solicit help from other academic coaches, teachers, parents and especially, students. Elect student officers for your group and assign responsibilities to each officer. For instance, in addition to the conventional duties, the president could help with contest invitations and signing up entrants. The vice president could write press releases and update the web site. The secretary could be in charge of thank you notes and the scrapbook and the treasurer could help you with entry fees, travel funds and financial records.

Steps for Motivating Students . . .

1. As soon as the district contestants are decided, make everyone a locker sign with their event and their name, just like athletes get, and put it up so that when they walk into school the next day, ta-da!
2. The next school day after a contest, announce all winners over the PA system during announcements.
3. Make cookies or buy goldfish or dessert mints and have them at practice and tournaments.

4. Take playing cards, board games and other forms of entertainment to tournaments. It gives students something to do during down time. They will not be bored and will go back to school talking about how much fun they had.
5. As kids advance to Regionals and on to State, provide additional locker signs that reflect that. Laminate the locker signs so that they last.
6. Have the appropriate officer write an article for the local newspaper for every meet (and even the Student Activity Conferences). Make sure that student names and accomplishments are reported. Also, make sure students get good coverage in the yearbook.
7. Make a memory book that has copies of all the articles, pictures from every meet, funny captions, pictures of winners, etc.
8. Send thank-you notes or emails to all participants. Thank them for their time and congratulate them on their victories.
9. Award letter jackets and patches.
10. Make spring banquets an All-Academic Awards Banquet. Give UIL awards along with the academic awards. Award two MVP awards for UIL academics, usually high point individual at district and/or state qualifier/winner.
11. Hang permanent banners from the cafeteria ceiling for each year a district academic championship is won.
12. Ask businesses and organizations to sponsor local scholarships of about \$500 for each area - business, science, math, speech, etc. Put banners in the hallway with the scholarship/academic event won and the name of the student and year.
13. Establish a UIL Wall of Honor where the name of each student who competes at the State Meet and/or their state ranking is posted. Anyone who walks into your building is instantly aware of your UIL academic tradition of excellence.
14. Decorate the regional and state bus with personal window signs for each qualifier.

Clarifying team rules and behavior expectations . . .

You set the tone for your student competitors, and while you want students to enjoy being a part of competition and preparation, you also want them to act responsibly. You have legal responsibilities when they are in your care, so getting started right is very important. Your time is precious; therefore, you want students to understand they have obligations to practice, attend meetings and practice meets. They should do their best to be completely prepared and assist others on the team.

Your squad rules should not conflict with district policies or the student handbook for your particular high school (although they can be more stringent.) You will need to address such issues as appropriate dress and appearance for competition, working and functioning as a team, sportsmanship and ethics.

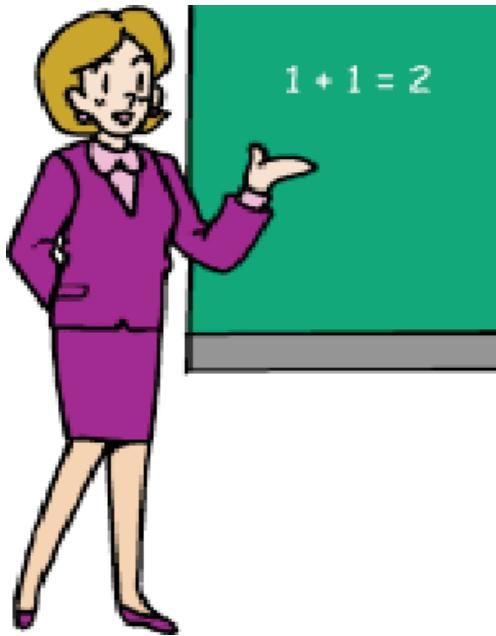
Some of the issues you might want to think about are mentioned below. You'll probably need time working with students before you can decide what to expect in terms of practice schedules, number of tournaments each competitor should attend, etc.

- ✓ How will students enter tournaments? Are there restrictions in your school for how many competitions a student may enter? Have students sign up for each practice meet they are eligible and able to attend. Commitment to attend is made if their name is on the sign-up sheet when it is submitted as an entry. Any

students dropping (withdrawing from competition) after that point should be responsible for any drop or travel fees involved. (Of course, you will need to consider what to do in case of illness or emergency.)

- ✓ What practice is required? Once you get the squad growing, you'll need to consider practice requirements to qualify to enter tournaments (especially those that require an over-night stay).
- ✓ Will varsity squad members be required to do assigned peer critiques or to mentor younger students?
- ✓ Are all students required to participate in fundraising? In helping to run your tournament, if you host one? In maintaining and organizing practice material? What other participation is mandatory?
- ✓ What are the academic eligibility requirements for your school and the UIL? You will need to determine how to check each competitor's grades prior to both entering and attending a tournament.
- ✓ What are your school's rules for dress, conduct and behavior? What are your expectations?
- ✓ How will you deal with criticism or gossip among squad members? What things will you not tolerate?

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| <ul style="list-style-type: none">➤ Spread the word on your campus about the value and fun of participating in academic competition.➤ Use all the tools at your disposal to motivate students.➤ Set high expectations and clear rules for students on the academic team. |
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What Successful UIL Coaches Say Their Students Learn

Importance of hard work

Poise, self-discipline and confidence

Importance of teamwork

That winning is more than
placing first

*That learning is an endless and
thrilling journey*



Chapter VI: Upgrade your Coaching Skills and Techniques

"Good coaching consists of showing average students how to perform like superior ones."

Learning from experts and experience . . .

It is impossible to provide in a chapter or manual or even several books all the tips and techniques you would need to make your job as a coordinator/coach easy. Experience really is the best teacher, as you will find as you work with your students and get involved in competition. However, this chapter contains information that should be useful as you learn to work with your team and individual students. These tips and techniques have been gleaned from numerous coaches with vast experience, selected from state association manuals and handbooks and developed through years of trial-and-error in working as a coach. As with all suggestions in this manual, we recommend you select those that suit your unique squad and circumstances.

Learning how to coach UIL academic contests . . .

One of the first places to learn about the different contests is to view the informational videos about each event on the UIL academic web site. Each contest director provides a short discussion about the event she/he oversees. Of course, *The UIL Constitution and Contest Rules*, also found on the web site, gives more detailed information about the rules of each event.

To learn about coaching the contests, you should attend a Student Activity Conference (SAC) in the fall. They rotate among several cities around the state and are free to both you and your students. They provide a great opportunity for you and your students to hear state contest directors and successful coaches provide tips on preparing for competition. At the beginning of each school year, the schedules are posted on the UIL academic web site. Conferences typically run from 9:00 a.m. to 1:30 p.m. and provide workshops for all high school academic events, including One-Act Play.

In the summer, UIL provides training for coaches and academic coordinators at the Capital Conference in Austin. Information about it can be found on the web site, as well. Usually held in July at The University of Texas, the UIL Capital Conference offers everything a contest coach, academic coordinator (high school or elementary/junior high) or theatre director needs to know, from eligibility rules, to analyzing a debate topic, to creating a winning Ready Writing essay. Sessions are available each year for high school and elementary/junior high academic coaches in most events, and the training provides teachers who attend with hours toward their Continuing Professional Education credit. Featuring some of the state's most outstanding and successful academic coaches and coordinators, as well as many of the League's state contest directors, the Capital Conference is the most economical and effective way to start your UIL competitive year.

General tips for coaching . . .

Keep tabs on your students' academic status. Their extracurricular activities should never interfere with their academic responsibilities and progress. For practice,

sometimes a set routine works best, especially for students involved in many activities who need to carefully schedule their time.

Have students practice at times or in places where there are distractions. This is a great way to develop concentration, which is extremely helpful in contest situations where there might be noise from the hallways or open windows or when someone inadvertently enters the contest room during a presentation or test.

For Writers and Test Takers

1. Develop files of writing prompts or past tests. A good place to start is on the UIL web site. Download free materials and order practice material and handbooks using the UIL Study Materials Order Form (an inexpensive way to purchase resources).
2. Find additional resources on the UIL web site and purchase samples to check for quality. Ask coaches from other schools for their recommendations.
3. Have students use study materials and take practice tests or write about practice prompts.
4. Grade and examine tests or writings to see what questions students are missing and why.
5. Use the appropriate UIL rubric and ask a campus English teacher to provide an additional evaluation of a contestant's essay.

For Speech and Debate Competitors

1. Have students in performance events practice for other teachers prior to their first competition. Even those educators without any training at all can provide useful feedback, and the experience of a performance before a critic is invaluable for students just getting started. Don't let their first time before a critic be before a judge in an actual tournament.
2. Consider buying or borrowing recordings of the different types of speech events so that students will have a good example of their options.
3. Record students. By hearing and seeing themselves, students can spot and correct their own problems quickly.
4. Starting and stopping and replaying parts of the speech or performance will help students discover what does and does not work. This provides both you and your student evidence of the student's progress.
5. Utilize the skills of your advanced students. They can demonstrate different events, help debaters and public speakers learn research skills, demonstrate how to analyze evidence and arguments and suggest resources for interp.
6. Require that students keep a copy of their written criticisms (ballots or critique sheets) in competition. If you are fortunate and have competitors in class, have each one develop a portfolio, including classroom critiques, strategies used to solve problems or concerns noted, and other pertinent information. Ballots from coaches and judges are written to specifically educate performers, and they should be used as a learning tool.
7. Develop a system for students to check out material such as debate handbooks, poetry collections, etc.
8. Develop a good filing system for selections, critiques, records of each student's competition or community performances, etc. Always have a copy of material being used by your students at a tournament.

9. Have students evaluate themselves and the program at the end of the season or year. Learn from these evaluations.
10. Never use an oral interpretation cutting that pushes the time limit. Why spend all the time and effort to prepare for competition and then begin with the possibility of being penalized for going over time?
11. Set up an organizational system to maintain current event files for extemporaneous speakers. Visit with a coach who is successful with extemp to see how her/his speakers organize their files.
12. Do the same with debate. Learn from successful squads or by attending workshops that suggest ways to build and organize debate files.
13. Have students time their prepared events as often as possible. They will begin to develop a sense of pacing, which will help enormously when they are performing. Once they have mastered the pace of the selection and know the selection has been cut to meet the time restrictions, have them pencil in times in the margin of their scripts.
14. Have speakers practice in front of a mirror. They can experiment with and refine effective facial expressions, gestures, offstage focusing for interp events, posture, etc.

Establishing a practice schedule . . .

How often you can work with students or hear them practice and rehearse will be determined by your schedule, the number of students you are coaching, and the students' availability during practice times.

Obviously, more practice is better, but you will have to set parameters for the amount of time you can be available. Some coaches set schedules so that they work with different events on different days. The advantages of this method are that you can work on basic concepts or techniques with all contestants in similar events at one time. Coaches should set goals for practice sessions, so students have a focus for each practice.

Use a variety of techniques in practice sessions. During one session, you may concentrate on a speaker's introduction or a social studies contestant's test-taking skills. In another, you may want an interper to focus on voices, inflection or posture. Literary Criticism contestants may work to understand a writer's use of imagery. Another practice session may be devoted to discussing the students' analysis and understanding of the current events for a particular week.

Isolate weak spots and work on that alone. Pair up and practice with others on the squad. Have speakers practice as though they were really performing before a judge, especially in the final rehearsals before competition. Have Literary Criticism contestants quiz each other over their knowledge of the material by making flashcards of literary terms.

Remember that practice sessions and rehearsals should be fun as well as productive. These are times when you can learn with and from your students. They should be able to try things out and laugh at their mistakes before moving on.

Practicing and working alone . . .

No matter how many students you are coaching, you'll probably feel like you don't have enough time to work with each one individually. To be successful, students must spend much more of their practice time working alone than working with a coach. They need to use this time to study, analyze, research, create, memorize and analyze. Practice on things they have identified or that you, a judge or their test results have revealed as weaknesses.

Encourage students to steal isolated moments out of a busy day. They can mentally rehearse introductions or study materials on bus trips, during empty time at the end of classes, waiting for their counselor's appointment or any number of times – if they make it a habit.

- Take advantage of resources, conferences and training to learn about coaching academic contests.
- Follow suggestions from successful coaches, workshops and handbooks.
- Establish a regular practice schedule for competitors.
- Train students to work independently.

**Fourth Annual
Granite High School
UIL Practice Meet**



Jan. 27-28, 2025

**Sample Tournament
Poop Book Cover**

Chapter VII: Make a Down Payment on Success by Attending Practice Meets

**"If you're not making mistakes, you're not taking risks,
and that means you're not going anywhere.
The key is to make mistakes faster than the competition,
so you have more chances to learn and win."**

Why attend practice meets... .

Providing practice competition for your students is extremely important. Even if you have only a few students and can only attend a few tournaments, the experience allows them to get a feel for a competitive setting. They will get to know the quality of their competition and just how hard they need to work.

Planning for and attending a practice meet or tournament involves a lot of minor details. Once you've located a practice meet that your students can attend, works for your schedule and provides good competitive opportunities for your students, there are steps that will help you prepare.

Getting ready to compete... .

A common question among novice coaches is "when are we ready to compete?" Since students without experience don't have any way of judging, they'll never feel completely confident they are really "ready." The best thing to do is just jump right in when there is a local tournament you can attend. The fastest way to improve is to compete against other testers, get feedback from objective critic judges, and/or observe the performances of others. It's the fun that comes after hard work, and the challenge and excitement of competing that will really help your squad make progress in developing their skills.

Read the invitation carefully... .

Note the dates. Is the tournament just one day or more than one? Look for the fees you must pay, who the check is to be made out to, the entry deadline and the information you must include in your entry. How is the entry to be communicated to the tournament director – fax, mail, e-mail or online? Is there a deadline for changes in your entry? Will you be charged a drop fee if a student entered does not compete? Do you need to bring additional judges? What is the fee if you need to hire them through the tournament host? Pay attention to the registration time and scheduled completion time. It's a good idea to be flexible when you tell parents a return time, as tournaments have a tendency to run late. You might give parents an estimate and tell them their child will call home prior to departing from the tournament, or organize a telephone tree among parents so information can be quickly shared with all of them.

Also, note the rules of the tournament. What specific types of competition do they offer and what are the rules for each? May students enter more than one event in any section of the practice meet? Does it follow the UIL conflict pattern? Directors would much rather answer your questions in advance than have you assume something that might cause them problems.

Confirm attendance with students . . .

Prior to entering the tournament, confirm with your students that they are scheduled and able to attend. Make sure they know the exact dates and times for the tournament. Finally, make sure their parents are aware of these arrangements. Sometimes students commit to a tournament only to find out that parents have scheduled them for something else that day. Signed permission forms from the parents will help alleviate some of these problems.

Complete and submit the entry form before the deadline . . .

Make sure you provide the tournament director with all the necessary information. Double check your entry with the requirements for judges. Usually, each school entering speech events will need to provide judges to cover the number of students they enter. If you cannot judge or if you have more students entered than what one person can cover, you will need to hire judges, either on your own or through the tournament. The invitation should identify how many students one judge covers.

Request money for entry and judging fees . . .

Most tournaments will expect that you pay your fees before or on the day of the tournament. It's important to find out how long it takes to get a check or funds through your school's accounting office. Allow more time than your administrative staff tells you so that you have the money on time. If students must pay their own entry fees, collect money before you leave for the tournament and keep accurate records.

Request/arrange transportation . . .

Allow a reasonable amount of time to travel to the tournament and make your transportation request accordingly. If you've never been to the location before, find the location on an Internet map search and over-estimate the travel time to be safe.

Try to make your transportation requests as far in advance as you can. Once you make the requests, avoid too many changes. After discussing procedures with your administrator and reading the policies carefully, talk with the transportation people directly to find out what is important to them. This is often different from the written procedures. Find out what changes cause them problems so you know how to better estimate your needs. The size of bus you need may dictate which driver they assign. If you make a last minute change in your bus size that could change the drivers' schedules, the result might be that someone loses the overtime they wanted or someone doesn't meet their minimum hours.

If you rely on private transportation, get your commitments from parents or faculty members as soon as you possibly can. You should check your school policies to determine who can legally drive students to events. Check your school policy and speak to your administration before allowing anyone other than a school-approved driver transport your students to any practice or meet.

- ✓ Allow plenty of time, taking into account restroom breaks, food breaks, traffic, etc. Leave early enough that a wrong turn would not put you in a panic.

- ✓ Always be aware of weather conditions. There are situations when it would not be safe to have students on the road. No competition is worth that risk.
- ✓ Avoid packing heavy materials or suitcases up high in the back of the bus, as they can come hurtling down with a quick stop.
- ✓ Have students bring plenty of water, juices and fruit or other healthy snacks. Students should avoid over-indulging on junk food during tournaments, but should be certain to eat often enough that they maintain their energy level.

Make hotel arrangements if needed . . .

If this is going to be an overnight trip, you will need housing arrangements for students. Check school policies to find out how this is handled. You should do this as soon as possible, since hotels generally only reserve a certain number of rooms at the rate negotiated by the hosts. You may need additional chaperones. If students are paying for their hotel rooms, develop a system where they pay in advance of the trip. That way you won't end up with the bill.

Get proper parent permission forms . . .

Check your school policies to discover what is required in terms of permission forms, emergency medical care release forms, etc. Record basic health information and emergency contact numbers for each student and take them with you. You want to know if they have any health problems that might impact their participation and who to call in case of a problem.

If classes are missed . . .

Inform the attendance office and teachers if students will miss school. You may also be required to provide a list of students to the attendance office. Don't forget about yourself. If you have to miss school, be sure arrangements have been made for a substitute for your classes and that you've left prepared lesson plans.

Double check your transportation . . .

It never hurts to call and double check your transportation the day before the tournament. Confirm exactly where you are going and the departure time. Don't just rely on a bus driver to know. Get out your map and plot your course. If the driver already knows where to go – it's a bonus for you. You can concentrate on last-minute details with your students.

Pre-travel information for students . . .

Since attending practice meets involves some travel, it's important that you and your students are prepared so it will be as pleasant and trouble-free as possible.

- ✓ Have them discuss class work for any class they will miss with each instructor.
- ✓ Ask them to arrange to get someone's class notes from each class missed.
- ✓ Students should find out what make-up work will be required and when it is due.
- ✓ Make certain students know where the team will load the vehicles and the departure and return times.
- ✓ Give students and parents information about your destination.

- ✓ Have students arrange for transportation from campus to their home when you return.
- ✓ Have speech/debate competitors create an extra copy of any scripts or prepared speeches and any necessary documentation to give to their coach(es).
- ✓ Provide students information about the tournament schedule and events in which they are entered.

Dress appropriately . . .

Clothes for competition should be *neat* at all times and students should remember they are representing their school and follow school rules.

In debate and speech contests, most tournaments expect a jacket and tie for male competitors and business-like dresses, suits or pants suits for females. While students can have their own "look," make sure clothing is *tasteful and professional*. Clothes should be clean, pressed and fit properly. Students should look like they dressed for an event of importance. Avoid the flashy and exotic. Successful competitors are those who make memorable impressions by what they say and do, not their clothes or flashy accessories that draw attention. Hair should also be neat and clean and styled in a way that keeps it out of the face. Facial expressions are a critical part of any performance, so judges must be able to see a speaker's face! Avoid any hair ornament that draws attention to itself and away from the performance. Students will be on their feet all day, and the days can be very long. To avoid blisters, fatigue and pain, students should pick *comfortable shoes* first, and then plan a wardrobe that goes with the shoes. They should never wear shoes for the first time at a tournament. The same goes for coordinators and coaches.

If you allow students to change to more comfortable clothes when they are eliminated from competition, be sure to discuss what is appropriate. They are still representing your school and everyone's appearance (and behavior) is a reflection on your squad. At the very least, enforce your normal school dress code. Some teams wear squad or school T-shirts, but you should first check to see if there are restrictions against making your school affiliation known.

Emergency supplies . . .

At almost every tournament, someone on the squad will have an "emergency," either real or imagined. Pack a tournament kit and remember to keep it stocked throughout the traveling season.

- ✓ Small First Aid Kit (band-aids, aspirin, non-aspirin pain reliever, antacid, eye wash, etc.)
- ✓ Scissors
- ✓ Tape (for hem repairs, re-enforcing torn pages in notebooks, last minute debate evidence, etc.)
- ✓ Needle and assorted thread
- ✓ Cough drops, lemon drops
- ✓ Safety pins
- ✓ Flashlight and batteries

Squad rules for travel. . .

Again, you'll have to determine the rules that will work for you, your school and your squad. The list below contains samples of squad rules regarding travel that may help you think of issues that need to be addressed. *Get any rules or regulations you develop approved by your administration before you give them to students or parents.* You also need to discuss with them the consequences when someone breaks a rule and have an appropriate policy in writing.

- ✓ Students will be chaperoned at all times by high school faculty. Students will follow all school rules and policies at all times at tournaments. Any rule violation will result in administrative action upon return.
- ✓ Curfew will be set upon arrival and completion of the day's activities. Curfew will be defined as being in your room with the door locked. Room checks will be made by the coach or faculty sponsor at curfew and can be made at other times after curfew. Open your door only to a faculty sponsor. These room checks will be unannounced.
- ✓ The school dress code will be enforced at all times. If a student does not comply with the dress code, they will be asked to change. Special dress codes are in effect for tournaments, and students are expected to follow the dress code specified.
- ✓ Students may not leave the tournament site or hotel without permission from the coach.
- ✓ Room assignments will be made by the coach and announced prior to leaving on overnight trips. Any problems should be addressed before leaving on the trip. These assignments are only changeable by the coach or assigned faculty sponsor.
- ✓ Under no circumstances will boys be permitted in girls' rooms or vice versa. If a boy-girl practice session must occur at the hotel, this will take place in the lobby or the coaches' or adult chaperone's room. Any violation of this rule will result in the students being sent home immediately at the parents' expense.
- ✓ Any students caught drinking, smoking or using illicit drugs will be sent home immediately at the parents' expense. Coaches should be made aware of students taking prescription medication.
- ✓ Students will be responsible for all extra room expenses - phone, movies, room service, etc.
- ✓ Students must be committed to doing their very best. Getting sufficient rest is essential.
- ✓ All students are expected to conduct themselves in a manner that will reflect positively upon themselves, the team and the school.

Hotel etiquette. . .

If the squad is staying at a hotel, you should talk to them about common sense and courtesy. Most squads have students share rooms to cut expenses, and this often means four people in a room – sharing one bathroom.

- ✓ Roommates should establish what can be shared and what cannot. If they plan ahead, they can share some items and reduce luggage weight.
- ✓ Roommates should be aware of any medications being taken or health problems.
- ✓ Be courteous, not only to your roommates, but to those in rooms surrounding you. Keep volume of the television or radio low enough not to disturb others.

- ✓ Avoid loud conversations in hallways.
- ✓ Neatness counts. Pick up after yourself.
- ✓ Share the space fairly, including countertops, closets and drawer space.
- ✓ Contests start early, so be smart and considerate. Get enough sleep to be rested and at your best, and let others do the same.

Overnight trips for tournaments can be great fun. Students will meet competitors from other schools and some will become close friends. They will learn a great deal by visiting with other competitors, comparing ideas after taking tests, seeing others perform and/or being judged by a variety of people with different perspectives. If regulations are clearly stated and if students and their parents understand their necessity and the consequences of not following them, everyone involved can make the most of valuable learning experiences.

Inform the tournament director of any entry changes . . .

As soon as you find out about any changes in your entry, inform the tournament director. If a student gets sick or doesn't show up to catch the bus, call the tournament director as soon as possible. There is usually a phone number on the invitation for last-minute communication on the day of the tournament. The scheduled rounds of the tournament will need to be adjusted if you have to drop students at the last minute. You may also have to pay a fee for dropping students out of a tournament. Try to avoid adding or substituting students at the last minute. In fact, some tournaments won't allow it.

Depart on time . . .

Tell students where and when to meet you. You should arrive before that time. Emphasize to students the importance of being on time and set a good example for them. Don't wait too long for the stragglers. You don't want to make the rest of your students late because one student didn't get up on time. Have all students' home phone numbers in case you need to make a call. Before you leave or return home, count heads and take attendance. Don't assume everyone is on the bus.

Make sure everyone has the material they need . . .

Double check with your students to make sure they have all the materials they need to compete. If they left something behind, can you make quick arrangements to get the materials? Can they compete without them? For instance, insure that math students have their calculators. It's always best to ask before you leave. It is also a good idea to create a folder or notebook with all selections for interp events and copies of affirmative debate cases.

Arrive on time . . .

Tournament directors (as well as coaches and competitors) love to have their tournaments run on time, and one thing that delays tournaments is schools arriving late. If you know you are going to be late, use that emergency number in the invitation and call ahead. At least they will know you are on your way and when you are expected to arrive.

Understand tournament procedures . . .

Registration

At registration, check in with the tournament personnel to let them know you are there, report any changes in your entries and pay your fees. Most tournaments will have a package of information that they will give you about specific tournament procedures and a more detailed schedule of the day's activities. Some tournaments identify schools/students by a code number on a schedule and not by name. You may need to get tournament personnel to explain the codes. Make sure you understand the system and you can explain it to your students so that they show up in the right places at the right time to compete.

Some tournaments will begin with a general meeting to welcome you to the school, give you some general directions and tournament procedures and inform you of any last minute changes. If one is scheduled, it's important that you and your students attend.

Schedules

If you did not get competition schedules and room assignments (often called schematics) in your registration packets, they will be handed out at the general meeting or posted on the walls of the cafeteria or wherever students gather. Have each student write down the school code and their individual code, if used, and the time, room, section number and order for each event they have entered. If at all possible, have them find each room before competition starts, so they can be more relaxed as each round/test begins.

Attending speech rounds

When speech students are not scheduled to compete or have been eliminated from competition, they should attend other rounds. This is the best way to learn what it takes to be successful. You might require students to turn in topics of speeches, notes on extemp speeches they hear or the authors and titles of selections in interp events. This is a great way to gather practice topics for extemp and selections to be added to your interp files. If you find one selection by an author especially appealing, you might find another piece by the same author that you enjoy even more.

When students watch debate rounds, be sure to check for any restrictions on observers flowing the debate. If it is allowed, students can get wonderful practice taking flows, anticipating arguments or responses and in locating potential sources for good evidence.

Have your students mentally rank the rounds they observe or the winner in debate rounds. Afterward, discuss how their opinions were similar to or differed from the judges'. Students can learn to become much more objective in evaluating their own performances (and therefore improving them) if they practice watching rounds from a judge's point of view.

Posting results

Most tournaments post results of preliminary rounds on the walls of the cafeteria or other places where students gather. Those who win a sufficient number of debates or are ranked high enough to continue to the elimination rounds will have their name or code posted on results sheets, indicating they "broke" to elimination rounds. In speech

events, breaking is a good thing! These posting sheets generally include the time and room number of the next round, so students should pay careful attention.

Meals

Generally, tournament hosts will not want you to leave the competition location for meals because it takes too much time and some people are bound to be late. Most tournaments will have food available for sale in order to keep the tournament on schedule and to make money from the concessions. This will probably be stated in the invitation. Be sure your students bring money for their meals. It's also a good idea to have them bring healthy snacks, fruit and bottled water of their own. Sometimes contests are late and students may not have time for a meal, but they need stamina and energy to do their best in competition. Tournaments usually provide a coaches' lounge where you can go to relax if you are not tabulating or judging. In such a case, the refreshments are free of charge for coaches and judges.

Awards

Most tournaments end with an awards assembly to announce final results in each event and the winning schools - if "sweepstakes" awards are given for the best results for entire teams. It's important that your squad practices good sportsmanship throughout the day, including during awards. There will naturally be both elation and disappointment as winners are announced. Your students need to be respectful of other contestants and coaches at all times and become known for both winning and losing with grace.

Some tournaments provide a printed results package for your school that you may pick up after the awards ceremony. In some instances, an event will be continuing after the assembly (with final rounds of debate, for instance). In the case of speech events, make sure you are not scheduled to judge the next rounds before you leave.

Departure and follow up

Again, do a head count and make sure all students and all materials are on the bus. You might arrange for students to call home and let parents know they are on their way. Then when you arrive back at school, parents will be waiting and you won't have to.

Don't forget to publicize the results both within your school and in the media, if possible. Keep accurate records of results, student rounds/rankings and money spent. Take the time within a few days after the tournament or practice meet for students to discuss what they saw, what they learned and what their goals are for the next competition. Don't forget to include what they enjoyed!

General Tournament Guidelines . . .

Information to give competitors about tournament etiquette

- ✓ Never enter or leave a room when a contestant is performing or testing. Be respectful and polite.
- ✓ Arrive at your contest room a few minutes early.
- ✓ If you are double entered, put your name, school code and speaker order on the board of the room you will compete in last, so the judge knows you must come in late.

- ✓ Listen courteously to other contestants and stay for the entire round (except when doubled entered). Learn from their performances. Avoid anything that might be disruptive.
- ✓ Be aware of what's going on around you, and don't be noisy in contest areas.
- ✓ Keep up with your own material and anything else you brought. Do not leave valuables, including your contest selections, unattended.
- ✓ Put your name, school address and phone number on your study materials, selection folder, extemp files or debate cases.
- ✓ Keep in contact with your coach and team members between rounds. Rooms and/or schedules might change, and you can be supportive and encouraging to others.
- ✓ Never leave the contest site without permission from your coach.
- ✓ Clean up after yourself and put litter in trashcans.
- ✓ Report any accidental damage immediately to tournament officials.
- ✓ Do not move or use materials and supplies in classrooms.
- ✓ Avoid using the teacher's desk in a contest classroom.
- ✓ Never be disrespectful of other contestants or coaches.
- ✓ The tab room is off limits to contestants, as is the coaches'/judges' lounge.
- ✓ If a problem occurs in a contest, talk to your coach, who will deal with it.

General tips to give competitors about success

- ✓ Remember that anxiety and nervousness are foes of success, so relax as best as you can. Yawning and stretching before you enter the contest room can help you relax.
- ✓ Drink water rather than carbonated drinks to better maintain calm, stamina and/or voice quality.

Tips to give speakers

- ✓ Warm up your voice. Your first performance won't be your best, so make sure the judge doesn't hear that one.
- ✓ For interp, make sure the use of your manuscript, including turning the pages, doesn't distract from your performance.
- ✓ Know where the judge(s) and timekeeper are seated before you begin.
- ✓ Be patient and allow the judge to finish completing the critique for the previous contestant before you begin your presentation.
- ✓ Establish direct eye contact with the judge(s) and all audience members in your introduction and during your presentation.
- ✓ As a speaker or performer, you are being judged the entire time you are in the room. Enter and leave with composure and avoid fidgeting, silliness and unprofessional actions.
- ✓ Recognize the achievement of others by applauding their performance or success at any awards presentation.

Selecting events and competitions . . .

Remember, as you build a new squad or begin your coaching career, you will need to be selective in the number of events and competitions you and your students attempt. Start with the events that you and other coaches find the most appealing and have the most comfort in mastering. Add more as you learn and gain experience. If you're coaching in a program with experienced competitors, don't be afraid to learn from your students. If

both you and all your students are new to academic competition, let them be involved in the process of choosing where to start. Attend a UIL Student Activities Conference in the fall to learn more about various contests. Your students will learn valuable skills regardless of how much success they have in the early stages.

Defining success. . .

How you and your students define "success" will determine the environment in which the squad works and the pleasure and enjoyment both you and your students have in being part of the team.

Students enjoy competition and wouldn't spend the time and energy to hone their skills if they didn't want to "win." Much of what we do in our daily lives involves some aspect of competition and the motivation to excel. The pursuit of "victory" is a great motivator, and there is nothing wrong with aiming high. However, if success for your squad is defined only as winning the highest possible awards, you will have created a situation in which very few of your students can achieve it. Not every young person interested in participating will have the necessary confidence and skills to win regional or state awards. Some may never win a single tangible award, such as a trophy or medal, in competition.

All students that participate will "win" as they develop the ability to think critically, master subject matter, set and achieve goals, work effectively as a member of a team, analyze information and their own work efficiently, speak with confidence in public and/or analyze and understand great literature or public policy. A successful college application (due to improved writing and organization skills) or a successful job interview (due to improved current events knowledge, critical thinking abilities, communication skills and confidence) is a "win."

Take time to savor progress. Celebrate the steps along the way. Too often in our attempt to "fix" things, we move from one "fixed" thing to the next without celebrating the process of learning and growth. Academic competition is hard work for you and the students you coach, but it should also be fun, challenging and rewarding, regardless of trophies, ribbons or the outcome of any given competition.

- Study invitations for tournaments carefully.
- Plan ahead when attending a practice meet so that you are organized and efficient.
- Learn about tournament procedures.
- Make certain students and parents understand the squad rules for traveling and competing.
- Keep the idea of "winning" in perspective.

UIL SCHOLARSHIP OPPORTUNITIES



The Texas Interscholastic League Foundation (TILF) has given over \$24 million since 1959 to more than 16,000 students who have competed in the UIL Academic State Meet.

During a typical academic year, TILF will disburse more than \$1 million to more than 600 selected students attending colleges and universities throughout Texas.

The TILF has over \$9 million in endowed funds and receives direct scholarship grants each year of more than \$800,000 from foundations, individuals and corporate sponsors. We continually seek to increase the donations.

Participation in UIL academic contests enhances all college scholarship applications for graduating high school seniors.

Chapter VIII: Elevate your Program by Participating in the District/Regional/State Meets

"A true champion is motivated above and beyond winning."

Understand the ACADEMIC CONFLICT PATTERN. . .

Actually, the conflict pattern was created to avoid conflicts and established to set up a useful schedule so that competitors know which and how many contests they may enter. The conflict pattern is not mandated on the district level, but it will be honored at all regional meets and the state meet. Districts are also urged to use the pattern in setting a schedule for their competition. The regional and state schedules will *not* be modified to allow participation in conflicting events.

Review the conflict pattern by visiting the UIL academic web site.

Before the DISTRICT MEET. . .

- ✓ Work with other teachers and academic coaches to recruit contestants.
- ✓ See that students get practice materials and resources as early as possible.
- ✓ Make sure contestant know ALL the rules for their events.
- ✓ Attend invitational meets for practice.
- ✓ Check eligibility of all competitors.

Day of the DISTRICT MEET. . .

- ✓ Be on time. Better yet, be early.
- ✓ Take along plenty of substitute eligibility forms.
- ✓ Take a copy of the *Constitution & Contest Rules*.
- ✓ Be positive, polite and gracious.
- ✓ Make sure that all academic coaches attend verification for their event.
- ✓ See that all problems are resolved before official results are announced and medals awarded.
- ✓ Work to make all your students feel like "winners" – whether they receive an award or not.
- ✓ Demand good sportsmanship from your students.

The ACADEMIC REGIONAL MEET. . .

- ✓ Check sites and schedules carefully.
- ✓ Regions will post regional handbooks online. Links from the UIL web site will be provided.
- ✓ Regional assistants may be assigned to the contest directors. (Let the UIL Academic Director know if you'd like to serve.)
- ✓ Regional directors advance qualifiers from online results, so no registration is needed.
- ✓ The Spring Meet Code requires that you notify the alternate and regional director if you have a contestant who cannot compete. Also, send a copy to the UIL Academic Director. "No Shows" will be reported to UIL.

- ✓ Check the UIL web for *qualifying wild card teams*. Schools will not be notified.
- ✓ Winners' packets will be posted online for those qualifying to State.
- ✓ Take the time to thank your hosts.

The ACADEMIC STATE MEET . . .

- ✓ Qualifiers are automatically certified from regional results.
- ✓ No pre-registration or entry fees are required.
- ✓ Check the web for *qualifying wild card teams*. Schools will not be notified.
- ✓ The schedule will be posted on the web.
- ✓ Plan for very heavy traffic and time to find parking.
- ✓ Make sure students attending college in Texas apply for the Texas Interscholastic League Foundation scholarships. See TILF link on the home page of the UIL web site.

LATE Entries:

A school's entry is late if it is made after the 10-day deadline. This includes the following:

- ✓ a school's entire entry
- ✓ an event not entered
- ✓ a vacant spot in an event (adding a contestant).

The District Executive Committee (DEC) has the authority to decide if late entries are accepted.

Substitutions . . .

At the district meet:

A contestant is certified as eligible because she/he is listed as a sub in that event and no substitution eligibility form is needed. If a student is not listed as a sub, she/he is certified if entered in another event. A substitution form is not technically required, but strongly recommended. Contest directors will not have other rosters for other events, only their own event. Send an adult to the event with the new contestant and the form. If a student is not entered in any event, a form is required. Again, send an adult with the student to the contest.

Attend the verification process and also check online after district to see that name changes were made on the roster. The names on the official results are those the regional meet contest directors believe are certified to advance. Check that your results are listed correctly.

After the district meet

Substitutions are only allowed in team events and only if an original qualifying contestant *cannot* compete at the next highest level of competition.

- ✓ The substitute must have a sub form.
- ✓ Only one substitute is allowed per team.

Example: four member team advances in Current Issues and Events.

- One cannot attend – sub or compete with only three
- Two cannot attend – sub one and compete with three
- Three substitutions cannot attend (Notify the alternate team.)

Alternates . . .

1. Regional and state meets only:

- ✓ No wild card alternates
- ✓ All individual events (now including LD Debate) have 1st, 2nd & 3rd alternates, fourth, fifth and six places
- ✓ Rankings of 7th, 8th etc. are not alternates

2. Notification about alternates must be sent to

- ✓ District and regional academic directors
- ✓ School with alternate
- ✓ State UIL Academic Director

3. If a student or team knows that it will not compete at the next higher level, the school must notify alternates and meet officials no later than the end of the second school day following the district or regional meet Failure to do so is a violation of the Spring Meet Code.

Wild Card Teams . . .

Wild card teams are the second highest scoring team within the region and conference in that event or the second highest scoring team in the conference to the State Meet.

- ✓ District results must be posted by Monday following district.
- ✓ YOU must check the UIL web site for tentative and official wild cards.

YOU WILL NOT BE NOTIFIED BY THE UIL STATE OFFICE.

- ✓ You can check yourself by looking at results online of the other schools in your region for second place scores. The UIL list is posted as quickly as possible.
- ✓ There are no "alternate" wild card teams. If the wild card cannot compete, there is no wild card at that competition.

The verification process . . .

The verification process is CRITICAL for catching any errors prior to announcing official results. Humans sometimes make mistakes, and this is the only time such an error can be corrected. Once official results are announced and awards distributed, no changes can be made. The verification period is to check the accuracy of grading and recorded scores, NOT a time to question the decision of judges. Contest directors may call the League if questions are raised about an answer key but should not arbitrarily change the key or grading of a test.

Unofficial results should be entered into the online system BEFORE verification so that the computer can add team scores and rank contestants. Remember that you must

record and enter the scores of *all* contestants, not just those who place or score in the top half, so that team scores can be determined accurately. In speaking and writing events with ranks only, you record the top 6 places. People doing the online entry of results should not complete the last step of "certifying results as final" until after verification has taken place.

Before each contest starts, the director should *announce the time and place of verification*. When possible, it should be provided in written format, as well.

Before verification:

- ✓ If any ties exist, the tie-breaking procedure should be implemented and those results clearly marked so that they can be manually entered into the system.
- ✓ There is a tie-breaker for ALL TEAM ties.
- ✓ In number sense and accounting, individual ties are not broken. (In all other events, there is a tie-breaking procedure.)
- ✓ There can be no ties in speaking or journalism events or in ready writing.
- ✓ In literary criticism, social studies and current issues & events, ALL TIES MUST BE BROKEN by comparing the essays of tied contestants. If a tie remains even after the tie-breaker (in events where ties may exist), the submitted roster and results should be clearly marked.

During the verification period:

- ✓ No papers may be removed from the room until the verification period is completed (approximately 15 minutes).
- ✓ The contest director must return all test papers and answer sheets to contestants or coaches.
- ✓ Several answer keys should be available in case there are questions.
- ✓ The recorded scores and unofficial rankings must be available for review. Coaches must be able to see not only that the tests were graded correctly and that the total score is correct, but also that the score on their contestant's paper is the same as that recorded on the results form.
- ✓ The director will announce the "unofficial" results and scores. (Just because the information has been entered into the online system does NOT make those results official. They must still be verified and later certified as final.)
- ✓ Explanations will be made about how ties were broken or if unbreakable ties still remain.
- ✓ A time for questions should be allowed so that the director can address them.
- ✓ A verbal warning should be given when there are five minutes remaining before official results are to be announced.
- ✓ When time has expired and all questions have been resolved, the director will announce official results and provide information about awards.

- | |
|--|
| <ul style="list-style-type: none">➤ Study the conflict pattern.➤ Understand about the procedures of the district, regional and state meets.➤ Review rules regarding substitutions, alternates and wild card teams.➤ Attend verification and know your responsibilities. |
|--|

UIL PREPARES STUDENTS FOR FUTURE CAREERS

LAW/
POLITICAL AFFAIRS/
PUBLIC SERVICE
CX Debate
LD Debate
Extemporaneous
Speaking
Current Events
Social Studies

LIBERAL ARTS
Literary Criticism
Poetry Interpretation
Prose Interpretation
Ready Writing
Spelling/Vocabulary

Academic Contests

BUSINESS &
TECHNOLOGY
Accounting
Computer Apps.
Computer Science

ENGINEERING/
SCIENCE/MATH/
MEDICINE
Calculator Apps.
Mathematics
Number Sense
Science

JOURNALISM/
PUBLIC RELATIONS
Editorial Writing
Feature Writing
Headline Writing
News Writing

PERFORMING
ARTS
One-Act Play

Chapter IX: Improve Curb Appeal by Marketing Your Program

"Bill Gates believes that if you are down to your last dollar, spend it on public relations."

Getting assistance . . .

You can't run a UIL academic program alone. You need to develop a network of supporters including contest coaches, school department chairs, colleagues, principals, assistant principals and/or activities directors, parents, custodians and district/school transportation directors. You'll find these individuals are all directly or indirectly involved with your coordinating and coaching activities.

Developing support in the community . . .

You'll want to have the support of parents and community members. You may need to call on them for donations for concessions or other items, to judge if you host a tournament, or to act as chaperones if you travel with a large group of students. You certainly will want their support when budgets get tight and program cuts must be considered.

- ✓ Have a squad officer write articles for local and school papers about your program and student success. Be accurate and timely. Know their deadlines and provide photos whenever possible. This increases the chances of the story being printed.
- ✓ Build a web site with links to the school site. Keep it updated.
- ✓ Have competitors perform for community activities, such as Lions Club or Rotary meetings, or have interpretation students create a program to present at nursing homes or the hospital.
- ✓ Have a showcase event or an assembly where your students explain about their contests, provide sample questions from tests, and present speeches, a debate or interpretations. Announce student success stories. Invite all parents, school board members, staff, community leaders and the media.
- ✓ Create and distribute a brochure/report on the values of the program and the successes or awards achieved by students.
- ✓ Take on a community service project.
- ✓ Solicit sponsorships and assistance by finding professionals in your community who support your cause and solicit their help. ALWAYS have your squad secretary send appropriate and personal thanks – in writing, not just e-mail. Have a student good at graphic arts create your own squad letterhead and thank you cards.

Building parental cooperation . . .

You'll need the cooperation of *parents* so that students can schedule practice times and attend tournaments. Cooperative parents can make a tremendous difference in your life, so they need to understand the program and your expectations. You might consider forming a parent booster club to get them all involved. They can help with fundraising, chaperoning, hosting a tournament, planning an awards night, publicity or any number

of things. You might also develop a "phone tree" so that parents can help with communication when you need it, such as when you discover you will be returning much later than expected. Better yet, get parents' cell phone numbers in order to text them about important information.

Academic coaches should never work in a vacuum. Many other people are necessary to make your program run smoothly. A little common sense and kindness when working with others can go a long way.

Reasons for participating in academic competition...

The topic continually arises about the value of academic extracurricular activities. Are they necessary? Are they worth the time and money? Actually, numerous studies and anecdotal evidence support the claim that students involved in such things as debate, theatre and other academic events receive invaluable preparation for college and the world of work.

In an effort to answer questions about the need to build a competitive academic program, UIL has published several important tools for coordinators and coaches that can be found on the academic web site. Two are videos emphasizing the value of the contests – one from the coaches' viewpoints and the other from the students' perspectives. Additionally, UIL has created a promotional pamphlet which can be downloaded, printed and distributed to administrators, parents and the public.

When asked his opinion, President John F. Kennedy stated, "I think debating in high school and college a most valuable training whether for politics, the law, business, or for service on community committees such as the PTA and the League of Women Voters. A good debater must not only study material in support of his own case, but he must also, of course, thoroughly analyze the expected arguments of his opponent.... The give and take of debating, the testing of ideas, is essential to democracy. I wish we had a good deal more debating in our institutions than we do now."

A 2007 study by James S. Catterall, a professor of education at the University of California, Los Angeles, found that students who had more involvement in academic activities both in school and after school scored better on standardized tests. Further support of Catterall's findings came from research conducted by the Texas Music Educators Association and the Texas Coalition for Quality Arts Education. According to Robert Floyd, Chairman of the Coalition, the two groups produced a study in 2007 revealing that student participation in the fine arts led to higher academic ratings and lower dropout rates in Texas middle schools and high schools. Schools with a higher number of students enrolled in academic activities had higher attendance, fewer dropouts, and higher SAT scores.

A national study by the Open Society Institute in 2004 determined that debate/speech involvement dramatically increased the reading skills of students. Specifically, the study discovered a strong correlation between participation in debate and reading skills - an improvement of up to 25% occurred with the addition of debate courses in comparison to just taking English classes alone. A quantitative study by Linda Collier, submitted to the Hawaii International Conference on Social Sciences in June 2004, argued that

competitive policy debate improved reading scores, decreased high-risk behavior and improved student attitude towards higher education.

In March of 2009, the Department of Labor placed a renewed emphasis on the SCANS Report, the Secretary's Commission on Achieving the Necessary Skills (Teaching the SCANS Competencies, 1993). The report highlighted a list of competencies necessary for workplace success. Not surprisingly, activities, including academic contests, speech, debate, and theatre involvement, provide ample opportunities for students to receive instruction and experience in each skill. The following are the competencies outlined by the SCANS report, including a few examples explaining how academic events support each of the proficiencies:

SCANS Workplace Competencies. Effective workers can effectively use:

Resources: allocating time, money, materials, space, staff

Students participating in one-act play plan and produce performances, science contestants study research experiments, social studies and literary criticism competitors read books and literature, extemp speakers create current event files and debaters research and organize affirmative and negative cases. All of the activities require students to create, read and/or organize materials and become adept at meeting deadlines.

Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds

Casts preparing for play productions, number sense students practicing math drills, accounting competitors pouring over methodology, debaters brainstorming and preparing briefs, and speakers researching and critiquing practice speeches must work harmoniously with a diverse group of students to learn material or generate a final product.

Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communication and using computers to process-information

A one-act play production includes research, design and construction of a set, lighting and costumes. Participants conduct much of their research on computers and manage lighting components, special effects and music through technology. Calculator/computer applications and computer science contestants must process information quickly, thoroughly and efficiently. Speakers and debaters use both computers and hard copies to research and organize information, evaluate ideas and arguments, and select and synthesize them for arrangement by priority and/or impact.

Systems: understanding social, organizational, and technological systems, monitoring and correcting performance and designing or improving systems

Students involved in UIL academic contests must have an understanding of the system in which they are participating. In other words, they must take a "whole system" approach to their efforts, following the regulations or working within the parameters of

the program requirements. For instance, a journalism or ready writer must understand all of the rules for participation and the criteria by which she/he will be judged. Competitors are motivated to learn and continue to critique and alter their work to achieve excellence. All of their undertakings lead the students to a more holistic understanding of subjects and social systems.

Technology: selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies

Business, science and calculator contestants select appropriate functions to apply to specific tasks. Speakers and debaters work with various software technologies to maintain files and research. One-act play students select the appropriate equipment for a play. If a technical problem arises during a rehearsal or performance, they must address the situation as quickly and efficiently as possible.

The SCANS Foundation. Competence requires:

Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening

The communication and mathematical contests serve as tools to assist all students in their learning. They learn by doing. Research shows that when enthusiastically involved in an activity, no matter the student's ability level, she/he masters the basic skills faster and with greater retention because of the concrete experiences.

Thinking Skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning

UIL academic activities challenge students and contribute to the development of critical thinking skills. Participants solve problems, such as answering a calculator or math question, formulating a plan for an affirmative debate case or plotting a lighting scheme for a play. They refute an argument in debate, critique a piece of literature for literary criticism, analyze a current or historic event in the social studies or current events contests, or evaluate a scientific theory.

Personal Qualities: individual responsibility, self-esteem, sociability, self-management and integrity

Actors, accountants, scientists, speakers, journalists, writers and debaters must develop responsible traits, both as an individual and as a member of a group. For example, performers must be accountable to the whole ensemble, contributing to the final production. Journalists must work to publish a product. Speakers and debaters must contribute to the success of the squad and when applicable, their partners.

The SCANS report implies that the United States needs a new type of American worker, one with a broad range of skills and the ability to be a life-long learner. UIL academic activities prepare students for exactly such a workplace setting. Former Secretary of State Colin Powell once said, "Great leaders are almost always great simplifiers, who can cut through argument and doubt to offer a solution." By providing our students with educational opportunities in academic activities, we are helping to create leaders who

possess the SCANS competencies. They can manage information and arguments, think critically and recommend solutions.

- Provide information, brochures or reports to parents/public at presentations or performances, at meetings, and through correspondence and the media.
- Invite the community and community leaders to attend your functions or programs and to present student awards.
- Create a link to your school web site to announce accomplishments.
- Search for professionals in your community who support your cause and solicit their assistance.
- Be sure your parents, school officials and community understand about the importance of the lifelong knowledge and skills your students are acquiring.

TOURNAMENT HOSTS NEED

Student Volunteers

Parent Volunteers

Visiting Coach
Volunteers

Campus Personnel
Volunteers

Community Volunteers

Judge Volunteers

VOLUNTEERS

Chapter X: Open your House by Hosting a District or Practice Meet

“Hosting a tournament is part business venture, part competitive opportunity and part rewarding experience.”

To host or not to host. . .

Most people would recommend that you not host a tournament or district meet your first year since it is a very complex, time-consuming undertaking, and you'll have enough to learn without taking that on as well. If you have a program that is already committed to hosting a tournament, either through an obligation or because it is a traditional, annual event at your school, don't panic. Good planning and organization makes it a great experience – for you and your squad, as well as those participating. If you are just starting a new program, you'll want to consider hosting a tournament when you and your students have more experience. Having hosted a tournament is certainly the best experience you can get, but if you haven't, information in this chapter should be helpful.

For many high school programs, hosting a meet or tournament will be a highlight of their season. It is a wonderful learning experience, as students recognize and understand the time and effort that it takes to make any tournament happen. They develop appreciation and insight into a competitive “system,” and the tournament will serve as an excellent fundraiser for your squad.

Volunteer to assist at a local tournament to learn what they do and why. Remember, however, that all schools, school districts, buildings and communities have differences, which will ultimately affect how your tournament is run.

Hosting the DISTRICT MEET. . .

The spring meet district director is responsible for all spring meet activities, including one-act play, track & field, tennis, golf and all academic contests. Many spring meet district directors appoint a separate person, the district academic director, to be responsible for the academic contests. The district academic director reports to the spring meet district director and the district executive committee. If you are appointed the district academic director, make certain that you are clear about your authority and responsibilities.

It is important that the management of the meet be centralized and organized. All entries and results will be entered via the UIL Spring Meet Online Entry System. No exceptions will be allowed, and deadlines will be strictly observed.

The spring meet district director serves on the regional executive committee. Most regions invite the district director to a planning meeting in December or January. The district director's input can be invaluable to the regional director and to the district. At least one academic person and one athletic person should be sent to every planning meeting.

Before the Meet:

PREPARATION

Review the appropriate section of the Spring Meet Plan in the current UIL *Constitution and Contest Rules*.

PERSONNEL

Appoint a director for each event along with monitors and assistants as necessary. All contest personnel should be interested, enthusiastic and industrious. Select the most experienced personnel possible.

MATERIALS

Photocopy or download from the UIL web site the sections of the Spring Meet Manual related to the individual contests. Photocopy the pages of the *Constitution and Contest Rules* that pertain to each contest director. Give both the pages of the *Spring Meet Manual* and C&CR to each contest director as soon as possible to allow them adequate time to prepare for the meet. The academic spring meet district director should keep one copy of this manual intact. There will be three mailings of district contest materials. Preparation and judging materials for the district meet will be shipped approximately two weeks prior to the contest. Inventory and distribute these to the appropriate contest directors as soon as possible. Tests for the district contest will be shipped one week prior to the meet, and extemporaneous speaking topics will be sent the week of your meet.

SCHEDULE AND CONFLICT PATTERN

Plan the contest schedule with the assistance of contest directors and perhaps district committee members using the UIL conflict pattern. Distribute it to all competing schools in a timely fashion. If all events start and end on time, the day will run smoothly. It is important to allow sufficient time for each contest to be carefully graded and also time for a verification period to be held prior to the announcement of official results. Failure to use the UIL conflict pattern could result in students being allowed to compete in multiple contests at the district level but being unable to advance to regional or state competition due to conflicts. The conflict pattern is mandatory at the regional and state level.

FACILITIES

Reserve necessary rooms and auditoriums. When contestants meet at one place for assignment, as in extemporaneous speaking events, the director should be sure the room is large enough. Room size is also important where an audience must be seated, as in speech events. An adequate number of tables and electrical outlets are necessary for computer applications and other events in which computers may be used. Contestants in calculator applications, mathematics and science need continuous writing surfaces or large single desks. Work with the individual contest directors to ensure that the needs of all students are met as best as possible.

ONLINE ENTRY

Schools must enter contestants via the UIL Spring Online Meet Entry System, which is linked through the UIL web site. Districts are urged to strictly enforce a 10-day deadline on entries.

PROGRAM

A printed program is no longer necessary. All meet information shall be made available via the online entry system. The deadline to set up the district cross-examination debate meet online is Dec. 1. The deadline to set up a district academic meet and OAP contests online is Feb. 1. Full information regarding the online process, including downloadable pdf instructions, will be available on the UIL web site prior to district meet deadlines.

PUBLICITY

Arrange for radio, television and newspaper publicity.

CONTEST MATERIALS

Obtaining district meet material is now part of the Spring Meet Online Entry System and is completed when the district meet is set up online and a shipping address provided. Inventory contest material, except the sealed district contest packets, as soon as it is received. If materials are missing, contact the League office immediately or download any missing forms from the UIL web site. Distribute contest materials to contest directors well in advance of the meet. Tests and keys are shipped to arrive approximately 10 days before the date of the meet. Tests and keys are sealed in separate envelopes to ensure test security. The district should also receive a package marked "District Director's Emergency Packet" that holds spare tests and answer keys. The district director should hold this packet for emergency use. It should not be opened unless an emergency (such as omission of a testing item from a contest packet) should occur.

JUDGES/GRADERS/ASSISTANTS

Secure judges, graders or other assistants, such as the pronouncer for the spelling contest, for all events or instruct contest directors to do this. The district organizational chart shows how many judges/graders are needed for each event. Arrange for payment of judges as needed. Judges in speaking and writing events should have no affiliation with any participating school or competitor.

EXTRA PERSONNEL

Hire extra judges in case a judge cancels at the last minute. Janitors may be needed throughout the day. A registration committee may be helpful, especially if registration is at a central place instead of at each contest. Get student leadership groups, parents and other community members involved when possible, especially to set up and oversee a coaches/judges lounge if light meals or refreshments will be served.

RESULTS

All results will be posted on the UIL Spring Meet Online Entry System. The system will tabulate team scores, and it is possible to post them throughout the course of the meet.

CHAMPIONSHIP TALLY

The Spring Meet Online Entry System will tally points earned by each school for the academic championship.

MEDALS AND PLAQUES

District executive committee members or a person designated by the district executive committee selects and purchases awards, such as plaques, certificates, ribbons or medals from the company of their choice. Set the time and method of presenting awards. The contest director usually presents the awards. After totaling up all the points from each school, declare a district champion. A trophy is in order for the champion if the district elects to award one.

DISPUTES

The district executive committee should determine the method of settling disputes.

LOCAL ARRANGEMENTS

Notify local restaurants and hotels of the number of visitors (contestants, parents and sponsors) expected.

During the Meet:

If everything is well planned, the job of the district academic director on the day of the meet is to sit back, relax and watch everything go. Usually, however, there are a number of "issues" that need to be resolved. Keep the lines of communication open with individual contest directors and be visible the entire day.

1. Respond to problems objectively, fairly and quickly.
2. Designate persons to serve at information centers as guides or ushers.
3. Provide a central place for coordinators to check in for their school. See that copies of all substitution forms are delivered to the appropriate contest director.
4. Instruct contest directors to double-check all results and hold verification periods, as required, before presenting medals to contestants. Announce and post the approximate time and the location of each verification period.
5. Caution directors to pick up used and unused contest material after the event and to follow the instructions as per each contest plan for returning papers.
6. Arrange for adequate communication between various contest directors and the spring meet district director.
7. Except in speech, students may not leave the room and return to the contest room during the contest except in cases of emergency. In that event, the student must receive permission to leave the contest room and must be accompanied by a monitor while outside the contest room. Students who leave and return to the contest room without permission shall be disqualified.
8. Designate a person to collect results and deliver them to the person responsible for inputting results into the Spring Meet Online Entry System. We urge meet directors to input scores/ranks prior to verification. This allows the system to tabulate team scores and catch possible errors, and allows coaches and contestants to verify data entry as well as scoring of contest papers.
9. The online system will tally championship points as the meet progresses. In addition to announcing winners at the contest site, post official results or scores on bulletin boards, projection screens or chalkboards. This is often done in addition to announcing winners at the contest site.

ANSWER KEY ERROR(S)

In the case of an error on the answer key of an objectively scored contest, graders

should notify the UIL State Office of the nature of the error and/or contact the respective state contest director to seek clarification. See rules in individual C&CR contest plans. Contest directors or graders may not alter test or answer keys without approval by a state official.

After the Meet:

DISTRICT RESULTS

Meet directors will submit all results to the regional sites via the Spring Meet Online Entry System. Make certain results are open for public review. It is not necessary to fax results to the regional meet or to the UIL State Office. District results must be submitted into the online system and posted for public review by 5 p.m. of the Monday following the second district week. School coordinators should print and keep on file a copy of official district results as they will only be available online during the current school year.

RECORDS

Keep a file of records and correspondence concerning administration of the meet.

100% CERTIFICATES

Mail or fax requests to UIL for certificates of excellence for students who had 100 percent papers in the spelling and vocabulary contest.

UNCLAIMED AWARDS

Mail unclaimed awards to appropriate schools.

FOLLOW-UP

Confer with contest directors to learn if events progressed smoothly. Solicit suggestions for improvement. Send evaluations to the UIL State Office.

FORWARD RESULTS

The deadline for certifying and posting district results is on Monday at 5:00 p.m. following the weekend for the second district meet. This is perhaps the most important follow-up you can do to prevent problems at regional. This is the only way a school can make certain the results and wild card qualifiers are correct. Check that contestant names are correct if substitutions have been made.

REGIONAL FEES

Regions assess their own fees and include them in their own regional handbooks, posted on the UIL web site. They will also state their method of collecting the fees. The regional executive committee determines procedures for fee collection. Almost all of the regions bill the spring meet district director for a full slate of entries. The district director, in turn, bills each school in the district for its participants. When this method is used, a check or checks from the district director should be mailed in a timely manner.

ALTERNATES

If contestants cannot compete at the regional meet, a representative from the contestant's school shall notify in writing the regional director and the alternate so they can make arrangements to compete. Failure to do so is a violation of the Spring Meet code of the C&CR.

SUBSTITUTES ON TEAMS

Only accounting, CX debate, calculator applications, computer science, current issues & events, literary criticism, number sense, mathematics, one-act play, science, social studies and spelling & vocabulary have provisions for substituting individuals on teams after the district meet. If a student cannot compete at the next highest level of competition, a school may make only one substitute per team and only if an original qualifying team member cannot compete at the state level. If more than one member of a team is unable to advance, the team must forfeit, and the alternate team may advance. (Exception: if two members of a four-member team are unable to advance, the team may drop one student, substitute one student and compete as a three-member team. Should it win at region, only three members may advance and compete at State.)

Hosting a PRACTICE OR INVITATIONAL MEET...

Before you decide to host a practice meet, ask yourself if you have the necessary help to make it possible. Do you have a squad with good organizational skills and enthusiasm? Do you have other contest coaches, teachers and parents who will assist? Are the campus staff and community willing to be supportive?

Actually, hosting a meet can be a real asset to your academic team. Many squads depend on the money made by hosting their tournament as a major part of their funding. Another great reason to host an invitational is to provide local schools in your area or district with competitive experience. Smaller tournaments work especially well for this.

Remember, you will need approval from your administration to host a tournament.

Scheduling the meet

CHECK CALENDARS

1. School – Make sure nothing scheduled at your school will interfere, especially any event that involves the use of the building's classrooms.
2. Community – Is there some festival or major event scheduled that would make it difficult to get judges and volunteers from the community – or if it is an overnight tournament – for visiting schools to find accommodations?
3. Geographic Area – Are state basketball playoffs or local fairs going on that could hinder the presence of possible contestants? Is there another invitational tournament scheduled in your geographical area or traditionally attended by local schools?
4. State – Get your tournament posted on the UIL calendar and check the UIL official calendar to make sure that your date doesn't conflict with other tournaments or major athletic events in your area.

APPROVAL

Get approval from your school's administration and put the date on the school calendar.

RESERVE FACILITIES

You will need to reserve specific rooms for competition, any assemblies, hospitality and tabulation. Prepare a room schematic or room-use plan, using a map of your school.

DRAFT A SCHEDULE

Visualize how you will use space in your school for an effective and successful tournament. What rooms are off-limits and not to be used, such as computer and science labs, AV rooms, etc.? What space is available for students to gather between rounds, to post results and provide hospitality for coaches and judges, to present awards?

Allow for sufficient time to complete a contest or speech round and have ballots returned before the next round starts. Consider the distance judges have to walk to return ballots and get to another room for the next round.

Budgeting for the tournament

- ✓ Research the cost of trophies and medals (you may obtain sponsorships from the community)
- ✓ Will you need to pay school maintenance fees out of your budget, such as custodial work and/or salaries?
- ✓ Costs of items for concessions (work to get donations)
- ✓ Postage for announcements and invitations (use e-mail when possible)
- ✓ Costs of ballots, supplies and handbooks (see supplies checklist)
- ✓ Payment for judges who are not volunteers and how they will be paid at tournament
- ✓ Decide entry fees based on your budget needs

Working with participants, judges and volunteers

Estimate your judging needs. You will need one judge for each debate round and each round of an individual speech event. Use three judges in elimination rounds if at all possible. For journalism and ready writing, you will need at least one judge but preferably three.

As for other events, in the spelling contest you will need a pronouncer. Coaches from the attending schools can assist in grading tests and tabulating the final results for many of the other academic contests.

You'll need to communicate with some of the people months before the tournament starts, or you will never have time to make sure that everyone understands your schedule and rules and can be available on your tournament date. Provide a self-addressed postcard to let schools know you are hosting and ask them to indicate whether or not they can attend or use an e-mail announcement requesting a prompt response. Have your squad members help you contact judges in a timely fashion.

OBTAINING JUDGES

- ✓ Require coaches from participating schools to judge
- ✓ Contact university speech and debate departments
- ✓ Recruit former competitors
- ✓ Ask for assistance from area clubs – Lions, Toastmasters, Rotary, etc.
- ✓ Involve and train your school faculty members
- ✓ Contact local TV or radio stations to provide a public service announcement to recruit judges

- ✓ Train parents and community volunteers

Naturally, you want your students to receive critiques and ballots that are educational and useful as a learning tool when they compete, so you want to provide the same valuable critiques for participants in your tournament. The best way to get extra judges is to train local volunteers. Furthermore, many capable people in the community would be more than happy to become involved, but they want to be confident that they know what to expect and how to provide the service needed. You can arrange an evening session where your students perform and your volunteer judges give critiques. Help them recognize appropriate and inappropriate comments on a ballot, become familiar with the rules and regulations of the competition, be comfortable about their role and responsibilities, and know what to do and who to see if they have questions, concerns or problems.

MANAGING JUDGES/VOLUNTEERS

Maintain a *Master Judging List* and pay particular attention to the number of judges you need and the number you have confirmed.

Call volunteer judges to *confirm judging assignments*, dates and places. At the tournament, plan judges', timekeepers' and/or volunteers' tables to give instructions, materials, ballots and directions.

Plan a meeting with volunteers and other staff to go over the procedures. Timekeepers are nice, but often not provided at invitational meets. If you have them, be sure to provide them with instructions, thank them – and reward them if possible – for their efforts.

Check with clubs willing to help for a list of the volunteers for such things as timekeepers or hall monitors. Be sure to get full names, cell phone numbers and the specific time available.

Inviting schools to attend

Send out or post online invitations at least eight weeks before the tournament, and earlier if possible. Send the invitations to judges, tournament volunteers, participants and coaches.

Include the following in your invitations:

- ✓ date and a tentative schedule of the tournament
- ✓ contests that will be offered
- ✓ deadline for entries
- ✓ time of registration
- ✓ cost of each entry
- ✓ topics to be used in LD and CX debate
- ✓ concession stand and /or available food information
- ✓ an address, telephone number, fax number and e-mail for the school
- ✓ awards that will be offered
- ✓ the number of judges that each school is required to bring
- ✓ how and when it is possible to contact you
- ✓ hotel lists, if schools will be traveling and staying overnight

- ✓ any special instructions
- ✓ restrictions on entries or double entering (Are you using the conflict pattern?)
- ✓ a registration sheet or online service for entries
- ✓ directions to the school

Be careful to *keep up with entries* from schools as they arrive.

Practice with the tournament management software

If you will use a computer program for your tournament, practice by creating a mock tournament. There is commercial software available to provide registration of entries, billing invoices and other tournament services. Tournament software for speech contest tabulation can be found on the UIL academic web site. If you are *not* using a computer program to run the tournament, make debate cards – one for each team entered. However, a tournament management software is highly recommended.

Establish tournament staff and coordinate their duties

You'll need a variety of people to take responsibility for numerous tasks, and you'll want to plan in advance. You can ask coaches from other schools to help you run events, registration and the tabulation room. Additionally, experienced squad members can manage contests, recruit/run judges and do other duties necessary for the tournament.

Give your squad members a tournament schedule with time and place of assigned duties. Meet with them regularly to discuss progress.

Managing equipment, supplies, tests, ballots and awards

You can order most of the ballots, tests, etc., that you need to host a practice meet on the UIL academic web site using the *Invitational Meet Order Form*. By ordering through UIL, you will receive all of the tests and ballots for the contests, except spelling. Practice spelling tests can be found from other providers under *Additional Resources* on the UIL website. For spelling, you will need a pronouncer who is familiar with the test and can practice pronouncing the words.

Most of the materials, such as tabulation sheets, results, rubrics and answer sheets can be downloaded for free on the UIL web site. Look for *Generic Contest Materials*.

Review your supply checklist and make certain you have all that you need.

Arrange to use a copy machine on the day of the tournament.

Order and pick up awards if they are not shipped to the school. Check them for accuracy.

Prepare ballot envelopes for each speech event. Include a master ballot and instruction sheet for each round, and individual ballots or critique sheets for each contestant in the round, as well as at least one extra in case a judge needs it.

Organize materials and tests for contests where testing or writing is used. Make certain that all of the prompts, rubrics, tests, tabulation sheets and other materials are included

for the contest directors. In fact, it is a good idea to have the contest directors work with you to insure that all is included.

Publicizing your tournament

Send information to local newspapers, magazines and student-run publications. Contact area businesses or fast food restaurants for donations of food and paper goods for concessions, funding for trophies or other awards, etc. Contact other school clubs such as the National Honor Society and the Key Club to furnish helpers.

If you are creating an information booklet (the poop book) or packet for the tournament, you can contact local businesses for paid advertising.

Organizing coaches lounge, concession stand, security

If you have a parent booster club or supportive parents, they can be a great help by letting them set up a coaches/judges lounge. Provide them with times and an estimate of the number of people they will need to serve. Remember to be reasonable in the type of food served and the amount you wish to spend.

If you are overextended for time and personnel, try getting another campus club to run the concession stand by offering it to them as a fundraiser. It takes the burden from your shoulders. Again, provide the club with the times and estimate of numbers. Usually, the concession stand is set up in the school cafeteria where students congregate between contests.

Visit with your administration about custodial and security duties. Make the necessary arrangements. Follow up with the staff a few days before the tournament. Clubs such as the National Honor Society will often give students credit for volunteering to be hall monitors so check with the club sponsor well in advance of the tournament.

Setting up registration

Prepare the tournament booklet (poop book) or information package. This can be very simple or very complex, but remember to include:

- ✓ A welcome from your administration
- ✓ A recognition of student committees, chairpersons and volunteers
- ✓ The schools attending
- ✓ Teams and individuals entered with contestant numbers
- ✓ The tournament schedule
- ✓ A map of the building(s) and any necessary codes
- ✓ A thank you to donors, clubs, advertisers, parents and volunteers
- ✓ School rules such as no smoking, use of radios and sound equipment, computers, etc.
- ✓ Tournament rules you will be enforcing, such as reasons for forfeits, final decisions, etc.
- ✓ Advertisements (optional)

Set up a registration table so that schools may do the following:

- ✓ Check in.
- ✓ Confirm entries.

- ✓ Provide names of substitutes, added or dropped entries.
- ✓ Pay entry fees.
- ✓ Pay add or drop fees.
- ✓ Pick up copies of the tournament booklet and room assignments for contests.

Take any changes reported about school entries to the tab room so that adjustments can be made for contest rosters, ballots, etc.

Communicating effectively

Communicate with the campus administration and faculty, telling them dates, which rooms will be used, ways to secure valuables, etc.

Notify all maintenance and cleaning personnel about what will be expected before, during and after the tournament. Make sure they have all the information needed.

Make signs and nametags as needed to help visiting coaches and competitors locate rooms and find tournaments officials.

Arrange to have PA system set up for general awards and meetings.

The day before

- ✓ Remind teachers to remove or secure personal items in rooms that will be used.
- ✓ Check rooms to make sure all valuables are put away. Make sure there is chalk (or dry-erase markers) in every speech contest room so that debaters/speakers can put their names, team numbers and events/positions on the board.
- ✓ If there have been any last-minute drops or additions to the tournament, make the note on your schematic, both your copy and the school copy.
- ✓ Prepare cash boxes for registration (have a receipt book) and concessions.
- ✓ Make sure the heat or air-conditioning will be turned on.
- ✓ Make sure restrooms will be opened, cleaned and supplied.
- ✓ Arrange to have the bells turned off for the day of the tournament.
- ✓ Check the public address system in the assembly room; set up the podium and tables for awards.
- ✓ Put signs on the doors and in hallways for directions.
- ✓ Confirm who is bringing what food and supplies for the concession stand. Arrange to have plenty of change available.
- ✓ Double-check all folders and materials. Are they labeled properly? Are they located in the most convenient place?
- ✓ Assign squad members to draw a layout of each room, so chairs, desks, etc. can be returned to their proper places.
- ✓ Remind staff, custodians, your team and anyone else the time you'd like them to arrive the following day.
- ✓ Obtain the necessary keys, or arrange for someone to open all the doors needed ON TIME! (Make sure rooms NOT to be used, such as computer or biology labs, are KEPT LOCKED.)
- ✓ Have squad members assigned to "blocks" of rooms, to check to see that judges have arrived and rounds have started.

The day of the tournament

- ✓ Arrive early.
- ✓ Meet the custodian to set up.
- ✓ Meet the food and concessions committee.
- ✓ Meet the tab room committee.
- ✓ Warm up the copy machine.
- ✓ Set up any last minute materials that could not be done the evening before. For instance, the registration table may still need to be set up.
- ✓ Make sure the support staff, parents and volunteers understand their assignments and are in place.
- ✓ In case of an emergency, assign someone to answer the school's office phone or make certain all schools have your cell number to use.
- ✓ Be available for questions when schools and judges arrive and check in.
- ✓ If possible, meet with your judges to review all rules and answer questions or have another coach assigned to do so. This could take place during registration, if you have a responsible person in charge there.
- ✓ Get started on time with general meetings and rounds.
- ✓ Post all final events on time. You may need to post extemporaneous results as early as possible in order to do the extemp drawing early. See that all preliminary tabulations are double-checked and accurate.
- ✓ If possible, copy all completed tally forms and sweepstakes forms, and put one copy in each school folder. Coaches may pick up these folders immediately following the awards ceremony.
- ✓ Before leaving, have assigned squad members check every room used, rearranging desks to original positions if needed. Erase any tournament information from boards.

After the tournament

- ✓ Reconcile finances and give copies to the appropriate personnel and/or accounting department.
- ✓ Deposit concession money and entry fees.
- ✓ Write thank you notes, etc.
- ✓ Provide a cake for each teachers' lounge.
- ✓ Arrange for the local electronic and print media to announce the winners of the tournament.
- ✓ Send a copy of the tournament results to schools that left early.
- ✓ Pack up anything that may have possible use in future tournaments – or even future classes or practices.
- ✓ Keep a copy of important materials – poop book, results, etc.
- ✓ Have a debriefing session with the squad, and make a list of things to do differently next time around. What foods or paper goods did you run out of in the concession areas? What products didn't sell well? Did you have enough change where needed? Receipts for schools paying entry fees? Sufficient maps posted so that students could find their way around? Enough refreshments in the coaches and judges lounges? Do you need to adjust the time schedule? etc.

Communicate

You cannot communicate with the staff, the public, your team, your assistant coaches and invited schools too much.

Use all possible means of communication, including letters, notes, memos, radio, bulletin, newspapers, calendars, e-mail, Web site, inter-office mail, phone, posters, etc.

Helpful checklists for hosting a tournament or district meet . . .

Tournament Director's Checklist:

1. Put tournament on school calendar. Get all approvals.
2. Plan tournament budget.
3. Select and order trophies.
4. Plan tournament schedule, invitation, fees, etc.
5. Choose personnel. Delegate responsibilities.
6. Oversee or do pairing of debate teams and sectioning of individual events.
7. Oversee all arrangements and details prior to meet.
8. Get master key for duration of tournament.
9. Serve as "tournament trouble shooter" on meet day.
10. Oversee tabulation of results. Announce advancing teams.
11. Present trophies.
12. Send thank you notes or gifts to appropriate school staff and other volunteers.
13. Deposit or turn in monies collected and create a financial report.

Judge Checklist:

1. Estimate judging needs.
2. Make a list of all possible judges.
3. Send invitations or call all possible judges.
4. Make list of all school judges as entries arrive.
5. Create master judge list with times available.
6. Make judging assignments, including standby judges.
7. Reconfirm volunteer judges' assignments by phone.
8. Complete judging assignment sheet for each round.
9. Check in judges as they arrive.
10. Run ballot table (check out/in/take to tab room).
11. Send thank you notes to guest judges.

Publicity Checklist:

1. Compile a list of area schools.
2. Send tournament announcement to schools well in advance.
3. Create and send an invitation.
4. Write a press release about tournament for local media.
5. Get ads for tournament book (optional).
6. Prepare tournament (poop) book.
7. Set up registration area.
8. Make necessary signs: registration, ballots, maps, etc.
9. Run registration.
10. Publicize results.

Timekeeper Checklist (Can be the same person as room chair):

1. Contact volunteers or other school clubs to serve as timekeepers.
2. Collect names and times of availability from clubs.
3. Assign and notify individual timekeepers. Be sure they bring a watch or that classroom has clocks.

4. Make timekeeper time sheets.
5. Sign in timekeepers and assign debate or speech contest rooms.
6. Send thank you notes to clubs that provide timekeepers.

Room Chairperson Checklist:

1. Decide on school rooms and areas to be used.
2. Make equipment list or floor plan for all rooms.
3. Notify teachers whose rooms are being used.
4. Be sure all rooms are open.
5. Check that each round begins. Report any problems (no judge, etc.) to tournament director.
6. Coordinate clean up of each room and area used for the tournament.

Concession Checklist:

1. Make necessary item list for concession stand, food, supplies, etc.
2. Contact local business for donations.
3. Contact other school clubs or parents to assist, if needed.
4. Reconfirm donations and/or purchase supplies.
5. Set work schedule.
6. Set up concession area.
7. Get necessary change.
8. Operate concession area.
9. Clean up the concession area.
10. Submit record of money spent and cash received.
11. Send thank you notes or letters for donations and help.

Hospitality (Coaches'/Judges') Lounge Checklist:

1. Make item list for hospitality (food and supplies).
2. Set menu.
3. Contact parents for food donations and help serving.
4. Pick up donations and purchase necessary food/supplies.
5. Make coffee early (and often).
6. Set up lunch (if provided) to be ready for break time.
7. Clean up at end of the tournament.
8. Make an account sheet of expenses.
9. Send thank you notes or letters for donations and help.

Tab Room Checklist:

1. Estimate cost of ballots, supplies, etc.
2. Obtain software to run the tournament and test it in advance. (Optional)
3. Order contest materials, ballots, etc.
4. Gather supplies on supply check list.
5. Prepare contest materials and ballot envelopes for judges.
6. Make return folders or bags for each school.
7. Enter team numbers or student codes as entries arrive.
8. Record information after results, tests or ballots are received. Double check for accuracy.
9. Accurately stuff completed ballots, tests, and rubrics for essays into each school's return folder or bag.
10. Distribute final result sheets if provided.

Debate Pairing Checklist:

1. Assign school number and team letters as entries arrive.
2. Enter into computer or make debate cards for each team.
3. Pre-pair the preliminary rounds.
4. After registration, check pairings and make necessary changes for first round.
Additional rounds can be paired during the next round(s).
5. Make copies of pairings for Round I (if no changes, all rounds).
6. Post and distribute pairing sheets to debate teams.
7. Complete records on software program or debate cards.
8. When complete, put breaking teams' numbers on elimination bracket and post.
9. Record all ballot information at the end of each round. File a copy of the ballot for each team.
10. At end of meet, turn in all original (white copy) ballots to the tournament director.
11. Distribute team ballots to coaches or stuff the ballots in the schools' bags in the Tab Room.

Supply Checklist:

1. Computer program, if using one
2. Plenty of paper
3. Computers and printer
4. Printer ink cartridges
5. Tournament booklet
6. Name tags
7. Tape
8. Poster board or large paper roll (for announcing advancing contestants, recording results)
9. Pencils, pens, erasers, markers, post-its, etc.
10. Stapler and staples
11. Paperclips
12. Scissors
13. Timing devices for timekeepers
14. Bags or large envelopes to "stuff" ballots, tests, and/or results for each school.

- Plan carefully before hosting a practice or district meet.
 - Follow conventional UIL and local tournament procedures.
 - Make certain that you have trained personnel in order to run your tournament efficiently.
 - After the event, follow up appropriately.

Appendix A

Glossary. . .

The glossary provides a few basic terms used in academic competition and at tournaments or invitational meets. It is certainly not inclusive of all the information or language that you will need to know for competition or to coach events.

1. GENERAL TERMS

A+: Program for elementary, middle school and junior high academic competition.

Alternate: In case a qualified contestant is unable to participate in an event in the regional or state meet, the qualifier's designated administrator shall notify the spring meet district director in writing. The spring meet district director shall contact the regional/state director, as well as the next lower place finisher, who shall become qualified to participate.

Capital Conference: Summer training held in Austin for academic coordinators, theatre directors and academic/speech/debate coaches that offers Professional Development Credit. See the current UIL calendar for dates.

Conflict Pattern: Created to avoid conflicts and established to set up a useful schedule so that competitors know which and how many contests they may enter, the conflict pattern is not mandated at the district level, but it will be honored at all regional meets and the state meet.

Cross-enter (XE) or double enter: To enter more than one event in the same time slot. Some tournaments allow cross entering, others do not. Check the conflict pattern and/or invitational rules carefully.

DQ'd or Disqualified: A student or team disqualified from a round or a meet for an infraction of the rules.

District Executive Committee (DEC): A committee that is composed of an administrative representative from each school in a UIL district for the purpose of overseeing all UIL competition.

District Academic Chairperson: Person in charge of organizing the UIL academic district meet.

District Planning Meeting: This process varies from district to district but is usually a meeting set up by the District Academic Chairperson with delegates attending from each school to plan the academic district meet.

Drop: Refers to a contestant failing to compete after they have entered an event.

Doubling or Double Enter (XE): A student entered in two or more events during the same time slot at a tournament. Many tournaments restrict double entries within sections or a given time frame. The UIL conflict pattern prohibits it.

EID and Password: In order to use the UIL Spring Meet Online Entry System, you must have a "University of Texas Electronic Identity" (UT EID) and password. To obtain an EID you should go to the *Spring Meet Online Entry System* and follow instructions.

Interscholastic League Press Conference (ILPC): Journalism program which provides critical rating services, sponsors workshops and seminars, conducts individual awards competitions, and recognizes advisers for outstanding career achievements.

Invitational Meet or Tournament: A meet or tournament hosted by individual schools prior to the district meet to allow attending schools to practice competing in the UIL academic events.

Late Entry: A school's entry submitted after the 10-day deadline that requires a majority consent of the district executive committee unless the committee has authorized the spring meet district director to make the decision.

Novice: One with little or no experience. Can refer to a contestant, judge or coach.

Poof Book: The tournament booklet or pamphlet which contains student and team numbers or identification codes, schedules, maps and other information.

Prelims or Preliminary Rounds: The first round or rounds of competition, in which everyone entered competes. In speech events, you always get one prelim, more at some tournaments and generally more than one at festivals. Debaters usually get multiple prelims.

Professional Acknowledgement Form: This form is to be completed by a high school coach and notarized in the school district's administrative offices at the beginning of the year, acknowledging the coach's understanding of UIL rules and expectations.

Spring Meet or District Academic Meet: The official UIL academic tournament, held by one of the district's schools in the spring, for all academic contests.

Spring Meet Code: UIL rules regarding the fair and ethical behavior of coaches and students. (See C & CR.)

Standby: A term for the extra judges assigned to each round, who judge only if a scheduled judge is not available.

Student Activity Conferences: Located in several cities around the state in the fall, they are free to you and your students. The schedules are posted on the UIL academic web site.

Substitute: At district competitions, an eligible student may be substituted for any entry on the official entry form by providing the contest director with a signed Substitute Eligibility Form or a letter signed by a designated administrator certifying the student's eligibility according to UIL rules. Regional and state meets have different rules regarding substitutes. (See C & CR.)

Sweepstakes: A championship award given to the top school(s) with the most points overall in a tournament. Each tournament designates how many points are awarded for winning, placing, advancing, etc. for sweepstakes awards. (See C&CR for UIL sweepstakes points.)

TILF: The Texas Interscholastic League Foundation was established in 1959 to give scholarship opportunities to Texas high school students who have competed in the UIL Academic State Meet. See the UIL web site for the application and details.

Verification: A period before results are announced for coaches of contestants to check the accuracy of grading and recorded scores.

Wildcard: In some contests, each contest's highest-scoring second place team may advance to the regional/state academic meet.

2. BASIC SPEECH TERMS

Ballot: A form used by the judge to write his or her decision.

Break: Winning or high ranking in a round, which allows the contestants to continue to compete and move forward to the out rounds, or elimination rounds. In speech, it's good to break.

Draw: The process of selecting topics in extemporaneous speaking. This is almost always in the same room where contestants prepare. Each extemp speaker draws 30 minutes prior to speaking, using that 30 minutes to prepare.

Extemp: Extemporaneous speaking, a term used to cover both informative and persuasive speaking. Most spell-check software doesn't recognize extemp or extemps as words.

Flights: The group(s) of events scheduled to be performed in the same time slots. They are usually designated by letters: Pattern A, Pattern B. In other words, poetry, extemp, debate and extemporaneous speaking may all be going on at the same time and therefore form a pattern. Lincoln Douglas debates are often "flighted" so that two LD debates occur back-to-back in the same period that one CX debate round occurs.

Forensics: A term used to describe competitive speech and dramatic activities such as prose interpretation, extemporaneous speaking and debate. Traditionally, forensic is defined as a process of public discussion, analysis and debate.

Lay Judge: A judge who has little or no experience judging tournaments.

Oral Critique: When a judge makes comments to speech contestants after the round. Some tournaments allow and encourage it, and others prohibit it.

Out Rounds (elims): Another term for speech elimination rounds. Any round after prelims from octas to finals. If you are in out rounds you have advanced in the competition.

Postings: The list at tournaments that tell competitors what room they're competing in, their order if performing and all other contestants in the round. They are usually posted on the wall of the cafeteria or general assembly area. Postings after rounds indicate who "breaks" and goes on to the next round in speech events.

Prep Room: The room used to draw and prepare in extemp. (see draw)

Section: A number of competitors (usually 6 to 8) in a room with a judge or panel of judges who listen while each competitor performs her/his entry in a particular event.

Sectioning: The act of creating the sections for a round from those entered. This process is performed by the tournament staff.

Types of Speech/Debate Rounds:

Preliminary (prelims)

Octofinals (octas): this level precedes quarters. (involves 16 debate teams)

Quarter finals: the round before semi-finals. (involves 8 debate teams)

Semifinals (semis): the elimination level before finals.

Finals: this is the last round in each event at a tournament.

3. BASIC INTERPRETATION TERMS

Black Book or Binder: Interpreters should have a small performance binder for prose and poetry, as well as some other performance events.

Cutting: Taking literature such as a novel, play or short story and removing sections of the literature to meet the specified time limits for oral interpretation or theatre events. Also used as a noun to refer to the finished product.

Flow of Program: Language used in interpretation events (and critique forms) to describe the movement from one piece to another in a program. Flow should be smooth and not draw the audience's attention from the mood set by the selections.

Intro or Introduction: Opening remarks the interper makes to ready the audience for the literature to be performed.

Program: Compiling individual pieces of literature with an introduction and transitions for interp events. One selection is a piece, two or more is a program. Programs are usually arranged around a theme.

Teaser: Using a short section of the manuscript itself to begin your performance, setting the scene for the audience, which is followed by the performer speaking in his/her own voice to introduce the title and author.

Transition: The bridge between pieces of literature in an interpretation program. The purpose of transitions is to prepare the audience for the upcoming selection and to 'link' the pieces together.

Weaving: The purpose of weaving in an oral interpretation performance is to take poems apart and put them back together in a thematic way. It is not meant to create a new poem but to highlight thematic development and to enhance the meaning of each individual poem. Weaving, unlike blending, allows each poetic strand to remain visible and distinct.

4. BASIC DEBATE TERMS

Advantages: The advantages or benefits that the affirmative claims will result if the plan is adopted. Advantages are an issue about which a judge can vote if they outweigh negative arguments.

Block: A fully developed, pre-written argument.

Brief: A series of responses, and the evidence to back up each response, against a possible attack or contention.

Brief Books (or Debate Briefs): Research material for debate sold by a variety of publishers, universities and individuals.

Burden of Proof: The affirmative is required to prove the inadequacies of the status quo, the viability of the affirmative plan, and the benefits that will accrue from the plan.

Cards: Debater jargon for pieces of evidence. Historically, debaters kept their pieces of evidence on index cards, but are now more likely to read their evidence from outlined arguments called "briefs."

Case: Part of the affirmative argumentation presented in the first affirmative constructive speech. The case covers the stock issues of harm, inherency, and solvency and provides the reasons that a policy change is needed.

Coaches Challenge: A term used for the period scheduled at some tournaments for coaches to review preliminary ballots of the teams and confirm that the correct teams have advanced to elimination rounds.

CX or Cross Examination: The 3-minute time periods in which each debater questions an opponent and in another time period responds to an opponent's questions.

Disadvantage or DA: This argument in policy or CX debate is based on the possibility that we can enact the resolution and solve the problem, but in doing so, we introduce

problems more serious than those we intend to solve. Disadvantages are an issue about which a judge can vote if they outweigh affirmative arguments.

Drop: Refers to an argument the opponents have failed to answer or respond to.

Flow: The mapping or outlining of arguments in a debate by taking notes.

Paradigm: A debate judge's philosophy about judging debate.

Plan: Part of the affirmative argumentation presented in an affirmative constructive speech. The plan outlines the affirmative proposal for change.

Plan-side Issues: This term incorporates solvency (the degree to which the plan solves the problem) and disadvantage arguments and deals with the consequences of implementing the resolution.

Power Match: When evenly matched competitors are placed in the same round to speed the elimination process; putting teams of equal strength or win/loss records against each other.

Power Protect: When strong vs. weak competitors are placed together in rounds.

Prep Time: Time allowed each team or each LD debater to prepare between speeches of a round.

Prima Facie: A case which, "at first look," appears reasonable and prudent. A prima facie case must include a specific plan to implement the resolution, as well as justification for the implementation.

Rebuttals: Speeches in the latter half of a debate in which no new arguments are made, speakers respond to previous arguments of the opposition, and debaters crystallize the positions of their side in the debate.

Speaker Ranks: Each CX debater in a round will be ranked 1 to 4 in terms of over-all effectiveness.

Speaker Points: Points awarded to debaters based on speaking ability. Also used to determine breaks in the event of a tie in win-loss records.

Spreading: Very fast-paced speaking in CX debate, attempting to make so many arguments opponents cannot respond to them all.

Squirrel Case: Debater's term for a case which stretches the limits of the topic and the debate may center on topicality arguments; the affirmative team is attempting to win the debate as a result of surprise.

Status Quo: The present system; things as they exist now.

T: Short for topicality.

Topicality: One of the stock issues, topicality asks whether or not the affirmative plan falls within the parameters of the topic as defined by the various terms in the resolution.

Tubs: Containers that hold debaters' evidence.

Appendix B

Resources and Contacts . . .

The appendix has been created to provide resources and contact information for you once you have determined what events need your first attention and most commitment. It is by no means inclusive of all the myriad resources available for both coaches and students. A quick search on the UIL academic home page, the Internet, or better yet a conversation with an experienced coach, will provide enormous amounts of additional material.

Other than material produced and copyrighted by the UIL, the UIL does not review or endorse materials, web sites or organizations. These references are provided for informational purposes only.

RESOURCES

UIL Academic web site (www.uil.utexas.edu/academics/index.html):

1. A summary explanation of each contest - viewed by going to the event and clicking on the video that shows the contest director describing the event.
2. Information about resources for speech and debate - found under that section.
3. Information about resources for journalism - found under that section.
4. Information about resources for the theatre and one-act play - found under that section.
5. Information about resources for all other academic events - found under *Additional Resources* and each contest section on the academic home page.

CONTACTS

Organizations:

Business Professionals of America (<http://www.bpa.org>)

Computer Science Teachers Association (<http://csta.acm.org>)

Future Business Leaders of America (<http://www.fbla-pbl.org>)

National Forensic League (www.nflonline.org/Main/HomePage)

Texas Business and Technology Educators Association (www.tbtea.org)

Texas Computer Education Association (<http://www.tcea.org/Pages/TCEA.aspx>)

Texas Council of Teachers of English Language Arts (tctela.org/Home_Page.html)

Texas Council for the Social Studies (txcss.org)

Texas Math and Science Coaches Association (<http://texasmath.org/TMSCA.html>)

Texas Forensic Association (www.txfa.org)

Texas Speech Communication Association (www.etsca.com/home.asp)

UIL Directors:

To contact directors for each UIL academic contest, find the appropriate section on the UIL web site for that event and look for the contact information.

ACADEMIC QUICK REFERENCE CHART

Accounting	Calculator Applications	Computer Applications	Computer Science	Current Issues & Events
<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 60</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, scoring charts, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest • director • 1 assistant</p> <p># OF ENTRIES [District] 4 per school [Region] 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5 ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading (can use same room as number sense)</p> <p>PREP TIME – 20 TEST TIME – 30</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest • director • 1 assistant • head grader</p> <p># OF ENTRIES [District] 4 per school [Region] 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5 ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 30 TIEBREAKER – 5</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, calculators for graders, pencils and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest</p> <p># OF ENTRIES [District] 3 per school [Region] 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES at least 3, preferably more. Coaches must serve as graders.</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS 1 – testing (with table surface) 1 – grading 1 – hands-on contest 1 – hands-on judging (rooms may be used for multiple purposes as schedule allows)</p> <p>PREP TIME – 20 written, 30 hands-on TEST TIME – 45 written, 2 hours hands-on</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer sheets, hands-on contestant and judging packets, hands-on problem sets, meet evaluation form.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers/pencils/calculators for graders, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest • director • 1 assistant • 2-3 hands-on judges • 2-3 hands-on assistants, as needed</p> <p># OF ENTRIES [District] 4 per school [Region] 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st, 2nd, 3rd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 20 2nd team – 16 3rd team – 12</p> <p>ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 60</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, rubrics, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest • director • 1 assistant</p> <p># OF ENTRIES [District] 4 per school [Region] 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5 ADVANCE: Top 3 individual and 1st place team. Top second place team per regional will also advance.</p>

ACADEMIC QUICK REFERENCE CHART

Literary Criticism	Mathematics	Number Sense	Ready Writing	Science
<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 90</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • timekeepers • 3-5 tie-breaker judges </p> <p># OF ENTRIES (District) 4 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5</p> <p>ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 40</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, rubrics, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • 1 assistant </p> <p># OF ENTRIES (District) 4 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5</p> <p>ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 10</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, calculators/pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • head grader </p> <p># OF ENTRIES (District) 4 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5</p> <p>ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing (can use same room as spelling) 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 10</p> <p>CONTEST MATERIALS UIL Packet: topics, meet evaluation sheet, rubrics, grading suggestions</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, calculators/pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • 1 or 2 room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3. Judges may not be a coach of an entrant. English/language arts teachers or professional writers preferred.</p> <p>AWARDS Individual medals 1st through 6th.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 2 hours</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet, top scorer certificates.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, scratch paper, calculators/pencils for graders, stapler, scissors, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest: director, monitor, head grader</p> <p># OF ENTRIES (District) 6 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team; first place top scorer in biology, chemistry, physics</p> <p>GRADING/JUDGES at least 3. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5</p> <p>ADVANCE: Top 3 individuals</p> <p>ADVANCE: Top 3 individuals, 1st place team of four highest scoring contestants. One wild card team per regional. Top scorer in each subject area.</p>

ACADEMIC QUICK REFERENCE CHART

Spelling & Vocabulary	Editorial Writing	Feature Writing	Headline Writing	News Writing
<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20 TEST TIME – 2 hours</p> <p>CONTEST MATERIALS UIL Packet: UIL Word Power, Part 1A and 1B, pronouncer copy, pronouncer instructions, verifier copy, verifier instructions, grader instructions, grader's key [3] answer sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, stopwatch/ clock, pencils, <i>American Heritage Dictionary of the English Language Third Edition</i>, most recent Leaguer</p> <p>PERSONNEL <ul style="list-style-type: none"> • director • pronouncer (may not be a coach) • 2 verifiers • 2 monitors </p> <p># OF ENTRIES (District) 4 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3, preferably more. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5</p> <p>ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS 1 – testing 1 – grading (can use one room for all journalism contests)</p> <p>PREP TIME – 10 TEST TIME – 45</p> <p>CONTEST MATERIALS UIL Packet: fact sheet, judging criteria, tips (attach one to each entry), meet evaluation sheet, rubric.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES panel of 3-5 qualified judges. At least one judge should be a current or former high school journalism teacher.</p> <p>AWARDS Individual medals 1st through 6th.</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4</p> <p>Top overall Journalism team – 10 points; Second place overall journalism team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS 1 – testing 1 – grading (can use one room for all journalism contests)</p> <p>PREP TIME – 15 TEST TIME – 60</p> <p>CONTEST MATERIALS UIL Packet: fact sheet, judging criteria, tips (attach one to each entry), meet evaluation sheet, rubric.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES panel of 3-5 qualified judges. At least one judge should be a current or former high school journalism teacher.</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4</p> <p>Top overall Journalism team – 10 points; Second place overall journalism team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS 1 – testing (with table surface) 1 – grading (can use one room for all journalism contests)</p> <p>PREP TIME – 10 TEST TIME – 45</p> <p>CONTEST MATERIALS UIL Packet: fact sheet, judging criteria, tips (attach one to each entry), contest roster, contest results forms, meet evaluation sheet, rubric.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES panel of 3-5 qualified judges. At least one judge should be a current or former high school journalism teacher.</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4</p> <p>Top overall Journalism team – 10 points; Second place overall journalism team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS 1 – testing 1 – grading (can use one room for all journalism contests)</p> <p>PREP TIME – 10 TEST TIME – 45</p> <p>CONTEST MATERIALS UIL Packet: fact sheet, judging criteria, tips (attach one to each entry), contest roster, contest results forms, meet evaluation sheet, rubric.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, red markers, pencils, pencil sharpener, stapler and one 8 1/2 x 11-inch envelope per school</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES panel of 3-5 qualified judges. At least one judge should be a current or former high school journalism teacher.</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4</p> <p>Top overall Journalism team – 10 points; Second place overall journalism team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>

ACADEMIC QUICK REFERENCE CHART

Social Studies	Informative Speaking	Persuasive Speaking	Poetry Interpretation	Prose Interpretation
<p>ROOMS 1 – testing 1 – grading</p> <p>PREP TIME – 20</p> <p>TEST TIME – 90</p> <p>CONTEST MATERIALS UIL Packet: tests & keys, answer blanks, meet evaluation sheet.</p> <p>Director Provides: contest roster and results form (generated from online entry system), contest rules, clock, 8 1/2 x 11-inch scratch paper, pencils for graders, stapler, and one 8 1/2 x 11-inch envelope per school.</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director </p> <p># OF ENTRIES (District) 4 per school (Region) 1st/2nd/3rd individuals per district; 1st place team per district; wild card team.</p> <p>GRADING/JUDGES at least 3. Graders may be coaches.</p> <p>AWARDS Individual medals 1st through 6th. Team medals 1st and 2nd place teams</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 1st team – 10 2nd team – 5 ADVANCE: Top 3 individual and 1st place team. One wild card team per regional will also advance.</p>	<p>ROOMS <ul style="list-style-type: none"> • Assembly room • 1 joint prep room w/ persuasive • 1 per section • tab room (one tab room may be used for all speech events) </p> <p>TEST TIME – 30 prep, 7 per student in section, draw at 10 minute intervals</p> <p>CONTEST MATERIALS UIL Packet: topics, ballots, instructions to judges, tabulation form, individual evaluation sheets.</p> <p>Director Provides: contestant roster, contest stopwatches, time cards and pencils for tab room</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • timekeepers • tab room staff • chairperson • prep room monitors • contest escorts (optional) </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES 1, 3 or 5 per section for prelims; 3 or 5 for finals</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 Top overall Speech team – 10 points; Second place overall speech team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS <ul style="list-style-type: none"> • Assembly room • 1 joint prep room w/ informative • 1 per section • 1 tab room (one tab room may be used for all speech events) </p> <p>TEST TIME – 30 prep, 7 per student in section, draw at 10 minute intervals</p> <p>CONTEST MATERIALS UIL Packet: topics, ballots, instructions to judges, tabulation form, individual evaluation sheets.</p> <p>Director Provides: contestant roster, contest stopwatches, time cards and pencils for tab room</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • timekeepers • tab room staff • chairperson • prep room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES 1, 3 or 5 per section for prelims; 3 or 5 for finals</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 Top overall Speech team – 10 points; Second place overall speech team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS <ul style="list-style-type: none"> • Assembly room • 1 prep room • 1 per section • 1 tab room (one tab room may be used for all speech events) </p> <p>TEST TIME – approximately 10 per student in section</p> <p>CONTEST MATERIALS UIL Packet: categories, ballots, instructions to judges, tabulation form, individual evaluation sheets.</p> <p>Director Provides: contestant roster, contest stopwatches, time cards and pencils for tab room</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • timekeepers • tab room staff • chairperson • prep room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES 1, 3 or 5 per section for prelims; 3 or 5 for finals</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 Top overall Speech team – 10 points; Second place overall speech team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>	<p>ROOMS <ul style="list-style-type: none"> • Assembly room • 1 prep room • 1 per section • 1 tab room (one tab room may be used for all speech events) </p> <p>TEST TIME – approximately 10 per student in section</p> <p>CONTEST MATERIALS UIL Packet: categories, ballots, instructions to judges, tabulation form, individual evaluation sheets.</p> <p>Director Provides: contestant roster, contest stopwatches, time cards and pencils for tab room</p> <p>PERSONNEL during contest <ul style="list-style-type: none"> • director • timekeepers • tab room staff • chairperson • prep room monitors </p> <p># OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.</p> <p>GRADING/JUDGES 1, 3 or 5 per section for prelims; 3 or 5 for finals</p> <p>AWARDS Individual medals 1st through 6th</p> <p>POINTS 1st – 15 2nd – 12 3rd – 10 4th – 8 5th – 6 6th – 4 Top overall Speech team – 10 points; Second place overall speech team – 5 points.</p> <p>ADVANCE: Top 3 individuals</p>

ACADEMIC QUICK REFERENCE CHART

CX Debate	L-D Debate
ROOMS <ul style="list-style-type: none">• Assembly room• 1 room per debate• tab room	ROOMS <ul style="list-style-type: none">• Assembly room• 1 per debate• tab room [one tab room may be used for all speech events]
TEST TIME — 90 minutes per debate	TEST TIME — 45 per debate
CONTEST MATERIALS UIL Packet: ballots, CX debate resolution, instructions to judges, meet evaluation sheet, team summary sheet.	CONTEST MATERIALS UIL Packet: LD debate resolution, ballots, instructions to judges, meet evaluation sheet
Director Provides: contestant roster, contest rules, clock, pencils (tab room), stopwatches	Director Provides: contestant roster, contest stopwatches, time cards and pencils for tab room.
PERSONNEL during contest <ul style="list-style-type: none">• director• timekeepers• tab room staff• room monitors	PERSONNEL during contest <ul style="list-style-type: none">• director• timekeepers• tab room staff
# OF ENTRIES (District) 3 teams per school. If fewer than 8 teams in a district, each school may enter a fourth team.	# OF ENTRIES (District) 3 per school (Region) 1st/2nd/3rd individuals per district.
JUDGES 1 per round, 3 for semis and finals	GRADING/JUDGES 1 per debate; 3 for semis and finals
AWARDS Individual medals 1 st through 4 th .	AWARDS Individual medals 1 st through 4 th
POINTS 1 st — 20 2 nd — 16 3 rd — 12 4 th — 10	POINTS 1 st — 15 2 nd — 12 3 rd — 10 4 th — 8
Top overall Speech team — 10 points; Second place overall speech team — 5 points.	Top overall Speech team — 10 points; Second place overall speech team — 5 points.
ADVANCE: Top 2 teams	ADVANCE: Top 3 individuals

Quick Reference on Ties

ACCOUNTING

- **Individual** — Break no ties.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

CALCULATOR APPLICATIONS

- **Individual** — If two or more contestants have identical raw score, the higher place shall be given to the contestant gaining the most points on stated and geometric problems. If still tied, both advance.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

COMPUTER APPLICATIONS

- **Individual** — Ties broken with 5-minute tiebreaker. If the percent accuracy scores on the tie breaker are the same, then a tie exists.

COMPUTER SCIENCE

- **Individual** — In the event of tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy = number of problems correct divided by the number of problems attempted. If percent accuracy scores are the same, then a tie exists.

- **Team** — Scores in the programming session will be considered first. If a tie still exists, the scores on the written exam will be considered. If a tie still exists, consider the total score of all entries from the school. In other words, add in the fourth score for four-member teams (don't add anything for three-member teams). If a tie still exists after all tiebreakers are applied, it will not be broken.

CURRENT EVENTS

- **Individual** — All ties are broken by judging the essays. Even if two essays were originally scored equally, compare one to the other to break the tie.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

JOURNALISM

- **Individual** — No ties.

LITERARY CRITICISM

- **Individual** — Break all ties by judging essays.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

MATHEMATICS

- **Individual** — In the event of tie, the formula for percent accuracy shall be used to break the tie. The formula is: percent accuracy = number of problems correct divided by the number of problems attempted. If percent accuracy scores are the same, then a tie exists.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

NUMBER SENSE

- **Individual** — Break no ties.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

READY WRITING

- **Individual** — No ties.

SCIENCE

- **Overall individual** — Break ties with formula for percent accuracy. See C&CR for details.
- **Top Scorer** — Break ties with formula for percent accuracy. See C&CR for details.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

SOCIAL STUDIES

- **Individual** — Break all ties by judging essays.
- **Team** — Break tie with fourth team member score. If tie still exists, all teams involved in tie advance.

SPEECH & DEBATE

- **Individual** — No ties.

SPELLING AND VOCABULARY

- **Individual** — The score on Part III of the test shall be used to break a tie. If a tie still exists after Part III, then a tie exists and both advance.
- **Team** — The team members' scores on Part III of the test shall be used to break a tie. If a tie still exists when Parts I, II & III are totaled for each team, then a tie exists and both teams advance.