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2023-2024 FIRST® Tech Challenge

Dean's List Interviewer Manual

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Thank you to our generous sponsor for your continued support of the *FIRST*[®] Tech Challenge!



Raytheon Technologies

Volunteer Thank You

Thank you for taking the time to volunteer for a *FIRST*[®] Tech Challenge event. *FIRST*[®] and *FIRST*[®] Tech Challenge rely heavily on volunteers to ensure events run smoothly and are a fun experience for teams and their families, which could not happen without people like you. With over 6,500 teams competing yearly, your dedication and commitment are essential to the success of each event and the *FIRST* Tech Challenge program. Thank you for your time and effort in supporting the mission of *FIRST*!

Revision History		
Revision	Date	Description
1	10/17/2023	Initial Release
1.1	12/5/2023	Event day interview – handouts/presentations are not allowed in the interview

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Introduction

What is FIRST® Tech Challenge?

FIRST® Tech Challenge is a student-centered program that focuses on giving students a unique and stimulating experience. Each year, teams engage in a new game where they design, build, test, and program autonomous and driver operated robots that must perform a series of tasks. Participants and alumni of FIRST programs gain access to education and career discovery opportunities, connections to exclusive scholarships and employers, and a place in the FIRST community for life. To learn more about FIRST® Tech Challenge and other FIRST® Programs, visit www.firstinspires.org.

Gracious Professionalism®

FIRST® uses this term to describe our programs' intent.

Gracious Professionalism® is a way of doing things that encourages high-quality work, emphasizes the value of others, and respects individuals and the community.

Watch Dr. Woodie Flowers explain *Gracious Professionalism* in this [short video](#).

FIRST Privacy Policy

FIRST takes the privacy of our community seriously. As a nonprofit and a mission-driven youth-serving organization, we are compelled to understand who we are serving, how our programs are performing, and make improvements so that we can achieve our goals of making FIRST accessible to any youth who wants to be part of the fun, exciting and life-changing experience. Thus, we need to collect certain personal data from participants and volunteers to ensure we are meeting our goals and responsibilities as a youth-serving nonprofit organization.

As a volunteer, you may be asked to handle the personal data, or personally identifiable information (PII), of coaches, team members, and even other volunteers. It is critical that you understand and follow the [FIRST Privacy Policy](#) and complete any data protection and privacy training required by your role. If you have any questions regarding data protection and privacy, please reach out to the FIRST Data Governance Team at privacy@firstinspires.org.

Volunteer General Information

Our [FIRST Volunteer Handbook](#) is a comprehensive guide to the different ways people can volunteer with FIRST. It includes expectations, descriptions of training, policies, and more.

Learn more about the roles of volunteers on our [Volunteer Resources page](#), "Volunteer Role Descriptions

Volunteer Training and Certification

Volunteers must create an account on www.firstinspires.org and apply to the role. Upon application, training can be accessed from within the dashboard. Please follow these [instructions](#) to access training through the dashboard.

If you have applied for a role but do not see the link to training in your dashboard, or you have other training related questions please email FTCTrainingSupport@firstinspires.org.

Volunteer Minimum Age Requirement

The minimum age requirement of a *FIRST* volunteer is **13 years old**.

A minor must have a parent or guardian give written permission to volunteer. In addition, the *FIRST* Consent and Release Forms will need to be signed by a parent or guardian in the Volunteer Registration system for any volunteer under age 18.

Bring a Friend!

Volunteers are a huge part of the *FIRST* Tech Challenge Program and continuing to inspire students to seek out careers in science, technology, engineering, and math (STEM). *FIRST* Tech Challenge needs your help in recruiting new volunteers to keep our programs thriving for future generations! If you have a friend or co-worker you think would be interested in volunteering at an event, there are just a few easy steps to help get them involved!

1. Check out our full list of [volunteer opportunities](#) online!
2. Have them apply for the Event in the [Volunteer Registration System](#). Volunteers must be screened before volunteering.
3. Have them contact Firsttechchallenge@firstinspires.org with any questions they may have.

If they are concerned about jumping in head first, no worries! Job shadowing at a *FIRST* Tech Challenge Event is a great way to get a taste of what a full day's worth of competition looks like. New volunteers can discover ways they can fit their personal skills into a volunteer position!

Helping Teams Succeed

A volunteers role is about helping a team succeed so they can compete. Teams spend countless hours, weeks and sometimes months working and reworking their robot design and strategies. After all this effort, some teams will still need a friendly volunteer to help create a positive event experience for the students.

Job Description

Role Overview

The Dean's List interviewers' responsibilities include:

- Reading this manual and complete the Dean's List interviewer certification test.
- Complete *FIRST*'s Data Privacy & Protection training.
- Access and review nominations prior to the event.
- Interview the semi-finalist during the event.
- Write a narrative about the interview after the event.

The next few sections of this manual will go over each of these responsibilities in greater detail and will outline the importance of each.

- **Physical/Technical Requirements:**
 - Technical – Medium
 - Physical – Low
 - Administrative – High
 - Communication – High
- **Time commitment:** Dean's List Interviewers should read this manual prior to serving in this role. They should speak to the tournament director or program delivery partner to check for additional

requirements, such as collaborating with the teams to set up interview timeslots or meetings before the interviews. Interviewers must read through all of the student nominations prior to the interview with the student and prepare any specific questions they might have for each student. The estimated training time will vary based on the number of students that need to be interviewed. Interviewers then recap notes from the interview in the Dean's List Award System. Generally, interviewers should plan 3-4 hours for interview prep and completing interviews.

Conflict of Interest

“Conflict of Interest – a conflict between the private interests and the official responsibilities of a person in a position of trust. “Conflict of Interest.” Merriam-Webster.com Merriam-Webster, n.d. Web. 2 Oct. 2014. http://www.merriam-webster.com/dictionary/conflict_of_interest”

Conflicts of interest should always be disclosed, either to the tournament director or program delivery partner. Volunteers serving in the role as a Dean's List interviewer must not interview teams with whom they have a conflict of interest with. Some scenarios of conflict of interests:

- A coach/mentor is volunteering as an interviewer.
- A parent/relative of a team member is volunteering as an interviewer.
- An alumni (student or adult) of a team is volunteering as an interviewer.
- A sponsor of a team is volunteering as an interviewer.

Having a conflict of Interest, or even the perception of a conflict of interest can impact a team's experience, even if decisions that were made were not biased in any way. The perception of potential favoritism is enough to discourage a student, coach or mentor, and take away from their overall experience. Knowing what conflict of interest is, and how to avoid being in a position that could be a conflict will ensure all students feel they have been evaluated fairly.

Understanding Differences

Each student is special and unique, with different strengths, challenges, social skills, and learning abilities.

Some differences may be misinterpreted. Please be mindful that your first perception may be off. For example, a student who is quiet or has limited social skills may have extensive knowledge to share. You may also notice cultural differences. Remember that some cultures expect eye contact, while others may find eye contact to be disrespectful. Always be positive, flexible, and patient.

A few differences that you may encounter include students with limited social skills, who have difficulty expressing thoughts verbally, who shout out blunt or inappropriate comments, or may distance themselves physically from the team. Some of these challenges may be neurological in nature. Differences between a student who is not able to do something as compared to a refusal to do something can show up in a way that is not familiar to you.

A student may have an intense interest in a specific topic or area. For example, they may not be able to see the big robot picture, but may have extensive knowledge about programming, or the mechanical build.

As an interviewer, you will need to adjust your expectations. Many students with high abilities may take longer to process and answer questions; many may get left behind compared with a student who reacts more quickly.

When evaluating students who seem “too rehearsed,” think about how an adult might prepare for a big presentation at work. Some students may memorize facts and examples. Seeming rehearsed is not necessarily a sign of an over-involved adult. If you are not sure of the team's true understanding, ask follow-up questions for explanation of their thought processes, or go into more detail.

Understanding Bias

We strongly encourage our Dean's List volunteers to complete the [Strategies for Inspiring Success for All](#) modules on Schoology to develop a better understanding of invisible biases. While these resources are designed for coaches and mentors, the concepts can be applied to all volunteer roles.

Interpreters and Coaches in the Interview Room

Some students may need the help of an interpreter. The coach or student provides their own interpreter, and while generally, a coach is not allowed to participate in the interview process, special exceptions are made for a coach who also serves as an interpreter. Some of the circumstances that allow for an interpreter are students who speak a language different than that of the interviewers; a student who requires a sign language interpreter; a student who would benefit from questions being asked in specific ways. This is not an exhaustive list. Make sure to check with the coach when setting up the interview if the student you will be interviewing needs an interpreter. Coaches may request an exception when they register for an event.

What is the FIRST® Tech Challenge Dean's List Award?

In an effort to recognize the leadership and dedication of the most outstanding secondary school *Students* from FIRST®, the Kamen family sponsors awards for selected 10th or 11th grade* *Students* known as the FIRST® Robotics Competition and the FIRST® Tech Challenge FIRST Dean's List Award.

There are three (3) levels of FIRST Dean's List Award *Students*.

1. **FIRST Dean's List Semi-finalists** – comprised of the two (2) *Students* in their 10th or 11th school year nominated by each *Team*.
2. **FIRST Dean's List Finalists** - The *Students* selected for each Regional Championship.
3. **FIRST Dean's List Winners** - comprised of the ten (10) FIRST Robotics Competition and ten (10) FIRST Tech Challenge *Students* selected from the applicable FIRST Dean's List Finalists.

The *students* who earn FIRST Dean's List status as a Semi-finalist, Finalist or Winner, are great examples of current Student leaders who have led their *Teams* and communities to increased awareness for FIRST and its mission. It is the goal of FIRST that these individuals will continue, post-award, as great leaders, student alumni, and advocates of FIRST.

In 2019, the [Woodie Flowers Memorial Grant](#) was established for Dean's List Award Winners pursuing STEAM fields of study.

Student Eligibility

Every registered FIRST Tech Challenge team can submit up to two (2) students as FIRST Dean's List Award semi-finalists.

- Students must be a sophomore (grade 10) or junior (grade 11) to be eligible for this award.
 - Note: For regions of the world that do not use grade levels such as this to identify years of schooling: This award is intended for students who are two (2) to three (3) years away from entering college or university. Students that would be attending college or university in the next academic year are not eligible. Mentors will be asked for the year of graduation during the nomination process.
- The coach or mentor nominating the student(s) must submit an essay explaining why the student should receive this award. The essay must be 4,000 characters or less.

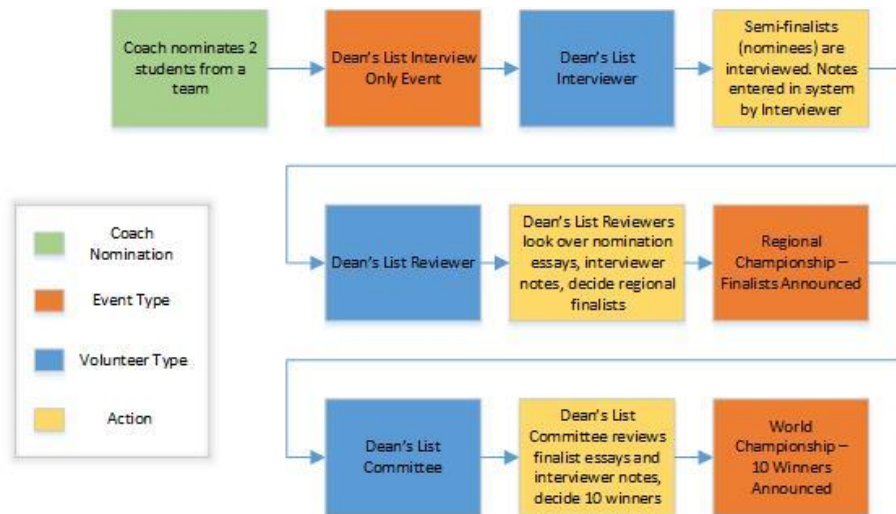
Dean's List Award Criteria

Criteria for selection of the *FIRST* Dean's List Award shall include, but not be limited to a student's:

- Demonstrated leadership and commitment to the *FIRST* Core Values
- Effectiveness at increasing awareness of *FIRST* in their school and community
- Demonstrates passion for a long-term commitment to *FIRST*
- The student's individual contributions to their team contribute to the overall success of the team
- Proven experience in areas of science, technology, engineering, and mathematics (STEM)
- The student is a role model and can motivate and lead fellow team members

Dean's List Award Evaluation Structure

The chart below is a visual aid to show how each category feeds into specific levels of competition, starting with the coach making the nominations. Dean's List interviewers are responsible for interviewing semi-finalists (nominees). Interviews are done either in person at a traditional event, or remotely (this will be region dependent, please check with your local program delivery partner). The Dean's List reviewer will then review the nominations and the interviewer notes within a state/region to determine which students will move to the next level as Dean's List finalists. Depending upon the size of the region, there will be 2-4 Dean's List finalists within each state or region (see [Number of Advancing Finalists by Region](#) for further details). These finalists will be announced at the Regional Championship Tournament. A separate panel will review the Dean's List finalists and choose the 10 *FIRST* Tech Challenge Dean's List winners.



Dean's List Interviewer Role

Access the Nominations

Dean's List interviewers are required to apply for this volunteer role through the dashboard on firstinspires.org. All interviewers are required to apply and complete YPP screening prior to accessing any student information.

Dean's List Award nominations are posted on a private, password-protected site where only the interviewers and authorized *FIRST* staff can read the entries. The link to the system is below. Interviewers are then asked to review the Dean's List Award nomination before the event. Please see the [Dean's List Award System](#) section of this manual for further instructions and features of the system.

Link to Dean's List Award System:

<https://my.firstinspires.org/Judging/>

Essay Nomination

The essay nomination that is submitted by the coach of the student is broken down into five prompts. The prompts ask the coaches to provide specific examples of how the student meets the award criteria. Each of the prompts has an 800-character limit.

1. Explain how the student embodies the philosophies of *Gracious Professionalism*® and *Coopertition*® through the *FIRST* Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork and Fun. Please provide examples.
2. How has the student increased the awareness of *FIRST*? Describe the student's interest and/or plans to continue to engage with *FIRST* beyond high school. Please provide examples.
3. How does the student's individual contribution to the team benefit the team as a whole? Please provide examples.
4. Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.
5. Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.

Additionally, there is a 500-character limit prompt for sharing additional information about the student:

1. Please share anything else you'd like us to know about the student, including academic performance, specialized skills, technical expertise, or additional extracurricular activities.

Review the Nomination

Dean's List interviewers must take the time to review each semi-finalist's nomination essay prior to arriving at the event. Every nomination is different and reading the nomination ahead of time helps prepare appropriate questions for each semi-finalist. Each nomination will include the following identifying information:

- Nominee name
- Nominee year of graduation
 - This award is intended for students who are two (2) to three (3) years away from entering college or university. Students that would be attending college or university in the next academic year are not eligible.
- Nomination essay of no more than 4,000 characters (spaces and punctuation are included in this limit)
- Additional information about the student including academic performance, specialized skills, or additional extracurricular activities.
- How many years the student has participated in *FIRST*
- **To be nominated and to receive an interview, students MUST have a signed *FIRST* Consent and Release form.** Students with a *FIRST* Dashboard account and a signed Consent and Release form in their profile can be selected in the drop-down list in the nomination portal. If the student does not have a signed form in their Dashboard account, or does not have a Dashboard account, Mentors may check

When reviewing the essay nominations, it is important to understand that these should not be evaluated for spelling, punctuation, or grammar since the student does not write the essay. The interviewer should only be concerned with the content of the essay and getting to know the student prior to the interview.

off a new checkbox acknowledging that they have a signed paper copy of the *FIRST* Consent and Release form before submitting. Paper forms may be acquired by reaching out to your [local leadership](#).

***Important Note:** The person nominating the student must be a non-relative mentor or coach. It can be common when reviewing the nomination that the main and/or alternate contact are related to the student, but the nomination was written by a non-relative coach or mentor. *FIRST* Tech Challenge has required that the nomination be submitted with the coach or mentor's name at the end of the nomination essay. Please be sure to check for the name, and if you have questions about whether or not the nomination is valid, please email FTCDeansList@firstinspires.org.

Individual Contributions

Many essay nominations will outline team activities, but not necessarily discuss what the student's individual contributions are to the activity. Likewise, some nominations might not outline what the student's role is and how they contribute to their team, and if they are a leader. Since this award is about the student, and not the team, Interviewers should be prepared to ask the student questions that uncover how they contribute. For example:

Nomination Essay:

"Dan is a leader on his team. He was instrumental in setting up fundraising events with his team, which secured the team a grant to pay for travel to their region's championship event."

Example questions to ask:

- How do you lead your team?
- What are the steps you took as an individual to set up fundraising events?

There are many other questions that can be asked but be sure to clarify the responsibilities and steps the student took as an individual contributor to the success of the event or activity.

FIRST Robotics Competition/FIRST Tech Challenge

Both *FIRST* Robotics Competition and *FIRST* Tech Challenge students are eligible to be nominated for the Dean's List Award in their regions program. There is no rule that states a student cannot be nominated for both. Interviewers should focus on the student's accomplishments in the program they have been nominated for. As an interviewer, preparing questions for these cases will help you to understand the differences in responsibilities from one program to the other. For example:

Nomination Essay (submitted for *FIRST* Tech Challenge Dean's List):

"Anna is the Co-Captain of her FRC team 1234 and started *FIRST* Tech Challenge team 9876 her sophomore year of high school. Anna leads her team by example as the main builder and is truly a role model to all her teammates. She led the team to win her regions championship with her creative robot designs, and her ability to problem solve quickly during the competition".

Example questions to ask:

- What are your responsibilities on *FIRST* Tech Challenge team 9876?
- How would your peers describe your leadership style on *FIRST* Tech Challenge team 9876?

Simply asking what the responsibilities are on the *FIRST* Tech Challenge team can make a difference in uncovering the scope of how the student's attributes benefit the *FIRST* Tech Challenge team or the *FIRST* Robotics Competition team. Since the nomination is for *FIRST* Tech Challenge, interviewers should be focused on the efforts the student has contributed to *FIRST* Tech Challenge.

Event Interview Types

Every region will have a Dean's List Interview Only event. This is a single event that every team within that region will apply to. The coach nominating the student will select the Dean's List Interview event in the nomination page from the dashboard. The coach has an option to also select the event where the student will be competing. Some regions may opt to interview students in person, or remotely.

Remote Interviews

If you are in a region that is doing remote interviews, you will need to contact the coach to set up a remote interview with the student. All interviews must be done prior to the regional championship since the regional championship is where finalists are announced. There are multiple platforms that can be used to interview students remotely.

The FTC Scoring System can be used to schedule interviews and to conduct remote interviews. There is a feature in the scoring system that allows interviewers to take notes during each interview. It is very important to note that notes entered in the scoring system are not official. The notes required after each interview must be entered into the Dean's List Award System.

Remote interviews may also be set up via Zoom, WebEx, [Google +](#), or any other form of video chat software. Similar to the face-to-face interview, there **MUST** be 2 interviewers that are interviewing the student. There also **MUST** be a parent or coach present for the interview. The coach or parent present does not participate in the interview. Please see Appendix E for suggestions on how to successfully schedule the interview remotely.

In Person Interviews

Some regions may choose to interview students at the event where they will be competing. Make sure to check with the PDP or tournament director to confirm if in person interviews will take place. Interviewers will need to be present the morning of the event when the interviews take place.

Event Day Interview/Remote Interview

Whether the semi-finalist will be interviewed at an event or remotely, every nominated student must be interviewed. There must always be two Interviewers present, no exceptions. Interviewers should have approximately 15 minutes allotted for each interview; 6-10 minutes for the interview itself and at least 5 minutes for the interviewers to make notes.

As discussed in previous sections of this manual, preparation for the interview is very important. Interviews are only 6-10 minutes and being prepared will help an interviewer ask specific questions to better understand the individual contributions of that student. Please note that in the interest of consistency across all regions and events, the maximum interview time for a Dean's List semi-finalist may not exceed 10 minutes. And remember that this is a conversational interview, there are no presentations, video links provided by the student for post-interview review, or informational handouts involved.

It is helpful to bring the criteria list to the interview as a reference.

Interviewer Summary Notes

Once interviews have concluded, the Dean's List interviewer is responsible for writing a summary outlining what they have learned about the student. The notes from the interviewer are a **vital** piece of information when students are reviewed to potentially move to the next level. The Dean's List reviewers rely heavily on the notes from the interviewer in making decisions, and having short, brief notes or no notes at all are a disservice to those students who are deserving of the award.

Within the Dean's List Award System there are four categories with checkboxes to evaluate the student. There are an additional two boxes where interviewers will add their notes, with each box containing instructions on what information is needed in each box. See Appendix B for a list of these checkboxes and questions asked within the system. Interviewers are encouraged to bring this to the interview to write down notes after the interview.

Interviewers should expect to take 10-15 minutes per student to write up the notes. Some examples of items to include in the summary are:

- The student's individual contributions to the team.
- Evidence of eligibility criteria not included in the nomination essay.
- Facts/interesting stories that were uncovered during the interview not documented in the nomination essay.

Notes from the interviewers should be tailored to the Dean's List Award criteria, and how the student fits the award criteria.

Remember this should be a narrative and should paint a picture of who the student is and what their strengths or opportunities are. If an Interviewer feels very strongly about a student, they should clearly document it in the essay.

Although this is a vital part of the interviewer's role, they should also remember that they are not making the ultimate decision. This is done by the Dean's List reviewers, and therefore simply stating that a semi-finalist should not advance is not acceptable feedback. Interviewers can, however, articulate that they feel a student may not be ready to move to the next level.

Number of Advancing Finalists by Region

The number of semi-finalists that will move onto the next level as finalists depends upon the region. Regions with larger team numbers will have additional spots to advance students. Below outlines the number of advancing finalists by region:

North America

2 Finalists	3 Finalists	4 Finalists
<ul style="list-style-type: none"> • Alabama • Alberta, Canada • Arkansas • British Columbia, Canada • Connecticut • Delaware • Hawaii • Idaho • Kentucky • Louisiana • Montana • Nebraska • Nevada • New Hampshire • New Mexico • North Dakota • Ontario, Canada 	<ul style="list-style-type: none"> • Alaska • Arizona • California – San Diego • Colorado • Georgia • Indiana • Massachusetts • Mexico • Mississippi • New York – Excelsior • New York – Long Island • New York – NYC • North Carolina • Ohio • Oklahoma • Pennsylvania • Rhode Island 	<ul style="list-style-type: none"> • California – LA • California – NorCal • Chesapeake • Florida • Illinois • Iowa • Minnesota • Missouri • New Jersey • Oregon • Texas – North* • Texas – Central* • Washington

<ul style="list-style-type: none"> • Quebec, Canada • South Carolina • Texas – South* • Vermont • West Virginia • Wyoming 	<ul style="list-style-type: none"> • Texas – East • Texas – West and Panhandle* • Utah • Wisconsin 	
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*Although these regions are now merged, they will continue to have separate allocations for the Dean's List award.

International

2 Finalists	3 Finalists	4 Finalists
<ul style="list-style-type: none"> • Brazil • Chinese Taipei • Cyprus • Egypt & Lebanon • Hong Kong • India • Israel • Jamaica • Kazakhstan • Lebanon • Libya • Netherlands • Nigeria • Qatar • Republic of Korea • Russia • Saudi Arabia • South Africa • Spain • Thailand • UAE 	<ul style="list-style-type: none"> • Australia • United Kingdom & Ireland 	<ul style="list-style-type: none"> • China • Romania

Appendix A – Resources

Game Forum Q&A

<https://ftc-qa.firstinspires.org/>

Anyone may view questions and answers within the FIRST® Tech Challenge game Q&A forum without a password. To submit a new question, you must have a unique Q&A system user name and password for your team.

Volunteer Forum

Volunteers can request access to role specific volunteer forums by emailing FTCTrainingSupport@firstinspires.org. You will receive access to the forum thread specific to your role.

FIRST Tech Challenge Game Manuals

Part 1 and 2 - <https://www.firstinspires.org/resource-library/ftc/game-and-season-info>

FIRST Headquarters Pre-Event Support

Phone: 603-666-3906

Mon – Fri

8:30am – 5:00pm

Email: Firsttechchallenge@firstinspires.org

FIRST Tech Challenge Event On-Call Support

The on call event support number is available for event personnel only. Please **do not** call these numbers if you are a team looking for a ruling, a decision, or assistance. We trust that you will not misuse this resource.

Day of event robot control system and scoring system support: 603-206-2450

All other day of event support: 603-206-2412

FIRST Websites

FIRST homepage – www.firstinspires.org

[FIRST Tech Challenge Page](#) – For everything FIRST Tech Challenge.

[FIRST Tech Challenge Volunteer Resources](#) – To access public volunteer manuals.

[FIRST Tech Challenge Event Schedule](#) – Find FIRST Tech Challenge events in your area.

FIRST Tech Challenge Social Media

[FIRST Tech Challenge Twitter Feed](#) - If you are on Twitter, follow the FIRST Tech Challenge Twitter feed for news updates.

[FIRST Tech Challenge Facebook page](#) - If you are on Facebook, follow the FIRST Tech Challenge page for news updates.

[FIRST Tech Challenge YouTube Channel](#) – Contains training videos, game animations, news clips, and more.

[FIRST Tech Challenge Blog](#) – Weekly articles for the FIRST Tech Challenge community, including outstanding volunteer recognition!

[FIRST Tech Challenge Team Email Blasts](#) – contain the most recent FIRST Tech Challenge news for teams.

Feedback

We strive to create support materials that are the best they can be. If you have feedback about this manual, please email firsttechchallenge@firstinspires.org. Thank you!

Appendix B – Dean's List Evaluation Form & Interview Questions

Student Evaluation Checkboxes				
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Disagree
Finalist truly represents <i>FIRST</i> Core Values:				
Finalist has proven experience in areas of science, technology, engineering, or mathematics (STEM):				
Finalist is a leader who you can envision leading future <i>FIRST</i> alumni:				
Essay accurately reflects the student interviewed:				
Essay Box #1				
Without verbatim repeating the information contained in the submission, please advise the Championship judges about any additional information you learned regarding the topics below: <ul style="list-style-type: none"> • How Finalist represents <i>FIRST</i> • Finalist's expertise you believe worth highlighting • Finalist's individual contribution to team and <i>FIRST</i> overall • Finalist's leadership capabilities 	Interviewer Comments:			
Essay Box #2				
Please provide any information you learned that is not included in the written submission that you believe is relevant for consideration.	Interviewer Comments:			

Sample Questions for Dean's List Interviewers

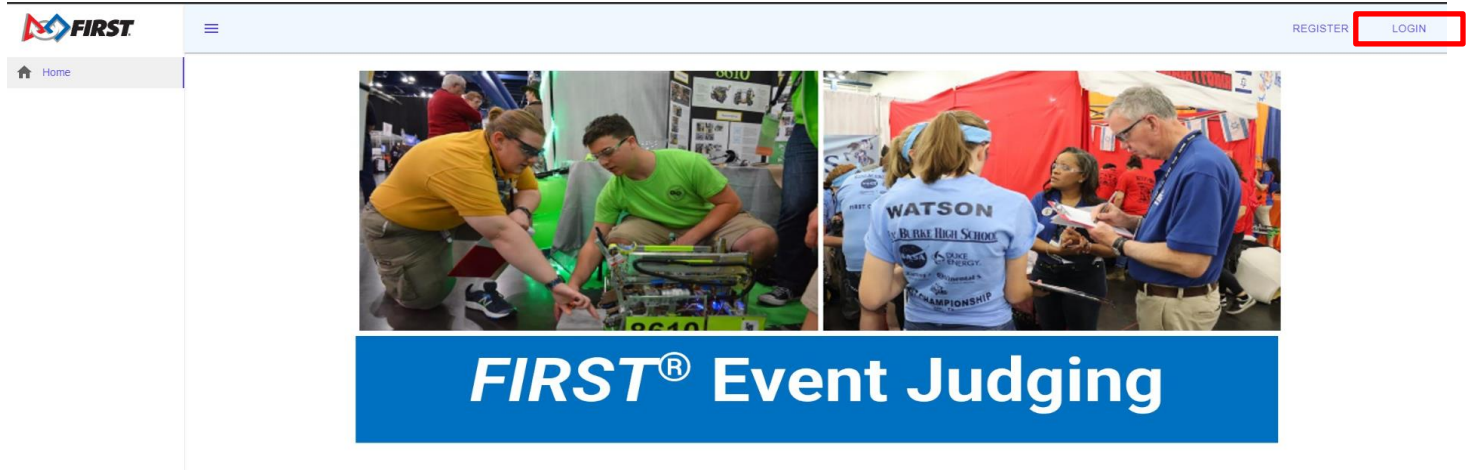
- Describe your roles and responsibilities on your team.
- What is your specialty role on the Team? Describe your contribution.
- Describe one example of how you were a leader.
- Describe how you plan to continue to be active in *FIRST* beyond high school.
- Describe a time you had to motivate fellow teammates. How did you do it? What were the results?
- Give me examples of your *FIRST* activities in your school and/or community?
- What is your specialty role on the team? (mechanical, electrical, design, etc.). Describe your contribution.
- What are your plans for post high school?
- Is there anything not included in your essay, or that we haven't discussed, that you would like to share?

Appendix C – Dean's List Award System

Review Nominations

Link to System” <https://my.firstinspires.org/Judging/>

- Click “Login” at the upper righthand corner. This will redirect to the www.firstinspires.org login page.



- Log in using your username and password for your www.firstinspires.org account.

Login With *FIRST* Account

Email Address

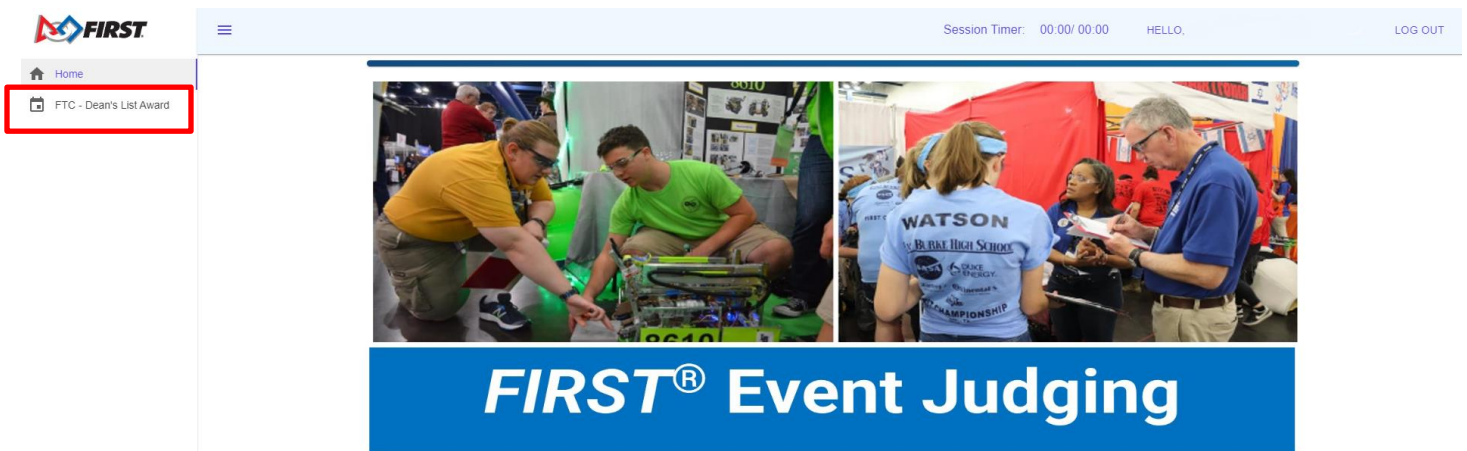
Password

Show Password Remember My Login

[Login](#)

[Forgot Password](#)
Not registered yet? [Sign Up here](#)

- Once logged in, click “FTC – Dean's List Award”



- Click “Edit/View” to access the nominations for the event.

FIRST Tech Challenge (FTC)

Dean's List Award System

2023 Dean's List Award Summary

2023 FTC Events			
Event Name	Due Date	Winners / Finalists	
September ▼			
October ↑ Back to top ^			
NH Test DLA Interview Only Event <i>Interview Only</i> Nashua, NH USA	Oct 01, 2023	(interview-only event) 4 Completed Submissions	✎ EDIT/ VIEW
NH Test DLA Interview Only Event Remote <i>Interview Only</i> Nashua, NH USA	Oct 01, 2023	(interview-only event) 1 Completed Submissions	✎ EDIT/ VIEW
November ↑ Back to top ▼			
December ↑ Back to top ▼			
February ↑ Back to top ▼			

- Click “Details” to access each individual nomination

FIRST Tech Challenge (FTC)

Dean's List Award System

2023 Dean's List Award - NH Test DLA Interview Only Event Remote ← Back to Event Summary

Semi-Finalists to be Judged at this event

Semi-Finalist	Team Number	Team Name	
John (Jack) Smith Concord, NH Modified:12-Oct-2023	8845	Trinity High School	🖨 Print All 👤 Contact Info 📄 Details

← Back to Event Summary

- The student information, along with the essay from the coach will be shown on this screen. Make sure to read through the nomination essay prior to interviewing each student.
- **NEW!!! Preferred Name** – If the student has a preferred name, it will be listed in parenthesis next to their legal name. If a preferred name is present, please be sure to use the preferred name when addressing the student during their interview.

View Submission

Printable Page

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2023 NH Test DLA Interview Only Event Remote - Team 8845 - John (Jack) Smith 12-Oct-2023			
Team			Unlock
Team Number	8845	# Student on team	
City,State	Concord, NH		
Dean's List Award Nominee			
First Name	John (Jack)	Last Name	Smith
Year of graduation	2025	How long has the student been involved in FIRST?	5 years
Judging Venue			
Judge Nominee At	NH Test DLA Interview Only Event Remote		
Submitter Contact Information			
Submitted By	Coach Name		
Phone	6036663906	Email	coach1@gmail.com
Explain how the student embodies the philosophies of <i>Gracious Professionalism</i> ® and <i>Coopertition</i> ® through the FIRST Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork and Fun. Please provide examples.			
Essay Test 1			
How has the student increased the awareness of FIRST? Describe the student's interests and/or plans to continue to engage with FIRST beyond high school. Please provide examples.			
Essay Test 2			
How does the student's individual contribution to the team benefit the team as a whole? Please provide examples.			
Essay Test 3			
Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.			
Essay Test 4			
Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.			
Essay Test 5			
Please share anything else you would like us to know about the student, including academic performance, specialized skills, or extracurricular activities.			
Specialized skills, extracurricular activities, etc.			

Entering Notes into the Dean's List Award System

The below screenshot shows the fields each Interviewer will fill out after the Interview. Once the notes have been entered, and the review buttons selected, click “add” to save.

Judge Review	
Who/When	Review
Add Review	
	<p>Without verbatim repeating the information contained in the submission, please advise the Championship judges about any additional information you learned regarding the topics below:</p> <ul style="list-style-type: none"> + How Finalist represents FIRST + Finalist's expertise you believe worth highlighting + Finalist's individual contribution to team and FIRST overall + Finalist's leadership capabilities <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div> <p>characters 0 / left 10000</p>
	<p>Please provide any information you learned that is not included in the written submission that you believe is relevant for consideration.</p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div> <p>characters 0 / left 10000</p>
<input type="radio"/> Strongly Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Strongly Agree	Finalist truly represents the FIRST Core Values:
<input type="radio"/> Strongly Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Strongly Agree	Finalist has proven experience in areas of science, technology, engineering or mathematics (STEM):
<input type="radio"/> Strongly Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Strongly Agree	Finalist is a leader who you can envision leading future FIRST alumni:
<input type="radio"/> Strongly Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Strongly Agree	Essay accurately reflects the student interviewed:
<div style="border: 2px solid red; padding: 2px; display: inline-block; color: white; background-color: #007bff; border-radius: 4px;">+ Add</div>	

Appendix D – Setting up Remote Interviews

Depending on how many remote interviews that need to be done, organization is key in ensuring all remote interviews are completed and in the most efficient way possible. There are a few ways to accomplish setting up Remote interviews, as well as a few different programs to choose from. Below are a few tips on how to schedule, communicate, and conduct remote interviews.

Contact Coach

When attempting to set up a remote interview, be sure never to contact the student directly. Communication should be done with the coach who submitted the nomination.

Choose a program

There are many software programs available to conduct a remote interview. Here are some examples of the most popular software programs that allow video and voice calls to conduct interviews.

- Zoom
- WebEx
- Google + Hangouts

The software program chosen is up to the Interviewers, however making sure to use a program that allows both voice and audio is preferred.

Scheduling

If there are multiple interviews that must be done, talk with the second interviewer and come up with a range of 2-3 dates that both Interviewers will be available, and the times they will be available. Once the date and times are determined, programs like Google Drive are helpful to post that schedule and send to the semi-finalists to sign up for a time slot.

Some things to think about when creating the timeslots:

1. Each interview is approximately 6-10 minutes.
2. Depending on the technology, you may need to log out of one session to move to the next. Provide enough time between Interviews to accomplish this.
3. If both interviewers agree, build time into the schedule that allows the interviewers to discuss the candidate briefly after the interview. Make sure the semi-finalist has left the call prior to doing this.

	A	B	C	D	E	F
1	Monday, 3/30/2015					
2	Time	Student	Coach	Contact phone		
3	8:00PM EDT					
4	8:30PM EDT					
5	9:00PM EDT					
6	9:30PM EDT					
7						
8						
9	Tuesday, 3/31/2015					
10	Time	Student	Coach	Contact phone		
11	8:00PM EDT					
12	8:30PM EDT					
13	9:00PM EDT					
14	9:30PM EDT					
15						
16						

Appendix E – Dean's List Award: Helpful Terms

These terms are intended to assist mentors in writing the nomination essays and for students to use during the interview. The use of these terms is not a requirement for submitting a nomination.

- Dean's List Semi-finalists – Comprised of the two (2) students in their 10th or 11th school year* nominated by each team.
- Dean's List Finalists – The students selected at each *FIRST* Tech Challenge Regional Championship or *FIRST* Robotics Competition Regional and District Region.
- Dean's List Winners - Comprised of the ten (10) *FIRST* Robotics Competition and ten (10) *FIRST* Tech Challenge students selected from the applicable *FIRST* Dean's List Finalists.
- Leadership titles:
 - Captain - a top-level position of responsibility over the team.
 - Teams with a flat leadership structure may have captains that cover specific areas, while making larger decisions as a group with no defined leader
 - Teams with a structured leadership would have one or more captains with multiple Leads working under them to lead smaller team areas.
 - Lead - A leadership position over a specific area of responsibility and should include a "team area" below.
 - Either of the above can be preceded by "co-" to indicate they shared that responsibility with one or more individuals.
- Team Areas
 - Marketing - responsible for items like team branding, newsletters, website, etc.
 - Awards - responsible for working on award submissions or pit presenting preparation.
 - Finance - responsible for fundraising, grant writing, and sponsor relationships
 - Outreach - responsible for organizing and leading demonstrations and events not tied to competitions.
 - Drive Team/Scouting/Strategy - responsible for guiding the team's strategy, representing the team at competitions, and collecting data on the performance of other teams.
 - Mechanical - responsible for the mechanical design and build of the robot.
 - CAD can be included as a separate lead position or included alongside mechanical.
 - Electrical - responsible for the electrical design and build of the robot, including any sensors or custom circuits.
 - Programming - responsible for programming the robot.
 - Any team area that falls outside of the areas listed above should be detailed to provide the judges with appropriate context.
- Action-specific words:
 - Mentored – the student advises or trains, either in person or via phone/email/video conference, another team or team member, helping with technical or non-technical *FIRST* program specific issues.
 - Lead - the student leads an event if they are responsible for planning and execution. Can be preceded with "co-" to indicate a shared responsibility.
 - Planned - worked on the planning of the event but did not lead the execution.
 - Executed - responsible for the execution of the event - onsite leader throughout the event.
 - Conceived - Indicates the student introduced the initial concept.
 - Helped/Assisted - Indicates the student had significant impact or participation, without being a leader in that situation.