

	<b>Excellent 8</b>	<b>Good 6</b>	<b>Fair 4</b>	<b>Poor 2</b>
<p><b>Artistic Excellence</b>  <b>Artistic excellence refers to the artistry of the presenter and/or organization they represent. Indicators of quality include evidence of the artist’s skill, experience, reputation and/or body of work.</b></p> <p>Look closely at the following portions of the RFP to determine artistic excellence:  Presenter’s CV  Links to reviews  Reputation/star power  References to experience, training, or other skills.  Testimonials.  Work samples.</p>	<p>Speaker’s credentials and/or work samples indicate a <b>highly experienced presenter and content expert of national or international reputation</b> who is <b>well respected</b> in their field,</p> <p>Indicators demonstrate a <b>body of work/experience</b> which would provide <b>rich, exemplary models</b> for workshop attendees.</p>	<p>Speaker’s credentials and/or work samples show <b>experience as a content expert in their field with experience presenting on the proposed content area.</b></p> <p>Indicators demonstrate a <b>body of work/experience which would benefit</b> workshop attendees.</p>	<p>Speaker’s credentials, prior experience and/or work samples <b>show evidence of experience</b> in the proposed content area with some <b>prior experience as a presenter.</b></p> <p>Indicators point to an <b>emerging body of work</b> which might benefit workshop attendees.</p>	<p>Speaker’s credentials, prior experience and/or work samples <b>fail to demonstrate expertise</b> in the content area for their proposed workshop.</p> <p>Indicators are that their body of work/experiences <b>would not provide meaningful models</b> for workshop attendees.</p>
<p><b>Educational Merit</b>  <b>Educational merit refers to the ability of the presenter to create workshop content which is presented in a well-planned sequence of instruction which will likely lead to participant learning.</b></p> <p>Look closely at the following portions of the RFP to determine educational merit:  CV  Work samples  Testimonials  Use of standards  Learning outcomes  Workshop flow</p>	<p>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included <b>demonstrate multiple indicators of exemplary teaching/facilitating skill.</b> There are <b>clear, realistic learning goals</b> and a well-planned <b>sequence of instruction.</b></p>	<p>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included <b>demonstrate the ability to create an educationally sound experience</b> for the participants <b>with clear, realistic learning goals.</b></p>	<p>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included <b>demonstrate some evidence that this presenter knows how to create an educational workshop,</b> however <b>learning goals are unclear or unrealistic.</b></p>	<p>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included <b>demonstrate an attempt at learning goals and a sequence of learning, however there are many gaps and/or a questionable proposed structure of activities.</b></p>

<p><b>Diversity, Equity and Inclusion</b></p> <p>Diversity, equity and inclusion refers to the workshop's contribution to EdTA's goals of providing diverse, culturally responsive models, either through the presenter's lived experiences and/or demonstration of culturally responsive practices.</p> <p>Look closely at the following portions of the RFP to determine diversity, equity and inclusion factors:</p> <ul style="list-style-type: none"> <li>Presenter demographics</li> <li>DEI essay question response</li> <li>Workshop topic</li> <li>Workshop flow/structure</li> </ul>	<p>The presenter's <b>lived experiences allows them to offer the authentic voice</b> of an underrepresented population with a <b>demonstrated commitment to diversity, equity and inclusion.</b></p> <p>The workshop content and flow clearly <b>demonstrates inclusive and culturally responsive practices and materials and/or provides a showcase for work by underrepresented populations</b> or voices.</p>	<p>The presenter <b>demonstrates a commitment to diversity, equity and inclusion.</b></p> <p>The proposed workshop <b>demonstrates the inclusion of diverse voices and/or culturally responsive practices</b> and materials wherever possible.</p>	<p>The presenter <b>acknowledges the importance of diversity, equity and inclusion.</b></p> <p>The proposed workshop includes <b>some emerging culturally responsive practices.</b></p>	<p>The presenter's <b>commitment</b> to diversity, equity and inclusion is <b>unclear.</b></p> <p>The workshop proposal as written does not clearly include diverse voices and works and/or demonstrate culturally responsive practices.</p>
<p><b>Relevance</b></p> <p><b>Relevance refers to both the importance of the proposed learning as well as the appropriateness of the proposed workshop to the event's goals and EdTA's mission.</b></p> <p>Look closely at both the theme/goals of the event AND the following portions of the RFP to determine relevance:</p> <ul style="list-style-type: none"> <li>Workshop topic</li> <li>Workshop description &amp; flow</li> <li>Presenter's CV</li> <li>Testimonials</li> <li>Work Samples</li> <li>Stated audience</li> </ul>	<p>Speaker's proposed workshop content, extensive work experience and/or unique qualifications would be a <b>unique draw for the typical audience</b> for this event.</p> <p>The proposed workshop <b>supports and extends the goals of the event and represents either an important staple for theatre education and/or an underrepresented perspective</b> to broaden the variety of the workshop offerings.</p>	<p>Speaker's proposed workshop content work experiences and/or qualifications <b>would meet the learning goals of the typical audience</b> for this event.</p> <p>The proposed workshop <b>aligns with the goals</b> of the event and represents <b>useful and appropriate content.</b></p>	<p>Speaker's proposed workshop content work experiences and/or qualifications <b>seem appropriate for the event.</b></p> <p>The proposed workshop is <b>mostly aligned with the goals of the event and represents useful and appropriate content.</b></p>	<p>Speaker's proposed workshop content and/or qualifications and work experience <b>would probably not be an appropriate match for the learning goals</b> of the typical audience.</p> <p>The proposed workshop topic is <b>weakly aligned with the goals of the vent and is neither a typical topic or an innovative or unusual perspective.</b></p>