<table>
<thead>
<tr>
<th>Artistic Excellence</th>
<th>Excellent (8)</th>
<th>Good (6)</th>
<th>Fair (4)</th>
<th>Poor (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Speaker’s credentials and/or work samples indicate a highly experienced presenter and content expert of national or international reputation who is well respected in their field, Indicators demonstrate a body of work/experience which would provide rich, exemplary models for workshop attendees.</td>
<td>Speaker’s credentials and/or work samples show experience as a content expert in their field with experience presenting on the proposed content area. Indicators demonstrate a body of work/experience which would benefit workshop attendees.</td>
<td>Speaker’s credentials, prior experience and/or work samples show evidence of experience in the proposed content area with some prior experience as a presenter. Indicators point to an emerging body of work which might benefit workshop attendees.</td>
<td>Speaker’s credentials, prior experience and/or work samples fail to demonstrate expertise in the content area for their proposed workshop. Indicators are that their body of work/experiences would not provide meaningful models for workshop attendees.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Educational Merit</th>
<th>Excellent (8)</th>
<th>Good (6)</th>
<th>Fair (4)</th>
<th>Poor (2)</th>
</tr>
</thead>
<tbody>
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<td>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.</td>
<td>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate multiple indicators of exemplary teaching/facilitating skill. There are clear, realistic learning goals and a well-planned sequence of instruction.</td>
<td>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate the ability to create an educationally sound experience for the participants with clear, realistic learning goals.</td>
<td>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate some evidence that this presenter knows how to create an educational workshop, however learning goals are unclear or unrealistic.</td>
<td>Speaker’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate an attempt at learning goals and a sequence of learning, however there are many gaps and/or a questionable proposed structure of activities.</td>
</tr>
</tbody>
</table>
### Diversity, Equity and Inclusion

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.

Look closely at the following portions of the RFP to determine diversity, equity and inclusion factors:
- Presenter demographics
- DEI essay question response
- Workshop topic
- Workshop flow/structure

- The presenter’s lived experiences allows them to offer the authentic voice of an underrepresented population with a demonstrated commitment to diversity, equity and inclusion.
- The workshop content and flow clearly demonstrates inclusive and culturally responsive practices and materials and/or provides a showcase for work by underrepresented populations or voices.
- The proposed workshop demonstrates the inclusion of diverse voices and/or culturally responsive practices and materials wherever possible.
- The presenter acknowledges the importance of diversity, equity and inclusion.

### Relevance

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.

Look closely at both the theme/goals of the event AND the following portions of the RFP to determine relevance:
- Workshop topic
- Workshop description & flow
- Presenter’s CV
- Testimonials
- Work Samples
- Stated audience

- Speaker’s proposed workshop content, extensive work experience and/or unique qualifications would be a unique draw for the typical audience for this event.
- The proposed workshop supports and extends the goals of the event and represents either an important staple for theatre education and/or an under represented perspective to broaden the variety of the workshop offerings.
- The proposed workshop aligns with the goals of the event and represents useful and appropriate content.
- The proposed workshop is mostly aligned with the goals of the event and represents useful and appropriate content.

- Speaker’s proposed workshop content work experiences and/or qualifications would meet the learning goals of the typical audience for this event.
- The proposed workshop includes some emerging culturally responsive practices.
- Speaker’s proposed workshop content work experiences and/or qualifications seem appropriate for the event.
- The proposed workshop is mostly aligned with the goals of the event and represents useful and appropriate content.

- Speaker’s proposed workshop content and/or qualifications and work experience would probably not be an appropriate match for the learning goals of the typical audience.
- The proposed workshop topic is weakly aligned with the goals of the event and is neither a typical topic or an innovative or unusual perspective.
- The presenter’s commitment to diversity, equity and inclusion is unclear.
- The workshop proposal as written does not clearly include diverse voices and works and/or demonstrate culturally responsive practices.