

Rubric Revised – 09/05/24	<p style="text-align: center;">Excellent 8</p>	<p style="text-align: center;">Good 6</p>	<p style="text-align: center;">Fair 4</p>	<p style="text-align: center;">Poor 2</p>
<p>Artistic Excellence 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.</p> <p>Committee to look closely at the following portions of the RFP to determine artistic excellence:</p> <ul style="list-style-type: none"> Presenter’s CV if present Links to reviews References to prior work, training, nationally recognized work experiences, etc. Testimonials. Work samples. 	<p>Presenter’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, with a body of work/experience that offers rich, exemplary models for workshop attendees.</p>	<p>Presenter’s credentials and/or work samples show experience as a content expert in their field with a body of work/experience which would benefit workshop attendees.</p>	<p>Presenter’s credentials and/or work samples show experience in the proposed content area with an emerging body of work/experience which might benefit workshop attendees.</p>	<p>Presenter’s credentials and/or work samples fail to demonstrate clear expertise in the content area or evidence of meaningful models for workshop attendees.</p>
<p>Educational Merit Educational merit refers to the presenter’s ability to create workshop content which is presented in a well-planned sequence of instruction which will likely lead to participant learning.</p> <p>Committee to look closely at the following portions of the RFP to determine educational merit:</p> <ul style="list-style-type: none"> CV Work samples Testimonials Use of standards, if applicable Learning outcomes Workshop flow 	<p>Presenter’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate multiple indicators of exemplary teaching skill, and includes exceptionally clear sequence of instruction and clear, realistic and attainable learning goals.</p>	<p>Presenter’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate the ability to create an educationally sound experience with a sequence of instruction and clear, realistic and attainable learning goals.</p>	<p>Presenter’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate some ability to create an educational workshop with a sequence of instruction and learning goals which are somewhat clear, realistic and/or attainable.</p>	<p>Presenter’s proposed workshop flow, learning outcomes, work samples and any standards included demonstrate a weak sequence of learning, with gaps in the planned instruction and/or questionable proposed structure of activities; learning goals, if present, are unclear, unrealistic and/or unattainable.</p>

<p>Diversity, Equity and Inclusion</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>Committee to look closely at the following portions of the RFP to determine diversity, equity and inclusion factors:</p> <ul style="list-style-type: none"> DEI essay question response Lived experiences Workshop topic Workshop flow/structure Evidence of culturally responsive teaching practice 	<p>The workshop proposal demonstrates a commitment to inclusive and culturally responsive practices and/or provides a showcase for work by underrepresented populations or voices.</p>	<p>The proposed workshop demonstrates the inclusion of diverse voices and/or culturally responsive practices and materials wherever possible.</p>	<p>The proposed workshop includes some emerging culturally responsive practices and/or acknowledges a commitment to diversity, equity and inclusion.</p>	<p>The workshop proposal as written does not clearly include diverse voices and works and lacks indicators of culturally responsive practices and/or a commitment to diversity, equity and inclusion.</p>
<p>Relevance</p> <p>Relevance refers to both the importance of the proposed learning as well as the appropriateness of the proposed workshop for the targeted event audience.</p> <p>Committee to look closely at the theme/goals of the event, innovative sessions and new thought, AND the following portions of the RFP to determine relevance:</p> <ul style="list-style-type: none"> Workshop topic Workshop description & flow Presenter’s CV Testimonials Work Samples Stated audience 	<p>The proposed workshop supports and extends the goals/theme of the event and represents an innovative or unique perspective to broaden the variety of the workshop offerings for the event’s targeted audience.</p>	<p>The proposed workshop aligns with the goals/theme of the event and represents important and/or sought-after content appropriate for the event’s targeted audience.</p>	<p>The proposed workshop is mostly aligned with the goals/theme of the event and represents content appropriate for the event’s targeted audience.</p>	<p>The proposed workshop is weakly aligned with the goals/theme of the event and is neither a sought-after topic nor an innovative or unusual perspective.</p>