

90-MINUTE BREAKOUT SESSION RUBRIC

Element (% of total score)	1 (Weak)	2	3 (Moderate)	4	5 (Exemplary)
Title (3%)	Vague, uninviting.		Clearly indicates topic. Uses interesting language to engage the reader.		Outstanding use of language to identify content/topic and to 'hook' the prospective registrant.
Description (7%)	Longer than three sentences. Does not clearly describe content and participant expectations.		Includes an enticing two- or three-sentence sentence description. Clearly captures what the session will cover and what participants can expect to learn.		Meets level 3 criteria, in a way that also: Includes how participants will be engaged. Is written to invoke interest, attention, and includes evidence of impact. Shows relevance in two or more conference domains (research, practice, policy, communications.)
Presenter bio(s) (10%)	No evidence of: Experience with content related to SEL. Facilitation of adult learning experiences.		Some evidence of: Experience with content related to SEL. Experience working with or advocating to policy leaders/decision-makers Facilitation of adult learning experiences.		Strong evidence of: High level of knowledge and experience about SEL. Relevant experience connected to the conference domain (research, practice, policy, communications). Skillful facilitation of multiple adult learning experiences. Contributes to the Exchange goal of promoting a rich diversity of backgrounds, perspectives, and experiences.

Element (% of total score)	1 (Weak)	2	3 (Moderate)	4	5 (Exemplary)
<p>Conference alignment (15%)</p> <p><i>Describe how your proposal aligns with the conference theme (Leaders as Learners) and key messages (1) "SEL is grounded in science" and/or (2) "To promote students' social and emotional competence, we must also prioritize the social and emotional competence and capacity of adults."</i></p>	<p>Minimally connects to the <i>Exchange</i> theme and/or key messages.</p>		<p>Draws a clear connection to the <i>Exchange</i> theme or one of the key messages.</p>		<p>Draws a clear and compelling connection between content and purpose of session to the <i>Exchange</i> theme and at least one of the key messages.</p>
<p>Participant outcomes (10%)</p> <p><i>List two to four intended outcomes that describe what participants will know and be able to do as a result of your session, and how they might apply that knowledge to their own work.</i></p>	<p>Outcomes are vague or unrealistic.</p>	<p>Objectives are written in language that is easily understood.</p> <p>Outcomes clearly indicate specific examples of what participants will learn and be able to do.</p>			<p>Meets level 3 criteria, in a way that also:</p> <p>Provides practical key take-away tools or strategies.</p> <p>Includes supported time for participants to make connections to their own work and identify their own "next steps."</p>
<p>Session content (25%)</p> <p><i>Clearly describe the main content of your session, including practical application(s), connections to social and emotional competencies/focal constructs, and evidence of effectiveness.</i></p> <p>(NOTE: These sessions cannot contain promotion of for-purchase products.)</p>	<p>Content is not described clearly enough to verify quality.</p>	<p>Clear indication of relevant information.</p> <p>Practical application and/or strategies that are replicable or adaptable to one's own context without purchases or products.</p> <p>Explicit connections are made to SE competencies.</p> <p>Includes references of effectiveness.</p>			<p>Meets level 3 criteria, in a way that also:</p> <p>Is innovative, incorporates new ideas, perspectives, strategies or approaches.</p> <p>Supports equitable outcomes.</p> <p>Includes evidence of effectiveness.</p> <p>Addresses implications for student and adult learners.</p>

Element (% of total score)	1 (Weak)	2	3 (Moderate)	4	5 (Exemplary)
<p>Session outline and timing (20%)</p> <p><i>Provide an overview of your facilitator agenda, including how participants will experience the content; how much time will be allotted for each element of your agenda; and how you will incorporate a warm welcome, engaging practices and an intentional closing.</i></p>	<p>Facilitator agenda is broad and general.</p> <p>Does not include specific timing or timing appears unrealistic.</p> <p>Does not include an engagement strategy.</p>		<p>Facilitator agenda clearly indicates engaging, participatory design.</p> <p>Incorporates and models best practices for social and emotional professional learning, including modeling inclusivity and equity.</p>		<p>Meets level 3 criteria, in a way that also:</p> <p>Clearly indicates skillful planning that includes an itemized agenda with realistic timing.</p> <p>Incorporates a high level of engagement using multiple strategies that balance information, interaction, and reflection.</p> <p>Provides opportunities for participants to interact in inclusive and equitable ways.</p> <p>Dedicates time for participants to contextualize content to their own work.</p>
<p>Research or evidence base (10%)</p> <p><i>Whose research and/or what best practices informed your work?</i></p> <p><i>Provide specific data (examples, citations, annotations) when applicable.</i></p>	<p>Cites no research basis or best practices.</p>		<p>Provides one example of research or best practices that informed their work.</p>		<p>Provides two or more examples of research and/or best practices that informed their work.</p> <p>Includes at least one specific example, citation, or annotation.</p>

**CASEL reserves the right to change programming at any time, for any reason.
CASEL may cancel, at any point, sessions submitted by facilitators or presenters who are unable to attend.**