

PECHAKUCHA 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) (5%)	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.

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<p>Conference alignment (10%)</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>	Minimally connects to the <i>Exchange</i> theme and/or key messages.		Draws a clear connection to the <i>Exchange</i> theme or one of the key messages.		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>Participant outcomes (10%)</p> <p><i>List one to three intended outcomes that describe what participants will learn as a result of your session and how they might apply that knowledge to their own work.</i></p>	Outcomes are vague or unrealistic.		<p>Outcomes clearly indicate specific examples of what participants will learn.</p> <p>Objectives are written in language that is easily understood.</p>		<p>Meets level 3 criteria, plus:</p> <p>Provides practical key take-away tools or strategies.</p>
<p>Story focus (15%)</p> <p><i>What is the "small" (single-focus, do-able) story from your work that had a big impact?</i></p>	<p>Does not describe a full story arc.</p> <p>Is not written in first person.</p>		<p>Description includes a story arc (beginning, middle, end).</p> <p>Is written in first person.</p>		<p>Meets level 3 criteria, plus:</p> <p>Clearly based on a personal story with a beginning, middle, and end.</p> <p>Written in a way that invokes interest, attention, engagement, and includes evidence of impact.</p> <p>References connections to two or more CASEL domains (research, practice, policy, communications.)</p>
<p>Session content (25%)</p> <p><i>Clearly describe the main content of your session, including practical</i></p>	Content is not described clearly enough to verify quality.		<p>Clear indication of relevant information.</p> <p>Practical application and/or strategies that are replicable</p>		<p>Meets level 3 criteria, plus:</p> <p>Is innovative, incorporates new ideas, perspectives, strategies or approaches.</p>

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<p><i>application(s), connections to social and emotional competencies/focal constructs, and evidence of effectiveness.</i></p> <p><i>(NOTE: These sessions cannot contain promotion of for-purchase products.)</i></p>			<p>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>Supports equitable outcomes.</p> <p>Includes evidence of effectiveness.</p> <p>Addresses implications for student and adult learners.</p>
<p>Session outline and timing (15%)</p> <p><i>Provide an overview of your presentation, including how much time will be allotted for each element of your story, and what participants may take away.</i></p>	<p>Presenter outline is broad and general.</p> <p>Does not include specific timing.</p>		<p>Clearly indicates engaging design that incorporates an interesting story arc.</p> <p>Has timing and/or content appears unrealistic for the format.</p>		<p>Presenter outline clearly indicates skillful planning that focuses on one big idea.</p> <p>Timing indicates intentional balance of beginning, middle, and end.</p> <p>Provides practical ideas and information that participants could contextualize to their own work.</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.**