



## Call for Reviewers

Application Deadline: **Monday, July 22, 2019 at 11:59pm PST.**

GSCE is seeking peer reviewers to evaluate proposals for education sessions at the Green Schools Conference & Expo 2020. Peer reviewers help maintain the outstanding reputation of GSCE by identifying exceptional presenters and timely presentations. Engaging highly qualified reviewers with expertise and experience in specified content areas defined in the **Call for Education Session Proposals** is essential to the ongoing success of this education program.

## Basic Requirements for Reviewers

- Expertise in subject(s) covered by one or more program topic areas
- Previous experience reviewing proposals for related conferences or publications
- Commitment to complete review of all assigned proposals (typically 20-25) by the deadline

## How to Apply

All applicants must complete the electronic application online at the [Green Schools Conference & Expo Call for Reviewers 2020](#) by **11:59pm PST on Monday, July 22, 2019.**

*Emailed, faxed or mailed applications will not be accepted.*

## Timeline

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| <b>May 28, 2019</b>    | Call for Reviewers opens  |
| <b>July 22, 2019</b>   | Deadline for Reviewer Applications is 11:59 p.m. PST                            |
| <b>August 12, 2019</b> | Reviewers receive notification of acceptance & receive review assignments       |
| <b>August 23, 2019</b> | Deadline to complete review of all assigned session proposals is 11:59 p.m. PST |

## Reviewing Policies

Each reviewer will receive electronic access to a range of 20-25 submissions and will have around two and a half weeks to complete online evaluations. **Please note that serving as a reviewer represents a significant time commitment and responsibility for ensuring timely and thorough reviews of all assigned proposals.**

- Reviewers are eligible to present at the conferences.
- Reviewers are prohibited from reviewing session abstracts submitted by themselves or professional colleagues employed by the same organization, this is considered a conflict of interest.
- All reviewers will have an option of abstaining from reviewing in the review site.
- Those who complete their assignments for the Green Schools Conference & Expo and related tracks will receive a discount off a Green Schools Conference & Expo registration. This discount is non-transferable and may not be combined with any other discounts.
- Additionally, all reviewers who complete their reviews will be eligible for Continuing Education hours. An email will be sent by the program team with details on how to receive these CEU's. Individuals who have completed assignments as reviewers in previous years are encouraged to apply.

For assistance with questions regarding the GSCE Call for Reviewers, please email [program@greenschoolsconference.org](mailto:program@greenschoolsconference.org).

## Green Schools Conference & Expo Review Information

### GSCE Preferred Presentation Topics

The Program Committee will build session tracks for the Green Schools Conference & Expo using the topics listed below. During the application process, you will be asked to indicate which topic area you would like to review. The following descriptions are representative of the proposals that could be addressed in each topic.

- **Environmental Impact:** Proven strategies and leading-edge ideas for how schools can reduce their impact on natural systems through conserving resources and supporting local ecology. Topic may include energy efficiency, water efficiency and quality, waste diversion, and protection of ecological systems.
- **Health & Well-Being:** Proven strategies and leading-edge ideas for how schools can support the physical and emotional health and well-being of students and teachers through the physical environment and programming. Topics may include food and nutrition, physical activity, and environmental health.
- **Environmental and Sustainability Literacy:** Proven strategies and leading-edge ideas for how schools can support student understanding of the interconnectedness between living systems, human health, and economic prosperity through place-based education, project-based learning, and integrated approaches to curriculum. Topics may include curriculum and instruction, evaluation and assessment, and professional development.
- **Whole School/District Sustainability:** Proven strategies and leading-edge ideas for how schools and school districts can implement sustainable thinking across all aspects of operations, utilizing organizational culture, physical place, and educational program to get measurable results across the board. Topics may include whole-school or whole-district campaigns, change management techniques, strategies for diversity and inclusion, community partnerships, and visionary school and/or district leadership.

### GSCE Session Types and Scoring System

We will be accepting three different types of proposals – Breakout Sessions: Green Schools in Practice, Breakout Sessions: Emerging Research and Concepts, and Hands-On Sessions. All session proposals will be reviewed and scored during the first round by a team of volunteer reviewers using a 20-point scale.

Those with the top scores will move on to a second review by experts in the related topic categories, who make up the Program Working Group. These rankings will be used by the full Working Group to select presenters and sessions for the final program. Reviewers will score proposals using the point values articulated in the following descriptions.

| GSCE Breakout Sessions: Green Schools In Practice   |   |
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| These sessions are 60 minutes in length and feature a small team of 2-3 presenters or facilitators who work together to share replicable and actionable content with the attendees about a defined topic. |   |
| Max Value   | Criteria  |
| 5 points  | Provide a clear plan for teaching the session material, keeping attendees actively engaged and using a variety of teaching methods  |
| 4 points  | Highlight a school or school district that has demonstrated measurable results related to ecological impact, health and well-being, or student learning; and articulate how results are measured or evaluated |
| 3 points  | Include at least one school or district representative to talk candidly about the success and challenges of transforming their school   |
| 4 points  | Articulate clear action steps that can be replicated in other schools, districts, states or by other public-private partnerships  |
| 4 points  | Propose presenters that represent diverse perspectives and have the experience and knowledge necessary to deliver the material  |

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| +1 Point Priority Topic     | Presentation submittals will earn an extra point if the submission is related to one or more of the following priorities: <b>Equity and Diversity, Career and Technical Education, Climate Change Education, and/or Student Leadership</b> |
| <b>Max value: 21 points</b> | <b>(20 base points +1 bonus point)</b>   |

| <b>GSCE Breakout Sessions: Emerging Research and Concepts</b>  |  |
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| These sessions are 60 minutes in length and feature a small team of researchers and/or subject matter experts describing recent research or important technical information. These sessions do not require the participation of a school or district representative. |  |
| Max Value  | Criteria   |
| 5 points   | Provide a clear plan for teaching the session material, keeping attendees actively engaged and using a variety of teaching methods   |
| 4 points   | Describe original research that is in progress or recently completed that can inform how schools and districts approach their efforts on ecological impact, health and well-being, student learning, and/or social justice                 |
| 3 points   | Articulate the source of the research and any peer review process it has undergone   |
| 4 points   | Articulate clear action steps that can be replicated in other schools, districts, states or by other public-private partnerships   |
| 4 points   | Propose presenters that represent diverse perspectives and have the experience and knowledge necessary to deliver the material   |
| +1 Point Priority Topic  | Presentation submittals will earn an extra point if the submission is related to one or more of the following priorities: <b>Equity and Diversity, Career and Technical Education, Climate Change Education, and/or Student Leadership</b> |
| <b>Max value: 21 points</b>  | <b>(20 base points +1 bonus point)</b>   |

| <b>GSCE Hands-On Sessions:</b>  |  |
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| These sessions are 120 minutes in length. They are fully hands-on, with an instructor or group of instructors guiding attendees through teaching methods, operational practices, or sustainability actions that they may replicate in their district, school, or classroom. Content should be action oriented and focus on giving participants practice with processes, technology, or concepts that they may not yet be familiar with. |  |
| Max Value   | Criteria   |
| 8 points  | Provide a clear plan for the two hour session that includes hands-on activities that give participants direct practice in implementing new processes, technology, or concepts  |
| 4 points  | Highlight a school or school district that has demonstrated measurable results related to ecological impact, health and well-being, or student learning; and articulate how results are measured or evaluated                              |
| 4 points  | Include at least one school or district representative to talk candidly about the success and challenges of using the processes, technology, or concepts   |
| 4 points  | Propose presenters that represent diverse perspectives and have the experience and knowledge necessary to deliver the material   |
| +1 Point Priority Topic   | Presentation submittals will earn an extra point if the submission is related to one or more of the following priorities: <b>Equity and Diversity, Career and Technical Education, Climate Change Education, and/or Student Leadership</b> |
| <b>Max value: 21 points</b>   | <b>(20 base points +1 bonus point)</b>   |