

## INSTRUCTIONS for CALL FOR PROPOSALS ONLINE FORM

These notes will help you prepare your responses prior to entering the online proposal form. **Please ensure sufficient time to complete your entry as there is no opportunity to re-open/edit your form.** If you abandon your entry mid-session, you will have to start over again. There is no opportunity to edit your content after you leave the web page.

SAMPLE SCREEN SHOTS	INSTRUCTIONS
<p>1.</p> <p><b>Session Title *</b></p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Market your workshop! Select a title (10 words or less) that is creative and engaging. The title will draw participants to read your description and influence attendance.</p> <p><b>EXAMPLE:</b> <i>Engage and Inspire with Authentic Hands-on Mathematic Activities</i></p>
<p>2.</p> <p><b>BROCHURE DESCRIPTION: *</b></p> <input style="width: 100%; height: 30px;" type="text"/>	<p>Limit 40 words. Your brochure description should be a snapshot of your presentation – what participants will <b>do</b> and <b>learn</b> in your session and why it is <b>beneficial</b> for them to attend. It should be written in complete sentences (not bulleted) copy-ready to publish in the program.</p>
<p>3.</p> <p><b>LEARNING OUTCOME 1: *</b></p> <input style="width: 100%; height: 30px;" type="text"/>	<p>Please describe specific results participants can expect from your presentation. Briefly explain what participants will be able to do after attending your session.</p>
<p>4.</p> <p><b>LEARNING OUTCOME 2 *</b></p> <input style="width: 100%; height: 30px;" type="text"/>	<p>Briefly describe another specific result and/or explain additional skills/strategies participants will be able to use after attending your session.</p>
<p>5.</p> <p><b>STRANDS: *</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turning Pages, Forging Paths: Career Transitions in Education (Empowering New Educators; Survival Guides and Support Systems; Evolving Roles)</li> <li><input type="checkbox"/> Transformative Discipline: Shaping Future Learning Environments (Discipline/Management Strategies; Changing Face of Classroom Challenges &amp; Solutions)</li> <li><input type="checkbox"/> Making Connections; Building Relationships (Inspiring Inclusivity in Our Communities for Students and Educators; Forging Relationships)</li> </ul>	<p>Indicate the professional development strand your presentation best addresses. (Suggested topics are general examples – your topic may be more specific.)</p>
<p>6.</p> <p><b>NEA Leadership Competency Framework:</b> Please select competency using the check box icon.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocacy</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Social Emotional Intelligence</li> <li><input type="checkbox"/> Governance and Leadership</li> <li><input type="checkbox"/> Leading Our Professions</li> <li><input type="checkbox"/> Organizing</li> <li><input type="checkbox"/> Strategy and Fiscal Health</li> </ul>	<p>Indicate the NEA Leadership Competency your presentation best addresses. (More details about competencies can be found at <a href="https://www.nea.org/professional-excellence/leadership-development/leadership-competencies">https://www.nea.org/professional-excellence/leadership-development/leadership-competencies</a>).</p>

<p><b>6.</b> <b>TARGET AUDIENCE: *</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School all stakeholder team</li> <li><input type="checkbox"/> Elementary School</li> <li><input type="checkbox"/> Middle School</li> <li><input type="checkbox"/> High School</li> <li><input type="checkbox"/> Support Personnel: Para-educator, Secretaries, etc.</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> New Teachers</li> <li><input type="checkbox"/> Special Education Teachers</li> <li><input type="checkbox"/> Specialists</li> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> College &amp; University Education Professors</li> <li><input type="checkbox"/> ALL</li> <li><input type="checkbox"/> Other</li> </ul> <p>Specify Other _____  <input style="width: 250px; height: 15px;" type="text"/></p>	<ul style="list-style-type: none"> <li>Indicate the target audience(s) for your presentation.</li> <li>Check all that apply.</li> <li>If you select "Other," please describe in the field, "Specify Other."</li> </ul>
<p><b>7.</b></p> <p><b>Lead Presenter *</b></p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="width: 40px; height: 20px; margin-right: 5px;" type="text"/> <div style="background-color: #f00; color: white; padding: 2px 5px; border-radius: 3px; font-size: 10px;">...</div> <input style="width: 100px; height: 20px; margin-left: 5px;" type="text"/> </div> <p style="margin-left: 20px;">First      Last</p> <p><b>MSEA ID # *</b></p> <input style="width: 200px; height: 20px;" type="text"/> <p><b>Local Affiliation: *</b></p> <input style="width: 400px; height: 20px;" type="text"/>	<p>Please type your name as you would like it to appear on the website and in the brochure. <b>If you have a co-presenter, be sure to have their bio and contact information before you start. Member IDs can be found on your MSEA ID card or contact <a href="mailto:CEPP@mseanea.org">CEPP@mseanea.org</a>.</b></p>
<p><b>8.</b></p> <p><b>EMAIL *</b></p> <input style="width: 180px; height: 20px;" type="text"/>	<p>This is our primary means of contacting and communicating with you. MSEA does not sell or share this information.</p>
<p><b>9.</b></p> <p><b>SHORT BIO: *</b></p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 100px;"> <input style="width: 95%; height: 90%; border: none;" type="text"/> </div>	<p>Bio must be 30 words or less and be publish-ready for the brochure. <b>EXAMPLE:</b> <i>Mary Jones has taught middle school science and special education for 14 years and is a mentor for student teachers at the University of XYZ. She has been a member of Bay County Public Schools workgroup on transitioning to the Next Generation Science Standards, focusing on implementation in inclusion classrooms.</i></p>