
2026 Education Summit Reviewer Instructions & Scoring Guide

Deadline for Proposal Review: July 2, 2026

Reviewer Requirements

- All reviewers must have at least 5 years of experience in OT/OTA in advanced practice. **Education**, or similar practice experience, preferred.
- Based on reviewer participation, each reviewer will be assigned approximately 10–15 proposals.

*Please make sure that your AOTA profile is current with your credentials

Instructions for Review

Follow the steps to login to the review site from your welcome email, which will be sent when the review period opens. Please email conference@aota.org for assistance.

Duplicate Proposals

Please score ALL proposals assigned to you. Some submissions may appear to be duplicates but are submitted with differing session types, formats, or authors. Pay close attention to session type and format as you are scoring proposals. If you are assigned a duplicate proposal with an identical session type and format, please score and let us know by emailing conference@aota.org with the title.

Feedback

Reviewer comments are important and valued by submitters. Please provide constructive feedback so the submitter may improve his/her proposal for future submissions. Please provide constructive feedback that is free of personal bias.

Conflict of Interest

If you have a conflict of interest or do not feel qualified to review a proposal, please answer the *Conflict of Interest* question as “yes” and submit the review. Then email conference@aota.org to let us know that you are unable to complete the review due to a conflict of interest. By doing this, you are helping to ensure that all proposals receive a minimum of three completed reviews.

Cut Off Scores

Reviewer scores for each proposal are totaled, and all proposals that score at or above the cutoff are considered for scheduling in the Conference program. Program selection will be conducted by a committee comprised of specifically identified volunteers with expertise in the topic areas. Final selection and scheduling of conference proposals is based on a number of factors that help to establish a diverse and balanced program.

These factors include:

- The number of submissions received in each category
- Whether the submitter opted to be considered for a poster presentation
- Representation across practice areas and session formats

- Whether the topic was selected for another format, such as a workshop or platform

Note: Each proposal is considered based on its own merit, not in comparison to other submissions.

Proposal Content

Session Types

- **Completed Research:** Research that examines (1) theory building, (2) signature pedagogies, (3) instructional methods, (4) learner characteristics and competencies, (5) socialization to the profession, (6) faculty development and resources, and (7) the unique perspectives and experiences of all individuals, ensuring accessibility and serving every person with equal dignity and respect. Research presentations must include rigorous methods appropriate to the questions being asked and clear outcomes from the research projects [i.e., data that has been collected and analyzed].
- **Exemplar Projects:** Examples of innovative evidence-based teaching/learning practices that have been used successfully in occupational therapy education settings and are supported by program outcome measures and /or educational research outcome literature.

Session Formats

- **Oral Presentation:** 20-minute presentations with 10 minutes for questions and discussion following each presentations. Oral presentations will be scheduled within a 60- or 90-minute Platform.
- **Poster:** Posters will be on display on a tabletop during a designated 60- or 90-minute time period. Presenters are required to be with their poster for the entire session.
- **Technology Roundtable:** Roundtable discussions will be held during a designated 60 minute period. There will be 3 – 20 minute rotations with 10 minutes for the presentation and 10 minutes for discussion. There will be no A/V for these discussions.

Level of Material

Specialty conferences are designed for advanced practitioners with more than 5 years of experience.

- **Intermediate** level is geared to practitioners with a general working knowledge of current practice trends and literature related to the subject matter. Focus is on increasing knowledge and competent application of the subject matter.
- **Advanced** level is geared to practitioners with a comprehensive understanding of the subject matter based on current theories and standards of practice as well as current literature and research. Focus is on recent advances and trends, and/or research applications. It is expected that a high level of participation by attendees is encouraged during this session.

Learning Objectives

Learning objectives should be specific and complete the statement: “At the conclusion of this session, participants will be able to...”:

- Submitters could identify 2 or 3 learning objectives.

Abstract Synopsis

A summary of the major points of the abstract and describes how this topic will advance either the practice/professional development of the participant or the field of occupational therapy education. If the proposal is accepted, this information will be printed in the onsite Program Guide, subject to copyediting.

Abstract & References

Please consider that references may be formatted incorrectly due to technical limitations. For scoring purposes, we would like to make sure that submissions include at least two references.

2026 Education Summit Scoring Guidelines for Proposal Reviewers

This document is a sample template and is not intended for proposal review submission. You must complete the online review form in order for your assigned proposals to be properly scored.

Type of Proposal

- Completed Research
- Exemplar Project

Addresses the AOTA OT Education Research Agenda

- Theory building
- Signature pedagogies
- Instructional methods
- Learner characteristics and competencies
- Socialization to the profession
- Faculty development and resources
- The unique perspectives and experiences of all individuals, ensuring accessibility and serving every person with equal dignity and respect.

Addresses Priority Listed in Call for Papers

- Delivery models beyond the face to face classroom
- Scholarship in academic programs
- Mental Health & Resilience
- Apply research evidence to practice/models for educating students in knowledge translation
- Assess accountability, quality indicators or outcomes
- Addressing occupational barriers to health and wellness of individuals, group and/or populations
- Applying research evidence to practice/models for educating students in social drivers of health
- Continuing professional development and competency
- Experiential learning (e.g. fieldwork, residencies, doctoral experiential component, community-based practice) or innovative approaches to developing clinical competencies (e.g., simulation, standardized patients, etc.)
- Promoting the scholarship of teaching and learning
- OTHER

SIGNIFICANCE

Guiding Questions for Scoring Significance (worth 10 points):

- Does this work have the potential to contribute to AOTA Education Research Agenda?
- Does this work address 1 of the call for paper priorities listed above?
- How well has this completed research or exemplar project addressed an important problem or issue in occupational therapy education?

Does the proposed presentation:

- Share new research evidence or utilize research evidence?
- Present new teaching innovations?
- Discuss the implications to the state of science in occupational therapy education?

Scoring Guidelines for Significance Section

Score	Descriptor	Additional Guidance for Scoring
9-10	Excellent	Exceptionally strong with few or no weaknesses; clearly addresses 1 of the call for paper priorities listed above OR contributes to the AOTA Education Research Agenda ; addresses an important problem/issue in OT education; shares or utilizes new research evidence OR presents new innovation; and, implications for OT education clearly stated
7-8	Very good	Strong and clearly addresses 1 of the call for paper priorities listed above OR contributes to the AOTA Education Research Agenda ; addresses a problem/issue in OT education; shares or utilizes research evidence OR presents innovation; and, implications for OT education clearly stated
5-6	Good	Merely describes a problem/issue in OT education; proposal shares or utilizes research evidence; and, implications for teaching and OT education described.
3-4	Satisfactory	Minimal details, not clear how proposal addresses an important problem/issue in OT education; not clear that proposal shares or utilizes new research evidence or presents new innovation; and, implications for OT education not clearly stated
0-2	Poor	Does not address an important problem/issue in OT education; does not share or utilize new research evidence; does not present new innovation; and, implications for OT education not stated

INNOVATION

Guiding Questions for Scoring Innovation (worth 10 points):

- To what degree does this proposal utilize novel/innovative/cutting edge theoretical concepts, approaches or methodologies, assessments, or teaching approaches?
- Is a refinement, improvement, or new application of theoretical concepts, approaches, methodologies, assessments, or teaching approaches described?

Scoring Guidelines for Innovation Section

Score	Descriptor	Additional Guidance for Scoring
9-10	Excellent	Exceptionally strong with few or no weaknesses, proposal anticipates the future direction of OT education; and, proposal utilized and clearly described novel, innovative theoretical concepts, approaches or methodologies, assessments, or teaching approaches—one that has never been described or utilized before.
7-8	Very good	Strong with minor weaknesses; the proposal utilized and described novel and innovative theoretical concepts, approaches or methodologies, assessments, or teaching approaches that address current emerging practice areas .
5-6	Good	Merely describes theoretical concepts, approaches or methodologies, assessments, or teaching approaches
3-4	Satisfactory	Minimal details regarding theoretical concepts, approaches or methodologies, assessments, or teaching approaches
0-2	Poor	Does not describe novel/innovative theoretical concepts, approaches or methodologies, assessments, or teaching approaches

APPROACH & RESULTS

Guiding Questions for Scoring Approach and Results (worth 25 points)

- Clearly stated, focused question or hypothesis (research) OR clearly stated goal of innovative teaching/learning, practice (exemplar)
- Sufficient rationale for question or hypothesis (research) OR sufficient evidence for innovation (exemplar)
- Methods/ outcomes match the question(s) or hypothesis(es) (research) OR matches the innovation (exemplar)
- Outcomes measurement design is clearly described and appropriate (research/exemplar)
- Sample and setting(s) are clearly described and appropriate (research/exemplar)
- Measures are clearly specified (who, how, when administered) (research/exemplar)
- Target outcomes OR methods for successful innovations are clearly described and appropriate (research/exemplar)
- For educational research that includes an educational based intervention, the approach is clearly described and appropriate (**submissions should not be penalized if there is no educational intervention**)
- Analytic methods are clearly described and appropriate (research/exemplar)
- Results are clearly presented (research/exemplar)
- Conclusions are supported by results, accounting for limitations (research/exemplar)

Scoring Guidelines for Approach Section

Score	Descriptor	Additional Guidance for Scoring
21-25	Excellent	Exceptionally strong with few or no weaknesses; addresses all of the areas listed above; approach represents cutting edge methodologies that are forward thinking with results that inform OT education methodologies or OT research in a new direction. Results clearly reflect the approach described.
16-20	Very good	Strong but with some minor weaknesses; addresses all of the areas listed above; approach represents a new way to engage in current emerging practice areas with results that are efficient, proficient and successful. Results clearly reflect the approach described.
11-15	Good	Strong with at least one moderate weakness and addresses most of the areas listed above; approach represents current models/practices that result in successful outcomes. Results clearly reflect the approach described.
6-10	Satisfactory	Some strengths but with some moderate weaknesses; addresses some of the areas listed above; approach represents models/practices that result in successful outcomes but does not reflect current models/practices. Results minimally reflect the approach described.
0-5	Poor	Very few strengths and numerous major weaknesses; minimally addresses the areas listed above; approach does not represent current models/practices that result in successful outcomes. Results are not reflective of the approach described.

TOTAL POINTS: _____ /45

IMPACT

Guiding Questions for Scoring Overall Impact (scored separately from overall score):

Enter your rating for each item in the “Comments” box for the online review system.

- How likely is it that this work will exert a powerful influence on occupational therapy education?
- How likely is it that this work will stimulate thoughtful discussion at the Education Summit?

Rating Guidelines for Impact

Rating:	Descriptor
A	Outstanding
B	Very good
C	Good
D	Satisfactory
E	Poor

Comments: