

Teaching Artist Roster Application: Phase 2 (Site Visit) Rubric

Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	Not Satisfactory	No Evidence
EXPERIENCE TEACHING POPULATION/COMMUNITY					
Demonstrates clear, intentional choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Attentiveness to cultural responsiveness, equity and inclusion. 	Demonstrates clear choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Cultural responsiveness, equity and inclusion. 	Demonstrates somewhat clear choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Cultural responsiveness, equity and inclusion. 	Demonstrates few choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Cultural responsiveness, equity and inclusion. 	Demonstrates unclear choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Cultural responsiveness, equity and inclusion. 	Demonstrates no choices that address the needs of the specific population/community which include: <ul style="list-style-type: none"> Differentiated instructional strategies (and, if applicable, Universal Design Learning (UDL.)) Cultural responsiveness, equity and inclusion.
5	4	3	2	1	0
EXPERIENCE IN ART DISCIPLINE(S)					
Demonstrates clear and thorough evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)	Demonstrates clear evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)	Demonstrates evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)	Demonstrates some evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)	Demonstrates little evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)	Demonstrates no evidence that the teaching artist has knowledge, skills and expertise in their art discipline (s.)
5	4	3	2	1	0
EXPERIENCE OF EDUCATIONAL ENGAGEMENT TYPE					
Demonstrates a clear and intentional delivery of the educational engagement type that includes: <ul style="list-style-type: none"> Well-defined observable scope and sequence of the educational engagement type Stated purpose and/or historical/cultural context for the educational engagement type Articulated Learning Goals aligned with the MSDE Fine Arts Standards Opportunities for students/participants to be reflective about the artistic work during the 	Demonstrates clear delivery of the educational engagement type that includes: <ul style="list-style-type: none"> Observable scope and sequence of the educational engagement type Stated purpose and/or historical/cultural context for the educational engagement type Articulated Learning Goals aligned with the MSDE Fine Arts Standards Opportunities for students to be reflective about their work. 	Demonstrates somewhat clear delivery of the educational engagement type that includes: <ul style="list-style-type: none"> A sequence of the educational engagement type Stated purpose for the educational engagement type A reference to Learning Goals aligned with the MSDE Fine Arts Standards An opportunity for students to be reflective about their work. 	Demonstrates the delivery of the educational engagement type that includes: <ul style="list-style-type: none"> A sequence of the educational engagement type A reference to Learning Goals 	Demonstrates the delivery of the educational engagement type that includes: <ul style="list-style-type: none"> An unclear sequence of the educational engagement type Brief reference to Learning Goals 	Demonstrates the delivery of the educational engagement type that includes: <ul style="list-style-type: none"> No unclear sequence of the educational engagement type No reference to Learning Goals
5	4	3	2	1	0
ALIGNMENT OF ARTIST STATEMENT WITH PROFESSIONAL PRACTICE					
Demonstrates clearly and specifically: <ul style="list-style-type: none"> The implementation of a creative process. Purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, delivery effectiveness Adaptability and flexibility to changing situations. A documented plan for gathering, responding to, and applying relevant feedback from teachers, parents, participants, etc. The actualizing of artistic vision/statement 	Demonstrates clearly: <ul style="list-style-type: none"> The implementation of a creative process. Purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, delivery effectiveness Adaptability and flexibility to changing situations. A documented plan for gathering, responding to, and applying relevant feedback from teachers, parents, participants, etc. The actualizing of artistic vision/statement 	Demonstrates evidence of: <ul style="list-style-type: none"> A creative process. Purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, delivery effectiveness Adaptability and flexibility to changing situations. An intention to gather, respond to, and apply relevant feedback from teachers, parents, participants, etc. An artistic vision 	Demonstrates some evidence of: <ul style="list-style-type: none"> A creative process. Purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, delivery effectiveness Adaptability and flexibility to changing situations. An intention to gather, respond to, and apply relevant feedback from teachers, parents, participants, etc. An artistic vision 	Demonstrates little evidence of: <ul style="list-style-type: none"> A creative process. Purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, delivery effectiveness Adaptability and flexibility to changing situations. An intention to gather, respond to, and apply relevant feedback from teachers, parents, participants, etc. An artistic vision 	Demonstrates no evidence of: <ul style="list-style-type: none"> A creative process. Purposeful collaboration with students/participants, staff and volunteers Adaptability and flexibility to changing situations. An intention to gather, respond to, and apply relevant feedback from teachers, parents, participants, etc. An artistic vision
5	4	3	2	1	0

EXPERIENCE OF ONLINE PROGRAM (*IF BEING REVIEWED)

<p>Demonstrates clearly and specifically that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal to confirm all technical components are in place and visual content considers design principles that are accessible for people with disabilities. • Reponsiveness to online communities 	<p>Demonstrates clearly that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal to confirm all technical components are in place and visual content considers design principles that are accessible for people with disabilities. • Reponsiveness to online communities 	<p>Demonstrates evidence that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal to confirm all technical components are in place and visual content considers design principles that are accessible for people with disabilities. • Reponsiveness to online communities 	<p>Demonstrates some evidence that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal to confirm all technical components are in place and visual content considers design principles that are accessible for people with disabilities. • Reponsiveness to online communities 	<p>Demonstrates little evidence that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal to confirm all technical components are in place and visual content considers design principles that are accessible for people with disabilities. • Reponsiveness to online communities 	<p>Demonstrates no evidence that the preparation, planning, and experience of the online program includes:</p> <ul style="list-style-type: none"> • Research and rehearsal • Reponsiveness to online communities
5	4	3	2	1	0