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

<table>
<thead>
<tr>
<th>Excellent to Outstanding</th>
<th>Good to Very Good</th>
<th>Satisfactory</th>
<th>Marginal to Fair</th>
<th>Marginal to Fair</th>
</tr>
</thead>
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### PREPARATION OF EDUCATIONAL ENGAGEMENT TYPE

- **Teaching Artist highly demonstrates that they've engaged in a purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, and delivery effectiveness**
- **Teaching Artist significantly demonstrates that they've engaged in a purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, and delivery effectiveness**
- **Teaching Artist moderately demonstrates that they've engaged in a purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, and delivery effectiveness**
- **The Teaching Artist nominally or unclearly demonstrates that they've engaged in a purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, and delivery effectiveness**

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<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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### DELIVERY OF EDUCATIONAL ENGAGEMENT TYPE

- **A cohesive and intentional delivery of the educational engagement type that highly demonstrates:**
  - A statement of purpose with relevant historical/cultural context
  - Arts content reflecting a creative process
  - Articulates appropriate state and/or national standards or competencies that are evident in the pacing of instruction, learning goals, and objectives
  - Multiple opportunities for participants to interact, respond, and participate

- **A cohesive and intentional delivery of the educational engagement type that significantly demonstrates:**
  - A statement of purpose with relevant historical/cultural context
  - Arts content reflecting a creative process
  - Articulates appropriate state and/or national standards or competencies that are evident in the pacing of instruction, learning goals, and objectives
  - Multiple opportunities for participants to interact, respond, and participate

- **A cohesive and intentional delivery of the educational engagement type that moderately demonstrates:**
  - A statement of purpose with relevant historical/cultural context
  - Arts content reflecting a creative process
  - Articulates appropriate state and/or national standards or competencies that are evident in the pacing of instruction, learning goals, and objectives
  - Multiple opportunities for participants to interact, respond, and participate

- **A cohesive and intentional delivery of the educational engagement type that nominally or unclearly demonstrates:**
  - A statement of purpose with relevant historical/cultural context
  - Arts content reflecting a creative process
  - Articulates appropriate state and/or national standards or competencies that are evident in the pacing of instruction, learning goals, and objectives
  - Multiple opportunities for participants to interact, respond, and participate

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### ALIGNMENT OF TEACHING ARTIST STATEMENT WITH PROFESSIONAL PRACTICE

- **Highly demonstrates:**
  - The implementation of a creative process.
  - 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 their artist statement

- **Significantly demonstrates:**
  - The implementation of a creative process.
  - 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 their artist statement

- **Moderately demonstrates:**
  - The implementation of a creative process.
  - 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 their artist statement

- **Nominally or unclearly demonstrates:**
  - The implementation of a creative process.
  - 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 their artist statement

- **Does not demonstrate:**
  - The implementation of a creative process.
  - 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 their artist statement

| 5 | 4 | 3 | 2 | 0 |