

Teaching Artist Roster Application: Phase 1 (Online Application) Rubric

Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	No Evidence/Not Satisfactory
BREADTH OF ARTS EDUCATION EXPERIENCE				
<p><i>Attach evidence of your Experience, Training, and/or Professional Development as a Teaching Artist with your selected Populations/Communities and Arts Discipline. Submit at least one example that reflects your expertise and knowledge of the selected art discipline(s). Submit at least one example demonstrating your ability to teach the selected populations/communities. Examples may include (but are not limited to) a resume, artist biography, Curricula Vitae, certificates of completion, letters of support, and/or a sample portfolio.</i></p>				
<p>Wide ranging and/or deep experience teaching selected populations/communities and within selected art disciplines.</p>	<p>Significant experience teaching selected populations/ communities and within selected art disciplines.</p>	<p>Solid foundational experience teaching selected populations/ communities and within selected art disciplines.</p>	<p>Minimal experience teaching selected populations/ communities and within selected art disciplines.</p>	<p>Little to no experience teaching selected populations/ communities and within selected art disciplines.</p>
10-12 points	7-9 points	4-6 points	1-3 points	0
EDUCATIONAL ENGAGEMENT TYPE SCOPE				
<p><i>Upload a detailed example of programming you have designed for each selected Educational Engagement Type (Field Trip, Residency, Out of School Time Program, Visiting Performance, Workshop, Professional Development and/or Lecture) that should:</i></p> <p><i>1. Summarize the program's activities. Include objectives (what is accomplished or completed at the end of this activity?) and learning goals (what are your intentions for student growth in content, actions, process and progress? What big idea or broad concept is the learning connected to?)</i></p> <p><i>2. List the sequence of activities, such as proposed timing and pacing</i></p> <p><i>3. Identify applicable state and/or national standards or competencies that meet the needs and desires of the selected population/communities being served. Standards can be (but are not limited to) MSDE Fine Arts standards, MSDE Professional Learning Framework, MSDE's Creative Process Maps, Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies SEL framework, and/or Maryland Out of School Time competencies.</i></p>				
<p>A clear and thoughtful scope highly demonstrates:</p> <ul style="list-style-type: none"> • Chosen state and national standards or competencies and how they show up in the proposed activities • Alignment of chosen competencies with the needs of the population/communities being served • Appropriate objectives, learning goals, and pacing 	<p>A clear and thoughtful scope significantly demonstrates:</p> <ul style="list-style-type: none"> • Chosen state and national standards or competencies and how they show up in the proposed activities • Alignment of chosen competencies with the needs of the population/communities being served • Appropriate objectives, learning goals, and pacing 	<p>A clear scope moderately demonstrates:</p> <ul style="list-style-type: none"> • Chosen state and national standards or competencies and how they show up in the proposed activities • Alignment of chosen competencies with the needs of the population/communities being served • Appropriate objectives, learning goals, and pacing 	<p>A scope nominally or unclearly demonstrates:</p> <ul style="list-style-type: none"> • Chosen state and national standards or competencies and how they show up in the proposed activities • Alignment of chosen competencies with the needs of the population/communities being served • Appropriate objectives, learning goals, and pacing 	<p>A scope does not demonstrate:</p> <ul style="list-style-type: none"> • Chosen state and national standards or competencies and how they show up in the proposed activities • Alignment of chosen competencies with the needs of the population/communities being served • Appropriate objectives, learning goals, and pacing
19-24 points	8-18 points	7-12 points	1-6 points	0
TEACHING ARTIST STATEMENT				
<p><i>What is your creative process and how does it inform the design of your arts education engagements? How is your planning and delivery informed by accessibility, equity, and justice? How do you adapt your content and arts instruction to support participants' needs? How does your experience and background demonstrate readiness to enrich arts education opportunities in Maryland through joining the Roster?</i></p>				

<p>Teaching Artist statement highly demonstrates:</p> <ul style="list-style-type: none"> • A clear description of the applicant's creative process and it's connection to preparing arts education engagements • Embodiment of equity, justice, and accessibility in the arts through openness, adaptability to evolving community needs, and ensuring meaningful participation. • Potential to apply their experience for long term success. Inclusion on the roster would have deep and/or wide reaching benefit to Maryland learners. 	<p>Teaching Artist statement significantly demonstrates:</p> <ul style="list-style-type: none"> • A clear description of the applicant's creative process and it's connection to preparing arts education engagements • Embodiment of equity, justice, and accessibility in the arts through openness, adaptability to evolving community needs, and ensuring meaningful participation. • Readiness and potential to apply their experience for long term success. Inclusion on the roster would have meaningful benefit to Maryland learners. 	<p>Teaching Artist statement moderately demonstrates:</p> <ul style="list-style-type: none"> • A clear description of the applicant's creative process and it's connection to preparing arts education engagements • Consideration of equity, justice, and accessibility in the arts through openness, adaptability to evolving community needs, and ensuring meaningful participation. • Potential to apply their experience for long term success. Inclusion on the roster would have some benefit to Maryland learners. 	<p>Teaching Artist statement nominally or unclearly demonstrates:</p> <ul style="list-style-type: none"> • A clear description of the applicant's creative process and it's connection to preparing arts education engagements • Consideration of equity, justice, and accessibility in the arts through openness, adaptability to evolving community needs, and ensuring meaningful participation. • Potential to apply their experience for long term success. Inclusion on the roster might benefit Maryland learners. 	<p>Teaching Artist statement does not demonstrate:</p> <ul style="list-style-type: none"> • A clear description of the applicant's creative process and it's connection to preparing arts education engagements • Embodiment of equity, justice, and accessibility in the arts through openness, adaptability to evolving community needs, and ensuring meaningful participation. • Potential to apply their experience for long term success. Inclusion on the roster would have little benefit to Maryland learners.
25-32 points	17-24 points	9-16 points	1-8 points	0