

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

Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	Marginal to Fair
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	The Teaching Artist does not demonstrate that they've engaged in a purposeful collaboration with students/participants, staff and volunteers to clarify goals, outcomes, accessibility requirements, and delivery effectiveness
5	4	3	2	0
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	A cohesive and intentional delivery of the educational engagement type that does not demonstrate: - 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
5	4	3	2	0
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