FY2024 Arts in Education Teaching Artist Roster Rubric					
Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	Unsatisfactory	
Upload information that demonstrates your training and experience in your arts discipline(s) and with the intended audiences.					
The information demonstrates a wide ranging and/or deep training experience in arts discipline(s) and working with intended audiences.	The information demonstrates a significant training/experience in arts discipline(s) and in working with intended audiences.	The information demonstrates an adequate training/experience in arts discipline(s) and in working with intended audiences.	The information demonstrates minimal training/experience in arts discipline(s) and/or in working with intended audiences.	The information demonstrates little to no training/experience in arts discipline(s) and/or in working with intended audiences	
9-10 points	7-8 points	5-6 points	3-4 points	1-2 points	
Upload samples of lesson plans and/or programming that includes a description and outline or sequence of instruction. For school programs, include connections to Maryland State standards and/or learning competencies.					
The samples provide a clear, thoughtful, and detailed description	The samples provide a clear and thoughtful description of arts	The samples provide a somewhat clear description of arts education	The samples provide a description of arts education	The samples provide an unclear description of arts education	

thoughtful, and detailed description	thoughtful description of arts	clear description of arts education	description of arts education	description of arts education
of arts education activities; Outline	education activities; Outline or	activities; Outline or sequence of	activities; Outline or sequence of	activities; Outline or sequence of
or sequence of instruction is clear,	sequence of instruction is clear and	instruction is somewhat clear and	instruction is marginally	instruction is not appropriate for
appropriate, and thoughtful for	appropriate for content delivery	appropriate for content delivery	appropriate for content delivery	content delivery and audience;
content delivery and audience; For	and audience; For school programs,	and audience; For school	and audience; For school	For school programs, samples
school programs, samples include	samples include relevant	programs, samples include	programs, samples include	include unclear or missing
relevant and clear connections to	connections to specific State	connections to specific State	unclear connections to State	connections to State standards
specific State standards and/or	standards and/or learning	standards and/or learning	standards and/or learning	and/or learning competencies
learning competencies.	competencies	competencies	competencies	
9-10 points	7-8 points	5-6 points	3-4 points	1-2 points

What are your inspirations as a teaching artist? Include any relevant social, cultural, historical or other factors/experiences that inform your instruction and/or performances.

The description provides a clear, thoughtful, and detailed statement of inspiration that informs the artist's instruction and/or performances.	The description provides a clear and thoughtful statement of inspiration that informs the artist's instruction and/or performances.	somewhat clear statement of inspiration that informs the artist's	that informs the artist's	The description provides an unclear statement of inspiration that does not inform the artist's instruction and/or performances.
performances. 5 points	4 points	3 points	2 points	1 point

Describe how your work demonstrates a commitment to one or more of the following topics: diversity, equity, and justice.

The description provides a clear,	The description provides a clear and	The description provides a	The description provides an	The description provides an
thoughtful, and detailed	thoughtful commitment to one or	somewhat clear commitment to	unclear commitment to one or	unclear commitment to one or
commitment to one or more of the	more of the topics (diversity, equity,	one or more of the topics	more of the topics (diversity,	more of the topics (diversity,
topics (diversity, equity, and justice)	and justice) and is demonstrated in	(diversity, equity, and justice) and	equity, and justice) and is	equity, and justice) and is not
and is demonstrated in the artist's	the artist's instruction and/or	is demonstrated in the artist's	demonstrated in the artist's	demonstrated in the artist's
instruction and/or performances.	performances.	instruction and/or performances.	instruction and/or performances.	instruction and/or performances.
5 points	4 points	3 points	2 points	1 point

Describe how your work demonstrates a commitment to inclusion and accessibility in how you adapt your content and instruction to support learners' needs.

		necus.		
The description provides a clear,	The description provides a clear and	The description provides a	The description provides an	The description provides an
thoughtful, and detailed	thoughtful commitment to inclusion	somewhat clear commitment to	unclear commitment to inclusion	unclear commitment to inclusion
commitment to inclusion and	and accessibility and is	inclusion and accessibility and is	and accessibility and is	and accessibility and is not
accessibility and is appropriately	appropriately demonstrated in the		demonstrated in the artist's	demonstrated in the artist's
demonstrated in the artist's	artist's content, instruction, and/or	artist's content, instruction, and/or		content, instruction, and/or
content, instruction, and/or	performances.	performances.	performances.	performances.
performances.				
5 points	4 points	3 points	2 points	1 point

Recording of live instruction, performance, and/or online programs.

Artist clearly, effectively, and appropriately delivers instruction and/or performance, engages audiences, and demonstrates artistry of the activity; In addition, for online programs, artist effectively uses virtual platforms, tools, and techniques (such as lighting, space, and sound) to deliver quality instruction and/or performances.	and demonstrates artistry of the activity; In addition, for online programs, artist is mostly effective	Artist somewhat clearly and appropriately delivers instruction and/or performance, engages audiences, and demonstrates artistry of the activity; In addition, for online programs, artist is somewhat effective in the use of virtual platforms, tools, and techniques (such as lighting, space, and sound) to deliver quality instruction and/or performances.	Artist delivers instruction and/or performance, may or may not engage audiences, and demonstrates artistry of the activity; In addition, for online programs, artist is not very effective in the use of virtual platforms, tools, and techniques (such as lighting, space, and sound) to deliver instruction and/or performances.	Artist unclearly and inappropriately delivers instruction and/or performance, may or may not engage audiences, and may or may not demonstrate artistry of the activity; In addition, for online programs, artist does not effectively use virtual platforms, tools, and techniques (such as lighting, space, and sound) to deliver instruction and/or performances.
13-15 points	10-12 points	7-9 points	4-6 points	1-3 points