

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 of arts education activities; Outline or sequence of instruction is clear, appropriate, and thoughtful for content delivery and audience; For school programs, samples include relevant and clear connections to specific State standards and/or learning competencies.	The samples provide a clear and thoughtful description of arts education activities; Outline or sequence of instruction is clear and appropriate for content delivery and audience; For school programs, samples include relevant connections to specific State standards and/or learning competencies	The samples provide a somewhat clear description of arts education activities; Outline or sequence of instruction is somewhat clear and appropriate for content delivery and audience; For school programs, samples include connections to specific State standards and/or learning competencies	The samples provide a description of arts education activities; Outline or sequence of instruction is marginally appropriate for content delivery and audience; For school programs, samples include unclear connections to State standards and/or learning competencies	The samples provide an unclear description of arts education activities; Outline or sequence of instruction is not appropriate for content delivery and audience; For school programs, samples include unclear or missing connections to State standards and/or learning 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.	The description provides a somewhat clear statement of inspiration that informs the artist's instruction and/or performances.	The description provides an unclear statement of inspiration that informs the artist's instruction and/or performances.	The description provides an unclear statement of inspiration that does not inform the artist's instruction and/or 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, thoughtful, and detailed commitment to one or more of the topics (diversity, equity, and justice) and is demonstrated in the artist's instruction and/or performances.	The description provides a clear and thoughtful commitment to one or more of the topics (diversity, equity, and justice) and is demonstrated in the artist's instruction and/or performances.	The description provides a somewhat clear commitment to one or more of the topics (diversity, equity, and justice) and is demonstrated in the artist's instruction and/or performances.	The description provides an unclear commitment to one or more of the topics (diversity, equity, and justice) and is demonstrated in the artist's instruction and/or performances.	The description provides an unclear commitment to one or more of the topics (diversity, equity, and justice) and is not demonstrated in the artist's 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.				
The description provides a clear, thoughtful, and detailed commitment to inclusion and accessibility and is appropriately demonstrated in the artist's content, instruction, and/or performances.	The description provides a clear and thoughtful commitment to inclusion and accessibility and is appropriately demonstrated in the artist's content, instruction, and/or performances.	The description provides a somewhat clear commitment to inclusion and accessibility and is appropriately demonstrated in the artist's content, instruction, and/or performances.	The description provides an unclear commitment to inclusion and accessibility and is demonstrated in the artist's content, instruction, and/or performances.	The description provides an unclear commitment to inclusion and accessibility and is not demonstrated in the artist's content, instruction, and/or 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.	Artist clearly and appropriately delivers instruction and/or performance, engages audiences, and demonstrates artistry of the activity; In addition, for online programs, artist is mostly effective in the use of virtual platforms, tools, and techniques (such as lighting, space, and sound) to deliver quality instruction and/or performances.	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