

FY 2025 Arts in Education Teaching Artist Roster Rubric

Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	Unsatisfactory
Upload information that demonstrate your background and experience in both your arts discipline(s) and working with the audiences selected.				
9-10 points	7-8 points	5-6 points	3-4 points	1-2 points
The information demonstrates a wide ranging and/or deep experience in the arts discipline(s) and working with the audiences selected.	The information demonstrates significant experience in the arts discipline(s) and working with the audiences selected.	The information demonstrates adequate experience in the arts discipline(s) and working with the audiences selected.	The information demonstrates minimal experience in the arts discipline(s) and/or working with the audiences selected.	The information demonstrates little to no experience in the arts discipline(s) and/or working with the audiences selected.
Upload samples of lesson plans and/or programs that include a description and sequence of instruction/performance. For school programs, include connections to Maryland State standards and/or learning competencies.				
9-10 points	7-8 points	5-6 points	3-4 points	1-2 points
<p>The samples provide a clear, thoughtful, and detailed description of arts education activities.</p> <p>Sequence of instruction/performance is clear, appropriate, and thoughtful for content delivery and audience.</p> <p>For school programs, samples include relevant and clear connections to specific State standards and/or learning competencies.</p>	<p>The samples provide a clear and thoughtful description of arts education activities.</p> <p>Sequence of instruction/performance is clear and appropriate for content delivery and audience.</p> <p>For school programs, samples include relevant connections to specific State standards and/or learning competencies.</p>	<p>The samples provide a somewhat clear description of arts education activities.</p> <p>Sequence of instruction/performance is somewhat clear and appropriate for content delivery and audience.</p> <p>For school programs, samples include connections to specific State standards and/or learning competencies.</p>	<p>The samples provide a description of arts education activities.</p> <p>Sequence of instruction/performance is marginally appropriate for content delivery and audience.</p> <p>For school programs, samples include unclear connections to State standards and/or learning competencies.</p>	<p>The samples provide an unclear description of arts education activities.</p> <p>Sequence of instruction/performance is not appropriate for content delivery and audience.</p> <p>For school programs, samples include unclear or missing connections to State standards and/or learning competencies.</p>

What are your inspirations as a teaching artist? Include any of your social, cultural, historical or other factors/experiences that inform your instruction and/or performances.				
5 points	4 points	3 points	2 points	1 point
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.
Describe how your content, instruction, and/or performance demonstrates a commitment to one or both of the following topics: diversity, equity and justice (according to MSAC's glossary)				
5 points	4 points	3 points	2 points	1 point
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.
Describe how your work demonstrates a commitment to inclusion and accessibility (according to MSAC's glossary) in how you adapt your content, instruction, and/or performance to support learners' needs.				
5 points	4 points	3 points	2 points	1 point
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.

Recording of live instruction, performance, and/or online programs.
(This can be a recording with an actual audience or mock audience.)

13-15 points	10-12 points	7-9 points	4-6 points	1-3 points
<p>Artist clearly, effectively, and appropriately delivers instruction and/or performance in an engaging manner and demonstrates artistry in the activity.</p> <p>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.</p>	<p>Artist appropriately delivers instruction and/or performance in an engaging manner and demonstrates artistry in the activity.</p> <p>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.</p>	<p>Artist somewhat appropriately delivers instruction and/or performance in an engaging manner and demonstrates some artistry in the activity.</p> <p>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.</p>	<p>Artist unclearly delivers instruction and/or performance in a somewhat engaging manner and demonstrates little artistry in the activity.</p> <p>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.</p>	<p>Artist unclearly and inappropriately delivers instruction and/or performance, does not lead activities in an engaging manner, and does not demonstrate artistry in the activity.</p> <p>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.</p>

Definitions:

Sequence of instruction/performance: The order in which ideas, concepts, and topics are introduced and taught during an arts learning activity through a step by step process.

Diversity: A measure of human difference within a group, encompassing the varying characteristics that make a group or individual different from another.

Equity and Justice: The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups.

Inclusion: Creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

Accessibility: Providing inclusive participation of people with disabilities in cultural and creative spaces.