

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

Excellent to Outstanding	Good to Very Good	Satisfactory	Marginal to Fair	Not Satisfactory	No Evidence
EXPERIENCE TEACHING POPULATION/COMMUNITY					
<i>Evidence of Experience, Training, and/or Professional Development Teaching with Populations/Communities. The applicant should submit examples that highlight their expertise, knowledge, and capability to teach the populations/communities they intend to reach.</i>					
Clear and thorough detail of experience that aligns with the selected population(s) or community (ies)	Clear detail of experience that aligns with the selected population(s) or community(ies)	Sufficient detail of experience that aligns with the selected population(s) or community(ies)	Experience somewhat aligns with the selected population(s) or community (ies)	Some stated experience with a population(s) or community(ies)	No detail of experience with a population(s) or community (ies)
5	4	3	2	1	0
EXPERIENCE IN ART DISCIPLINE(S)					
<i>Evidence of Experience, Training, and/or Professional Development in Art Discipline(s.) The applicant should submit examples that highlight their expertise and knowledge of their selected art discipline(s)</i>					
Clear and thorough detail of experience that closely aligns with the selected art discipline(s)	Clear detail of experience that aligns with the selected art discipline(s)	Sufficient detail of experience that aligns with the selected art discipline(s)	Experience somewhat aligns with the selected art discipline(s)	Some stated experience for selected art discipline(s)	No details of experience with selected art discipline(s)
5	4	3	2	1	0
SCOPE OF EDUCATIONAL ENGAGEMENT TYPE					
<i>For each Educational Engagement Type (Field Trip, Residency, Out of School Time Program, Visiting Performance, Professional Development and/or Lecture) that the applicant selects, provide a detailed example of the Educational Engagement Type that demonstrates: A scope and sequence of events Differentiated instructional strategies that engage at least one of the populations/communities you selected Learning goals that are aligned with the Maryland State Department of Education (MSDE) Fine Arts Standards.</i>					
Clear and thorough detail that the scope and sequence identifies: • A progression of Learning Goals are directly linked MSDE Fine Arts Standards • Culminating experience(s) reflecting the learning goals • Differentiated instructional strategies that address the needs of the selected population/community.	Clear detail that the scope and sequence identifies: • A progression of Learning Goals are directly linked MSDE Fine Arts Standards • Culminating experience(s) reflecting the learning goals • Differentiated instructional strategies that address the needs of the selected population/community.	Sufficient detail the scope and sequence identifies: • A progression of Learning Goals are directly linked MSDE Fine Arts Standards • Culminating experience(s) reflecting the learning goals • Differentiated instructional strategies that address the needs of the selected population/community.	The scope and sequence somewhat identifies: • A progression of Learning Goals are directly linked MSDE Fine Arts Standards • Culminating experience(s) reflecting the learning goals • Differentiated instructional strategies that address the needs of the selected population/community.	There is a stated scope and sequence.	No evidence of a scope and sequence.
5	4	3	2	1	0
ARTIST STATEMENT					
<i>What is your creative process? How do you include cultural responsiveness, equity, and inclusion in your work? Any additional information you would like to share with the AiE Teaching Artist Roster panel.</i>					
Clear and thorough detail of an artist statement that includes: • A description of the creative process and its connection to preparing arts education engagements • Examples of cultural responsiveness, equity and inclusion as a foundation for the engagements • Relevant additional information.	Clear detail of an artist statement that includes: • A description of the creative process and its connection to preparing arts education engagements • Examples of cultural responsiveness, equity and inclusion as a foundation for the engagements • Relevant additional information.	Sufficient detail of an artist statement that includes: • A description of the creative process and its connection to preparing arts education engagements • Examples of cultural responsiveness, equity and inclusion as a foundation for the engagements • Relevant additional information.	The artist statement somewhat includes: • A description of the creative process and its connection to preparing arts education engagements • Examples of cultural responsiveness, equity and inclusion as a foundation for the engagements • Relevant additional information.	There is a documented artist statement.	No evidence of an artist statement.
5	4	3	2	1	0