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

<table>
<thead>
<tr>
<th>Experience Teaching Population/Community</th>
<th>Excellent to Outstanding</th>
<th>Good to Very Good</th>
<th>Satisfactory</th>
<th>Marginal to Fair</th>
<th>Not Satisfactory</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| Demonstrates clear, intentional choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Attention to cultural responsiveness, equity and inclusion. | Demonstrates clear, intentional choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Cultural responsiveness, equity and inclusion. | Demonstrates somewhat clear choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Cultural responsiveness, equity and inclusion. | Demonstrates few choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Cultural responsiveness, equity and inclusion. | Demonstrates unclear choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Cultural responsiveness, equity and inclusion. | Demonstrates no choices that address the needs of the specific population/community which include:  
  - Differentiated instructional strategies  
  - Cultural responsiveness, equity and inclusion. |
| 5 | 4 | 3 | 2 | 1 | 0 | 0 |

### Experience in Art Discipline(s)

<table>
<thead>
<tr>
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<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates clear and thorough evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)</td>
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<td>Demonstrates some evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)</td>
<td>Demonstrates little evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)</td>
<td>Demonstrates no evidence that the teaching artist has knowledge, skills and expertise in their art discipline(s.)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Experience of Educational Engagement Type

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<th>No Evidence</th>
</tr>
</thead>
</table>
| Demonstrates a clear and intentional delivery of the educational engagement type that includes:  
  - Well-defined observable scope and sequence of the educational engagement type  
  - Stated purpose and/or historical/cultural context for the educational engagement type  
  - Articulated Learning Goals aligned with the MSDE Fine Arts Standards  
  - Opportunities for students/participants to be reflective about the artistic work. | Demonstrates clear delivery of the educational engagement type that includes:  
  - Observable scope and sequence of the educational engagement type  
  - Stated purpose for the educational engagement type  
  - Articulated Learning Goals aligned with the MSDE Fine Arts Standards  
  - Opportunities for students to be reflective about their work. | Demonstrates somewhat clear delivery of the educational engagement type that includes:  
  - A sequence of the educational engagement type  
  - Stated purpose for the educational engagement type  
  - Articulated Learning Goals aligned with the MSDE Fine Arts Standards  
  - An opportunity for students to be reflective about their work. | Demonstrates the delivery of the educational engagement type that includes:  
  - An unclear sequence of the educational engagement type  
  - Brief reference to Learning Goals | Demonstrates the delivery of the educational engagement type that includes:  
  - No unclear sequence of the educational engagement type  
  - No reference to Learning Goals | Demonstrates no evidence of the delivery of the educational engagement type that includes:  
  - No unclear sequence of the educational engagement type  
  - No reference to Learning Goals |
| 5 | 4 | 3 | 2 | 1 | 0 | 0 |

### Alignment of Artist Statement with Professional Practice

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<th>Marginal to Fair</th>
<th>Not Satisfactory</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| Demonstrates clearly and specifically:  
  - The implementation of a creative process.  
  - Purposeful collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - The actualizing of artistic vision/statement. | Demonstrates clearly:  
  - Implementation of a creative process.  
  - Purposeful collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - The actualizing of artistic vision/statement. | Demonstrates evidence of:  
  - A creative process.  
  - Collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - An artistic vision | Demonstrates some evidence of:  
  - A creative process.  
  - Collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - An artistic vision | Demonstrates little evidence of:  
  - A creative process.  
  - Collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - An artistic vision | Demonstrates no evidence of:  
  - A creative process.  
  - Collaboration with students/participants, staff and volunteers.  
  - Adaptability and flexibility to changing situations.  
  - An artistic vision |
| 5 | 4 | 3 | 2 | 1 | 0 | 0 |