Arizona Commission on the Arts

Teaching Artist Roster Self Assessment Rubric

The work of a teaching artist embraces a variety of mediums, settings, purposes and formats. Teaching artists are called upon to develop mastery, both as practicing artists **and** as teaching artists, skilled at teaching the principles, ideas, skills, history and individuality of their chosen art form. Teaching artists encompass a broad range of professional skills and demands, including artistry, presentation skills, design and delivery of programs, ongoing assessment, partnership and collaboration.

As you complete this self-assessment consider what range of assessment indicated on the rubric best identifies your current level of performance. This tool is a **self-assessment** that we hope will be useful to you as you continue to develop your practice. It is designed to help you identify your areas of strength, experience and skillfulness, as well as the areas where you will want to develop more fully through your ongoing professional development.

How to Complete this Form

This form has been designed to inform both you and the ACA of your accomplished work and requests for professional development. The information collected will help us in the design and delivery of our Teaching Artist Workshops.

This rubric is a four-point scale to help describe, assess, and guide the professional development of teaching artists' knowledge and skills in residency design and implementation. The Scale is: Acceptable (1) Good (2) Excellent (3) Ideal (4). Use this four-point scale to average your overall assessment in each standard. You will record your average in the self-assessment summary sheet.

The basic content for this rubric is adapted in part from the *Young Audiences Rubric for Teaching Artists' Residency Design and Implementation* and the *Crossing Paths Conference rubric of 2003.*

You will be completing assessment based on the following standards:

- **Artistry** - authenticity of art form and student experience
- **Content** - curriculum development and integration into other subjects
- **Program Logistics** - pre-residency meeting(s), implementation, and post-residency follow-up
- **Program Delivery** - learner engagement and relevance of program
- **Learning Styles** - age appropriateness and artist expectations of the learner
- **Presentation Skills** - artist capacity to build a relationship with the audience
- **Managing Learning Settings** - organization of classroom materials and class control
- **Assessment** - artist self-assessment and assessment of residency

It is understood that the **"ideal"** level of achievement is unrealistic for any artist to consistently meet in all circumstances. Effective use of the rubric requires balancing the priorities of the partner organization and the teaching artist(s) and educators involved, against the artist's capacity to deliver that outcome.

Once you have completed the self-assessment rubric, you will average your scores in each section and record them on the enclosed self-assessment summary sheet. You will submit only the self-assessment summary sheet to the Arizona Commission on the Arts.

Glossary of Terms

In our efforts to enhance understanding and usefulness of both the Rubric and the residency design process, we offer the following definitions. However, many words that characterize quality in the arts cannot be adequately defined. For example, one can recognize "quality" or "inspiration" in the work of teaching artists without being able to define these terms precisely.

Teacher – a state certified educator who teaches students at one or several grade levels and/or in a particular curricular area.

Curriculum – sequential units of instruction that enable students to acquire the skills and knowledge that students should know and be able to accomplish in a discipline or subject at a particular grade level.

Interdisciplinary education – units of instruction that enable students to make authentic connections between two or more disciplines, and/or to understand essential concepts that transcend individual disciplines.

Learning Styles – a term inspired by Carl Jung's theory of psychological types in learning that refers to a student's preferred capacity to learn, e.g.; visually and aurally, etc.

Multiple Intelligences – a theory by Howard Gardner that defines eight "intelligences," or "ways of knowing": Verbal-Linguistic**,** Logical-Mathematical, Visual-Spatial, Musical-Rhythmic, Bodily-Kinesthetic, Naturalist, Interpersonal, and Intrapersonal.

Residency – multiple, participatory sessions, often designed around a unifying theme, led by a teaching artist, with the collaborative planning support and participation of a partnering organization, and/or classroom teacher.

Teaching Artist – a practicing professional artist, with many of the skills and sensibilities of an educator, who collaborates with organizations and schools to design and implement units of instruction aimed at engaging learners in learning in or through the arts.

Languages –a foreign language and or a working language, for example the language of teachers and vocabulary used in a teaching setting.

Partner – organization with which the artist has partnered to present and or create a residency.

Learner – target on which the residency/project will focus.

ARTISTRY

Standard: Demonstrates artistic proficiency, knowledge of the history and aesthetics of their art form, and the capacity to engage students in the artistic process.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Knowledge of Art Form	• Demonstrates proficiency and fundamental knowledge of the artist's specialty within the art form	• Demonstrates comprehensive knowledge of the history, techniques and aesthetics of the art form	• Demonstrates an understanding of artistic expression in a variety of areas related to the art form	• Demonstrates mastery of and ability to explain relevant historical, cultural, and societal contexts of art form
Professional Experience/ Recognition	• Performs/exhibits at professional level of proficiency commensurate to recital for university degree	• Performs/exhibits a repertoire/portfolio of performances/exhibitions at numerous local venues	• Achieves recognition with critical acclaim at a professional level with an extensive repertoire	• Achieves a high degree of recognition (e.g.; nationally or internationally) and possesses an extensive portfolio
Artistic Process	• Engages learner in ongoing creative thinking about the art form	• Engages learner in modes of expression through the art form	• Enables learner to make aesthetic judgments and applications of the artistic discipline as a form of personal expression	• Empowers learner to create applications of the art form in original and compelling ways
Embodies the melding of Art and Education & Artistically Implements Learning Goals	• Is aware that a connection between the arts experience and the educational experience should be made	• Authentically connects and integrates the arts experience with the educational experience	• Both arts experience and educational experience maintain levels of excellence and are aligned with one another	• Creates a seamless connection between the artistic and the educational experience

Average Please list your average score...

CONTENT

Standard: Uses national, state and/or local content standards to determine what students should know and be able to do as a result of the residency.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Application of Standards	• Is familiar with national/ state/local arts standards and uses them to design the residency	• Uses teaching strategies to fulfill arts standards or to connect standards in the art form to other subjects	• Designs standard-based units of instruction that fulfill arts standards and /or connects standards in the art form to other subjects or arts disciplines	• Designs an integrated curriculum that connects standards in the arts and other subjects to learners' life experiences
History of Art Form	• Communicates basic knowledge of the history, of the art form	• Integrates the history of the art form into learners' learning experience	• Engages learners in relating the history of the art form to another discipline or disciplines	• Links history of the art form to other subject areas and life experiences
Aesthetics	• Communicates a sense of the aesthetics of the art form	• Engages learners in experiencing what makes the art form beautiful and/or compelling	• Instills a sense of creative freedom in learners' exploration of the aesthetics of the art form	• Builds learners' and partners' capacity to recognize and create their own aesthetic experiences and opinions, independent of the artist
Criticism	• Communicates the basic meaning of selected works of art	• Engages learners in observing, experiencing, and describing-works of art	• Enables learners to analyze works of art at progressively deeper and more comprehensive levels of engagement	• Motivates and inspires learners to interpret and make judgments about their experience of art
Concept Design	• Defines concept(s) for each artistic learning activity in the residency	• Designs concepts that integrate the artistic inspiration and demonstrated expertise of the artist residency activities	• Develops a sequence of concepts that encourage learners to make creative choices and apply skills and knowledge of the art form to other subjects	• Creates conceptual frameworks for thematically linked units of instruction; with a high degree of interdisciplinary connections for diverse learner age groups and learning styles

Average Please list your average score...

PROGRAM LOGISTICS

Standard: Establishes clear expectations and understanding with the partner of residency goals, objectives, and outcomes.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Preparation	• Confirms schedule, facility and equipment needs with staff and teachers.	• Contacts staff/teacher and provides a detailed contract of services	• Meets staff independently to review & confirm services, schedule, facilities and equipment needs	• Communicates effectively with partner and is knowledgeable of priorities, personnel and characteristics of organization
	• Demonstrates consideration for people, logistics and schedules	• Offers support for people, places, schedules and timelines	• Initiates positive and productive collaboration with partner/learners in setting up logistics, and consistently follows through	• Provides an exemplary model for others in all logistical areas
	• Provides written description of residency goals, objectives and outcomes	• Provides clearly defined goals and outline of the residency that integrates the partner's objectives and input	• Plans goals and residency outline with the partner to ensure integration of the partner's goals	• Inspires the partner to initiate similar projects to accomplish other curricular goals
Administration	• Aware of an agreement between the partners	• Agreement has been seen, read, signed and copied by all parties	• Understand the agreement and can work within it	• Is able to successfully create and adjust the agreement within the partnership
Communication	• Knows who to contact in the partnership and what they need	• Facilitates communication within partnership and listens to partners thoughts	• Communicates proactively within partnership	• Independently coordinates communication with all partners
	• Knows partner uses different languages	• Knows some vocabulary of other partners	• Able to speak the languages of all partners	• Fluent in languages of all partners
Planning	• Aware of role in partnership	• Knows strengths and weaknesses of each partner	• Enriches the knowledge and capabilities of the partners	• Personal investment matches the partnership's goals

Average _____ Please list your average score...

PROGRAM DELIVERY

Standard: Inspires students to engage in the pursuit of knowledge and skills in the art form.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Participation/ Engagement	• Provides opportunities for learners to discuss and experience the art form	• Provides compelling opportunities for learners to engage in active learning in the art form	• Designs residency activities that cause learners to participate at progressively deeper levels of engagement in the art form	• Designs residency activities so learners are inspired and motivated by one another to participate at progressively deeper levels of appreciation of the art form
Passion/ Inspiration	• Shows enthusiasm for the art form, and shares sources of inspiration	• Enables learners to respond to others' creative work, and to share the artist's enthusiasm for the art form	• Produces memorable experiences in the art form that have lasting effects	• Creates a contagious energy that produces "aha!" moments of epiphany and connections beyond the classroom
Relevance	• Relates art form to learner and partner life experiences	• Connects art form to curriculum	• Enables learners to make connections between personal experience, the art form, and the curriculum	• Designs residency activities that inform learners' knowledge and experience of the arts throughout life
Interaction with Learners	• Arrives on time, ends on time; lesson and program are prepared with materials, in control of class	• Sustains focus of learners	• Engages all learners in a meaningful way	• Creates environment for learner to be self-directed and passionate
Commitment	• Available, willing, and competent in art form	• Believes in art form and program: accepts program work over other opportunities	• Actively seeks the work: improves self/skills/craft; advocates for art form and program; exhibits drive, passion, and energy	• Compelled to do the work; teaching and creating are integral; takes initiatives to evaluate and improve program; inspires others' commitment
Sustainability/ Resiliency	• Completes task	• Recognizes situations in need of improvement and welcomes external direction	• Recognizes situations in need of improvement and initiates solutions	• Seeks out evaluation and opportunities to renew work
Implementation	• Includes partner/teacher as a participant in carrying out the residency	• Enables the partner/teacher to lead activities in carrying out the residency	• Enables the partner/teacher to augment residency activities beyond scheduled sessions	• Includes partner as a full-time partner is designing and implementing the residency

Average Please list your average score...

LEARNING STYLES

Standard: Designs and/or adapts each residency to meet learning styles of each learner's needs and capacities.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Developmentally Appropriate Teaching Strategies	• Is familiar with stages of adult and learner development, and considers teaching strategies for each stage	• Adapts teaching strategies in response to the needs and capacities of the class/setting	• Designs and uses a range of teaching strategies that engage learners across groups who have different needs and capacities	• Designs and uses units of instruction to support the individualized needs and capacities of each learner
Knowledge of Learning Styles, Multiple Intelligences	• Is familiar with theory of multiple intelligences and different learning styles and consults with the teacher about these characteristics	• Adapts teaching strategies to the learning styles and multiple intelligences of the group	• Designs and uses a range of teaching strategies that engage groups of learners who have different learning styles and multiple intelligences	• Designs and uses units of instruction to support multiple intelligences and different learning styles to meet the needs and capacities of each learner
Applying Varied Teaching Strategies	• Seeks information from the teacher or partner about learner needs (demographics/special needs)	• Seeks advice from teacher or partner to inform the development of differentiated teaching strategies to accommodate the needs of diverse learner participants	• Designs and uses teaching strategies that accommodate learner needs, and appreciate diversity	• Designs and uses teaching strategies that respect learner needs and interests to support life-long learning
Cultural Community	• Aware of socio-economic conditions of participants	• Knows demographics, geographic environment, religion and heritage	• Understands site-based regulations and norms for engaging with diverse populations	• A complete knowledge on how to operate within the demographics of the site and able to adjust successfully to those dynamics

Average Please list your average score...

PRESENTATION SKILLS

Standard: Captures and maintains students' attention and interest.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Organization	• Organizes and presents an effective progression of learning activities in the art form	• Organizes and presents a sequence of activities that reinforce learner confidence and learning in the art form	• Engages learner in related and progressively more complex and difficult concepts and activities culminating in performance(s) by learner	• Inspires learner to achieve high levels of performance by working at progressively deeper levels of engagement
Communication Skills	• Maintains expressive and energetic use of the voice and body in the residency	• Makes creative and compelling use of the voice and body and materials as an integral part of his/her presentation	• Uses a high degree of vocal dexterity and physical gesture to engage learners in dialogue and participation	• Inspires learner to imitate and model a high degree of vocal and physical expressiveness
Student/Artist Relationships	• Displays respect for and interest in learners ideas and activities	• Integrates learner ideas into residency activities	• Develops rapport and mutual respect with learners in the residency	• Creates a high degree of rapport and mutual respect among learners

Average _____ Please list your average score...

MANAGING LEARNING SETTINGS

Standard: Demonstrates efficient and effective management strategies in the residency.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Managing Time	• Complies with time constraints and is punctual	• Adapts teaching strategies to comply with time constraints	• Designs activities that make effective use of time	• Designs activities to complement time constraints and optimize use of time
Managing Materials	• Plans distribution and use of materials	• Distributes materials with minimal disruption and loss of time	• Designs teaching strategies that incorporate distribution of materials as a part of the lesson	• Designs distribution and use of materials as a creative model for teaching and learning in the art form
Managing Learners	• Maintains learner attention and participation. Communicates clearly defined expectations for learner behavior	• Encourages and motivates learner cooperation and support of one another in residency activities	• Engages and motivates learners in cooperative activities that consistently support one another	• Engages and motivates learners in activities that complement group participation with independent applications

Average _____ Please list your average score...

ASSESSMENT

Standards:
Assessment with Participants: Develops clear understanding goals and connects ongoing assessment to those goals.

Artist Self-Assessment: Uses the self-assessment to plan, and guide discussion about the residency at progressively higher levels.

	Acceptable *(1)*	***Good*** *(2)*	***Excellent*** *(3)*	***Ideal*** *(4)*
Assessment Strategies with Participants	• Defines learning goals for the residency	• Defines learning goals and objectives with measurable outcomes and shares them with the teacher and students	• Designs and uses strategies for assessing learning outcomes (e.g.: observations, use of rubric, journals, portfolios, performance assessment)	• Mentors learners, teachers, and other artists in using residency assessment strategies
Artist Self-Assessment	• Is aware of the skills and knowledge needed to conduct self assessment	• Uses self assessment to improve the teaching/learning process	• Seeks out and responds to feedback from others	• Continues to conduct self assessment in the context of person values, artistic goals, organizational philosophy and education imperatives; actively pursues tools for improvement

Average Please list your average score...

Arizona Commission on the Arts

Teaching Artist Roster Self Assessment Summary Sheet

Artist(s)/Company Name:_____ Discipline:_____ Date: _____

Directions: Use this four-point scale to average your overall assessment in each standard. You will record your average in the self-assessment summary scale below by selecting the appropriate checkbox. **Submit this page ONLY to the Arizona Commission on the Arts.**

STANDARD	ACCEPTABLE 1	GOOD 2	EXCELLENT 3	IDEAL 4
ARTISTRY: authenticity of art form and learner experience	☐	☐	☐	☐
CONTENT: curriculum development and integration into other subjects	☐	☐	☐	☐
PROGRAM LOGISTICS: pre-residency meeting, implementation and post-residency follow-up	☐	☐	☐	☐
PROGRAM DELIVERY: learner engagement, relevance, commitment and inspiration	☐	☐	☐	☐
LEARNING STYLES: age appropriateness and expectations	☐	☐	☐	☐
PRESENTATION SKILLS: instructional strategies for learner participation	☐	☐	☐	☐
MANAGING LEARNING SETTINGS: organization of materials and audience control	☐	☐	☐	☐
ASSESSMENT: artist self-assessment and learner assessment of residency	☐	☐	☐	☐

Question:

After completing this process what do you identify as an area in which you'd like professional development?

Email to teachingartistroster@azarts.gov OR Mail to: Arizona Commission on the Arts at: 417 West Roosevelt Street, Phoenix, AZ 85003-1326.