



YOUNG AUDIENCES' RUBRIC

For Teaching Artists' Residency Design and Implementation

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 content for this rubric is based on the eight “Lug Nuts” for Artists Training, adopted at the Young Audiences Professional Development Conference in St. Louis, MO, February 2002. The metaphor of the “lug nuts” aligns artists training to the process of securing a wheel on a car. To assure that it is a balanced and stable process, each “lug nut” must be addressed and tightened in a continually sequential rotation.

The “Lug Nuts” are the logistics of program design for residencies.

The eight “Lug Nuts” are:

- **artistry** authenticity of art form and student experience
- **artist/teacher relationship** pre-residency meeting, implementation, and post-residency follow-up
 - **assessment** artist self-assessment and student assessment of residency
 - **child development** age appropriateness and expectations
 - **classroom management** organization of classroom materials and class control
 - **content development** curriculum development and integration into other subjects
 - **motivation** student engagement and relevance
 - **presentation skills** instructional strategies and strategies for student participation

A rubric provides levels of progression from “acceptable” toward the “ideal” level of mastery (e.g.; acceptable, good, excellent, ideal).

Uses for the Rubric for Teaching Artists include:

- To provide a common language to describe teaching artists' competencies and practices in residencies
- To describe, measure, and guide the professional development of teaching artists
- To define what is meant by a “best practice” for teaching in and through the arts using live teaching artists
- To provide a tool for self-assessment by artists
- To guide professional development for YA staff, who are responsible for training teaching artists
- To provide colleges and other institutions **with guidance on how to orient and prepare teaching artists**

***Coding in Rubric: One asterisk indicates shared responsibility between artist and teacher, administrator, or YA staff
Two asterisks indicate a skill that may not be measurable or observable in one visit**

Artistry: The foundation for YA programs

Quality arts and quality education share at least one common characteristic: both require balance between technique and creative impulse, between planning and improvisation, between respect for method and a taste for magic.

Young Audiences artists are the creative mainspring of the organization and share several common characteristics: they are among the best artists in the community; they wish to communicate something about the essence of their art form; and they are attracted by the opportunity to share their delight, knowledge and commitment as artists with young people.

Young Audiences teaching artists partner with teachers to provide students with deeply and richly compelling arts experiences. These artists have a commitment to collaboration, a keen sense of how and when to be flexible, and an ongoing dedication to the highest standards of artistic achievement. They make learning come alive by engaging students in the art form itself, its creative process, an examination of aesthetics and art in society, and through the use of their art as a learning tool informing other curricular areas.

To be a successful Young Audiences teaching artist requires a high level of achievement with a multiplicity of skills surrounding teaching and learning (see the “Lug Nuts”). When all is said and done, the greatest of these is artistry. Sharing profound arts experiences expands students’ depth and awareness of their ideas and feelings. The artistry of the teaching artist enables a significant connection between strong arts programs, increased student academic achievement and positive personal growth. Rich arts experiences are the special element Young Audiences brings to the classroom and are at the heart of our mission.

Although we recognize that aspects of this rubric apply to workshops and performance demonstrations, it is primarily focused on the residency work done by teaching artists in collaboration with classroom teachers and certified arts specialists.

Young Audiences is inspired by the ongoing arts instruction being provided by certified arts specialists in schools and values as its best residencies those which are illuminated by the participation of these teachers.

In our efforts to enhance understanding and usefulness for both the rubric and the residency design process we offer the following definitions:

Residency - while this term can give way to a wide variety of possibilities, the rubric context characterizes it as multiple, participatory sessions between teaching artists and students featuring, at the highest levels of this work, the collaborative planning, support and participation of classroom teachers and certified arts specialists.*

Teaching Artist – a practicing professional artist, with the complimentary skills and sensibilities of an educator, who collaborates with certified teachers to design and implement classroom activities aimed at promoting the teaching and learning of curriculum through the process of engaging students in his or her art form.* *

Certified Arts Specialist – a Visual Art, Music, Dance, Theatre or Creative Writing educator with state certification to teach.***

Classroom Teacher – a state certified educator who teaches students at a particular grade level and/or in a particular curricular area. ***

*this is an edited version of a definition borrowed from the YA “Arts For Learning School Planning Guide.”

**this is an amalgamation of a variety of definitions found in “Seeking Definition: What is a Teaching Artist?” by Eric Booth, *Teaching Artist Journal*, Volume 1, Number 1.

***the rubric uses the word “teacher,” it does not anywhere refer specifically to “classroom teacher” or “certified arts specialist.” **Are these definitions needed? Are they “understood” in the context above?**

Rubric At A Glance is intended to be a quick and accessible reference to the more comprehensive Rubric. It is important to recognize that the knowledge and skills for each level of the *Lug Nuts* are abbreviated and that the measurable outcome at each level assumes that the artist has achieved all areas of competency for the preceding lower levels (e.g.: “ideal” subsumes the skills and knowledge for “acceptable,” “good” and “excellent.”)

“Rubric At A Glance”

	Acceptable	Good	Excellent	Ideal
• ARTISTRY				
Authenticity of art form and student experience				
<input type="checkbox"/> PROFESSIONAL RECOGNITION.....	University level performance	Local Performance/presentation	Extensive Repertoire	National Acclaim
<input type="checkbox"/> KNOWLEDGE OF ARTISTIC MEDIA.....	Well versed in specialty	Fluency in medium / art form	Comprehensive Understanding	Mastery of medium
<input type="checkbox"/> ARTISTIC THINKING.....	Engages students in skills	Empowers students to do art	Assists students in original art	Transfers full ownership
<input type="checkbox"/> PROGRAM DESIGN.....	Articulates Program Outline	Documents Balanced Artistry	Stimulates Artistic Thinking	Interdisciplinary Transference
• ARTIST/TEACHER RELATIONSHIP				
Pre-residency meeting, implementation, & post-residency follow-up				
<input type="checkbox"/> PREPARATION.....	Contacts teacher about logistics & project goals	Gives flexible outline that integrates teachers’ objective	Meets with teacher to collaboratively plan	Communicates with all partners & inspires teacher’s confidence
<input type="checkbox"/> IMPLEMENTATION.....	Attempts to include teacher as participant in progress & in reflecting on progress	Often includes teacher as participant & for collaborative reflection	Regularly designs & reflects on collaborative program with teacher as active participant	Presents program where teacher & artist are fully engaged in collaborative roles
<input type="checkbox"/> EXTENSIONS.....	Meets with teacher to debrief	Proposes ideas to extend the residency	Embeds follow-up activities using teacher’s skills	Partners with teacher to generate ideas; develop a symbiotic relationship
• ASSESSMENT				
Artist self-assessment and student assessment of residency				
<input type="checkbox"/> ASSESSMENT STRATEGIES WITH PARTICIPANTS	Identifies learning goals Connects strategies to goals	Defines measurable outcomes Uses informal assessment	Develops measurable indicators Uses formal assessment	Implements formative assessment Mentors other artists
<input type="checkbox"/> ARTIST SELF-ASSESSMENT.....	Aware of YA rubric Receptive to feedback	Uses rubric to measure skills Seeks feedback	Applies rubric strategies to goals Uses formative assessment	Develops innovative solutions Initiates self-improvement
• CHILD DEVELOPMENT				
Age appropriateness and expectations				
<input type="checkbox"/> APPLICATION OF STANDARDS.....	Familiar with standards	Connects to arts standards	Connects to multiple standards	Creates integrated curriculum
<input type="checkbox"/> DEVELOPMENTALLY APPROPRIATE STRATEGIES...	Knows developmental stages	Adapts to developmental levels	Engages diverse learners	Adapts to individual child
<input type="checkbox"/> KNOWLEDGE OF LEARNING STYLES.....	Employs two learning styles	Applies several styles	Utilizes many styles	Inspires teachers’ use of styles
<input type="checkbox"/> UNDERSTANDING OF POPULATION & DIVERSITY...	Asks teacher about population	Accommodates diverse needs	Helps students value diversity	Uses strategies to support all

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ARTISTRY

<u>Artistry</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Professional Experience [Induction Criteria]	<ul style="list-style-type: none"> Performs/exhibits in venues related to university level proficiency or commensurate experience 	<ul style="list-style-type: none"> Creates a portfolio of performances/exhibitions at numerous local venues 	<ul style="list-style-type: none"> Garners critical acclaim at professional level with an extensive repertoire 	<ul style="list-style-type: none"> Achieves a high degree of recognition (e.g.; nationally or internationally) and possesses an extensive portfolio
Knowledge of Art Form	<ul style="list-style-type: none"> Well versed in his/her particular specialty within the art form 	<ul style="list-style-type: none"> **Demonstrates fluency in artistic expressions related the specific medium and art form 	<ul style="list-style-type: none"> **Demonstrates a comprehensive understanding of artistic expression in a broad variety of areas related to the medium and art form 	<ul style="list-style-type: none"> **Demonstrates mastery and expertise related to relevant facets of historical and societal context of medium and cultural contexts in which the art form has meaning
Artistic Thinking	<ul style="list-style-type: none"> Engages students in meaningful, creative, and appropriate application of basic skills and expressions related within the art form. 	<ul style="list-style-type: none"> Empowers students to demonstrate elements of the art form and make creative choices 	<ul style="list-style-type: none"> Assists students in demonstrating artistic proficiency, making aesthetic judgments, and applying artistic elements in original ways 	<ul style="list-style-type: none"> **Empowers students to take ownership of the art form as evidenced by the production of quality performances/ exhibitions in which students have clearly taken the initiative and produced original work
Program design	<ul style="list-style-type: none"> Provides documentation according to established protocols that includes: <ul style="list-style-type: none"> - Residency Outlines - Program Outline for each day of the residency - Summary Descriptions - Scripts and Vocabulary 	<ul style="list-style-type: none"> Provides documentation (as indicated) that demonstrates an integrated balance of artistry (performance or portfolio), applied artistic thinking and clearly articulated educational objectives. 	<ul style="list-style-type: none"> Provides documentation (as indicated) that details time segments with successful transitions between segments demonstrating artistry, stimulating artistic thinking, and achieving educational objectives. 	<ul style="list-style-type: none"> Provides documentation (as indicated) of multiple, thematically linked projects that occur over extended time frames and demonstrate a high degree of interdisciplinary transference and integration within a full complement of student age groups and learning styles.

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ARTIST/TEACHER RELATIONSHIP

Artist/Teacher Relationship	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
Preparation	<ul style="list-style-type: none"> • *Contacts teacher/YA staff in multiple forms (email, fax, phone) to confirm facility/ equipment needs and schedule • Shows consideration for people, places, schedules and timelines • Provides pre-established project goals and outline to teacher 	<ul style="list-style-type: none"> • Contacts teacher/YA staff and provides a detailed contract of services • Shows consideration for people, places, schedules and timelines and offers and gives support where needed • Provides clearly defined goals and a flexible outline that can integrate teacher's objectives and input 	<ul style="list-style-type: none"> • Meets with teacher independently or with a YA staff member to review & confirm services, facilities/ equipment needs and schedule • Shows consideration for and initiates positive and productive collaboration with teacher in setting up logistics • *Collaboratively plans goals and outline with teacher to ensure integration of teacher's goals and interdisciplinary learning 	<ul style="list-style-type: none"> • *Communicates effectively with teacher, school and/or YA staff member, and is thoroughly prepared to work in and with the school. • Always shows consideration for people, places, schedules, and timelines, and provides an exemplary model for others • **Collaboratively plans goals and outline with teacher and inspires teacher's confidence to use similar projects to accomplish other goals
Implementation	<ul style="list-style-type: none"> • *Attempts to include teacher as a participant or assistant • Attempts to reflect on the progress of the residency with teacher 	<ul style="list-style-type: none"> • *Often includes teacher as a participant or assistant • Periodically reflects on the residency's progress with the teacher and identifies achievements and challenges 	<ul style="list-style-type: none"> • *Designs collaborative program with teacher as a continuously active participant • Regularly reflects with the teacher about the residency to strategize how to meet goals and overcome challenges 	<ul style="list-style-type: none"> • **Presents program where artist and teacher are fully engaged in collaborative roles that contribute to student learning. • **Frequently meets with teacher to solve problems and ensure that goals of residency are met.
Extensions	<ul style="list-style-type: none"> • *Meets with teacher to debrief 	<ul style="list-style-type: none"> • *Meets with teacher to debrief and propose possible ideas that extend the residency 	<ul style="list-style-type: none"> • *Embeds follow-up activities into residency that encourage the teacher's use of own skills for follow-up and expansion 	<ul style="list-style-type: none"> • **Partners with and inspires teacher to generate and refine extension ideas and develops a symbiotic relationship with the teacher where each is a lasting resource for one another.

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CHILD DEVELOPMENT

<u>Child Development</u>	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
Application of Standards	<ul style="list-style-type: none"> • **Familiar with standards and attempts to connect work to standards and benchmarks in the art form 	<ul style="list-style-type: none"> • Connects most art work to standards in art form and attempts to connect to non-arts standards and learning benchmarks when appropriate 	<ul style="list-style-type: none"> • Builds curriculum that is always connected to standards and benchmarks in the art form and other subject areas 	<ul style="list-style-type: none"> • Artwork is always connected to standards and benchmarks to create an integrated curriculum related to “life” experiences.
Developmentally Appropriate Teaching Strategies	<ul style="list-style-type: none"> • **Knows child development stages and appropriate teaching practices for each stage 	<ul style="list-style-type: none"> • **Adapts strategies and curriculum to developmental levels 	<ul style="list-style-type: none"> • **Applies a range of teaching strategies to engage learners in different developmental stages 	<ul style="list-style-type: none"> • **Creates or adapts curriculum to fit individualized needs of each child (social, emotional, physical, cognitive)
Knowledge of Learning Styles and Multiple Intelligences	<ul style="list-style-type: none"> • Knows theory of multiple intelligences and employs a minimum of two modalities of learning styles 	<ul style="list-style-type: none"> • Employs more than two modalities of learning styles and applies them to meet individual needs 	<ul style="list-style-type: none"> • Utilizes multiple learning styles and develops curriculum to meet individual’s needs. 	<ul style="list-style-type: none"> • Encourages and empowers students and teachers to explore different learning styles in the learning experience
Understanding of Population and its Diversity	<ul style="list-style-type: none"> • *Consults teacher as to class room populations and responds to needs (demographics/special needs) 	<ul style="list-style-type: none"> • *Incorporates activities that acknowledge the special population of the school and helps members of this population understand themselves 	<ul style="list-style-type: none"> • Incorporates strategies that address specific needs of the classroom population within the art form. Helps students understand and appreciate diversity in the classroom 	<ul style="list-style-type: none"> • Incorporates strategies that address values of differing populations within the community. Draws on resources for those populations and strengthens understanding between all, both in the classroom and in the larger community.

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CLASSROOM MANAGEMENT

<u>Classroom Management</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Management of Time	<ul style="list-style-type: none"> • Punctual and complies to time constraints • Occasionally uses transition between activities 	<ul style="list-style-type: none"> • Plans flexible activities to comply with time constraints • Often uses transitions between activities 	<ul style="list-style-type: none"> • Consistently adjusts activities to time constraints • Frequently uses transitions between activities with closure 	<ul style="list-style-type: none"> • Design activities to complement the time constraints. • Always demonstrates seamless transition of activities with closure
Management of Space	<ul style="list-style-type: none"> • Complies with constraints of space and facilities; usually uses space effectively 	<ul style="list-style-type: none"> • Plans and adapts programs to space and facilities; always uses space effectively and sometimes models creative use of space 	<ul style="list-style-type: none"> • Utilizes and incorporates space and facilities as part of the program; models creative and effective use of space at all times 	<ul style="list-style-type: none"> • Designs programs to complement space and enhance facilities as part of the program/work; helps teachers conceive possibilities of use of space within the classroom
Management of Media and Materials	<ul style="list-style-type: none"> • Adequately manages distribution and use of materials and/or media • Provides age appropriate instructions for students' interaction with materials 	<ul style="list-style-type: none"> • Efficiently manages distribution and use of materials and/or media • Provides clear instructions for students' interaction with materials 	<ul style="list-style-type: none"> • Effectively manages distribution and use of materials and/or media • Provides instructions for students' interaction with materials in more than one learning style/modality 	<ul style="list-style-type: none"> • Innovatively manages distribution and use of materials and/or media • Provides instructions for students' interaction with materials in a variety of innovative ways, utilizing differentiated instruction to reach each student
Management of people	<ul style="list-style-type: none"> • Usually maintains cooperative and attentive audience • Clearly defines expectations for students' behavior 	<ul style="list-style-type: none"> • Consistently maintains cooperative and attentive audience • Encourages students to meet expectations for behavior 	<ul style="list-style-type: none"> ▪ Frequently has active engagement and participation of audience ▪ Designs and presents programs that promote creative and appropriate behavior 	<ul style="list-style-type: none"> • Always has active engagement and interactive participation of audience • Designs and presents programs that inspire students to excel beyond expectations

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CONTENT

<u>Content</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
History of Art Form	<ul style="list-style-type: none"> Demonstrates basic knowledge and articulation of elements and principles of art form 	<ul style="list-style-type: none"> Shows awareness of arts standards by relating elements and principles of the art form to students' learning experience 	<ul style="list-style-type: none"> Applies art standards and engages students in learning experience that link the art form to other disciplines 	<ul style="list-style-type: none"> Integrates arts standards into the curriculum by sequentially linking elements and principles of the art form to other disciplines and life experiences
Use of Materials	<ul style="list-style-type: none"> Brings basic supplies to demonstrate specific knowledge and skills 	<ul style="list-style-type: none"> Identifies and provides the materials & resources needed to involve students in an interactive learning experience 	<ul style="list-style-type: none"> Adapts a wide range of available materials to engage students in learning experiences that link to and enrich the school's curriculum. 	<ul style="list-style-type: none"> Develops own materials or improvises when materials are unavailable and encourages students to explore and use materials for innovative learning experiences
Aesthetics	<ul style="list-style-type: none"> Presents an art form which includes skills that students try to replicate 	<ul style="list-style-type: none"> Engages students in an interactive, aesthetic experience 	<ul style="list-style-type: none"> Promotes a sense of creative freedom and comfort within students and teachers that encourages exploration and understanding of the art form 	<ul style="list-style-type: none"> Students and teachers are motivated to create their own aesthetic experiences, independent of the artist
Criticism	<ul style="list-style-type: none"> Demonstrates an art form and explains its meaning 	<ul style="list-style-type: none"> Presents an art form, followed by a facilitated discussion to help students describe and interpret the meaning 	<ul style="list-style-type: none"> Promotes and guides discussion of the art form with appropriate vocabulary and exploration of the elements and principles 	<ul style="list-style-type: none"> Inspires students to respond to the art form with deep and thoughtful analysis and interpretation of meaning
Innovation	<ul style="list-style-type: none"> Creates and presents a basic lesson plan 	<ul style="list-style-type: none"> Expands beyond the lesson plan and adapts to student needs 	<ul style="list-style-type: none"> Expands and modifies the lesson plan as needed to engage students in the creative process 	<ul style="list-style-type: none"> Plans, assesses, and revises lesson plan spontaneously to accomplish the short and long term goals of engaging students in the creative process
Content Development	<ul style="list-style-type: none"> Presents an age-appropriate lesson plan 	<ul style="list-style-type: none"> Develops sequential lessons to progressively teach a concept 	<ul style="list-style-type: none"> Designs and implements a sequential curriculum that is developmentally appropriate to students abilities and levels of understanding 	<ul style="list-style-type: none"> Creates a sequential curriculum that expands students' knowledge and skills in the art form and that helps them relate the work to other disciplines and life experiences

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MOTIVATION

<u>Motivation</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Participation/ Engagement	<ul style="list-style-type: none"> Provides some opportunities for students to participate in dialogue and active learning 	<ul style="list-style-type: none"> Encourages students to participate in dialogue and active learning 	<ul style="list-style-type: none"> Frequently promotes opportunities for students to make creative decisions individually and collaboratively demonstrating critical thinking 	<ul style="list-style-type: none"> Enables and inspires students to take initiative in making creative decisions individually and collaboratively
Passion/Inspiration	<ul style="list-style-type: none"> Artist shows enthusiasm about the art form and shares sources of inspiration 	<ul style="list-style-type: none"> Artist motivates students to share interest in the art form and responds to student's creative work 	<ul style="list-style-type: none"> Artist promotes students' interest and energetic participation in the art form. 	<ul style="list-style-type: none"> Artist inspires a contagious energy that produces "aha!" moments of epiphany and connections beyond the classroom
Relevance	<ul style="list-style-type: none"> Connects art form to students' and teachers' life experience and curriculum standards 	<ul style="list-style-type: none"> Connects art form to students' and teachers' life experience, curriculum standards, and current classroom curriculum 	<ul style="list-style-type: none"> Encourages students and teachers to make connections between personal knowledge and art form 	<ul style="list-style-type: none"> Inspires students and teachers to continue to find ways to connect the art form to other aspects of their lives, both in and out of the classroom

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PRESENTATION SKILLS

<u>Presentation Skills</u>	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
Adaptability	<ul style="list-style-type: none"> Hears and attempts to respond to students and teachers needs. 	<ul style="list-style-type: none"> Responds effectively to students, teachers and environment. 	<ul style="list-style-type: none"> Is able to adapt to a wide variety of needs on short notice with a wide variety of solutions. 	<ul style="list-style-type: none"> Has the artistic skills and educational knowledge to deal with any situation that arises.
Communication Skills	<ul style="list-style-type: none"> Can be heard clearly and is aware of audience's level of involvement and understanding 	<ul style="list-style-type: none"> Varied use of voice and body to capture audience interest. Checks in with audience for understanding and/or sharing experiences when appropriate. 	<ul style="list-style-type: none"> Expressive use of voice and body at all times. Is in a constant dialogue with the audience to ensure full understanding and engagement. 	<ul style="list-style-type: none"> Uses voice and body to captivate class in unique artistic way. Adapts style and manner to capture audience attention and assure understanding on multiple levels.
Relationships	<ul style="list-style-type: none"> Interacts with teachers and students with appropriate behavior with respect to activity / age/ gender / diversity / etc. 	<ul style="list-style-type: none"> *Actively engages teachers and students during artistic experience 	<ul style="list-style-type: none"> **Engages entire school community in the artistic experience 	<ul style="list-style-type: none"> **Transforms teachers, students, school environment, community, and self during artistic experience

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