



YOUNG AUDIENCES' **RUBRIC**

For Teaching Artists' Program 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 arts education.

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 “Lugnuts” are the logistics of program design.

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 that train artists with guidance on how to orient and prepare teaching artists

***Coding in Rubric: One asterisk indicated 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.

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 medium	Fluency in artistic expression	Understanding of expression	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 to school	Articulates at community level	Documents at regional level	Documents work at national level
• 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

	Acceptable	good	excellent	ideal
• CLASSROOM MANAGEMENT				
Organization of classroom materials and class control				
<input type="checkbox"/> MANAGEMENT OF TIME.....	Punctual & complies with time Uses transitions	Flexible Often uses transitions	Adjusts Transitions have closure	Adapts & complements Seamless transitions
<input type="checkbox"/> MANAGEMENT OF SPACE.....	Complies with space constraints	Adapts for best use of space	Models creative use of space	Designs to complement space
<input type="checkbox"/> MANAGEMENT OF MEDIA AND MATERIALS.....	Adequately manages materials Provides appropriate instructions	Efficiently manages materials Provides clear instructions	Effectively manages materials Instructions in many modalities	Innovatively manages materials Individualizes instructions
<input type="checkbox"/> MANAGEMENT OF PEOPLE.....	Usually maintains cooperation Clear expectations of students	Always maintains cooperation Encourages correct behavior	Engages active participation Designs to promote behavior	Has interactive participation Inspires students to excel
• CONTENT DEVELOPMENT				
Curriculum development and integration into other subjects				
<input type="checkbox"/> HISTORY OF ART FORM.....	Knows elements of art form	Relates art form to students	Links art form to other areas	Integrates art form in curriculum
<input type="checkbox"/> USE OF MATERIALS.....	Brings basic supplies	Provides for interactive learning	Adapts a range of materials	Develops own materials
<input type="checkbox"/> AESTHETICS.....	Students replicate skills	Students interactively engaged	Promotes creative exploration	Learners continue independently
<input type="checkbox"/> CRITICISM.....	Explains meaning of art form	Helps students interpret meaning	Promotes proper vocabulary	Inspires deep analysis
<input type="checkbox"/> INNOVATION.....	Creates basic lesson plan	Adapts plan to student needs	Adapts for greater engagement	Spontaneously adapts to engage
<input type="checkbox"/> CONTENT DEVELOPMENT.....	Presents age-appropriate plan	Develops sequential lessons	Implements appropriate lessons	Expands knowledge and skills
• MOTIVATION				
Student engagement and relevance				
<input type="checkbox"/> PARTICIPATION/ENGAGEMENT	Provides for active learning	Encourages active learning	Promotes creative decisions	Inspires student initiative
<input type="checkbox"/> PASSION/INSPIRATION	Shares enthusiasm; sources of inspiration	Motivates student interest; responds to student work	Promotes student's interest and energetic participation	Inspires contagious energy, epiphany, larger connections
<input type="checkbox"/> RELEVANCE	Connects art to life experience	Connects art to curricula	Encourages connections to life	Inspires future connections
• PRESENTATION SKILLS				
Instructional strategies and strategies for student participation				
<input type="checkbox"/> ADAPTABILITY	Hears needs	Responds to needs	Adapts to many needs	Adapts to any situation
<input type="checkbox"/> COMMUNICATION SKILLS	Aware of audience	Captures audience interest	Responds to audience	Adapts to capture on many levels
<input type="checkbox"/> RELATIONSHIPS	Interacts with class	Engages during art experience	Engages the school community	Transforms everyone