|  |  |
| --- | --- |
| Applicant name (teaching artist) |  |
| Application complete? | * Yes
* No
 |
| Missing items, if applicable | *
*
 |

**Section 1 – Professional Background**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Description** | **Insufficient (0-1)** | **Satisfactory(2-3)** | **Exemplary(4-5)** |
| **Resume and Teaching Experience** | Artist’s educational background and/or training reflect professional qualifications. |  |  |  |
| Documented history of varied and successful arts-related teaching experiences and professional recognition over the past two years. |  |  |  |
|  |
| **Artistic Skill** | Evident in professional activities for the past two years and artistic work samples, showing a high skill level of artistic practice with a range of specialization and a variety of activities and innovation. |  |  |  |
|  |
| **Teaching Artistry** | Describes what drew artist to teaching and his/her personal creative vision of the role of an artist in an educational setting. |  |  |  |
| Describes how program participants are involved in creative activities that ensures commitment to an all-inclusive artist residency for learners of all backgrounds. |  |  |  |
| *Section 1 continued on next page* |

|  |
| --- |
| *Section 1 continued* |
| **Letters of Recommendation** | Varied and strong. |  |  |  |
|  |
| **Total, Section 1** | **\_\_\_ / 30 possible** |

**Section 2 – Curriculum Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Description** | **Insufficient (0-1)** | **Satisfactory(2-3)** | **Exemplary(4-5)** |
| **Effectiveness** | Material is useful to classroom teachers, articulating instructional strategies for engaging all learners. |  |  |  |
| Material includes clear and achievable goals for the unit. |  |  |  |
| Material considers time, space, and other logistics. |  |  |  |
| Material includes opportunities for assessment of student learning. |  |  |  |
|  |
| **Content Standards and Universal Design for Learning** | Evidence of Ohio or other fine arts and non-arts content standards. |  |  |  |
| Standards are grade-level appropriate and relevant. |  |  |  |
| Evidence of effective accessibility strategies surrounding Universal Design for Learning best practices. |  |  |  |
|  |
| **Total, Section 2** | **\_\_\_ / 35 possible** |

**Section 3 – Instructional Documentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Description** | **Insufficient (0-1)** | **Satisfactory(2-3)** | **Exemplary(4-5)** |
| **Instructional Strategies** | Artist introduces self, art form, and focus of the session. |  |  |  |
| Teaching artist is easily heard, seen, and accessible to students. |  |  |  |
| Demonstrates good time management and pacing, including checks for student understanding. |  |  |  |
| Content standards are addressed using arts modalities - visual, auditory, tactile, kinesthetic, etc. |  |  |  |
|  |
| **Activities & Content** | Lesson activities are appropriately broken down and scaffolded. |  |  |  |
| Arts-integration is evident. |  |  |  |
| Strategies and activities are age appropriate. |  |  |  |
|  |
| **Total, Section 3** | **\_\_\_ / 35 possible** |

**Summary**

|  |
| --- |
| **Scoring** |
| Section 1 |  | 30 possible |
| Section 2 |  | 35 possible |
| Section 3 |  | 35 possible |
| **Grand Total** |  | 100 possible |
|  |
| **Observation** | * Needed
* Not Needed
 | Comments: |
|  |
| **General Comments:** |
| **Recommend for Approval** | * Yes
* No
 |