



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 standard for each "Lug Nut" within the rubric provides the benchmark for what a teaching artist must know and be able to do at an acceptable level of performance.

The basic 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 artist 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 adjusted and tightened in a particular sequence.

The "Lug Nuts" are the program design components of all residencies:

- **artistry** authenticity of art form and student experience
- **artist/teacher relationship** pre-residency meeting(s), implementation, and post-residency follow-up
 - **assessment** artist self-assessment and assessment of residency
 - **child development** age appropriateness and artist expectations of the student
 - **classroom management** organization of classroom materials and class control
 - **content** curriculum development and integration into other subjects
 - **motivation** student engagement and relevance of program
 - **presentation skills** artist capacity to build a relationship with the audience

The rubric thread that corresponds to each Lug Nut reflects an incremental scale progressing from what a teaching artist must know and do at the "acceptable" level to an "ideal" level of proficiency. 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 organization and the teaching artist(s) and educators involved, against the artist's capacity to deliver that outcome. *For example, if an artist is conducting a residency in an elementary classroom, the highest priorities may be Child Development and Content with an acceptable or good level of Artistry being sufficient.* Priorities for addressing the professional development needs of teaching artists should be guided by the level at which the artist(s) must achieve each thread of the Lug Nuts in order to meet the goals of the residency.

The PURPOSE OF THE RUBRIC is to improve the quality of artist residency programs:

- To provide a common language for describing and discussing teaching artists' competencies and practices in residencies
- To describe, measure, and guide the professional development of teaching artists
- To define what is meant by "best practices" for teaching in and through the arts using live teaching artists
- To provide a tool for reflective self-assessment by artists
- To provide a tool that guides the assessment of artists by other teaching artists and YA program staff
- To help formulate priorities and content of the professional development of teaching artists
- To provide colleges and other institutions with guidance on how to orient and prepare teaching artists

***Coding within the Rubric:**

***One asterisk indicates shared responsibility between artist(s), teacher(s), administrator(s), or YA staff**

****Two asterisks indicate a skill that may not be measurable or observable in one visit**

ARTISTRY: THE FOUNDATION FOR EFFECTIVE RESIDENCY 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.

Teaching artists, as the creative mainspring of a residency, should be among the best artists in the community with a desire to communicate something about the essence of their art form. They should be attracted by the opportunity to share their delight, knowledge and experience as artists with young people.

It is important for teaching artists to partner with teachers to provide students with deeply and richly compelling arts learning experiences. They must have a commitment to collaboration, a keen sense of how and when to be flexible, and an ongoing dedication to the highest artistry standards. The teaching artist makes learning come alive by engaging students in the art form and allowing them to experience the creative process.

To be a successful teaching artist requires a high level of achievement with a multiplicity of skills and experiences in teaching and learning. The teaching artist enables meaningful connections between strong arts programs, student learning in other subjects, and positive personal growth for students.

The teaching artist may be inspired by the ongoing arts instruction being provided by certified arts specialists in schools. The most effective residencies are those which are illuminated by the participation of these teachers.

Although aspects of this rubric apply to workshops and performance demonstrations, it is primarily intended for use in the residency work done by teaching artists in collaboration with classroom teachers and certified arts specialists.

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.

Arts Integration – Instruction in which arts and non-arts content and skills are taught in tandem, with the content and methods of the disciplines woven together for mutual reinforcement.

Certified Arts Specialist – a Visual Art, Music, Dance, Theatre or Creative Writing Teacher, who is certified to teach.

Classroom 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 do in a discipline or subject at a particular grade level.

How People Learn (HPL) Framework – Based on research conducted by Dr. John Bransford, University of Washington, and endorsed by cognitive scientists and the National Science Foundation, this is a learning environment where all of the four important factors that influence how people learn are present and in balance, including Learner Centered (students’ background knowledge, interests, social and cultural values), Knowledge Centered (providing rigorous content, helping students understand rather than simply memorizing), Community Centered (fostering a collaborative learning community, building respect and connections beyond the classroom), Assessment Centered (feedback, reflection and revision to enhance the quality of learning, cycles of teacher-guided and then increasingly self-directed learning, perform and inform by reading selected texts, carrying out arts activities that require analysis of what was read, writing their own texts, and using an art form to present to others their understanding and ideas about the texts, meta-cognitive skills for learning and for using what they know and can do).

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 – Term inspired by Carl Jung’s theory of psychological types in learning that refers to students’ preferred capacity to learn, e.g. visually, aurally, etc.

Leveraged Learning – A term used in the Arts for Learning Lessons approach (based on the HPL model – *How People Learn* research led by cognitive scientist Dr. John Bransford) which combines carefully selected art strategies with important literacy objectives in reading and writing in such a way that the arts naturally enhance or “leverage” the literacy learning (or another subject area), and vice versa.

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 classroom teacher, and/or certified arts specialists. *For the student, residencies result in direct experience of the art form, the role of the artist, and the relationship between the art form and its larger social context.*

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

Virtuosity – A quality that combines great technical skills and highly developed artistic sensibilities.

There are three basic elements common to most residency programs:

- **Performance Demonstration** – a live performing arts experience presented to students as an example of the art form; the performance program is typically interlaced with demonstration of particular aspects of the art form and the role of the artist, along with opportunities for students to participate.
- **Workshops** – participatory sessions in which a group of 20 – 30 students explore the process of creating artistic works.
- **Teacher Workshops/Professional Development** – sessions designed to introduce and involve teachers and/or administrators in particular residency programs, and the use of the arts in their work with students.

Combining and ordering these three elements is determined by the content and objectives of each residency, and by the logistical considerations of available time, space and funding.

RUBRIC RESOURCES & TOOLS

2002 - 2007

1. History and Purpose of the YA Rubric Project
2. Published Article on Rubric in *Teaching Artist Journal*
“Improving the Quality of Artists’ Residency Programs: A Rubric for Teaching Artists
3. Educational Principles and Practices for Young Audiences, Inc.
4. **REV. (8/07)** YA RUBRIC for Teaching Artists’ Residency Design and Implementation
5. Rubric At A Glance
6. Rubric for Teaching Artists’ Performance Demonstration Design and Implementation
7. Rubric for Music (MT) & Expressive Arts Therapists
8. Tools for YA Rubric for Residency Artists:
 - a. Rubric Tool for Assessing Residencies
 - b. Teaching Artist Self-Assessment
 - c. Rubric Assessment Scoring Tool
 - d. Rubric Priorities Worksheet
 - e. YA Oregon & SW Washington Coaching Cadre Program for Artist Training & Assessment
 - f. YA New York Residency Planning Guide and Observation Tool
 - g. Program Outline and Example (“Sound Idea”)
 - h. YA New Jersey, Mentorship Program
9. **New** Tools for YA Teaching Artists’ Performance Demonstration Design & Implementation
 - Available through YA Oregon & SW Washington
 - Packet of Tools includes:
 - DVD, Templates & Instructions, Rubric, Performance Evaluations
 - Cost of complete packet - \$25
 - Contact: Young Audiences, Attn: Christine Caton, 1220 SW Morrison, Suite 900, Portland, OR 97205-2228 Phone: 503-225-5900
10. **New** Related Resources for Teaching Artists and YA Program Staff:
Arts for Learning Lessons and Between the Lions Residency Outlines and Session Plans

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

<u>Artistry</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Artistic Proficiency	<ul style="list-style-type: none"> • Demonstrates proficiency and fundamental knowledge of the artist’s specialty within the art form 	<ul style="list-style-type: none"> • **Demonstrates comprehensive knowledge of the history and aesthetics of the art form 	<ul style="list-style-type: none"> • **Demonstrates an understanding of artistic expression in a variety of areas related to the art form 	<ul style="list-style-type: none"> • **Demonstrates mastery of and ability to explain relevant historical, cultural, and societal contexts of art form.
Professional Experience/ Recognition	<ul style="list-style-type: none"> • Performs/exhibits at professional level of proficiency commensurate to recital for university degree 	<ul style="list-style-type: none"> • **Performs/exhibits a repertoire/portfolio of performances/exhibitions at numerous local venues 	<ul style="list-style-type: none"> • **Achieves recognition with critical acclaim at a 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
Teaching Methodology	<ul style="list-style-type: none"> • Engages students in imaginative thinking about the art form 	<ul style="list-style-type: none"> • Engages students in modes of expression through the art form 	<ul style="list-style-type: none"> • Enables students to make aesthetic judgments and applications of the artistic discipline as a form of personal expression 	<ul style="list-style-type: none"> • **Empowers students to create applications of the art form in original and compelling ways

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ARTIST/TEACHER RELATIONSHIP

STANDARD: Establishes clear expectations and understanding with the teacher of residency goals, objectives, and outcomes.

Artist/Teacher Relationship	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Preparation	<ul style="list-style-type: none"> • *Confirms schedule, facility and equipment needs with staff and teachers. • Demonstrates consideration for people, logistics and schedules. • Provides written description of residency goals, objectives and outcomes 	<ul style="list-style-type: none"> • *Contacts staff/teacher and provides a detailed contract of services • Offers support for people, places, schedules and timelines • Provides clearly defined goals and outline of the residency that integrates the teacher’s objectives and input 	<ul style="list-style-type: none"> • *Meets with a YA staff member and teacher independently to review & confirm services, schedule, facilities and equipment needs • *Initiates positive and productive collaboration with teachers/students in setting up logistics, and consistently follows through. • *Plans goals and residency outline with the teacher to ensure integration of the teacher’s goals 	<ul style="list-style-type: none"> • *Communicates effectively with teacher, school and YA staff, and is knowledgeable of school priorities, personnel and characteristics • Provides an exemplary model for others in all logistical areas • ** Inspires the teacher to initiate similar projects to accomplish other curricular goals
Implementation	<ul style="list-style-type: none"> • *Includes teacher as a participant in carrying out the residency • * Attempts to reflect on the progress of the residency with the teacher 	<ul style="list-style-type: none"> • *Enables the teacher to lead activities in carrying out the residency • * **Periodically reflects with the teacher to identify achievements and challenges 	<ul style="list-style-type: none"> • * **Enables the teacher to augment residency activities beyond scheduled sessions • * **Regularly reflects with the teacher to strategize how to overcome challenges 	<ul style="list-style-type: none"> • * **Includes teacher as a full-partner in designing and carrying out the residency • * **Frequently reflects with the teacher to ensure that the objectives of the residency are being achieved
Extensions	<ul style="list-style-type: none"> • *Meets with teacher to debrief 	<ul style="list-style-type: none"> • *Meets with teacher to explore ideas for extending the residency 	<ul style="list-style-type: none"> • *Enables the teacher to create and carry out follow up activities as a lasting resource in their work with students 	<ul style="list-style-type: none"> • **Partners with and inspires the teacher to generate and refine extension activities, and develops a relationship with the teacher where each is a lasting resource for the other

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ASSESSMENT

STANDARDS:

Assessment with Participants: Defines goals, objectives and strategies for assessing student outcomes of the residency, and engages residency participants in the assessment.

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

<u>Assessment</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
<ul style="list-style-type: none"> • Assessment Strategies with Participants 	<ul style="list-style-type: none"> • Defines student learning goals for the residency 	<ul style="list-style-type: none"> • *Defines student learning goals and objectives with measurable outcomes and shares them with the teacher and students 	<ul style="list-style-type: none"> • Designs and uses strategies for assessing students learning outcomes (e.g.: observations, use of rubric, journals, portfolios, performance assessment) 	<ul style="list-style-type: none"> • **Mentors students, teachers, and other artists in using residency assessment strategies
<ul style="list-style-type: none"> • Artist Self-Assessment 	<ul style="list-style-type: none"> • Uses the YA Rubric to plan the residency 	<ul style="list-style-type: none"> • Uses the YA Rubric to reflect on and assess the planning and implementation of the residency 	<ul style="list-style-type: none"> • Uses the YA Rubric to engage YA staff and other teaching artists and teacher(s) to assess implementation of the residency 	<ul style="list-style-type: none"> • Uses the YA Rubric to engage students in helping to assess the artist’s work

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CHILD DEVELOPMENT

Standard: Designs and/or adapts each residency to meet student needs and capacities.

<u>Child Development</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Developmentally Appropriate Teaching Strategies	<ul style="list-style-type: none"> • **Is familiar with stages of child development, and considers teaching strategies for each stage 	<ul style="list-style-type: none"> • * **Adapts teaching strategies in response to the needs and capacities of the class 	<ul style="list-style-type: none"> • * **Designs and uses a range of teaching strategies that engage learners across groups who have different needs and capacities 	<ul style="list-style-type: none"> • **Designs and uses units of instruction to support the individualized needs and capacities of each child
Knowledge of Learning Styles, Multiple Intelligences and Student Demographics	<ul style="list-style-type: none"> • *Is familiar with theory of multiple intelligences and different learning styles and consults with the teacher about these characteristics • *Seeks information from the teacher about student needs (demographics/special needs) 	<ul style="list-style-type: none"> • *Adapts teaching strategies to the learning styles and multiple intelligences of the class • *Seeks advice from teacher to inform the development of differentiated teaching strategies to accommodate the needs of diverse student participants 	<ul style="list-style-type: none"> • Designs and uses a range of teaching strategies that engage groups of learners who have different learning styles and multiple intelligences • Designs and uses teaching strategies that accommodate student needs, and help students understand and appreciate diversity 	<ul style="list-style-type: none"> • *Designs and uses units of instruction to support multiple intelligences and different learning styles to meet the needs and capacities of each child • **Designs and uses teaching strategies that respect student needs and interests to support life-long learning

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CLASSROOM MANAGEMENT

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

<u>Classroom Management</u>	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
Managing Time	<ul style="list-style-type: none"> Complies with time constraints and is punctual 	<ul style="list-style-type: none"> Adapts teaching strategies to comply with time constraints 	<ul style="list-style-type: none"> Designs activities that make effective use of time 	<ul style="list-style-type: none"> Designs activities to complement time constraints and optimize use of time
Managing Space	<ul style="list-style-type: none"> Uses available space and facilities 	<ul style="list-style-type: none"> Adopts space and facilities to support residency activities 	<ul style="list-style-type: none"> **Designs teaching strategies that use space and facilities to enhance residency activities 	<ul style="list-style-type: none"> **Designs teaching strategies that enable participants to envision more effective use of space and facilities
Managing Materials	<ul style="list-style-type: none"> Plans distribution and use of materials 	<ul style="list-style-type: none"> Distributes materials with minimal disruption and loss of time 	<ul style="list-style-type: none"> Designs teaching strategies that incorporate distribution of materials as a part of the lesson 	<ul style="list-style-type: none"> Designs distribution and use of materials as a creative model for teaching and learning in the art form
Managing Students	<ul style="list-style-type: none"> Provides clear instructions for students' use of materials 	<ul style="list-style-type: none"> Adjusts instructions to accommodate age levels of students 	<ul style="list-style-type: none"> Designs instructions to accommodate students with diverse developmental needs and learning styles 	<ul style="list-style-type: none"> Designs instructions that support individualized learning
	<ul style="list-style-type: none"> Maintains student attention and participation 	<ul style="list-style-type: none"> Encourages student cooperation and support of one another in residency activities 	<ul style="list-style-type: none"> Engages students in cooperative activities that consistently support one another 	<ul style="list-style-type: none"> **Engages students in activities that complement group participation with independent applications
	<ul style="list-style-type: none"> Communicates clearly defined expectations for student behavior 	<ul style="list-style-type: none"> Motivates students to attempt to meet expectations 	<ul style="list-style-type: none"> Motivates students to excel beyond expectations 	<ul style="list-style-type: none"> **Motivates students to mentor others to meet expectations

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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

<u>Content</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Application of Standards	<ul style="list-style-type: none"> • **Is familiar with national/state/local arts standards and uses them to design the residency 	<ul style="list-style-type: none"> • Uses teaching strategies to fulfill arts standards or to connect standards in the art form to other subjects 	<ul style="list-style-type: none"> • Designs standard-based units of instruction that fulfill arts standards and /or connects standards in the art form to other subjects or arts disciplines 	<ul style="list-style-type: none"> • **Designs an integrated curriculum that connects standards in the arts and other subjects to students' life experiences
History of Art Form	<ul style="list-style-type: none"> • Communicates basic knowledge of the history, of the art form 	<ul style="list-style-type: none"> • Integrates the history of the art form into students' learning experience 	<ul style="list-style-type: none"> • Engages students in relating the history of the art form to another discipline or disciplines 	<ul style="list-style-type: none"> • Links history of the art form to other subject areas and life experiences
Aesthetics	<ul style="list-style-type: none"> • Communicates a sense of the aesthetics of the art form 	<ul style="list-style-type: none"> • Engages students in experiencing what makes the art form beautiful and/or compelling 	<ul style="list-style-type: none"> • Instills a sense of creative freedom in students' exploration of the aesthetics of the art form 	<ul style="list-style-type: none"> • Builds students' and teachers' capacity to recognize and create their own aesthetic experiences and opinions, independent of the artist
Criticism	<ul style="list-style-type: none"> • Communicates the basic meaning of selected works of art 	<ul style="list-style-type: none"> • Engages students in observing, experiencing, and describing-works of art 	<ul style="list-style-type: none"> • **Enables students to analyze works of art at progressively deeper and more comprehensive levels of engagement 	<ul style="list-style-type: none"> • Motivates and inspires students to interpret and make judgments about their experience of art
Concept Design	<ul style="list-style-type: none"> • Defines concept(s) for each artistic learning activity in the residency 	<ul style="list-style-type: none"> • Designs strategies that integrate learning of the subject content through experience with the art form in the residency activities 	<ul style="list-style-type: none"> • **Develops a sequence of concepts that encourage students to make creative choices and apply skills and knowledge of the art form to other subjects 	<ul style="list-style-type: none"> • * **Creates conceptual frameworks for thematically linked units of instruction; with a high degree of interdisciplinary connections for diverse student age groups and learning styles

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MOTIVATION

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

<u>Motivation</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>	<u>Ideal</u>
Participation/ Engagement	<ul style="list-style-type: none"> Provides opportunities for students to discuss and experience the art form 	<ul style="list-style-type: none"> Provides compelling opportunities for students to engage in active learning in the art form 	<ul style="list-style-type: none"> **Designs residency activities that cause students to participate at progressively deeper levels of engagement in the art form 	<ul style="list-style-type: none"> **Designs residency activities so that students are inspired and motivated by one another to participate at progressively deeper levels of appreciation of the art form
Passion/Inspiration	<ul style="list-style-type: none"> Shows enthusiasm for the art form, and shares sources of inspiration 	<ul style="list-style-type: none"> Enables students to respond to others' creative work, and to share the artist's enthusiasm for the art form 	<ul style="list-style-type: none"> **Produces memorable experiences in the art form that have lasting effects 	<ul style="list-style-type: none"> Creates a contagious energy that produces "aha!" moments of epiphany and connections beyond the classroom
Relevance	<ul style="list-style-type: none"> *Relates art form to student and teacher life experiences 	<ul style="list-style-type: none"> Connects art form to curriculum 	<ul style="list-style-type: none"> **Enables students to make connections between personal experience, the art form, and the curriculum 	<ul style="list-style-type: none"> **Designs residency activities that inform students' knowledge and experience of the arts throughout life

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PRESENTATION SKILLS

Standard: Captures and maintains students' attention and interest.

<u>Presentation Skills</u>	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
Organization	<ul style="list-style-type: none"> • **Organizes and presents an effective progression of learning activities in the art form 	<ul style="list-style-type: none"> • **Organizes and presents a sequence of activities that reinforce student confidence and learning in the art form 	<ul style="list-style-type: none"> • **Engages students in related and progressively more complex and difficult concepts and activities culminating in performance(s) by students 	<ul style="list-style-type: none"> • **Inspires students to achieve high levels of performance by working at progressively deeper levels of engagement
Communication Skills	<ul style="list-style-type: none"> • Maintains expressive and energetic use of the voice and body in the residency 	<ul style="list-style-type: none"> • Makes creative and compelling use of the voice and body as an integral part of his/her presentation 	<ul style="list-style-type: none"> • Uses a high degree of vocal dexterity and physical gesture to engage students in dialogue and participation 	<ul style="list-style-type: none"> • Inspires students to imitate and model a high degree of vocal and physical expressiveness
Student/Artist Relationships	<ul style="list-style-type: none"> • Displays respect for and interest in students ideas and activities 	<ul style="list-style-type: none"> • Integrates students ideas into residency activities 	<ul style="list-style-type: none"> • Develops rapport and mutual respect with students in the residency 	<ul style="list-style-type: none"> • Creates a high degree of rapport and mutual respect among students

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