

ArtStarts in Schools

Rubric for Assessing Artists in the Classroom Directory Applicants

Definition of Professional Artist (definition from Canada Council for the Arts)

A professional artist is defined as someone who has specialized training in the artistic field (not necessarily in academic institutions); is recognized as a professional by his or her peers (artists working in the same artistic tradition); is committed to devoting more time to artistic activity, if possible financially; and has a history of public presentation or publication.

	No Evidence	Little Evidence	Some Evidence	Strong Evidence
WHO Professionalism, art practice and creative process - Professional Artist Overview - Art Practice - Portfolio	<ul style="list-style-type: none"> - Does not meet the definition of a professional artist - Does not include articulation of creative process 	<ul style="list-style-type: none"> - Meets the definition of professional artist - Little/unclear articulation of creative process 	<ul style="list-style-type: none"> - Meets the definition of professional artist - Some articulation of creative process 	<ul style="list-style-type: none"> - Meets the definition of professional artist - Extensive and clear articulation of creative process
WHO Equity Seeking Groups	<ul style="list-style-type: none"> - Does not identify as a member of an equity seeking group 	N/A	N/A	<ul style="list-style-type: none"> - Explicitly identifies as a member of an equity seeking group
WHAT Experience conducting classroom residencies - Project Example Professional Artist Overview	<ul style="list-style-type: none"> - No evidence of leading art experiences with young people in a classroom - Concept not developed - Project demonstrates no consideration for cultural safety issues - Project demonstrates a non-reciprocal, appropriative, or de-contextualized approach to working with cultural or community themes (ie: is harmful or cultural appropriation) 	<ul style="list-style-type: none"> - Little evidence of leading art experiences with young people in a classroom - Concept needs further development - Project demonstrates little consideration for cultural safety issues - Little evidence of appropriate, reciprocal, and contextualized use of cultural or community themes – need more information to consider them for directory 	<ul style="list-style-type: none"> - Some experience leading art experiences with young people in a classroom - Concept is articulated but lacks depth or relevance - Project shows some consideration for cultural safety issues - Some evidence of appropriate, reciprocal, and contextualized use of cultural or community themes 	<ul style="list-style-type: none"> - Significant breadth and scope of experience leading art experiences with young people in a classroom - Concept is well defined and developed - Project shows consideration of cultural safety issues - Strong evidence of appropriate, reciprocal, and contextualized use of cultural or community themes
HOW Ability to engage students, connect to curriculum and collaborate with educators - Project Example - Reference Letter	<ul style="list-style-type: none"> - No evidence of student engagement - No evidence of curricular connections - No evidence of collaboration 	<ul style="list-style-type: none"> - Little evidence of student engagement - Little evidence of curricular connections - Little evidence of collaboration 	<ul style="list-style-type: none"> - Some evidence of student engagement - Some evidence of curricular connections - Some evidence of collaboration 	<ul style="list-style-type: none"> - Students are directly involved and have creative input - The project integrates art into other curriculum areas - The artist collaborated with educators to develop and execute the project