

## 2020 UNIV. OF PITTSBURGH MFA PERFORMANCE PEDAGOGY ADMISSIONS RUBRIC

	<b>High (9-7)</b>	<b>Medium (6-4)</b>	<b>Low (3-1)</b>
<b>Desire to develop a pedagogical approach for performance</b>	Clearly and boldly articulates previous teaching experience in their personal statement and interviews; Exhibits a strong desire to hone their teaching craft, which is evident in the personal statement and interviews; Clearly and boldly expresses why they are pursuing an MFA and why Pitt in their personal statement and interviews.	Clearly articulates previous teaching experience in their personal statement and interview(s); Shows a desire to hone their teaching craft, which is evident in the personal statement and interview(s); Clearly expresses why they are pursuing an MFA and why Pitt in their personal statement and interviews.	Previous teaching experience is minimal in the personal statement (and interview, if applicable); Lacks a strong desire to hone their teaching craft in the personal statement (and interview, in applicable); Cannot clearly express why they are pursuing an MFA and why Pitt in their personal statement.
<b>Potential for teaching excellence</b>	Exhibits strong self-confidence in leadership and listening skills in the teaching demonstration and interviews; Displays an ability to clarify concepts and guide students toward self-discovery in the teaching demonstration; Recommenders speak highly and specifically of their potential as a teacher.	Exhibits good self-confidence in leadership and listening skills in the teaching demonstration and interview(s); Ability to clarify concepts and guide students toward self-discovery needs improvement in the teaching demonstration; Recommenders speak confidently, if vaguely, of their potential as a teacher.	Exhibits little self-confidence in leadership and listening skills in the teaching demonstration (and interview, in applicable); Ability to clarify concepts and guide students toward self-discovery is not strongly present in the teaching demonstration.
<b>Interest in practice-based research</b>	Displays a powerful curiosity for acquiring various approaches to performance in the personal statement and the interviews; Successfully implements their findings in the teaching demonstration.	Displays a curiosity for acquiring various approaches to performance in the personal statement and in the interviews; Adequately implements their findings in the teaching demonstration.	Candidate shows some interest in acquiring various approaches to performance in the personal statement.

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<b>Ability to collaborate across degree programs</b>	Demonstrates significant involvement in an area(s) of study outside of their primary focus which is visible in the interviews, personal statement, CV, writing sample and teaching demonstration; Shows considerable evidence of successful collaborations and/or adoption of materials in the interviews, personal statement, writing sample and teaching demonstration; Recommenders speak highly of their ability to collaborate with other disciplines.	Some involvement with an area(s) of study outside of their primary focus is visible in the interviews, personal statement, CV, writing sample and teaching demonstration; Shows adequate evidence of successful collaborations and/or adoption of materials in the interviews, personal statement, writing sample and teaching demonstration; Recommenders speak confidently, if vaguely, of their ability to collaborate with other disciplines.	Candidate shows a low level of involvement with an area(s) of study outside of their primary focus in the personal statement, CV, and writing sample; Evidence of successful collaborations and/or adoption of material in the personal statement, CV, and writing sample is minimal; Recommenders speak vaguely of their ability to collaborate with other disciplines.
<b>Continued professional experience outside of classroom</b>	Five years or more of professional performance and/or directing experience for the stage and/or screen is evident in the CV, resume, headshot, and audition; Recommenders speak highly of their professional experience.	Less than five years of professional performance and/or directing experience for the stage and/or screen is evident in the CV, resume, headshot, and audition; Recommenders speak confidently, if vaguely, of their professional experience.	Exhibits little to no experience engaging in professional level work for the stage and/or screen but a high level of amateur and/or academic work, which is evident in the CV, resume, headshot, and audition; Recommender(s) speak little, to nothing, of their professional experience.