

Collaborating Staff Expectations

Make the Teaching Artist Feel Welcome

- Exchange emails and phone numbers.
- Determine good times and best ways to contact each other.
- Create continuous feedback conversations.
- Prepare your students.
- Post big ideas and inquiry question(s).
- Be an active participant and learner during the collaboration.
- Introduce the Teaching Artist to your building, especially to the office staff, the custodial engineers, and the administrators.
- Make sure your classroom is ready and punctual.
- Have materials ready. Make copies if needed.
- Provide a nametag for the Teaching Artist.
- Make nametags for the students.
- Offer a secure place for the Teaching Artists' personal items (coat, bag).
- Show the Teaching Artist the closest bathroom.
- Determine with your students and team how to best say "Thank you" when the collaboration is completed.

Make Connections to Your Students' Prior Knowledge

- Use your students' prior knowledge to "hook" and prepare them for the upcoming collaboration. Think about your students' strengths and the gaps in their understanding of the topic to be studied.
- Discuss big ideas and inquiry questions to determine what the students think or know prior to the experience.
- Brainstorm with your team about other ways to prepare your students.

Plan for Classroom Management

- Discuss the subject of management in depth before the collaboration begins, and share the results with the students explicitly. For example, "Our visiting Teaching Artist will be in charge and I will be assisting her, because she has something special to teach us all. Our regular classroom rules will be in effect, and there will be the same consequences if problems occur."
- Be present in your classroom at all times. As the legally responsible party, classroom management is primarily the responsibility of the teacher.
- Give the Teaching Artist a degree of autonomy and leadership to do the job of the Artist.

- Lend support to the Teaching Artist in his/her leadership role. The Teaching Artist's ability to manage the room flows directly from the relationship the children have with you, their teacher, until the artist is able to build his/her own relationship.
- Compromise. There may be stylistic differences between your management system and the Teaching Artist's desire to let the creative process unfold.
- Build trust through regular and open talk about your shared decisions regarding limits for students.
- Talk about any questions, doubts or points of conflict. Don't wait and stew.

Plan Your Role When the Teaching Artist is in Your Classroom

- Plan to participate both as an active learner, completing the activities alongside your students, and to act as a coach and second instructor.
- Stay in your classroom. You are the licensed and legally responsible adult in the classroom and should never leave the Teaching Artist alone with your students.
- Do not grade papers or work on the computer; you will be signaling to the students that what is going on is not of interest or value to you.
- Carry out daily informal conversations about how things are going with the Teaching Artist and other team members.

Make Use of This Opportunity for Embedded Professional Development

- Make the most of this rare opportunity to watch your students learn with another adult.
- View the partnering Teaching Artist as a resource for you and your students.
- See your students and your curriculum in new ways.
- Gather new ideas, strategies and information you can implement on your own.

Communicate with Parents

- Send home a letter to families explaining the goals of the collaboration.
- Define the dates and invite the parents to see activities in progress.
- Invite them to volunteer.
- Remind them to mark their calendars for the culminating event.

Communicate within Your Building

- Inform all affected teachers and staff about the collaboration, especially if the normal routine will be disrupted. Ask permission rather than forgiveness.
- Give timely notice if you change class times, lunch periods, collaborative schedules, etc.
- Share the collaboration with the specialists. If he/she knows the goals of the project he/she may be able to create links that will boost the students' learning.

- Create a flyer promoting the culminating event with funding citation language found in the **Artists-in-Residence Credit and Publicity Promotional Guidelines**.

Complete mid-course Reflections and Revisions

- Schedule ongoing reflection sessions with your team during the planning meetings. The number of midcourse reflections/revisions will depend upon the duration of the collaboration. Maintain an ongoing dialogue with your collaborating Teaching Artist and the Arts in Education Coordinator to see if plans need modification.
- Remember this is meant to be both a reflection/revision for the school personnel and for the Teaching Artist.

Document Evidence of Student Learning

Some options for documentation include the following:

- Keep samples or copies of student work.
- Keep pre-, mid- and post assessments using assessment tools your team has created for this project.
- Keep student and/or teacher and artist journals.
- Take digital video and/or photos.
- Interview and record students, Teaching Artist and Collaborating Staff.
- Create student portfolios.
- Be an active participant in the mid-course and final reflections.
- Send documentation and **Photo/Media Release Forms** to VSA Minnesota.

Complete the Final Reflection

- Complete the **Final Evaluation** and submit to VSA Minnesota within 10 business days following the end of a residency project.
- Consider assembling documentation and reflections into a PowerPoint or slide presentation that can be shared with the greater community.

Confirm Funding Support Payment

- Consider assembling documentation and reflections into a PowerPoint or slide presentation that can be shared with the greater community.

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