

Teaching Artist(s) Expectations

Plan for Classroom Management

- Discuss the subject of management in depth with Collaborating Staff. Describe your management plan explicitly to the students when you first meet with them.
- Remember that the teacher should be present in the classroom at all times. As the legally responsible party, classroom management is primarily the responsibility of the teacher. Be sure to alert the Arts in Education Coordinator or an administrator if there is a problem.
- Seek to build relationships. Your ability to teach effectively flows directly from the relationship the children have with their own teacher—until you are able to build your own relationships with the students.
- Compromise. There may be stylistic differences between the teachers' management system and your desire to let the creative process unfold. Teaching the creative process explicitly usually helps the teacher and the students to understand the value and the protocols for experimentation.
- Build trust through regular and open talk about decisions regarding limits for students. Reflective protocols can be helpful tools to facilitate these conversations.
- Talk about any questions, doubts or points of conflict. Don't wait and stew.

Schedule and Manage Time Effectively

- Be clear and consistent on time-related matters.
- Start and finish on time. This shows respect for the students and teacher. Schools have complicated schedules because students see a variety of teachers in a given day. Changes have domino effects.
- Obtain a copy of the schedule.
- Make sure you follow the decided times. If changes are needed, request that adjustments are made in a timely manner.
- Have all materials ready.
- Plan enough time to talk with Collaborating Staff. The best collaborations happen when the amount of planning time approaches the amount of contact time with students.
- Ask for a minimum of one hour of planning time for every five contact hours with the students.
- Be aware of the culminating event date; plan backward from it.
- Determine if you will lead the culminating event.
- Reserve the dates for the mid-course reflections/revisions and final reflections on your calendar.

Clarify Role as a Teaching Artist in the Classroom

- Make room for the teacher to actively participate as a learner, completing the activities alongside the students.
- Include the teacher by engaging him/her in the learning experiences as a coach and/or a role model learner.
- Remember that the teacher must always be present in the room; he or she is the licensed and legally responsible party. Because teachers are generally burdened with heavy work-loads, occasionally one is tempted to sit at the back of the room grading papers or working at the computer. Such behavior inadvertently signals to the students that what is going on is not of interest or value to the teacher, gradually eroding the learning climate. Should this occur, re-engage the teacher by politely requesting that he or she assist you with a specific task.
- When possible, schedule an in-service with Collaborating Staff prior to the residency. Teach a lesson to teachers that will be taught to their students. Ask them to brainstorm with you how they might make connections between your lesson and students' Individual Education Plan goals. They will be able to anticipate the needs of the students or recommend necessary accommodations, adaptations or modifications.

Help the Students Achieve Your Goals

- Address each student by name.
- Believe all students can succeed.
- Ask yourself "What do I want the students to understand? Why does it matter?" as you plan the collaboration.
- Use the ***Planning Session Worksheet*** to design your project's big ideas, learning goals and learning activities, design the ways the students will show you that they understand the important ideas.
- Design learning activities with small steps built-in for those who need the work broken down into discrete tasks.
- Design open-ended tasks for the students who want to take on a challenge.
- Make the big ideas and your expectations clear. If you are clear about what success will look like, and if you clearly demonstrate both the process you wish the students to use and the qualities their work will embody, you will have a greater chance of reaching success with 100% of the students.
- Work with Collaborating Staff to achieve success with each and every child, regardless of where he or she enters the process. Hold problem-solving conversations with the teacher on a regular basis to address impediments to success. Take it student by student.
- Ask yourself "What did I want the students to understand? Did they come to understand it?" when your collaboration is complete.

Create an Accurate List of the Materials Needed

- Discuss the materials budget with the team.
- Specify materials you need, being mindful of the bottom line, communicate this with VSA Minnesota before the residency begins.
- Decide who will select, pick-up, buy, order, store, etc.
- If you will purchase the supplies, VSA Minnesota will reimburse up to the amount specified in the contract upon receiving receipts following the residency.
- Complete and submit **Expense Reimbursement Form** to VSA Minnesota.

Communicate with the Building Staff

- Sign in daily. Wear a nametag while you are in the school building.
- Introduce yourself to the custodial engineers, office staff, administrators and paraprofessionals. They are powerful people in the building. Be sure that you meet each of these players before your work in the school begins; try to share your visit with them in some way intermittently. Then, when you need their help—and you will—your request will be more welcome.
- Always ask permission rather than forgiveness.

Complete Mid-course Reflections and Revisions

- During the initial planning meetings you'll want to schedule upcoming reflection sessions with your collaborators.
- The number of mid-course reflections/revisions will depend upon the duration of the collaboration.
- Maintain an ongoing dialogue to see if plans need modification. Involve the coordinator if there are problems with your collaborating teacher.
- Remember that reflections and revisions address both the school and you as an Teaching Artist.

Document the Collaboration

Think about what provides 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.
- Maintain an **Activity Log** that provides documentation on group activities and student responses, with respect to teaching observation of student growth, skill development, or other stated goals (one page minimum).

Plan for the Culminating Activity

- Plan this event with your collaborators.
- Remember this is a required element of the collaboration, but the event is not necessarily a sharing of finished products. Lecture demonstrations, open final rehearsal, works in progress and informal sharing sessions are also possibilities.
- Show what the students are learning and celebrate their authentic work for a real audience in the way that makes most sense. The amount of time together with the students, their age levels and the time of year, will all factor into the decision you and your collaborators make as to the end products and their dissemination.

Complete the Final Reflection

- Use the feedback gained to plan for improvements and adjustments in the next implementation of the project to complete the ***Final Evaluation***.

Communicate the Budget and Payment Schedule

- A formal contract for independent contractors will be created by VSA Minnesota. To be paid for hours or for reimbursements you will need to provide a social security number and complete a W9 Form.
 - The maximum award amount for each residency is \$1,500 for a minimum of 5 hours with 15 students who receive Special Education services.
 - The rate of pay for student contact is \$65/hr.
 - The rate for planning, preparation and evaluation time is \$25/hr.
 - The rate of travel reimbursement is \$.50/mile beyond 20 miles roundtrip.
- VSA Minnesota will pay you 75% of the total amount during the first week of the residency and 25% upon receiving final documentation.
- You are required to complete and submit the following paperwork to VSA Minnesota within 5 business days following the end of the residency project :
 - ***Final Evaluation***
 - ***Activity Log***
 - ***Expense Reimbursement Form***

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