Vermont Arts Council Teaching Artist Tips - 2020-2021:

Preparation Tips:

Include specific art form content that:
- aligns with National Core Art Standards or other content standards
  - the Vermont Arts Learning Target Bank is a great resource
- is effectively deliverable online for either asynchronous and/or synchronous learning

Have a documented plan for a collaborative conversation(s) with school to:
- clarify purpose, goals, needs, outcomes, and teaching team
- clarify roles as well as the fees and materials related to the project. The eligible cost worksheet is a tool to help determine the cost of Artist in Schools projects as well as the eligible grant request from the school.
- access online/software platforms that are safe, effective, meet accessibility requirements, and meet the needs of the sponsoring school and/or students
- confirm tech and Wi-Fi access for the participants

Include planning time for a tech rehearsal(s) to:
- confirm technical components are workable and support the success of the experience such as:
  - stable Wi-Fi connections with contingency back-up plans
  - appropriate space, camera angles, effective lighting, sound checks, music checks, media clips, links, etc.
  - content is presented with design principles in mind and is accessible for people with disabilities

Instruction Tips:

Take steps to ensure instruction is:

Coherent, concise, well-paced, & varied

Carefully scaffolded to include:
- stated purpose and/or historical/cultural context
- rich arts content and focus on a creative process
- clear directions with multiple examples (live, video clips, etc.)
- multiple opportunities for participants to:
  - interact with teaching artists/peers (questions, comments, polls, reflections, revisions, sharing, etc.)

- respond, participate, succeed through differentiated instructional strategies and/or Universal Design Learning principles (UDL)

Responsive:
- culturally responsive, equitable, and inclusive
- includes differentiated instruction strategies for online learning
- builds an online community:
  - greet/acknowledge all participants e.g., parents, teachers, students, etc.
  - recognize opportunities to:
    - share commonalities and honor differences
    - provide encouragement
    - give authentic praise and polish

Reflective:
- has a documented plan for gathering, responding to, and applying relevant feedback from teachers, parents, participants, etc.