vermont arts council

Youth Development Teaching Artist Handbook



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Youth Development Teaching Artist Roster

The Vermont Arts Council's Youth Development Teaching Artist Roster is a juried directory of high-quality teaching artists living and working in Vermont who have notable experience leading activities for youth in schools and/or in community-based settings such as after-school programs or summer camps.

The roster highlights active and experienced teaching artists and is a resource to facilitate connections between teaching artists and community organizations such as arts organizations, schools, and afterschool providers. The roster is both a tool for the general public and for those applying to the Council's grant programs such as Artist in Schools. Applicants are encouraged to work with artists on the roster but are also welcomed to submit proposals to work with eligible artists not on the roster.

The Council does not guarantee contracts for artists listed on the roster, and teaching artists on the roster are encouraged to market their services directly to schools and other organizations with whom they wish to collaborate.

About Artists in Schools

Artists in Schools Grants help schools develop quality multiday arts experiences with Vermont teaching artists in residence and encourage collaborations between schools, youth, artists, and arts organizations. Artist residencies add value to a curriculum and may take place during the school day or in a sequential, after-school setting. Typical projects take place between 3-10 days in length and support both preK-12 students and teachers.

Artists on the Council's Teaching Artist Roster meet standards of artistic excellence, have teaching experience, and have experience planning collaboratively. Eligible schools and arts organizations may apply for support of projects led by teaching artists not on the roster.

Arts and arts-integrated projects provide experiential learning opportunities that offer many benefits, including helping students create and express ideas, fostering connections within the school and the broader community, supporting students around targeted proficiencies or personal goals, building student confidence, building connections with the arts and artistic processes, and encouraging reflection.

Examples of fundable projects include:

- A math teacher works with a dancer to integrate kinesthetic learning into the classroom. Students learn about dance concepts and use them to talk about geometric shapes and spatial relationships.
- An English teacher works with a poet or playwright to mentor students and provide opportunities for them to develop and workshop their writing.
- A music teacher works with a professional composer to help students compose and perform original works of music.

- A physical education teacher works with a circus artist to integrate movement, performance, and social emotional objectives into the curriculum.

- Students work with a theater artist to explore theater concepts and to write and perform a short play focusing on key themes such as collaboration, empathy, or flexible thinking.

- Students work with a visual artist and classroom teacher to research and document the story of place through multiple perspectives in their community through an exhibit or mural.

- Students work with a musician to explore musical concepts and to compare or contrast cultures through drumming or music.

Expectations of Council Teaching Artists

Teaching artists on the Council's roster have a special relationship with the Vermont Arts Council. They are ambassadors for the Council and for the arts in Vermont. Roster artists communicate with and represent the Council in many communities around the state. They often represent the one personal connection that teachers, principals, parents, students, and service providers have with the Council. Artists on the roster:

- are good role models for students
- respond in a prompt and courteous manner to all business associated with being a teaching artist
- engage and relate well to a wide range of individuals including teachers, administrators, and students at all age levels
- seek out opportunities to grow and learn as teaching artists
- provide evaluative feedback on residencies and workshops funded by the Council
- submit updates annually to maintain their status on the Council's roster
- include teachers and/or key individuals in planning at every level
- ensure that a teacher or staff member is always in the room with them in K-12 settings

Maintaining a Position on the Roster

To maintain a position on the roster, selected artists agree to:

- be committed to professional growth
- maintain a presence in Vermont while on the roster
- create, and maintain annually, a profile in Creative Ground that includes:
    - a description of education offerings
    - a recent photo
    - current contact information and links to social media
    - and at least one reference in the "I have worked with" section with whom the artist has worked for or collaborated with in the last 3 years. Entries show a commitment to growth through work in the field or skill development related to arts education

Unfavorable sponsor evaluations by residency sponsors or other concerns about an artist's AIS work are handled on a case-by-case basis. In rare instances this may lead to immediate termination from the Council's roster.

Getting Hired

The Council does not guarantee contracts for artists listed on the roster, and teaching artists on the roster are encouraged to market their services directly to schools and other organizations with whom they wish to collaborate.

When applying for an arts education grant, applicants are linked to council's rosters, which are linked to artist's Creative Ground accounts. Artists most successful in securing work through these grants have effective outreach strategies and align their residencies to meet the needs of schools. Artists are encouraged to promote themselves in order to secure residencies. Here are a few suggestions for securing residency work:

- Start with people you know, including schools and organizations that have hired you before; let them know that the Council may have grants to help support a residency with you
- Encourage potential residency sponsors to contact the Council for help getting started with the grant application
- Use your Creative Ground account, website, or a one-page flyer to summarize the kinds of activities you offer in a residency. This can help teachers and others envision what you would bring to their school or organization
- Familiarize yourself with the National Core Art Standards and communicate how the activities you conduct in residencies may help teachers address them
- Respond to all inquiries in a timely manner even if you are unavailable for a particular request. Not only does Council count on artists to handle all correspondence professionally, the individual who inquires is much more likely to contact you again or recommend you to others if they hear back from you

All applications to the council's education grant programs are submitted by the sponsoring school.

Residency and application planning:

The residency sponsor or applicant and the artist should discuss the proposed residency before a grant application is submitted to the Council. Below are some of the key issues to consider and negotiate:

- Potential dates and your availability. Being on the roster does not obligate you to accept a residency request
- Timeframe for grants. The sponsor (not the teaching artist) must prepare a grant application, which must be submitted six weeks or more in advance. Be aware that the grants are awarded on a first-come, first-served basis. The applications open in mid-August and are open until the funding has been exhausted. On average, the funding is exhausted in or by November
- Culminating event or demonstration event. Does the sponsor wish to include a culminating event or opening event as a piece of the residency? If yes, what are your fees for this day?
- Students and learning objectives. You will want to know the students' age range, the topics and subjects that they are studying, and – generally – what the teachers learning objectives are for the class
- The sponsor's needs. Is there a particular theme or unit goal that they want you to address? How can you adapt your activities to help meet their objectives?
- Your fee. Ask questions to understand the proposed scope of work and articulate your fees to meet their needs. Discuss the number of paid contact hours with the sponsor. This may include planning time, a kickoff event, classroom/session time with participants, and/or a culminating event

- Mileage and supplies. If, in addition to your fee, you will be requesting the sponsor to pay your mileage or for necessary supplies, ask that the sponsor pay for these or work these costs into your artist fees
- Lodging. If a residency site is too far away for commuting, and lodging is required, this should be discussed early in the planning process. The sponsor is responsible for lodging costs, and these costs are not covered by the grant. Sometimes sponsors ask if you are willing to stay in someone's home in order to save on expenses, or because they are in a rural area where there are no hotels nearby. If staying in a stranger's home is not your cup of tea, say so! It's a personal preference and best addressed early on, even if it means passing up a residency opportunity

after the grant is awarded:
The school or organization will prepare the grant application and submit it to Council. Teaching artists may support with the application process. If awarded a grant, the residency is confirmed. After the grant is awarded, the Council recommends that the teaching artist be clear about the important terms of the residency. A contract is recommended, but, at the least, the terms should be communicated in writing. These include:

- beginning and end dates
- policies around weather interruptions
- mileage reimbursement
- lodging or accommodation needs
- number of contact hours expected
- expectations for planning fees
- payment structure
    - the Council pays the sponsor the full award within one month of notification
    - most schools/organizations pay at the end of the residency with a submitted invoice

Tips for a Success:

Flexibility is an asset. All the planning in the world cannot stop snowstorms from closing schools, art supplies from going missing, or other unforeseen events. Have back-up activity ideas ready for those times. Try to be responsive to situations that call for adjustments or revised expectations.

- Connect with teachers and administrators. Starting with the planning stage, ask how you might help them meet goals for their school or address educational learning standards that they are seeking to meet. Teachers may be pleasantly surprised when a visiting artist finds creative ways to help address their goals.
- Schedule a planning session if possible to share big picture ideas with teachers about what you do and help build rapport with them at the outset of your residency.
- The grant programs prioritize process over product. Sometimes artists are asked to lead a culminating student production or art show at the end of a residency. Be realistic about how much you can accomplish with students during your residency, and discuss this with the principal or teachers. Include planning and/or production time into your fees as needed.
- AIS guidelines require that a teacher or staff member is always in the room with you. If you find yourself left alone with students, let a principal or administrator know right away.
- AIS guidelines do not allow for more than five contact hours in a day unless agreed upon by both parties.

- The Council does not conduct background checks. Organizations that hire AIS artists are advised to follow their own individual policies regarding background checks, which vary district-by-district. Schools may ask that you submit to a background check, which may include a fee for fingerprinting.
- The Council highly recommends that you carry your own policy with the following types of insurance: worker's compensation, liability, and health insurance. Many schools' worker's compensation and liability plans will cover a teaching artist, but this varies from district to district.
- Changes and cancellations happen. Remember that schools adhere to very structured schedules, and that principals and teachers often plan residency activities many months in advance. Do not commit to a residency unless you are confident you can carry it out. If you must cancel or change plans, notify your contact person as far in advance as possible. Ask them to notify the Council about significant changes in plans.

Additional Resources:

The Association of Teaching Artists serves teaching artists in New York State and has a national and international following. It is a clearinghouse for information at the intersection of art and education that builds the knowledge base of teaching artists, provides a forum and platform for teaching artists; and connects teaching artists with each other and the larger arts and education communities.
https://www.teachingartists.com/

New Victory Arts Education Resource Library provides arts-based resources for Pre-K – 12 educators are inspired by New Victory productions: including activities, handouts, dynamic instructional videos and more. Browse hundreds of resources by art form (theater, dance, music) or by class subject.

The education department at the **J. Paul Getty Museum** offers a range of online resources for teaching artists. Included are professional development videos, arts-integration tools, sample lesson plans, and resources for students.
videos: https://www.youtube.com/playlist?list=PLij2XTFgmBSTKjftUzmkRmR0WxFfUpg6o
curricula and lesson plans: http://www.getty.edu/education/teachers/classroom_resources/

GIVE: Your Guide to Teaching Artistry in Inclusive Settings: GIVE (Growing Inclusivity for Vibrant Engagement) is a free guide that supports Teaching Artists (TAs) in the creation of liberated learning environments and vibrant arts experiences within inclusion settings.

The Teaching Artist Guild is a national community for professional teaching artists. The TAG provides a number of resources for their members including monthly publications, a pay-rate calculator, access to insurance, and connections. A shared membership between the TAG and Fractured Atlas is available.
https://teachingartistsguild.org/

The Kennedy Center Alliance for Arts Education Network is a coalition of statewide nonprofits working in partnership with the John F. Kennedy Center for the Performing Arts to support programs and practices that make the arts an essential part of K-12 education. The Kennedy Center also provides a number of resources for teaching artists:
http://education.kennedy-center.org/education/educationresources/

Springboard for the Arts supports artists with tools to make a living and a life, and to build just and equitable communities full of meaning, joy, and connection. They provide a variety of materials for

educators and instructors for use in formal and informal classroom settings. The resources are especially useful for teaching artists engaged in placemaking or community building projects.

https://springboardforthearts.org/resources-for-educators/

Contact the Council

Teaching artists and sponsoring organizations are encouraged to contact the Council with any questions about the roster, the grant program, grant applications, final reports, etc.

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