

TEACHING ARTIST ROSTER



Teaching Artist Roster Application Guide 2011-2012



Arizona
Commission
on the Arts

To request this or any other agency publication in an alternative format,
contact the Arts Commission offices at 602-771-6501.

Teaching Artist Roster Application Guide 2011 - 2012

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Arizona
Commission
on the Arts

Dear Friends:

It is my pleasure to welcome you to the Teaching Artist Roster program. I have great respect for the work teaching artists do in our schools and communities across Arizona.

Our Teaching Artist Roster utilizes 2.0 technologies to better serve you and our constituents in the delivery of arts-based learning experiences. The online technology allows you to upload digital images, sound bytes and video, and allows end users to access your information and skills, 24/7. All applicants are reviewed based on criteria that consider both your work as a professional artist and your work as a teaching artist. Placement on the Teaching Artist Roster is not automatic; all applicants are reviewed, including returning teaching artists.

Just as schools must be nimble and willing to adapt to unexpected changes influencing their curriculum, teaching artists must also be flexible. We at the Arts Commission require that artists on the Teaching Artist Roster are well versed in the Arizona arts standards, are aware of current trends in education, and are able to clearly convey their programs to diverse populations. We know that communities across Arizona are in need of your talents; communities need artists who are able to conduct collaborative arts learning experiences in a variety of settings.

Thank you for your application to the Teaching Artist Roster. It is our hope that the work of artists on the Teaching Artist Roster will engage our young people and communities across the great state of Arizona in learning experiences in and through the arts. Above all, we thank you for your willingness to share your talents and skills.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert C. Booker".

Robert C. Booker
Executive Director

TEACHING ARTIST ROSTER OVERVIEW

The Arizona Commission on the Arts Teaching Artist Roster is a juried listing of Arizona artists from all artistic disciplines. Artists are approved for listing on the Teaching Artist Roster after completing a rigorous application, review and interview process led by a panel of artists, educators, presenters and citizens of Arizona. The Teaching Artist Roster is not a comprehensive directory of Arizona artists.

Primary purpose of the Teaching Artist Roster:

To provide a quality resource that lists approved Arizona artists who have particular expertise in collaborating with schools and communities to conduct learning experiences in, through and about the arts.

Secondary purpose of the Teaching Artist Roster:

To identify and promote high-quality Arizona artists who maintain active careers as teaching and professional artists, and who have particular expertise in collaborating with schools and communities to conduct learning experiences in, through and about the arts.

Please read the entire Teaching Artist Roster Guide before beginning an application.

TRACKS

Within the Teaching Artist Roster, the Arts Commission maintains two tracks: Education-based and Community-based. Each track maintains distinct evaluation criteria. Applicants may choose to apply in on or the other, or both.

✓ **Education-based Track**

Approval of Teaching Artists on the Education-based Track is based on the ability of the applicant to conduct arts-based learning experiences **in preK-12 settings** and the quality of the applicant's work as a professional artist. Artists on the Education-based Track utilize standards-based curriculum practices, significant assessment and evaluation, and demonstrate successful teacher-artist collaborations. For more information about the Education-based track, see page 11.

✓ **Community-based Track**

Approval of Teaching Artists on the Community-based Track is based on the ability of the applicant to conduct learning experiences in **community settings** and the quality of the applicant's work as a professional artist. A community-based program could be, but is not limited to, an after-school program, a one-day assembly or short-term exposure to an art form. Artists on the Community-based Track have clear program objectives, combined with goals and assessment tools for any proposed program. For more information about the Community-based track, see page 12.

ARTISTIC DISCIPLINES

Applications are accepted on a biannual basis in the disciplines of **Literary Arts, Dance, Folk Arts: Performing, Folk Arts: Visual, Multidisciplinary Arts, Music, Theatre, Visual Arts and Storytelling**. Artists may apply in more than one discipline. There is no minimum or maximum number of artists selected in a particular discipline or for the Teaching Artist Roster as a whole.

ELIGIBILITY

Individual artists and/or artists as part of a company may apply to the Teaching Artist Roster. Organizations are not eligible to apply. At the time an application is submitted, applicant must be:

- 18 years of age or older;
- A resident of Arizona.

TEACHING ARTIST ROSTER TIMELINE

MAY

- May 2010 Publication of Teaching Artist Roster Application Guide, 2011-2012
- May 2010 Launch of Teaching Artist Roster Online Application

AUGUST

- August 5, 2010 **Deadline to indicate Artist Intent to Apply: Artist Profile(s) must be completed and Track(s) must be opened through the online application**
- August 12, 2010 Deadline to request Arts Commission staff review of draft applications
- August 12, 2010 Deadline to request accessibility accommodations

SEPTEMBER

- September 2, 2010 **Deadline to submit Teaching Artist Roster Application and required materials**

OCTOBER

- October 2010 Artist contacted for interview
(Please note: only applicants that progress to the 2nd stage review will receive an interview.)
- October 12, 2010 Artists notified by mail if not moving forward in the review process

NOVEMBER

- November 8-12, 2010 **Teaching Artist Roster Panel Meetings**

DECEMBER

- December 2010 Governing Commission approves panel recommendations
- December 2010 Artists notified by mail of application status

JANUARY

- January 1, 2011 Launch of Teaching Artist Roster

HOW TO APPLY

Applications are accepted through an online application system, at <http://roster.azarts.gov>.

Step 1 Submit an Artist Intent to Apply: Applicants must indicate their intent to apply in any given category or discipline by creating **one member account, and opening any and all profiles and subsequent tracks in which they intend to apply by August 5, 2010**. Applicants will continue to have access to their opened member accounts, profiles and tracks until the application deadline, September 2, 2010.

Deadline to submit Artist Intent to Apply: August 5, 2010

Step 2 Complete your opened profile(s) and subsequent track(s). Follow instructions online as you complete the application.

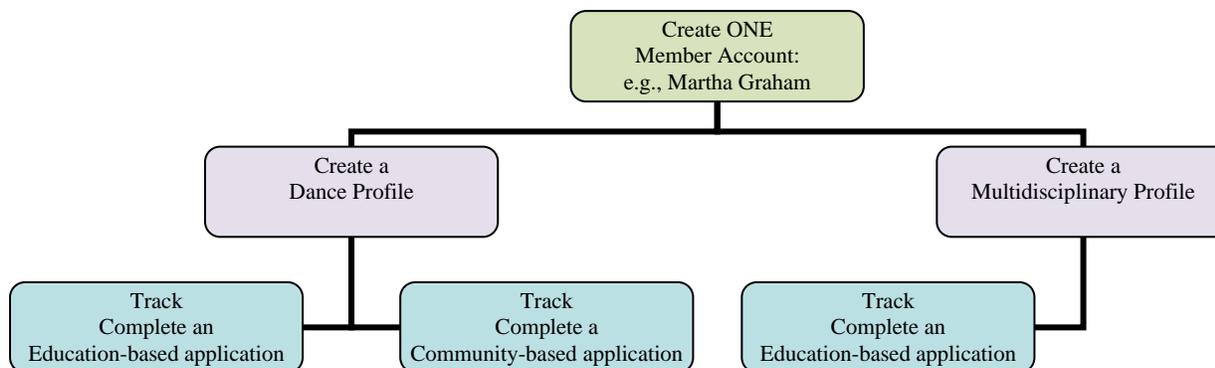
Step 3 Submit (upload or mail) all application materials. See page 5.

Deadline to submit all application materials: September 2, 2010

CREATING YOUR MEMBER ACCOUNT, PROFILE(S) AND TRACK(S)

Applicants will create one member account, one profile for each artistic discipline in which they apply (Literary Arts, Dance, Folk Arts: Performing, Folk Arts: Visual, Multidisciplinary Arts, Music, Theatre, Visual Arts and/or Storytelling), and an application for the Education-based track, the Community-based track, or both.

For Example: Martha Graham is a dance artist interested in working in educational and community settings. She is also a multi-disciplinary artist interested in working in educational settings.



FIRST TIME APPLICANTS

First-time applicants are strongly encouraged to contact the Arizona Commission on the Arts well in advance of the deadline to discuss proposed application(s). Applicants may request that Arts Commission staff review an application draft. Draft review requests must be submitted by **August 12, 2010**. To request Arts Commission staff review a submitted draft, send an email to teachingartistroster@azarts.gov, with *Teaching Artist Roster Review* as the subject line. Staff review does not guarantee jury approval, but can help strengthen applications.

ACCESSIBILITY ACCOMMODATIONS

If an applicant requires accessibility accommodations with regard to the application process, requests for such accommodations must be received by the Arts Commission prior to **August 12, 2010**. To make a request, contact Jaya Rao at jrao@azarts.gov, 602-771-6501.

APPLICATION MATERIALS

Carefully read instructions for submitting application materials.

Required Application Materials Include:

- Artistic Work Samples (Uploaded by applicant)
- Field Evaluation Report (Mailed by third party; form provided)
- Sample Lesson Plan (Uploaded by applicant; form provided)
- Sample Assessment/Evaluation (Uploaded by applicant)
- Resume or Bio (Uploaded by applicant)
- Signature Page (Mailed by applicant; form provided)

All forms provided by the Arizona Commission on the Arts can be found at <http://www.azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>.

Deadline to submit Teaching Artist Roster Application: September 2, 2010

Applications and materials must be submitted online at <http://roster.azarts.gov/> no later than midnight on September 2, 2010. Mailed materials (Field Evaluation Report and Signature Page) must be postmarked or received by 5pm on September 2, 2010. Incomplete applications and/or applications and materials submitted after published deadlines will NOT be processed. It is the responsibility of the applicant to submit materials according to published guidelines.

Mailed Materials: Postmark/receive by deadline, September 2, 2010

Mail to: Arizona Commission on the Arts, 417 W. Roosevelt St., Phoenix, AZ 85003-1326

Tips:

- If submitting mailed materials through the U.S. Postal Service, they must be postmarked or received by 5:00pm, September 2, 2010. Send with confirmation receipt or include a stamped postcard to receive verification of delivery. Please note: applications dropped in mailboxes or at retail mail services may not be postmarked until the next day.
- If submitting mailed materials through an alternative mail service, such as Federal Express or UPS, they must be postmarked or received by 5:00pm, September 2, 2010. Remember to retain the receipt or other proof of date mailed.
- If hand delivering materials to the Arts Commission office, they must be received by 5:00pm, September 2, 2010.

Please note: With the exception of the Sample Assessment/Evaluation, all uploaded application materials will be made available to the public if applicant is juried on to the Teaching Artist Roster.

APPLICATION MATERIALS (cont.):

1. Artistic Work Samples:

Artistic work samples are reviewed by panelists to evaluate the artistic quality of the applicants work. ALL artistic work samples must represent work completed within the past **three** years and clearly represent applicant or applicant's company

How to Submit Artistic Work Samples

Upload all artistic work samples through the online application at <http://roster.azarts.gov/>, under the Pictures and Samples header in your profile.

Tips:

- Complete editing and formatting of artistic work samples well in advance of the application deadline. Arts Commission staff will not edit or format artistic work samples.
- Submit artistic work samples that directly relate to your art form, and best demonstrate your usual performances, exhibitions or programs. Artistic work samples should give panelists a clear understanding of the artistic quality of your work or your company's work.
- Do not submit students' artistic work as your primary work sample.
- Do not submit work that contains inappropriate content.

Artistic Work Sample Guidelines

Acceptable artistic work samples include: audio, video, image file, or PDF documents. Choose the most appropriate file format to represent your discipline through your artistic work samples. Only three minutes of artistic work samples will be viewed per application by the review panel, but could include a combination of audio, video, digital images, **or** written material. **All uploaded artistic work samples should be properly cued and edited.**

Audio Material

Audio material must be submitted in .mp3 format. Applicants submitting audio material as their primary work sample are limited to **one (1) three-minute segment**. If an applicant submits more than three minutes, only the first three minutes of the first work sample uploaded will be heard during the panel review process.

Video Material

Applicants submitting video material as their primary work sample are limited to **one (1) three-minute segment**. One or several short works or excerpts of works could be included. If an applicant submits more than three minutes, only the first three minutes of the first work sample uploaded will be viewed during the panel review process.

Digital Images

Images must be submitted in .jpg, .jpeg, .gif, .png, or .tif format. Applicants submitting images as their primary work sample are limited to **five total images**. If an applicant submits more than five images, only the first five images will be viewed during the panel review process.

Written Document

Writing samples must be submitted in .pdf format. Applicants submitting writing samples as their primary work sample are limited to **five total pages of material**. Pages must be numbered, with 1-inch margins, in 12 point font size. Prose must be double-spaced; poetry must be single-spaced.

Artistic Work Sample Descriptions

The online application will guide you through labeling and providing descriptions of work samples. Be sure to include title of the piece(s), represented artist(s), date completed or premiered, and (as necessary) dimensions and medium of the work or other pertinent technical information. You will be asked to identify your primary work samples during the application process.

APPLICATION MATERIALS (cont.):

2. Field Evaluation Report

The Field Evaluation Report must be completed by a third-party observer, i.e., someone who has seen the applicant model or execute an arts learning program. This form must be submitted with the observer's original signature. **Please note:** This form should **not** be completed by a family member, fellow company member or an individual that may have a bias in their observation of the applicants work.

Download the form:

<http://www.azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>.

Third-party observer completes and mails the completed Field Evaluation Report by **September 2, 2010**.

3. Sample Lesson Plan

The Sample Lesson plan is designed to provide a snapshot of how the applicant works in school or community settings. Provide an overview of a sample project, and a specific example of the way the project would address one learning objective. The sample lesson plan is not meant to be comprehensive, but should clearly and directly address the prompts within the form.

For instructions on completing the Sample Lesson Plan, see page 13-14 of the Guide.

Download the form: <http://www.azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>

Upload completed Sample Lesson Plan: <http://roster.azarts.gov/> by **September 2, 2010**.

4. Sample Assessment/Evaluation

The Sample Assessment/Evaluation helps panelists to better understand how the applicant assesses and evaluates participant progress during the course of a program. Applicants may upload up to 2 items.

Upload sample assessment/evaluation document, in PDF format, at <http://roster.azarts.gov/> by **September 2, 2010**.

5. Resume/Bio

Applicants must upload a resume/bio that is no more than two pages long. Applicants may submit a description of artistic work and process in lieu of a resume.

Upload your resume or bio, in PDF format, at <http://roster.azarts.gov/> by **September 2, 2010**.

6. Signature Page

Applicants are required to submit a Signature Page with the applicant's original signature.

Download the form: <http://www.azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>

Mail the completed Signature Page by **September 2, 2010**.

APPLICATION MATERIALS CHECKLIST

Use the checklist to plan and prepare for submission of your application. (**Note:** Listed completion times are estimates. Time estimates for completing an application increase for each profile and track being submitted.)

Complete online: 5-10 minutes per profile

- ✓ Artist Intent to Apply

Answer in the profile(s): Completion time depends on length of response.

- ✓ A Description About Yourself
- ✓ Your Artistic Discipline
- ✓ Your Home Region
- ✓ Your Travel Region
- ✓ Pictures and Samples
- ✓ Recent Engagements
- ✓ Upcoming Events

Answer within the track(s): Completion time depends on length of response.

- ✓ Title (Community Based or Education Based)
- ✓ Approval Type (Community or Education)
- ✓ Artistic Discipline
- ✓ Teaching Artist Approach

Program Snapshot

- ✓ Program Snapshot Focus
- ✓ Program Description

Program Components

- ✓ Areas of Interest
- ✓ Technical, Space, and Supply Requirements
- ✓ Special Considerations
- ✓ References
- ✓ Fees

Arizona Centennial Projects

- ✓ Arizona Centennial Projects

Download, complete and upload: Allow ample time to develop your materials. Upload time: 1-10 minutes

- ✓ Sample Lesson Plan

Upload: Allow ample time to develop your materials. Upload time: 1-10 minutes per item

- ✓ Resume/Bio
- ✓ Sample Assessment/Evaluation

Provide to third-party observer; third-party observer will sign and mail: 5-10 minutes

- ✓ Field Evaluation Report

You will download and mail: 5-10 minutes

- ✓ Signature Page

APPLICATION REVIEW PROCESS

Step 1 Applicant Review:

Panels of experts assess the strengths and weaknesses of applications according to published criteria. Panels review written narrative, application materials and artistic work samples. Based on this initial review, the panel makes recommendations for interviews. Note: Not all artists will move forward after the applicant review.

Step 2 Interview:

Applicants moving forward will be contacted for a question-and-answer session (interview to last no more than 15 minutes). Failure of the applicant to respond to requests for an interview in a timely matter may render the application incomplete and therefore ineligible to move forward in the review process.

Step 3 Panel Review:

Panelists re-review applications, artistic work samples and discuss applicants. Each panel, chaired by a non-voting, Governor-appointed Commissioner, provides a list of approved applicants to the Arts Commission. The Arts Commission staff does not vote in the process. Panels are open to the public.

Step 4 Commissioner Approval:

Governor-appointed Commissioners vote to approve recommendations of the review panel. This vote is **final** and not subject to appeal. The board meeting is open to the public and will meet December 9, 2010.

Step 5 Notification:

The Arts Commission provides written notification to all applicants. Notifications will be distributed by mail during the week of December 9, 2010. Prior to December 9, 2010, Arts Commission staff will not respond to inquiries about the status of applications.

To review the Arts Commission policies related to the Teaching Artist Roster, please visit <http://www.azarts.gov/arts-learning/teaching-artist-resources/current-roster-artist/>.

EVALUATION CRITERIA

Applicants are selected for the Teaching Artist Roster based on the following criteria.

For Education-Based Track

(Artists provide preK-12 arts learning residencies and teacher training in educational settings.)

1. Artistic quality (25%)

(Determined through artistic work samples, field evaluation report, resume, and application)

- a. Folk Arts (see Arts Commission Policy 715) – How did applicant learn the art form
- b. Authenticity of art form
- c. Applicant's body of work exemplifies artistic excellence in the discipline
- d. Applicant provides evidence he/she is a practicing professional artist, continuing development as an artist

2. Ability to communicate about their art form (25%)

(Determined through application, field evaluation report, interview response, and resume)

- a. Ability to explain their artistic process
- b. Ability to engage learners of varying ages, backgrounds, and experiences

3. Ability to conduct arts-based learning experiences in preK-12 settings (50%)

(Determined through sample lesson plan, sample assessment plan, application, field evaluation report, interview response, and resume)

- a. Ability to work both in and through the arts in the collaborative development of residency programs with educators
- b. Ability to work with State Academic Standards in Arts Integration
- c. Demonstrated knowledge of the Arizona State Arts Standards
- d. Demonstrated knowledge in program management, logistics, delivery, content, learning styles, presentation skills, and assessment
- e. Continuing development as a teaching artist

For Community-Based Track

(Artists provide workshops, presentations, one-day events, performances and lecture/demonstrations in community settings.)

1. Artistic quality (25%)

(Determined through artistic work samples, field evaluation report, resume, and application)

- a. Folk Arts (see Arts Commission Policy 715) – How did applicant learn the art form
- b. Authenticity of art form
- c. Applicant's body of work exemplifies artistic excellence in the discipline
- d. Applicant provides evidence he/she is a practicing professional artist, continuing development as an artist

2. Ability to communicate about their art form (25%)

(Determined through application, field evaluation report, interview response, and resume)

- a. Ability to explain their artistic process
- b. Ability to engage learners of varying ages, backgrounds, and experiences

3. Ability to conduct learning experiences in a community setting (50%)

(Determined through sample lesson plan, sample assessment plan, application, field evaluation report, interview response, and resume)

- a. Demonstrated knowledge in program management, logistics, delivery, content, learning styles, presentation skills, and assessment

EDUCATION-BASED TRACK

The Education-based track of the Teaching Artist Roster identifies high quality teaching artists with particular expertise in preK-12 schools and programs intended for educational settings.

Requirements for Education-based Teaching Artists

A successful teaching artist must be able to impart their skills and experience through their teaching. To be an Arts Commission teaching artist requires a mastery of your art form, an ability to communicate about that art form to a variety of participants, and ability to facilitate an organized learning experience with clear objectives, outcomes and assessment.

Education-based artists are expected to work with schools and teachers to provide students with arts-based learning experiences. In addition, teaching artists provide in-service professional development for teachers, to help them find ways to incorporate aspects of the artists' program into their daily curriculum and teaching practices. As part of the application process, applicants are required to submit a lesson plan and corresponding student assessment forms. The lesson plan must integrate Arizona Arts Standards and demonstrate a thoughtful and logical progression of activities to meet goals. Applicants should consider the participant age level, medium in which they work, and timeframe of the program. Keep in mind that many schools look for programs that complement classroom curriculum.

Connecting with the Arizona State Arts Standards

It is important that applicants become familiar with the Arizona Arts Standards. The Arizona State Board of Education revised the standards for the arts in 2006. Teachers and administrators work with the standards to develop classroom curriculum. Applications to the Teaching Artist Roster Education-based Track should articulate and reflect connections between the applicant's work and the arts standards. A complete listing of the standards is available online at the Arizona Department of Education web site at <http://www.ade.state.az.us/standards/arts/revised/>.

Security Clearance

Student safety is a primary concern to parents, teachers and school administrators throughout Arizona. The Arizona Commission on the Arts does not conduct background checks. However, each school district, charter, and private school will require different security clearance items in order for teaching artists to work on their campus. These items may include fingerprinting, background checks, liability insurance, etc. The Arts Commission recommends that teaching artists contact a school ahead of the program to ask about security requirements.

Fingerprint Clearance Cards

The Arizona Department of Education (ADE) requires all certified teachers to obtain a Department of Public Safety (DPS) Fingerprint Clearance Card. Teaching artists can obtain an application packet for an Arizona Fingerprint Clearance Card by contacting the Arizona Department of Public Safety, at 602-223-2279. A fee of \$47 is required and is payable by cashiers check or money order, only. Contact the local police or sheriff's office for print rolling after receiving the application packet. After print rolling, a clearance card will be mailed. This process usually takes 10 weeks.

COMMUNITY-BASED TRACK

The Community-based track of the Teaching Artist Roster identifies high quality professional artists with particular expertise in presenting their art form in a community setting through teaching and/or performance.

Requirements for Community-based Teaching Artists

A successful teaching artist must be able to impart their skills and experience through their teaching. To be an Arts Commission teaching artist requires a mastery of your art form, an ability to communicate about that art form to a variety of participants, and ability to facilitate an organized learning experience with clear objectives, outcomes and assessment.

The Community-based track is designed for use by community groups, presenters and those seeking professional artists to perform, demonstrate, or speak about their art form to audiences. Teaching artists in this track may also be called upon by schools or groups working with preK-12 students to conduct short-term workshops or performances. Community colleges, local concert associations, arts councils, social service groups and other organizations generally sponsor community-based residencies. These are flexible opportunities, in that the sponsor and artist design content and length to meet a community's needs. Community residencies often involve multiple performance/workshop sites and diverse groups of people, culminating in public readings, exhibitions or performances. Some sponsors schedule a series of experiences throughout the year. School-based community opportunities can include one-, two-, or three-day lecture/demonstrations and performances. Artists applying to the Community-based track set their own fees for residencies/lectures/workshops/presentations.



Arizona Commission on the Arts Teaching Artist Roster EDUCATION BASED - Sample Lesson Plan

Input the most accurate description of what one "session" translates to in this particular lesson.

The Sample Lesson Plan provides a snapshot of an overall plan for engaging participants in arts learning.

The purpose of the Sample Lesson Plan is to look specifically at one learning objective from one session of an overall program.

Title: <i>Title of Lesson</i>		Teaching Artist: <i>Your name here</i>	
Artistic Discipline: (select one) <i>MUST MATCH ARTISTIC DISCIPLINE SELECTED IN APPLICATION PROFILE</i>	Program Type: (select one) <i>MUST MATCH PROGRAM TYPE SELECTED IN APPLICATION PROFILE</i>	Participant Group: (select one)	Length of Session: <i>(i.e. 30 minutes, one hour, all day)</i>
Learning Objective: <i>List ONE primary and specific learning objective for the lesson.</i>			
<div style="border: 1px solid red; padding: 10px; color: red; margin: 0 auto; width: 80%;"> Identify one -- and only one -- specific learning objective from this lesson. Address the following questions as they relate to the stated learning objective: Arizona State Standard(s); Assessment; Meaningful Activities. </div>			
Arizona State Standard(s) <i>Identify AT LEAST ONE standard being addressed by the stated learning objective by listing the strand(s), concept(s), and performance objective(s) below.</i> <i>Please refer to the following website for a list of all the standards:</i> www.ade.state.az.us/standards/contentstandards.asp		Meaningful Activities: <i>Describe the activities you will present in order to help develop participant understanding of the stated learning objective.</i>	
Strand:			
Concept:			
Performance Objective:			
Assessment: <i>(may include specific documentation for the session's lesson)</i> <i>Describe specific assessment methods/tools you will use to measure the students demonstration of the stated learning objective.</i>			



Arizona Commission on the Arts Teaching Artist Roster EDUCATION BASED - Sample Lesson Plan

The Sample Lesson Plan provides a snapshot of an overall plan for engaging participants in arts learning experiences.

<p>Materials: <i>List materials that will be required to conduct this lesson.</i></p> <div style="border: 1px solid red; padding: 5px; margin: 10px auto; width: 60%; color: red; text-align: center;"> <p>The Educator and Program Evaluation sections of the Sample Lesson Plan can be answered in relation to the specific lesson addressed on page one, OR to the overall program of which that lesson is a component.</p> </div>	
Educator	Program Evaluation
<p>Educator role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and projects.</i></p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the process to ensure success.</i></p>
<p>Educator training: <i>Outline the professional development and/or orientation training you will provide to the staff as a part of this program. Include the timeframe for this training (before, after, or during the program).</i></p>	<p>Documentation: <i>Describe how this program will be documented including formats that will be used (photos, video, etc.) and how/whom it will be shared.</i></p>
<p>Educator extension activities: <i>Describe the tools you will leave behind for the staff to develop and implement after you have left the classroom.</i></p>	

© YEAR YOUR NAME
Input the year and your name.

All rights reserved.

Complete the copyright information by filling in the year and your name in the appropriate fields.

FEES AND SERVICES

Teaching artists should discuss project budgets with partners and/or host organizations, and should collaborate to develop project objectives and to design the number of activities the program or residency will include

ARTS LEARNING PROJECT FEES/SERVICES

The following fee scale applies to any project funded by an Arts Learning Project Grant from the Arizona Commission on the Arts.

- **Travel Per Diem:** For projects wherein travel/per diem is requested, the Arts Commission provides a sample scale for travel/per diem. Round trip (RT) map mileage is calculated from the artist's city to applicant city.

0-70 miles RT	\$ 0 miles/lodging/meal honorarium
71-400+ miles RT	\$60 per day, all-inclusive mileage/lodging/meal honorarium Maximum of \$1,300 travel honorarium

- **Hour/Session (e.g., teacher/staff in-service, workshops, lecture/demonstrations):** Fees for an hour/session rate for the Artist in Residence and Community Enrichment matching grants are \$50 per hour/session rate. Artists/consultants may set fees higher than \$50 per hour/session, but must keep in mind the Arts Commission's matching grants are based on a \$50 per hour/session rate. Any fees above the \$50 per hour/session rate would need to be paid by the school or community organization.
- **Single Full Performance:** Fees for a single full performance are set by the artist or company.
- **School or Public Performances:** Fees for a school or public performance are set by the artist or company.

TYPES OF FEES/SERVICES

- **Travel Per Diem:** Mileage/lodging/meal honorarium.
- **Hour/Session:** 45 to 60 minutes depending on the length of a classroom period.
 - **Workshops:** Sessions of one class length, working with a core group of students (one class maximum).
 - **Lecture-Demonstrations:** Sessions in which an artist or artist ensemble provide examples and explanation of their art form to a group of people as either a performance or a less structured activity in a small space. These types of sessions are often interactive.
 - **Teacher/staff in-service:** Sessions in which an artist or artist ensembles provide examples and/or explanations of their art form while working with a core group of teachers and/or staff.
- **Single Full Performance:** 90-120 minutes. Typically refers to services provided by performing artists or companies and includes a fully staged performance with majority of the performance group.
- **School or Public Performances:** 90-120 minutes. Typically refers to services provided by performing artists or companies and includes a fully staged performance with majority of the performance group.

WHAT HAPPENS IF I AM JURIED ONTO THE TEACHING ARTIST ROSTER?

Length of Term

Successful applicants are juried onto the Teaching Artist Roster for a two-year period: January 2011 – December 2012. Juried artists may continue on the roster if they meet the annual requirements listed below. If an artist is unable to meet the annual requirements, they will be dropped from the Roster that year and are required to re-apply during the next Full Year application cycle. Applications are accepted on a biannual basis.

Annual Requirements

Applicants accepted to the Teaching Artist Roster are approved for a two-year period, contingent on the submission of the following:

Full Year

In years when the Arizona Commission on the Arts conducts a full application cycle, teaching artists already on the Teaching Artist Roster are required to complete the following actions:

- Professional Development Action
- Biannual Residency
- Full update to contact information and online materials, and submission of signature page

Alternate Year

In years when the Arizona Commission on the Arts does not conduct a full application cycle, artists already on the Teaching Artist Roster are required to complete the following actions:

- Professional Development Action
- Self-Assessment Form
- Brief update to contact information, online materials and submission of signature page

For complete information regarding Teaching Artist Roster Annual Requirements, please see <http://www.azarts.gov/arts-learning/teaching-artist-resources/current-roster-artist/>.

Artists listed on the Teaching Artist Roster are not guaranteed work

Artists should not rely solely on the Teaching Artist Roster for marketing to schools and communities. These entities often select artists based on calls to references, artists' direct marketing and word of mouth. When an artist on the Teaching Artists Roster is asked to conduct a residency or program, the artist(s) are contracted as self-employed individuals. The Arizona Commission on the Arts is not involved in contractual agreements, nor is the Arts Commission responsible for assuring an artist's placement in any programming.

Removal from the Teaching Artist Roster

The Arts Commission can remove an artist from the roster at any time for actions or behavior that could be detrimental to students, teachers, the community and/or the Arizona Commission on the Arts. This could include but is not limited to: unlawful activities, unprofessional conduct, inappropriate behavior or language, inappropriate behavior or violation of rules in a school setting, lack of responsible follow-through, contracts and scheduling. Roster Artists will be removed from the roster if they fail to fulfill Full Year or Alternate Year requirements, or if they fail to respond to Arts Commission staff requests for information in a timely or accurate manner.

Frequently Asked Questions

1. What is a teaching artist?
2. Why should I apply to the Teaching Artist Roster?
3. In the application, what is the difference between a profile and a track?
4. Should I apply for the Education-based or Community-based track, or both?
5. Can I mail my application materials and artistic work samples?
6. I have technology questions. What should I do?
7. The application is extensive. Where should I focus my attention?
8. What if I am unavailable to participate in the interview/review?
9. I'm with a company/group. Who from my company/group should attend the interview?
10. Who should I call during the review process?
11. If I am juried on to the Teaching Artist Roster, do I have to interview every year?
12. What are the annual requirements to remain on the Teaching Artist Roster?
13. What types of grants are available to organizations and schools from the Arts Commission?
14. What types of grants are available to artists from the Arts Commission?

1. What is a teaching artist?

"A teaching artist (artist-educator) is a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts."—*Eric Booth, nationally recognized actor, teaching artist and author*

"Teaching Artist – a practicing professional artist, with many of the skills and sensibilities of an educator, who collaborates with organizations and schools to design and implement units of instruction aimed at engaging learners in learning in or through the arts."—*from Young Audiences*

The work of a teaching artist embraces a variety of mediums, settings, purposes and formats. Teaching artists are called upon to develop mastery, both as practicing artists and as teaching artists skilled at teaching the principles, ideas, skills, history and individuality of their chosen art form. Teaching artists encompass a broad range of professional skills and demands, including artistry, presentation skills, design and delivery of programs, ongoing assessment, partnership and collaboration.

2. Why should I apply to the Teaching Artist Roster?

There are several reasons why you might want to apply for the Teaching Artist Roster. These include:

Residency Opportunities – The Teaching Artist Roster is a major resource for schools, after-school programs, and communities across the state. The Arts Commission's Artist in Residence program serves an average of 130 schools and communities a year. Schools prefer to work with artists on the Teaching Artist Roster because of the rigorous application process.

Professional Resources and Networking – Teaching artists listed on the Teaching Artist Roster can take advantage of Arts Commission-sponsored workshops and conferences at a discounted or no-fee basis. The Biannual Teaching Artist Symposium is a professional development opportunity for Roster artists. The Symposium is a convening of teaching artists that allows a time for sharing of resources and ideas and to develop new skills.

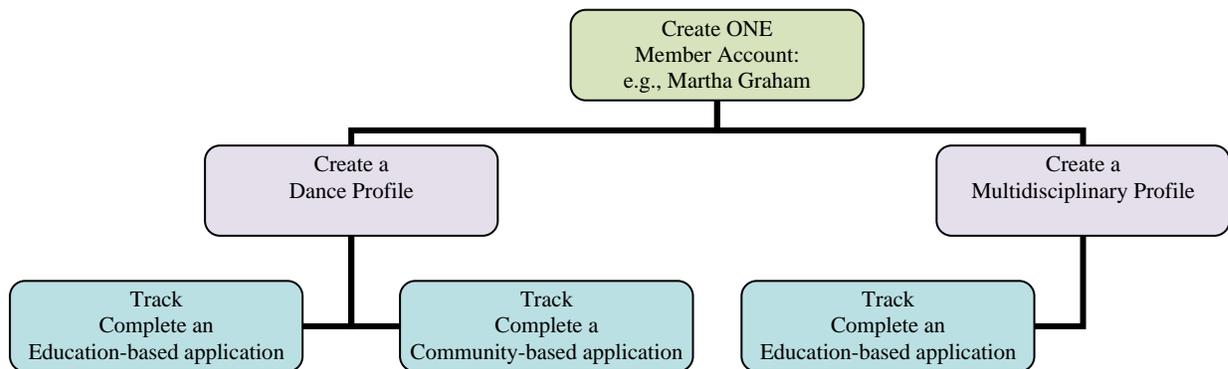
Promotion of your work – The Arts Commission promotes the Teaching Artist Roster throughout the state at community workshops and gatherings. The Arts Commission provides opportunities for networking and professional development. Whenever possible, the Arts Commission connects artists on the Teaching Artist Roster with opportunities to connect with the community, at events that host presenters, arts administrators, educators, teachers, artists and organizations.

Professional Development – The Arts Commission invests time and funds to support the professional development of teaching artists.

Frequently Asked Questions (cont.)

3. In the application, what is the difference between a profile and a track?

Applicants must open and complete a separate profile for each artistic discipline in which they intend to apply. Tracks are located within the profile, and are the portion of the online application you will open in order to apply in the Education-based or Community-based track, or both. Should you choose to apply in both you must open and complete a separate track for each. Please review the diagram below.



4. Should I apply for the Education-based or Community-based track or both?

Apply in the **Education-based track** if you are interested in working with students and teachers. Artists applying in the Education-based track should be familiar and comfortable working with the Arizona Arts Standards and able to co-create curriculum guidelines with teachers. Artists in this track typically provide residency experiences in K-12 settings, and also provide professional development experiences for teachers.

Apply in the **Community-based track** if you are interested in working with a variety of populations in unique settings, such as libraries, Boys and Girls Clubs, arts centers and festivals. Artists should be flexible and able to create programs in collaboration with their partners. Artists in this track typically provide workshops, lecture/demonstrations and performances.

5. Can I mail my application materials and artistic work samples?

With the exception of the Signature Page and the Field Evaluation Report, all application materials and artistic work samples must be uploaded through the online application system. The Arts Commission will not accept any application materials or artistic work samples submitted by mail in support of a roster application.

6. I have technology questions. What should I do?

If you experience difficulty with the Teaching Artist Roster online application, please follow these steps:

Step One: Refer to ERC guidelines at <http://roster.azarts.gov/index.a4d?action=help.profile#sampleWork>.

Step Two: If you were unable to resolve your technical issue by reviewing the ERC guidelines, send an email to teachingartistroster@azarts.gov, with *Technical Assistance* as the subject line. We cannot guarantee that the Arts Commission staff will be able to resolve your issue.

Step Three: If the Arts Commission staff is unable to help you resolve your technical problem, they will refer your call to ERC technical support.

Frequently Asked Questions (cont.)

7. The application is extensive. Where should I focus my attention?
Ability to conduct learning experiences accounts for 50% of the criteria. Pay careful attention to the sample lesson plan, assessment/evaluation, and any response you provide that relates to how you create and conduct learning experiences.
8. What if I am not available to participate in the interview/review?
Part of the application process is participation in an interview. Failure to respond to requests for an interview in a timely manner will render your application incomplete and therefore ineligible to move forward in the review process.
9. I'm with a company/group. Who from my company/group should participate in the interview?
Any artist within the company that conducts majority of programs will need to participate in the interview. Artists within the company that primarily perform and do not conduct learning programs do not need to participate in the interview.
10. Who should I call during the review process?
Contact Arts Commission staff with any questions or concerns during the process.
11. If I am juried on to the Teaching Artist Roster, do I have to interview every year?
No. However there are annual requirements that you must fulfill in order to remain on the Teaching Artist Roster. See page 16.
12. What are the annual requirements to remain on the Teaching Artist Roster?
For more information about Teaching Artist Roster requirements, please visit <http://azarts.gov/arts-learning/teaching-artist-resources/current-roster-artist/>.
13. What types of grants are available to organizations and schools from the Arts Commission?
For more information about Arts Commission grant programs for organizations and schools, please visit <http://azarts.gov/grants/organizations-and-schools/guides/>.
14. What types of grants are available to artists from the Arts Commission?
For more information about Arts Commission grant programs for artists, please visit <http://azarts.gov/grants/artists/>.

GLOSSARY

Accessibility Services

Services to make programs accessible to people with disabilities (e.g., American Sign Language interpreters, alternate-format materials, TT equipment, audio describers, open captioning).

Applicant

An artist or artistic company/group that is applying to the Teaching Artist Roster.

Application

The documentation and materials submitted to apply to the Teaching Artist Roster.

Arizona Commission on the Arts (Arts Commission)

The state arts agency, including its staff and the fifteen Governor-appointed Commissioners.

Art Service Organization

Organization that provides services to its members and/or the community at large. Services such as technical assistance, research, promotion and marketing, networking, advocacy, workshops and conferences, and other professional development. Art service organizations generally do not produce or present artwork.

Artist Intent to Apply

Artists indicate their intent to apply by opening a member account, artistic discipline profile(s) and subsequent teaching tracks. Required, and must be completed by **August 5, 2010**.

Artistic Discipline

Discipline in which an artist works: Literary; Dance; Folk Arts: Performing; Folk Arts: Visual; Multidisciplinary Arts; Music; Theatre; Visual Arts and/or Storytelling.

Artistic Work Sample

Sample of work uploaded through the online application that best demonstrates you or your company's artistic work. Panelists evaluate the artistic quality of applications based on artistic work samples.

Arts Standards

Standards adopted by the Arizona State Board of Education that identify what students should know and be able to do in the arts at specific points in their academic careers. See: www.azed.gov/standards/arts/revised.

Assessment

Measurement of learning; processes of evaluating, measuring and judging set learning objectives. Specifically, the Arts Commission uses assessment to refer to assessment of program or residency learning objectives.

At-Risk Student

R.E. Slavin defines an at-risk student as one who is in danger of failing to complete his or her education with an adequate level of skills. Risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status and attendance at schools with large numbers of poor students.

Centennial Projects

The Arizona Centennial Celebration will take beginning in 2011 and culminating in February 2012. The Arts Commission includes a section in the application for applicants to describe any Centennial-related projects they could offer for schools and/or communities.

Commissioner

One of the fifteen, Governor-appointed board members of the Arizona Commission on the Arts. Commissioners chair review panels and approve panel recommendations.

Community-based

Artists approved based on their ability to conduct learning experiences in **community** settings and the quality of their work as professional artists. These programs may be, but are not limited to, an after-school program, one-day assembly or short-term exposure to an art form. Regardless of venue, programs have clear objectives, goals and assessment tools for their duration.

Company

A core group of artists that conduct residency programs and may include other artists that primarily perform, but can dictate how each company member participates.

Education-based

Artists approved based on their ability to conduct arts-based learning programs in **educational** settings, and the quality of their work as professional artists. This requires standards-based curriculum practices, significant assessment and evaluation, and successful teacher-artist collaborations.

ERC

The Arizona Commission on the Arts Teaching Artist Roster online is hosted by ERC Systems: <http://www.ercsystems.com/>.

ERC Systems

See ERC.

Evaluation (Assessment/Evaluation)

The process of gauging the merit, worth or impact of a program. Specifically, the Arts Commission uses evaluation to refer to the teaching artists' evaluation of a program or project.

Fees

A set rate for artist services, typically based on a per-hour or per-session scale. See page 15 of the Guide for more information.

Field Evaluation Report

Required piece of the Teaching Artist Roster Application in which a third-party observer provides reference to the panelists of the applicant's practice as a teaching artist.

Folk Arts

There are many different definitions of folk arts and who is considered a folk artist. Folk arts are rooted in artistic and cultural traditions shared by a community and maintained over time. Folk artists learn skills and techniques through apprenticeships in community settings and use creative skills to convey their community's authentic cultural identity. Most are rooted in a particular heritage and speak to the time when families were required to produce for themselves the basic necessities of life. This encompasses a rich array of folk arts and crafts that continue to be practiced throughout the state of Arizona - such as cowboy poetry, gospel choirs, Mexican corridos and piñata makers, Hopi carvers, Mormon quilters, Navajo weavers and silversmiths, Western saddle makers, Apache Crown dancers and Pima basketweavers. Folk arts are connected to the cultural and artistic traditions of a community and region. Traditional folk artists (who perpetuate time-honored artistic traditions indigenous to the region where they were born and reared, learned through training, informal instruction or close observation of traditional artists in their families and communities) and Revivalist folk artists (musicians/dancers/craftspeople and storytellers who perform traditional arts, learnt directly from traditional folk artists or in

academic settings or through learning and practicing within a community – even though they may not be members of the community or regional culture from which the artforms are derived) are both eligible to apply.

Artists applying to the Teaching Artist Roster in the Folk Arts category will be selected based on artistic quality, their ability to communicate about their artform, and to conduct a residency. Additionally, they must be able to demonstrate mastery of a folk art form and their relationship to a community – whether ethnic, tribal, religious, occupational, geographical, age or gender based – from which the folk tradition is derived.

Individual Artist

A sole person whose professional work is the work of an artist.

Guidelines

Information published annually describing the Arts Commission's grant program(s), including application process(es), forms and formats, eligibility requirements and review criteria.

Learning Experience

The Arts Commission uses the term learning experience to broadly define the work a teaching artist does in a school or community setting.

Learning Objective

A learning objective is a statement that describes what a student or participant is to learn, understand, or to be able to do as a result of a lesson.

Lecture/Demonstration

An activity, generally 45-60 minutes in length, in which an artist or artist ensemble provides examples and explanation of their art form to a group of people.

Legal Requirements

The federal and state standards and regulations including those regarding fair labor, civil rights, accessibility, age discrimination, lobbying with appropriated monies, accounting records and other published requirements to which organizations accepting a grant must adhere.

Legislative Districts

State and congressional districts based on the physical address of your organization.

Lesson Plan

A detailed outline of learning objectives, subsequent activities and assessment for a specified course of instruction.

Local Arts Council/Commission (Locals)

A municipal, regional or private nonprofit organization, designated by its municipality, region or county to advise and implement municipal/regional/county arts policy. Local arts agencies are also referred to as "Locals" or LAAs. Composed of volunteer members of the public, usually appointed, they may also have professional staff. In addition to policy advisement, they may make grants, provide public programs, present or produce the arts, manage facilities, coordinate public art programs, assess community cultural needs and provide a variety of other activities in response to community needs.

Member Account

The master account an artist/applicant will create within the ERC system.

Multidisciplinary

Multidisciplinary artists or projects are those in which a single artist or artist ensemble combines two or more artistic disciplines (such as dance and poetry); or in which artists or artist ensembles from different disciplines collaborate to produce a project that integrates their different art forms.

Nonprofit Organization

Schools, governmental units and corporations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code.

Organization

An organized entity or group comprised of multiple artists whom perform, present and or conduct residency programs for a collective goal. For Example: Phoenix Boys Choir, Phoenix Conservatory of Music, Tucson Chamber Orchestra.

PDF

A PDF (portable document format) is a file type. This universal format allows electronic documents to be transmitted and reproduced accurately. In addition, it does not allow for editing or manipulation of content.

Per Diem

Set amount paid by a sponsor organization to an artist or artist ensemble for lodging and meal expenses while they carry out a project outside their community of residence. Per diem amounts may be included as eligible fees in a grant application, and must be specifically agreed to between the artist/artist ensemble and the sponsor organization.

Performance Fee

The amount paid to a performing artist/ensemble for a fully produced, public performance generally 90-120 minutes in length (including an intermission). This may be a stand-alone single performance or may be a culminating event of a community or school residency.

Profile

A web page within ERC Systems you will open to create an application in one of the primary artistic disciplines.

Program Type

Refers to the type of program(s) offered by teaching artists. The Arts Commission defines four program types for the Teaching Artist Roster: residency, lecture/demonstration, workshop and performance.

Project Grant

A cash award made to an organization to carry out a specific project, which must be matched – generally at least dollar-for-dollar – by the receiving organization. Arts Commission project grants have different matching requirements; all grant funds and matching funds are to pay for specific, eligible fees.

<http://azarts.gov/grants/organizations-and-schools/guides/>.

Residency

A multi-day project in a school, afterschool program or community in which an artist or artist ensemble is "in residence," providing activities to one or multiple groups which introduce them to, or expand their understanding of, the artist/ensemble's artform and artistic process. Residencies often provide sequential experiences for participants, and vary in length, from a few days to a year.

Resume

A summary or listing of relevant experience/education, or a description of artistic work and process.

Review Panel

A group of citizens appointed by the Arts Commission to review and make recommendations on grant policy, applications for grants and the Teaching Artist Roster.

Review Panel Chair

A Governor-appointed Commissioner who serves as a nonvoting member of the panel to ensure that state law is followed and that there is an open, fair process for the review of applications by the review panel.

Sample Assessment/Evaluation

Applicants are required to upload any sample program assessment/evaluation document, to the online application in PDF format.

Sample Lesson Plan

Required for application to the Teaching Artist Roster. Only the Arts Commission's Sample Lesson Plan form should be submitted. This form should be downloaded, completed and uploaded in the appropriate section of the online application.

<http://azarts.gov/arts-learning/teaching-artist-roster/apply-to-the-roster/>.

Signature Page

Required for application to the Teaching Artist Roster. Applicant downloads, completes and mails to the Arts Commission by **September 2, 2010**.

<http://azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>.

Service

A single activity, generally running from 45-60 minutes in length, provided by an artist or artist ensemble. Services may be workshops, teacher or staff in-service activities, school assemblies, mini-performances/readings, speaking engagements or lecture/demonstrations.

Storytelling

According to the National Storytelling Association, storytelling is, *at its core, the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience*. A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

Teaching Artist

A practicing professional artist, with many of the skills and sensibilities of an educator, who collaborates with organizations and schools to design and implement units of instruction aimed at engaging learners in learning in or through the arts.

Teaching Artist Roster

A compendium of artists in all disciplines, selected for artistic quality that maintain active careers as teaching and professional artists, and have particular expertise in collaborating with communities and schools to engage individuals in learning experiences in, through, and about the arts.

Track

Applicants choose from Education and/or Community.

Underserved Populations

Persons who are members of ethnic or racial minorities, have disabilities or are from communities outside the metropolitan areas of Phoenix and Tucson.

Web Tutorial

An online video that provides visual and audio guidance in preparing an application to the Teaching Artist Roster through the online application system.

<http://azarts.gov/arts-learning/teaching-artist-resources/apply-to-the-roster/>.

Workshop

An activity provided by an artist or artist ensemble which provides hands-on training to a group in a particular art form or to create a particular art object. Workshops may be one-time, or may consist of multiple, sequential activities.