

Timeline for Teachers

1-2 months before the residency:

- Participate in planning meeting to: discuss and finalize the residency goals and activities, including staff professional development and community culminating event, with the Residency Artist and other Steering Committee members.
- Create a realistic residency schedule in collaboration with Residency Artist and Steering Committee members.
- Discuss and review budget, materials/supplies, equipment, classroom/work space and other site logistics.
- Refer to this Handbook, application and guidelines throughout the residency to oversee all other residency components (publicity, board presentation, documentation, and Final Report evaluation) that will help provide a successful residency.

1-2 weeks before the residency:

- Prepare students and staff for the Residency Artist with lead-in activities such as: viewing slides/videos of the artist's work; sharing art samples, poems/stories/music suggested by the artist; discussing students' prior arts experiences and introducing the residency's focus.
- Confirm schedule and discuss last-minute changes or conditions with Site Coordinator/Teacher Liaison, participating staff and Residency Artist.
- Inform AIE Partner of final schedule.
- Compile information on school rules and procedures (such as standard classroom practices, school cancellation process, restroom policy, fire drill procedure, dress code and guidelines for electronic or phone communication with students) and share with the Residency Artist.

On the first day of the residency:

- Welcome the artist: make introductions to your class and other staff.
- Set up room and/or space for residency work.
- Have all needed materials on hand.
- Have class lists and student nametags available, if requested.
- Check in with the Residency Artist after class or at the end of the day to share observations and suggestions that support residency.

Mosaic Mural Residency at Maple Shade High School, Maple Shade



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“The most valuable aspect for the school community was bringing students together to appreciate the various cultures that make our town a wonderful place to grow and live”

*Deborah Adesso, Stafford Intermediate
Principal, Manahawkin*

During the residency:

- Have students prepared and ready to work at their scheduled time.
- Participate actively in the residency and collaborate to bring the lesson to the students.
- View the Residency Artist as a resource for learning new techniques and concepts.
- Consult frequently with the Steering Committee to note successes, share impact and address problems.
- View the residency as a hands-on professional development opportunity that will increase your skills and comfort in using and integrating the arts in your teaching.

After the residency:

- Evaluate and reflect on the residency through utilization of the Final Report forms for all residency participants including the Residency Artist
- Assess the residency for yourself: what worked; what new activities or ideas did you try; what was challenging or difficult; what would you do differently next time; what will you continue or do differently next time?

- Complete and submit the Final Report evaluation forms. This feedback is essential to informing the residency program process.
- Discuss follow-up activities with staff and the Residency Artist to extend and further develop the residency concepts and skills.
- Work with colleagues to plan future arts education opportunities in your school and community.
- Help compile residency documentation (sort photos; collect student portfolios; copy work samples and press articles; archive audio/videotape; create PowerPoint/digital photo CD)

Planning for the future

Consider the residency experience in the context of your own personal and professional growth as a teacher. Develop an ongoing learning strategy that includes: participating regularly in a variety of professional development opportunities ; expanding resources with recently published and web-posted arts, music, literature, or theatre education information; researching new models; sharing your residency experience with peers, teachers, other artists and arts administrators. Use the residency experience to reflect on:

- What future learning objectives have been ignited?
- What elements of the residency art form are most engaging or transferable to integration into a future project?
- What program ideas can you develop or expand to share with teachers, administrators, artists or students in the future?