



## ARTS IN EDUCATION TEACHING ARTIST PROGRAM

### Guidelines and Teaching Artist Application

Connecticut Commission  
on Culture & Tourism

**Deadline: November 4, 2005**

Teaching Artists work in schools and other settings bringing their expertise in an arts discipline together with their understanding of how to transfer their knowledge of that discipline to others. The Arts Division currently maintains a directory of teaching and touring artists. All members of the directory must apply to the Commission and be selected by a panel of professional peers for artistic quality and ability. The application process, selection criteria, and guidelines for the Teaching Artist Directory have been revised, effective July 2005, to reflect current trends in arts in education

#### Eligibility

**Applicants for the Teaching Artist Directory may work in one or a combination of the following disciplines:** Creative writing, poetry, prose, dance, music, media, theater (includes puppetry and storytelling), visual arts, folk and traditional arts, multi-disciplinary.

- Applicants must be Connecticut residents.
- Applicants must be available to provide residency work in accordance with the schedules of a variety of venues such as schools, after-school, and evening programs.
- Applicants must demonstrate experience working in educational settings.

#### Selection Criteria

**Selection Process:** A panel of artists and educators will review the applications. The selection criteria are: Artistic Content, Presentation Skills, Assessment, Adaptability and Group Management and Partnership relationships. Applicants will be notified by mail of the panel's decision within a month of the panel convening.

The Panel will assess an artists' ability to demonstrate artistic excellence and the ability to transfer their knowledge of and skill in a specific discipline to others. Artists will be expected to demonstrate:

##### **Artistry and Content:**

- Excellence in artistic quality.
- Breadth and depth of discipline.
- Quality of program design and content.

##### **Presentation Skills:**

- Ability to reflect and decode the creative process.
- Ability to teach about the discipline, conveying aspects of the history of the art form.
- Ability to transfer knowledge to multiple audiences based on an understanding of diverse developmental levels.
- Ability to design workshop and sequential lesson plans, invite audience participation, captivate and maintain audience engagement.

##### **Self -Assessment:**

- Use of self-assessment to improve teaching and learning process.
- Commitment to on-going professional development.
- Ability to recognize trouble and welcome external help.
- Process for assessing success and impact of teaching.

**Adaptability & Group Management:**

- Ability to handle challenging situations.
- Adaptability to changing needs and environments.
- Ability to engage audience and sustain focus.

**Partnership Relationships:**

- Awareness of presenters' needs (schools, after-school, health care settings, etc).
- Understanding of planning process.
- Ability to communicate, clearly articulate goals and objectives.
- Ability to work collaboratively with presenter to assess student learning.
- A knowledge of scheduling and resources through site visits and comprehensive planning.

**How to Apply****First, Assess Yourself**

- Consider your ability to transfer your knowledge and passion for your work to others.
- Examine your artistic processes and professional goals to determine your readiness to work as an artist educator.
- Consider the amount of time you can dedicate to this work.
- Evaluate your ability to plan with others, organize, and follow through.
- Consider how you might choose to provide arts experiences (workshops or in-depth residency experiences).
- Consider what promotional and publicity materials you might create to help potential constituents understand your creative work, arts discipline, and potential for collaborations.

**Next**

- Reflect on the selection criteria in this packet.
- Complete and submit 2 copies of the attached application to:

Amy Goldbas  
Connecticut Commission on Culture & Tourism  
One Financial Plaza  
Hartford, CT 06103

- Please note the checklist of required support materials.
- Prepare a current resume of no more than two pages that presents recent professional activity through the current date.
- Prepare documentation reflecting artistic work produced in the last three years.

***Submit completed application and support materials, either hand-delivered to the Commission offices or postmarked, no later than 5 pm November 4, 2005.***

## Once Selected

After a jury process, approved artists will be included in the Commission's online directory and participate in professional development offered by the Commission.

Artists will be responsible to market and promote their own work and programming. Admission to the directory does not guarantee employment. The Commission will provide professional development to all interested artists in marketing, promotion and other relevant topics.

*Schools, arts and cultural organizations and other constituents will be notified of new additions to the directory through an e-news letter and be offered professional development in how to best work with artist educators.*

**TEACHING ARTISTS CURRENTLY PARTICIPATING** will reapply in accordance with the new guidelines and procedures.

- January 2006                      Teaching artists in poetry and prose, music
- April 2006                        Teaching artists in and multidisciplinary, dance, theater
- July 2006                         Teaching artists in Visual Arts

All directory artists will be re-evaluated every three years to assess the growth and development of their programming and continued interest in participation in the Arts in Education Program of the Commission

The Arts in Education Department will be glad to recommend artists in your discipline for you to discuss residency, workshop and performing experiences.

***If you don't meet the eligibility requirements, you may choose to participate in professional development offered by the Commission and reapply at a later date.***

***Questions, please contact Amy Goldbas at (860) 256-2729 or [agoldbas@ctarts.org](mailto:agoldbas@ctarts.org)***

# ARTS IN EDUCATION TEACHING ARTIST APPLICATION

*Please read the guidelines, selection criteria and eligibility criteria carefully before applying.*

## Applicant Information (You can type directly into this PDF)

Name of Applicant \_\_\_\_\_ Social Security Number \_\_\_\_\_

Mailing Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email Address \_\_\_\_\_ Daytime Phone \_\_\_\_\_

Website \_\_\_\_\_

## Artistic Discipline (Check only one)

- |                                                             |                                                                                      |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Creative Writing: Poetry and Prose | <input type="checkbox"/> Visual Arts                                                 |
| <input type="checkbox"/> Dance                              | <input type="checkbox"/> Folk and Traditional Arts<br>(see description on next page) |
| <input type="checkbox"/> Music                              | <input type="checkbox"/> Media                                                       |
| <input type="checkbox"/> Interdisciplinary Arts             |                                                                                      |
| <input type="checkbox"/> Theater                            |                                                                                      |

## Geographic Areas (Check all that apply)

Areas of Connecticut where you are available for residency or performance work.

- |                                        |                                       |
|----------------------------------------|---------------------------------------|
| <input type="checkbox"/> Eastern       | <input type="checkbox"/> Northwestern |
| <input type="checkbox"/> South Central | <input type="checkbox"/> Northeastern |
| <input type="checkbox"/> Southwestern  |                                       |

## Age Groups / Settings (Check all that apply)

Age groups you're comfortable working with, and settings you're comfortable working in.

- |                                   |                                                |                                      |
|-----------------------------------|------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Libraries             | <input type="checkbox"/> Schools     |
| <input type="checkbox"/> Youth    | <input type="checkbox"/> After-School programs | <input type="checkbox"/> Hospitals   |
| <input type="checkbox"/> Adults   | <input type="checkbox"/> Youth Development     | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Seniors  | <input type="checkbox"/> Facilities            |                                      |

## Additional Populations (Check all that apply)

Populations you have experience working with.

- |                                                     |                                                  |
|-----------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Visual impairments         | <input type="checkbox"/> Learning disabilities   |
| <input type="checkbox"/> Cognitive disabilities     | <input type="checkbox"/> Speech impairments      |
| <input type="checkbox"/> Developmental disabilities | <input type="checkbox"/> Physical disabilities   |
| <input type="checkbox"/> Hearing impairments        | <input type="checkbox"/> Behavioral disabilities |
| <input type="checkbox"/> Emotional disabilities     | <input type="checkbox"/> Other _____             |

## Cultural Diversity Data (Check only one)

Applicants should code themselves. (Required by National Standards for arts information exchange)

- |                                                                    |                                                          |
|--------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> <b>N</b> Native American                  | <input type="checkbox"/> <b>B</b> Black/African American |
| <input type="checkbox"/> <b>A</b> Asian                            | <input type="checkbox"/> <b>H</b> Hispanic/Latino        |
| <input type="checkbox"/> <b>P</b> Native Hawaiian/Pacific Islander | <input type="checkbox"/> <b>W</b> White                  |

## Legislative Information (Contact your Town Clerk for this information)

United States Representative \_\_\_\_\_ District # \_\_\_\_\_

State Senator \_\_\_\_\_ District # \_\_\_\_\_

State Representative \_\_\_\_\_ District # \_\_\_\_\_

## Narrative

Using no more than two single sided pages, please attach a narrative that responds to the following topics. In your narrative indicate each topic with a bold heading.

### Artistic Statement

- Begin with a brief history of your work as an individual artist.
- Describe the artistic vision of your work.
- Explain briefly why you would like to be included in the AIE directory.

### Teaching Experience

- Describe your approach to working with school and community sites.
- Elaborate on teaching or residency experiences most closely related to the AIE directory expectations.
- Please provide information regarding the diversity and range of populations you have worked with and settings you have worked in.
- Include a description of residency work (see below).
- Please explain special skills and expertise you may have in working with specific audiences.
- If applicable, please describe what activities/professional development you might provide for a teacher in-service or community activity.

## Support Materials

**Residency Outline:** On no more than two single-sided pages provide a residency outline.

- Include the sequence you might use over at least 5 sessions with a specific group of learners.
- Be sure to include number of days and amount of time per day, number of students, age of students, goals and objectives, etc.
- Describe your planning process.

**Lesson Plan:** On no more than two single sided pages attach a sample lesson plan.

- Clearly state your goals and intended outcomes.
- Describe how you will assess the impact of your work.

**Documentation:** How do you document your work? How do you document the impact of your work? You may submit slides, cds, photos and/or written work samples.

- Provide documentation of your work and your student's work.
- Provide assessment documentation of your work and your student's work.
- Describe how documentation you submit relates to your arts in education vision.

**Reference:**

- Please provide 2 letters of reference with contact information.

## Cultural Tapestries

### Folk, Traditional and Heritage Artists

**Note:** Folk or traditional arts are those artistic practices that have an occupational, geographic, ethnic, community, or family base, and are shared and understood by all as part of that community's aesthetic heritage. The artistic learning process is informal, takes places over a long period of time, and is passed down from generation to generation. In designating artists as presenting traditional ethnic and folk art forms, preference will be given to those whose work reflects their own heritage. Artists may present traditional ethnic and folk art forms, but will be categorized as Folk and Traditional when their work reflects their own heritage. Others should apply under the appropriate discipline of visual art, music, theater, creative writing, dance or multi-disciplinary.

- Please include in your narrative a description of how you learned your traditional art form.
- Include when, where and from whom you learned the art form.
- How does the art form relate to your heritage?
- How have you been involved in your community, and how has your community recognized your art work?

## Application Checklist

- Cover page
- Narrative
- 2 letters of reference
- Sample residency including lesson plan
- Support materials (slides, photos, CD's, samples of written work, etc)

## Applicant Signature

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_ Title \_\_\_\_\_