



## **Artful Expectations:** **A discussion guide for Resident Artists & Educators**

### **BEFORE THE RESIDENCY:**

Having a pre-residency meeting is crucial to the success of any arts residency. Before you teach, sit down with the classroom teacher or site coordinator and go over some of the following questions, expectations, and hopes.

### **WHO ARE YOU?**

- Your background in performing arts.

### **WHAT TO EXPECT**

- Discuss the Workshop *Cycle of Artistic Inquiry*, what does it look like in the classroom?
- Goals for the residency: As a teaching artist, what is your overall objective for the residency? Refer to your Curriculum Overview.
- Residency schedule: including field trips and vacations
- 48-hour Cancellation Policy (see Artist/Educator Agreement Form) – Who calls whom?
- Space for the residency – classroom, cafeteria, auditorium. Rules for that space? Setup?
- Are there any expectations for publication or performance?

### **ROLE OF THE TEACHER/SITE COORDINATOR**

- How will you contact each other? What is the teacher's phone number? Email?
- The residency will be more successful the more the teacher or site coordinator participates. How would you like to participate? In class? With students journaling about class after their residency?
- Classroom teachers must be in the room **at all times.**
- After School site coordinators must be either in the room or immediately available **at all times.**
- Agree on a plan for checking-in during the course of the residency.
  - Weekly? At the start/middle/end?
  - Phone? Email? Quick Conversation? Meeting outside of school?

## **SITE RULES & CONCERNS**

- What are the rules of the site? For discipline? For entering/exiting?
- Agree on a plan for handling discipline issues.
- Are there any students with special needs, 504 plan, IEP, English Language Learners, other?
- Are there issues or concerns in the broader community that you should know?
- How big is the class? Is that number constant throughout the year?
- What resources are available? (Paper and pencils, markers, butcher paper, CD player)
- Are there other leaders at the site that you should know?
- Are there name tags already made or should the resident artist provide them?
- Do I have access to the Teacher's Lounge?
- Where are the bathrooms?
- Where is the best parking? (metered, garage, street only etc.)

### **Building Agreement on this list:**

**Review this with the educator. Like a contract, clarity about what each party has agreed to contribute will come in handy later. It's all about building agreement and being accountable with clear expectations.**