



1. **Collaboration & Communication:** Strong collaboration between the artist and educator will offer a successful residency experience for the students. This includes a mutual respect and support for what each is trying to achieve with this program. We greatly appreciate your positive commitment to supporting the artist in the classroom. Differences of opinion in conducting the class or other matters should be resolved outside of the classroom. As communication is critical to achieving success, \*one hour is set aside during the first week of the residency for the artist and educator to meet to discuss creative ideas and any potential challenges and to begin planning collaborations on anti-racist practice in the classroom and in communication. Subsequent weekly meetings or alternative communication (e.g. phone, email, online platform like Zoom, Google Hangouts) are encouraged for debriefing.

## Discussion points for the artist – teacher/site coordinator during pre-residency meeting:

- Confirm residency schedule (day and time of the week).
  - Confirm the logistics in Distance Learning
  - Review Distance Learning disclaimer for use of content (see item 5 on page 2)**
  - Confirm all dates for the Artist's direct instruction time (dates to consider avoiding: holidays, testing, field trips, and parent teacher conference week, etc.).
  - Review goals and objectives of the residency and clarification of roles.
  - Review student information (class size, student identities, special needs, and any information the artist should know)
  - Review classroom management issues. Work out a mutually acceptable method in practice of anti-racist approach.
  - Review the space issues and determine the space arrangement for every week.
  - Review Covid protocols of the site.**
  - Exchange contact information.
  - Go over the [Anti-racist Partnership Framework](#) together
  - Go over the **Artist and Educator Agreement** together and sign/date.
  - Review the **Artful Expectations: Discussion Guide for Resident Artists and Educators** ([Pre-K Artful Expectations](#)/AIS & AIC [K-12 Artful Expectations](#)) *together*.
  - Artist to hand the [Educator Evaluation Form](#) in hard copy or via email the link to the teacher/site coordinator at the end of residency
2. **What the Program Needs from the Educator:** Educators are asked to respect the art forms, and to communicate that respect to students. This can be achieved through having students arrive on time, in a spirit of readiness, and willingness to concentrate and work.

As a role model for students, it makes all the difference when educators are an enthusiastic and active participant in the program's activities. They are encouraged to learn from residencies. **SFUSD requires all teachers or certified staff to be present during the Workshop scheduled classes. For liability reasons, a CERTIFIED substitute staff should be available during the Educator's absence. The artist is not to be left alone with students without supervision. At some Community Sites a continuously present staff member may not be an option, in which case a certified staff member must be immediately available by walkie talkie, phone, etc.**



- Provision of name tags for the students would be very helpful for the artist to connect with each individual student.
  - Collaborate and support the artist in practicing/taking actions on anti-racist classroom, lesson plan and art-making.
  - Completion of the **Artist and Educator Agreement** (at the initial conference).
  - Completion of the **DCYF Demographic Form** (only if you teach DCYF sites, check the monthly deadline with your program manager).
  - Completion of the **Educator Evaluation Form** (no later than one week after the end of residency).
  - Cooperation in collecting photo, video, or media release forms (forms provided by the Workshop) from each student's parent/guardian *upon future request*.
  - Adequate class space and facilities per agreement during the initial conference. Artists are not responsible for moving large or heavy objects. The artist shall set up instruction-related materials for class. If the space is unavailable on the Workshop's scheduled residency day, we ask that other arrangements are made by the site prior to the artist's arrival.
3. **What the Program Needs from the Workshop Artist:** The Artist is expected to respect the educator as a professional who has developed specialized teaching skills, and as one who also exercises their own creativity in this role. The artist needs to understand that each site is its own institution with operational and bureaucratic structures, and is encouraged to adapt to such structures during their residency.
- The Artist must be on time and prepared to conduct each class.
  - Completion of the **Artist Evaluation Form** (no later than one week after the end of residency).
  - To lead the review of the **Artful Expectations: A Discussion Guide for Resident Artists and Educators** and sign/date the document. Artist is responsible for making a copy available to the Workshop and Educator upon request.
  - Communicate all class schedules and changes to the Workshop's Program Manager in a timely manner.
  - The Artist is responsible for preparing the lesson to meet residency needs and creating a safe space for their class. If this cannot be done alone, they are responsible for requesting assistance from the residency site.



4. **Anti-racist Classroom:** Before the residency begins, it is imperative that both the Artist and the Educator go through the Anti-Racist Partnership Framework and reach an agreement on how to navigate the residency through the lens of anti-racism. Agreement needs to be reached, in advance, as to what contents are expected in the curriculum, class dynamics, classroom management, aesthetics and composition, relevance. Both the Artist and the Educator are encouraged to share their ideas. It is important that the Artist and the Educator follow through and support each other in navigating reinforcement and challenges. By signing this agreement, both the Artist and Educator agree to abide by the Workshop's Anti-Racism Framework, which includes requirements to engage with racial dynamics directly and immediately in the classroom and from a framework of racial equity and collective liberation.
5. **COVID 19:** Before the residency begins it is important to determine what the COVID protocols are. Performing Arts Workshop strongly recommends the vaccination of our teachers. A clear understanding of what the COVID procedures and requirements are of vital importance. Do you require: masks at all times, social distancing, testing, sanitizing? What are the communication expectations in the event of symptoms/positive test for both parties?

**Distance Learning:** Should teaching in person no longer become a possibility due to COVID-19 pandemic Performing Arts Workshop can offer Distance Learning through pre-recorded lessons and/or live Zoom classes. To ensure the Artist and the Educator move into the residency with a set schedule, please follow the deadline for sending videos and Zoom links.

*Disclaimer: This material is available for specific residency use only. To protect artists' work, the Zoom links, pre-recorded videos, and/or lesson plans provided are to be accessed only by parties who are signed up for this residency. **Performing Arts Workshop emphasizes that this material is to be shared with the intended audience only.** Please do not share this material with outside parties.*

- Artist will email video links and/or post videos and assignments on Google Classroom by 9am on Mondays
- Artist will email Community Building plan, platform and schedule by 9am on Mondays
- Zoom invitation should be received 24 hours prior to the class (Artist and Educator can discuss who will be in charge of sending out the link)

6. **Community Building:** Community Building is designated time set aside to connect with students outside the typical lessons. Each individual Artist takes the lead on how their Community Building can best support the students' art making process.

**Distance Learning:** Pre-recorded video lessons are followed by weekly Community Building activities. Artists will announce the Community Building plan when sending out the video lessons. Each individual Artist takes the lead on how their Community Building will be like to best support students and share students' art-making process. Some ideas for Community Building (i.g. Zoom meeting, Google Classroom assignment, online gallery, phone calls, postcards)

7. **Schedule Changes (48-Hour Notice):** Rescheduling or canceling classes should be kept to an absolute minimum. It is counter-productive for students and artists to skip weeks. In initially scheduling the artist's teaching dates, all prior commitments and conflicting activities should be considered.
  - a. **Advance Notice:** If a class must be canceled by the site or the artist, notice shall be given as far in advance as possible. If the Artist cancels a class, a makeup class will be scheduled. If the site cancels a class, a makeup class may be scheduled subject to the availability of the Artist.
  - b. **Less than 48 Hours Notice:** Notice shall be given no less than 48 hours prior to the scheduled class, unless the artist should unexpectedly become sick or a similar emergency should arise. If the site should give less than 48 hours notice, scheduling of a makeup class shall be at the artist's discretion. Regardless of whether a makeup class is scheduled, the site will be charged for one class.



- c. **No Prior Notification:** If the artist arrives at the site and a class has been canceled without prior notification, the site will be charged for that class and no makeup class will be scheduled.
- 8. **Supplemental Activities:** Educators and caretakers are encouraged but not required to involve students in supplementary projects which will further enrich their students’ learning experiences following the artist’s program. One of the most successful activities is to have students keep a “Performing Arts Workshop Journal,” in which they write/draw for 10-15 minutes after each Workshop session. This activity will help their writing and language skills and will reinforce what they learned in the Workshop’s residency. For instance, students may want to review new vocabulary, evaluate which part of the class they connect the most/least, or draw their perceptions of a particular activity. Workshop artists have benefited greatly from reading these journals; and some of the students’ comments have helped the Workshop gain valuable insight into our programs.
- 9. **Residency Goals:** For example, “Students will become more comfortable in their bodies by the end of the residency.”

**Goal # 1:** \_\_\_\_\_  
(Goal #1 for students)

**Goal # 2:** \_\_\_\_\_  
(Goal #1 for students)

**Goal # 3:** \_\_\_\_\_  
(Educator and Teaching Artist set a goal together on how to collaborate on anti-racist practice in class)

- 10. **Conclusion:** Workshop artists and educators are partners in this program and are encouraged to share their expertise with one another. If either party has a conflict that requires mediation, only then should the Workshop become involved. All contracting and financial issues should be referred to the site administrator and the Program Manager.

**We have reviewed this agreement and agree with all the requirements.**

*Please sign below:*

Workshop Artist’s Name (please print)	Workshop Artist’s Signature	Date
Educator’s Name (please print)	Educator’s Signature	Date



PERFORMING ARTS  
**WORKSHOP**

# Artist and Educator Agreement

2021-2022 Artists-in-Residency-Program

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Site Name

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Grade/Age(s) of Students

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Term of Residency (select)