

# REMINDERS FOR SUCCESSFUL RESIDENCIES



## EDUCATOR/TEACHING ARTIST PARTNERSHIP

The PACE Program operates as a partnership between educators and teaching artists. Residencies are most successful when teachers participate in the workshop activities with their students. If a teacher is unable to participate, they can support the teaching artist by setting expectations for student participation and actively guiding behavior throughout the workshops. Teaching artists are guests in the classroom, not substitute or certified teachers. The teacher must be present in the classroom with the teaching artist at all times. EFA instructs teaching artists to cancel and reschedule workshops if the teacher is not present.

## ON-SITE COORDINATOR

If more than one class is participating, designate a teacher or administrator to serve as the On-Site Coordinator. This person manages all program logistics, such as scheduling, arranging for workshop spaces and supervision, recruiting students for elective residencies, organizing student performances, reserving tickets and buses for field trips, and serving as the communication liaison with other school personnel, students, parents/guardians, and EFA.

## BEFORE THE RESIDENCY

The teaching artist will contact teachers to review the schedule, confirm workshop locations, and discuss curriculum plans for the individual class residencies. The teaching artist also will request information about how best to make accommodations for students with special needs.

## ON THE FIRST DAY OF THE RESIDENCY

- Welcome the teaching artist by making introductions and setting expectations for student participation.
- Provide student name tags. PACE is happy to provide supplies to make name tags if we know in advance.
- Set up the room before the teaching artist arrives, such as moving desks to create a large open space.
- Participate and have fun! Students pick up on your enthusiasm.

## DURING THE RESIDENCY

- Regularly check in with the teaching artist to share observations and suggestions.
- Collaborate with the teaching artist to arrange for a brief informal showing of the students' work.
- Reserve tickets and coordinate field trips for the professional dance/theater performances.
- Inform the teaching artist of schedule changes due to conferences, field trips, or inclement weather.
- Work with your teaching artist to schedule make up dates for missed workshops, when possible.
- Promote arts education in your school by including residency information in newsletters, on websites, etc.
- Contact Deb Strickland, EFA Program Coordinator, at (269) 250-9393 at any time with questions or concerns. She also will visit each site to observe the residencies in action and the work of the teaching artists.

**I THINK PACE IS A GREAT WAY TO BE YOURSELF AND SPARK YOUR IMAGINATION . . .**

~ STUDENT

## AFTER THE RESIDENCY

Please complete the online residency evaluation. EFA greatly values your feedback, as well as student responses (drawings, letters), photographs of the residencies, etc.

## BEFORE SCHOOL, AFTER SCHOOL, & LUNCHTIME RESIDENCIES

Explain to students that regular attendance and punctuality are required. Residencies are not well-suited for a drop-in program due to ongoing partnering/group work and concepts that build session to session.

## WORKSHOP SPACES

Creative movement and drama workshops get students out of their seats and moving. Arrange for a clean, well-lit classroom, gym, stage, or other large open space with plenty of room for students to be active.

## SCHOOL POLICIES AND PROTOCOLS

As a guest at many different schools, a teaching artist may not be familiar with your specific rules.

- Share critical policies and protocols, such as school entrance check-in, safety and emergency practices, and student behavior code/expectations.
- Teachers should acquaint teaching artists with their individual classroom procedures, such as student roles as classroom helpers, quiet signals, and restroom permission/passes.



## STUDENT PERFORMANCES

Residencies emphasize artistic exploration and the creative process, as well as celebrate the students' creative work. All residencies culminate with an opportunity for students to share what they have learned and/or a short piece they have developed. Because residencies focus on exploration and learning more than on a polished final product, the performances tend to be brief and informal. Teaching artists will offer suggestions and help develop the best plan for your school. Examples include, but are not limited, to the following:

- Present a short performance at a school assembly, open house, or talent show;
- Invite another class to watch a performance or share for other students during lunchtime;
- Invite families to an "informance" featuring favorite activities, a short piece that students created, and/or a talk-back with the students and teaching artist.

## PERFORMING ARTS FIELD TRIPS

Residencies include the opportunity for students to attend a professional performance in the discipline they are studying. These experiences serve to deepen the students' understanding of the art form, connect to what they are learning, and inspire their own creative work. EFA provides free tickets, a partial rebate to assist with bus transportation expenses, and education materials. The On-Site Coordinator reserves the tickets and buses, arranges for chaperones, gathers permission slips, etc.

The PACE Program is funded in part by the Marvin and Rosalie Okun Foundation and the Michigan Arts & Culture Council.



**EACH SESSION ENCOURAGED STUDENTS TO TAKE RISKS AND TRY SOMETHING NEW. STUDENTS WERE ALLOWED TO DRAW ON CREATIVE SKILLS THAT MAY NOT BE TAPPED DURING OUR REGULAR ACADEMIC SCHOOL DAY.**

~ TEACHER