



PLANNING A SUCCESSFUL RESIDENCY

Understanding the Paperwork and the Process

FIRST STEPS

- ESE Directors in each of the 67 counties in the state submit two *My Art My Way* artist in residence program requests to Lauren Saslow, Director of Education
- Lauren Saslow uses her artist registry to locate a teaching artist living in or near the county.
- She then looks for the art form requested: visual art, drama, music or movement. She contacts the teaching artist who is both proficient in the art form requested and who lives closest to the site.
- She may contact multiple artists and offer the position to the first who responds.

RESIDENCY PACKET

Once a teaching artist accepts a residency, s/he will receive two packets in the mail containing the following:

Teaching Artist Packet	Residency Site Packet
Copy of Residency Request Memo of Required Residency Documentation	Letter of Agreement Site Responsibilities
Letter of Agreement	Memo re: Parent Letter and Media Release
Student Recognition Notecards & Stickers	Student Media Release
Letter to Parents/Guardians	Expectations for the Paraprofessional
Letter & W-9 from Jan Beals, Financial Officer	Paraprofessional Evaluation
Media Release	Student of the Month Info
Residency Standards	Students' Post Evaluation

FORMS TO DL FROM VSAFL.ORG

Go to vsafl.org and Click on Resources. In the dropbox, select teaching artists or artists in residency.

- Curriculum Map (C-Map)
- 2014/15 Artist Invoice
- Universal Design for Learning (UDL) guidelines, resources and checklist
- Any forms you received but need a new copy

RESOURCES

You can also use the vsafll.org resources to view:

- PowerPoints on topics like challenging behaviors or autism
- Trade articles
- Strategies for inclusion, lowest level of intervention, best practices, etc.
- Start with the Arts curriculum



PRE-PLANNING MEETING

Artists are paid \$25 for the pre-planning session. Ensure you and the classroom teacher coordinate a schedule for all sessions considering:

- Classroom teacher's schedule
- School calendar
- Your own agenda



PRE-PLANNING MEETING

- Exchange contact information
- Review each form in site packet with classroom teacher
- Create a goal for the residency
- Roster of students (first names only) & description of each's ability level
- Observe part or all of a class to become familiar with students



PRE-PLANNING ON YOUR OWN

- Plan each session in detail. It's okay if you do not complete everything you plan for, but ensure that you make efficient use of the entire session
- Include time for instruction, modeling, hands-on time, and clean-up
- Account for potential delays in traffic and at school site

CURRICULUM MAPS

- Downloaded from www.vsafl.org under Resources
- Collaborate with the classroom teacher to determine the goal of residency
- Use www.CPalms.org or the classroom teacher's resources to determine which Florida Standards will be most appropriate to guide the residency.

CURRICULUM MAPS

Accommodations vs. Modifications

- Accommodations are changes required for *how* students are taught and assessed based on individualized education plans (IEP's).

Example: A student may need additional time, extra breaks or restating of directions in order to be successful, but assessment remains the same.

- Modifications are changes required for *what* students are expected to learn and demonstrate based on IEP's.

Example: A student may require hand-over-hand help due to a physical disability or simplification of the task, steps or assessment (expected outcome) due to a cognitive disability.

CURRICULUM MAPS

- **Learning Objectives:** Skills or concepts students will practice or learn in order to reach their goal or state standard.
- **Instructional Activity:** What does the project look like in the classroom? How will you draw upon their background knowledge? How will you instruct and model the activity? How will you allow all students to practice hands-on activities?
- **Assessment:** How will you know if your students reached their goal and/or objectives each session? How does each student demonstrate mastery of a skill?

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

UDL: THREE MAIN COMPONENTS

- **Representation:** The “what” of learning. Present information and content in different ways depending on the needs of your students.
- **Expression:** The “how” of learning. Give options for expression.
- **Engagement:** The “why” of learning. Stimulate interest and motivation for learning

WHERE TO FIND UDL

Go to the website www.cast.org for more detailed information about UDL.

Go to www.vsafl.org and click on **Resources** then **Teaching Artists** in the dropdown menu. View files for UDL checklist, guidelines and resources or PowerPoints.

Use UDL to create accommodations and modifications as needed on your C-Map and in your teaching.

TEACHING ARTIST OBSERVATIONS

- Purpose: To offer support to teaching artists, ensure they are positively representing VSAFL and are offering quality residencies
- New teaching artists may be observed by a Regional Program Coordinator (RPC) up to three times during one residency
- Seasoned teaching artists may be observed if we receive any negative feedback from the school site
- If an RPC contacts you about an observation, be sure to offer them a copy of your curriculum map completed up to the scheduled observation date



EVALUATIONS

- All forms are due to the VSA Florida office within two weeks of completing your residency in order to receive payment for the residency.
- It is your responsibility to ensure the classroom teacher completes and submits all of their forms and school site evaluation.
- Evaluations (yours and the school site's) are now on our website under Resources and take approximately 25 minutes to complete.



FINAL FORMS

- Submit W-9 (if you haven't already sent it to our office).
- Submit your invoice.
- Submit up to \$25 in reimbursement for supplies per residency with itemized receipts. Please do not purchase any personal items on the same transaction.
- If you drove more than 30 miles to the school site from your physical home address (one-way), submit a one-page MapQuest or GoogleMaps to show the mileage. You will be reimbursed only for mileage beyond the 30 miles each way at a rate of \$0.445/mile.
- Submit all remaining/outstanding forms as indicated on your packet checklist.