

# Virginia Commission for the Arts

## Arts In Education Teaching Artist Handbook



Application Deadline: October 1, 2015 - Cycle A  
April 1, 2016 - Cycle B

*Handbook Revision July 2015*



# The Commission

## Overview

The Virginia Commission for the Arts (VCA) funding is from the Virginia General Assembly and the National Endowment for the Arts. Created in 1968, VCA is guided by 13 Commissioners appointed to five-year terms by the Governor and confirmed by the General Assembly. To ensure statewide representation, at least one Commissioner-and no more than two- is appointed from each Congressional district. A full-time staff of five and a part-time staff of two implements VCA's programs and policies. The Commission is assisted by a statewide network of advisory panels. For more information about the Virginia Commission for the Arts, please visit [www.arts.virginia.gov](http://www.arts.virginia.gov).

## Mission & Goals

Virginia Commission for the Arts celebrates and champions artistic excellence and encourages growth in artistic creativity, quality and innovations. VCA invests in the arts in the Commonwealth by supporting and encouraging full participation in a creative culture that will benefit all Virginians. Our guiding goals include:

1. Availability and accessibility to the arts
2. A commitment to lifelong arts learning and education
3. A healthy and productive arts infrastructure
4. The arts as a vital component of the Commonwealth's economy
5. An environment that is open and conducive to artistic expression

## Commissioners

Charles Ellis, *Danville*  
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Mackenzie Byrne, *Deputy Director*  
Catherine Welborn, *Program Coordinator*  
Casey Polczynski, *AIE Coordinator*  
Lorraine W. Lacy, *Executive Financial Assistant*  
Tiffany Glass Ferreira, *Webmaster*

## Virginia Commission for the Arts

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# VCA Teaching Artist Roster

## Applicant Handbook

### Introduction

Thank you for your interest in the Virginia Commission for the Arts **Teaching Artist Roster**. The roster is an online searchable database of professional teaching artists. These artists are panel reviewed and approved to work on grant funded VCA projects and programs. More importantly they are interested in sharing their teaching artistry across generations and organizations. The field of teaching artistry is critical to arts education and lifelong learning.

Artists must apply to the roster for either the Cycle A (October 1) or Cycle B (April 1) deadlines. These two cycles have been established for artist flexibility and to incorporate the Teaching Artist Roster into existing panel review processes. ***All current VCA Roster Artists must reapply in the 2015-2016 year to continue their active participation on the roster.*** All applicants, including current roster artists will be reviewed by a panel. Panel recommendations will be forwarded to the Commissioners. Once approved, the teaching artist will be included on the roster as part of the VCA's website. Please take the time to review the application materials and process outlined in this handbook. Read all of the materials carefully before submitting your application and contact Casey Polczynski, Arts in Education Coordinator with any questions.

### AIE Program Synopsis

The Virginia Commission for the Arts (VCA) is committed to strengthening arts education programs funded through the Virginia General Assembly and the National Endowment for the Arts. **The Arts in Education Program (AIE)** promotes our belief that arts instruction is an essential component of a complete education. The Commission believes lifelong learning in the arts is essential for the development of aesthetic awareness and greater understanding of the role of the arts. Roster artists are teaching artists who coordinate and implement residencies such as school programs, camps, youth and adult workshops, art and therapy programs or master classes. Residencies are offered in a variety of arts disciplines to all age groups and vary in length depending on the needs of the sponsor/site and the overall residency goals. Teaching artists are educational catalysts in communities.

### Teaching Artists

Teaching artists are “artist-educators,” experienced in translating their creative processes within instructional settings. Eric Booth, a nationally recognized author and teaching artist developed the following definition: “A teaching artist is a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts.” Teaching artists represent all disciplines including craft, dance, literary arts, media arts, music, storytelling, theatre, visual arts, folk/traditional arts, and multicultural arts.

**Professional Teaching Artists are** an invaluable resource for schools and communities and greatly contribute to the overall process of learning. In addition they are:

- accomplished in their field;

- able to teach their art form(s) and demonstrate professional competency with organizational skills, classroom management, public speaking and knowledge of how various educational systems operate (schools, social service agencies, juvenile detention centers, community centers, etc.);
- business-minded, possessing the ability to self-market, work within a budget, and deliver projects on-time and in the manner proposed;
- effective communicators and able to facilitate conversations with teachers, community leaders and other individuals through the process of creating and designing educational projects.

## Teaching Artist Examples

Below are some examples of ways teaching artists intersect with schools and community-based organizations through:

- short and long-term in-school and after-school residencies;
- arts integration instruction that supports higher order thinking skills in which students learn math, science, language arts and social studies through visual arts, music, dance and/or theatre;
- curriculum-based projects using preK-12 arts and non-arts education standards;
- core arts instruction in visual art, dance, theatre, and/or music;
- professional development for educators;
- lifelong learning in the arts through community events, classes and workshops.

## Teaching Artist Roster

The Teaching Artist Roster is the listing of professional artist-educators who are available to work with schools and community organizations in developing strategies for using the arts in a variety of settings. Teaching Artists are committed to developing their education and artistic skills.

The primary purpose of the VCA Teaching Artist Roster is to identify and promote highly qualified and experienced teaching artists who have particular expertise working in preK-12 public schools. The roster is intended as a resource for recipients of VCA AIE grants, as well as for any other school or community group seeking professional teaching artists to work with their students, teachers, and adult groups. Although we promote the roster to grantees and others, we do not guarantee that roster teaching artists will be offered work.

The secondary purpose of the roster is to promote and support professional development for teaching artists. Teaching in and through the arts is a complex professional and growing field - one in which more support and training is needed. VCA plays a role in advancing the field of teaching artists by working to improve and expand arts learning experiences for preK-12 students and adults for lifelong learning.

## Benefits of Roster Inclusion

As a VCA roster teaching artist, you may expect the following benefits:

- **Promotion of your work as a teaching artist.**  
The roster is promoted online through the VCA website. Each teaching artist has a separate webpage and teaching artists can refer to this web presence as a way to promote their work and their designation as a VCA roster artist. VCA develops the individual artist webpage content based on the teaching artist's application materials. View current roster pages here: <http://www.arts.virginia.gov/roster.html>.
- **Access to professional networking and resources.**  
AIE program staff support roster teaching artists by informing them about a variety of arts education resources and opportunities, including national trends and research, local workshops and trainings, and various professional development opportunities.
- **Increase connections with VCA grantees.**  
Recipients of AIE grants are strongly encouraged to hire roster teaching artists. When other requests or opportunities for teaching artists come to VCA, we recommend our teaching artists.

## Teaching Artist Fees

As teaching artists, roster artists are free to negotiate their own hourly, daily, and weekly fees and are encouraged to do so in accordance with current market rates.

## Roster Eligibility

A Teaching Artist Roster applicant must be:

- 18 years of age or older at the time of applying;
- a resident of Virginia, Delaware, Kentucky, Maryland, North Carolina, Pennsylvania, Tennessee, West Virginia, and/or the District of Columbia;
- professional artist with expertise in one or more arts disciplines;
- skilled in working with children, youth, teachers, adults, seniors, veterans, and/or other populations;
- committed to differentiated instruction and effective teaching methods to reach all learners.

*Full-time students are ineligible to apply for the Teaching Artist Roster.*

## Removal from Roster

It is the responsibility of the school/organization hiring a roster artist to provide a residency representative to monitor the teaching artist's presence in the instructional environment. Teaching artists should never be left unattended with residency or workshop participants in any setting.

VCA reserves the right to remove a teaching artist from the roster at any time for actions or behavior that could be detrimental to students, teacher, the community, and/or the VCA Arts in Education program. This includes the following:

- inappropriate behavior or language in school settings/community;
- behavior that violates school/organizational rules or guidelines;
- lack of responsibility and follow through on terms of teaching contracts;
- unlawful activities;
- other unprofessional conduct.

A teaching artist may also be removed from the roster if he/she does not submit profile updates every three years with support materials by stated deadlines, or if he/she fails to respond to VCA staff requests for information in a timely and accurate manner.

## Application Process

***All teaching artists currently listed on the VCA Roster in all disciplines are required to reapply in 2015.***

Completed applications are evaluated by a panel of artists and educators for both the Cycle A and Cycle B deadlines. The panel will use a uniform evaluation rubric to assess each applicant. A copy of this rubric is provided at the end of this handbook. Each teaching artist will be reviewed and assessed on their demonstrated professional ability and artistic strength based on submitted support materials. The panel evaluations are forwarded to the VCA commissioners with recommendation for approval of teaching artists for inclusion on the roster.

## Application Renewal Requirements for the 3 Year Roster Cycle

Teaching artists are eligible to be on the Teaching Artist Roster for three years, and the following are required for roster renewal.

### **1. Profile Re-submission**

To maintain status, artists must re-submit their profile every three years to support active participation. This is not a full application, but only a profile update. The resubmission of the profile will serve as a means for roster renewal. Applicants will be notified via email of this requirement at the appropriate time.

### **2. VCA AIE Residency**

All VCA Roster artists will be required to conduct at least 1 VCA residency within the 3 year time period. Active participation includes evidence of a contracted residency.

### **3. Professional Development Activity**

As a part of the roster renewal process, VCA requires that teaching artists participate in at least 1 professional development activity within the three year cycle.

This may include any of the following:

- attend a training or workshop specifically for teaching artists;
- attend a conference related to arts education or your artistic discipline;
- take a class to improve or expand your practice as an artist;

- observe or assist another professional teaching artist;
- participate in any other professional experience that improves your work as a teaching artist.

## A Complete Application Includes:

|                                 |  |   |
|---------------------------------|--|---|
| <b>1. Application</b>           | Please complete and print Roster Application at <a href="http://www.arts.virginia.gov/roster.html">http://www.arts.virginia.gov/roster.html</a> . <ul style="list-style-type: none"> <li>• 2 References</li> <li>• Areas of Experience and Expertise</li> <li>• 1 Lesson Plan Sample</li> <li>• Narrative Questions</li> </ul> | Signed (1) original and 6 copies  |
| <b>2. Resume/Career Summary</b> | Provide a resume that covers your professional experience in educational settings  | (1) Original and 6 copies   |
| <b>3. Support Materials</b>     | Work sample formats listed below   | (1) Original and 6 copies   |
| <b>4. Application Checklist</b> | Application available at <a href="http://www.arts.virginia.gov/roster.html">http://www.arts.virginia.gov/roster.html</a> .   | Complete and (1) signed copy-<br><b>Applicant will receive email confirmation of application submission</b> |

## Work Sample Formats

Applications will be reviewed by a panel of artists and educators. The choice of work samples submitted is critical. The technical quality of the sample should allow clear viewing of and/or listening to the work. Work samples should be chosen to demonstrate the artist's artistic ability. Applications not containing the required below will be considered incomplete.

### Image specifications for images submitted on CD

- All images must be in JPEG file format
- JPEG files pixel dimension (horizontal or vertical) should be no smaller than 1920 pixels on the longest side of the image
- The maximum files size is 2MB per image
- Submit images on a PC-formatted CD-R, labeled clearly with the artist's name
- Number of each image and work to correspond to the Work Sample list in the application
- Title image on the CD in the following manner: 1\_ArtistName.jpg
- Consider using this free web service to convert image files: <http://www.online-convert.com>

*Only include works completed in the last three years.*

|  |   |
|--|---|
| <p><b>Creative Writing</b><br/><b>Fiction</b><br/><b>Poetry</b></p>                          | <p>-Work samples should be typed and 12 pt. font<br/>-Submit work(s) corresponding with the Work Sample list in the application:</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Title(s) of work(s)</li> <li>• Date completed</li> </ul> <p><i>Do not send original manuscripts.</i></p> <p><b>Artist Samples:</b></p> <ul style="list-style-type: none"> <li>• 3 writing samples not to exceed 10 pages</li> </ul>  |
| <p><b>Crafts</b><br/><b>Design Arts</b><br/><b>Visual Arts</b></p>                           | <p>-Digital images can be provided on a CD or via a website with specific URLs provided; label disc with name of artist.</p> <p>-CDs with digital images should be readable on a Windows platform (.jpg)</p> <p>-Or a proof sheet of images could be provided</p> <p>Use the Work Sample list in the application to include:</p> <ul style="list-style-type: none"> <li>• Provide URLs for online work(s)</li> <li>• Title of work</li> <li>• Date completed</li> <li>• Dimensions of each piece (height x width x depth)</li> <li>• Materials/media of work</li> </ul> <p><b>Artist Samples:</b></p> <ul style="list-style-type: none"> <li>• 5 image samples</li> </ul> |
| <p><b>Theatre</b><br/><b>Dance</b><br/><b>Storytelling</b><br/><b>Inter-disciplinary</b></p> | <p>-Professional quality DVDs - label disc with name of the artist.</p> <p>-URLs or YouTube links-provided</p> <p>Use the Work Sample list in the application to include:</p> <ul style="list-style-type: none"> <li>• Title of the work(s)</li> <li>• Provide URLs for online work(s)</li> <li>• Date completed</li> </ul> <p><i>Professionally produced DVDs are not required, however, the panel should be able to hear and view the content clearly.</i></p> <p><b>Artist Samples:</b></p> <ul style="list-style-type: none"> <li>• 2 samples</li> </ul>  |
| <p><b>Music</b><br/><b>Media Arts</b></p>  | <p>-CDs of musical selections-label disc with name and title of works</p> <p>-URLS or YouTube links</p> <p>Use the Work Sample list in the application to include:</p> <ul style="list-style-type: none"> <li>• Title(s) of work(s)</li> <li>• Provide URLs for online work(s)</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Composer’s and librettist’s names (if musical recordings)</li> <li>• Date completed</li> </ul> <p><i>Professionally produced CDs are not required; however, the panel should be able to hear the content clearly.</i></p> |
|  | <p><b>Artist Samples:</b></p> <ul style="list-style-type: none"> <li>• 2 samples</li> </ul>  |

## Evaluation Criteria

Applicants will be reviewed according to the following criteria. Applicants should give careful consideration to each item.

### 1. Application Quality

- Teaching Artist application is complete and includes all required items
- Application narratives are concise, clear and questions are fully addressed
- Application is professional presented

### 2. Artistic Quality

- Demonstrates a working knowledge about the artistic discipline represented including foundational concepts
- Demonstrates excellent ability to communicate knowledge about their own work
- Work samples provided are professional

### 3. Instructional Aptitude

- Ability to effectively articulate ideas, concepts, instructions, processes, which are related to their artistic discipline
- Demonstrate knowledge of effective methods for instructional delivery, classroom management, and inspiring creativity
- Demonstrates strong organization skills and flexibility for smooth instructional delivery

### 4. Curriculum and Lesson Planning

- Ability to develop lesson plans aligned with state standards when applicable
- Ability to establish age and developmentally appropriate arts learning goals for non-school arts programs
- Ability to design and implement effective and appropriate methods for assessing student learning or benchmark program goals

### 5. Program Delivery

- Ability to relate to students/adults of diverse backgrounds and abilities
- Ability to effectively relate the content of their programming to other content areas
- Ability to effectively communicate and collaborate with classroom teachers, administrators, and other teaching artists
- Able to inspire and motivate eager and reluctant learners

# Roster Application Deadline

**There are two cycle deadlines for the Teaching Artist Roster:**

**October 1, 2015 - Cycle A**

**April 1, 2016 - Cycle B**

Only completed applications with the required support documentation are forwarded to panelists for evaluation. **Please collate each application with support documentation and clip together to submit 1 original and 6 copies.**

Artist Roster Applications must be received in the VCA office by 5:00 pm on the day of the deadline; **this is not a postmarked deadline.** Applicants are advised to mail applications early. Facsimile (FAX) transmissions will not be accepted. Completed applications are to be sent to:

## Virginia Commission for the Arts

1001 East Broad Street  
Suite 330  
Richmond, VA 23219

## Notification

All teaching artists will be notified by mail and email immediately following VCA action. Those accepted will have updated profiles listed on the VCA website in the spring of 2016 for Cycle A and Summer of 2016 for Cycle B.

## Evaluation Rubric

This is an example of the rubric that the panel will be using to evaluate the Teacher Artists Roster application. Use this as a guide when completing the application.

| Criteria   | Application Section  |
|--|--|
| <b>Application Quality</b>   |  |
| Professionalism <ul style="list-style-type: none"> <li>• Qualifications and experience of teaching artist</li> <li>• Concise and clear application narrative</li> <li>• Complete and professional application</li> </ul>   | Question #29 thru #34, Resume, and #27 or Lesson Plan Sample |
| Artistic Quality <ul style="list-style-type: none"> <li>• Evidence of discipline knowledge</li> <li>• Professional work samples</li> <li>• Ability to communicate knowledge about their discipline</li> </ul>  | Question #29, #30 and Artist Work Samples                    |
| <b>Teaching Artistry</b>   |  |
| Instructional Aptitude <ul style="list-style-type: none"> <li>• Demonstrated knowledge of effective instructional strategies and classroom management</li> <li>• Evidence of arts integration</li> <li>• Demonstrated organizational skills for effective instructional delivery</li> </ul>  | Question #30, #31, #33, and #27 or Lesson Plan Sample        |
| Curriculum and Lesson Planning <ul style="list-style-type: none"> <li>• Supported evidence of lesson planning with established instructional goals incorporating the Virginia Standards of Learning when appropriate</li> <li>• Ability to develop age and developmentally appropriate arts learning goals</li> <li>• Ability to design and implement appropriate methods of program/student assessment</li> </ul> | Question #29, #31, #32 and #27 or Lesson Plan Sample         |

| <b>Program Delivery</b>  |                            |
|--|----------------------------|
| Collaboration and Program Management <ul style="list-style-type: none"> <li>• Ability to collaborate with teachers, schools, and organizations</li> <li>• Ability to effectively plan and implement a residency</li> <li>• Ability to inspire and motivate eager and reluctant learners</li> </ul> | Question #29, #30, and #32 |

### Application Quality

|                  |                                  |   |
|------------------|----------------------------------|---|
| Professionalism  | Strong Evidence<br>8-10 pts      | The merit or value of teaching artist professionalism is clearly evident and the qualifications and experience is well documented through the personal narrative, work samples, and resume.   |
|                  | Some Evidence<br>4-7 pts         | The merit or value of teaching artist professionalism is implied without clear evidence of the qualifications and experience which is generally stated without specific support in the personal narrative, work samples, and resume.        |
|                  | Little or No Evidence<br>0-3 pts | The merit or value of teaching artist professionalism is not evident and difficult to determine with little or no support as to the qualification or experience of the teaching artist in the personal narrative, work samples, and resume. |
| Artistic Quality | Strong Evidence<br>8-10 pts      | There is clear evidence of the artistic merit of the teaching artist supported with professional work samples.  |
|                  | Some Evidence<br>4-7 pts         | There is some evidence of the artistic merit of the teaching artist supported through semi-professional work samples.   |
|                  | Little or No Evidence<br>0-3 pts | There is minimal or no evidence of the artistic merit of the teaching artist based on the submitted work samples.   |

### Teaching Artistry

|                              |                                  |  |
|------------------------------|----------------------------------|--|
| Instructional Aptitude       | Strong Evidence<br>8-10 pts      | The instructional aptitude of the teaching artist demonstrates extensive knowledge of effective instructional strategies and arts integration through the written narrative.               |
|                              | Some Evidence<br>4-7 pts         | The instructional aptitude of the teaching artist demonstrates knowledge of instructional strategies with some evidence of arts integration through the written narrative.                 |
|                              | Little or No Evidence<br>0-3 pts | The instructional aptitude of the teaching artist demonstrates minimal knowledge of instructional strategies with little or no evidence of arts integration through the written narrative. |
| Curriculum & Lesson Planning | Strong Evidence<br>8-10 pts      | Lesson planning and evaluation are age and developmentally appropriate and clearly supported with art goals and state standards that are evident in the documentation provided.            |
|                              | Some Evidence<br>4-7 pts         | Lesson planning and evaluation are age and developmentally appropriate with some evidence with art goals and state standards in the documentation provided.                                |
|                              | Little or No Evidence<br>0-3 pts | Lesson planning and evaluation are not age and developmentally appropriate with no evidence of art goals and state standards in the documentation provided.                                |

### Program Delivery

|                                      |                                  |  |
|--------------------------------------|----------------------------------|--|
| Collaboration and Program Management | Strong Evidence<br>8-10 pts      | There is clear detailed evidence in the written narrative to effectively plan and implement an artist residency. |
|                                      | Some Evidence<br>4-7 pts         | There is some evidence in the written narrative to plan and implement an artist residency.                       |
|                                      | Little or No Evidence<br>0-3 pts | There is minimal or no evidence in the written narrative to plan and implement an artist residency.              |