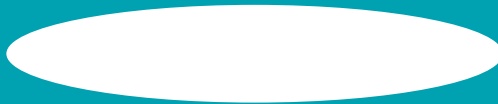


Guidelines & Application Forms for Artistic Teaching Partners

➤ **Application Deadline**



Artistic Teaching Partner Application
Hawai'i State Foundation on Culture & the Arts
Arts in Education Program
250 S. Hotel Street, 2nd Floor
Honolulu, HI 96813
808.586.0768

Resources On The Web

These resources may assist you with your preparation of the Artistic Teaching Partner application:

<http://www.doe.k12.hi.us>

click on Standards; click on Hawai'i Content & Performance Standards (HCPS III); click on Fine Arts

<http://www.hawaiiartsalliance.org>

click on Arts Education Resources; click on Essential Arts Toolkit

<http://www.apple.com/ali/hawaii>

Hawaii Learning Interchange – exhibits of the ARTS FIRST Curriculum and the ARTS FIRST Toolkit

<http://www.hawaii.gov/sfca>

State Foundation on Culture and the Arts. Go to the Arts Education Program under Grants & Programs. The ARTS FIRST strategic plan and progress reports are downloadable pdfs.

<http://www.nasaa-arts.org>

click on Arts & Learning Resources for State Leaders

Contact Information:

Artistic Teaching Partners Program

State Foundation on Culture and the Arts

Vivien Lee, Arts Education Coordinator

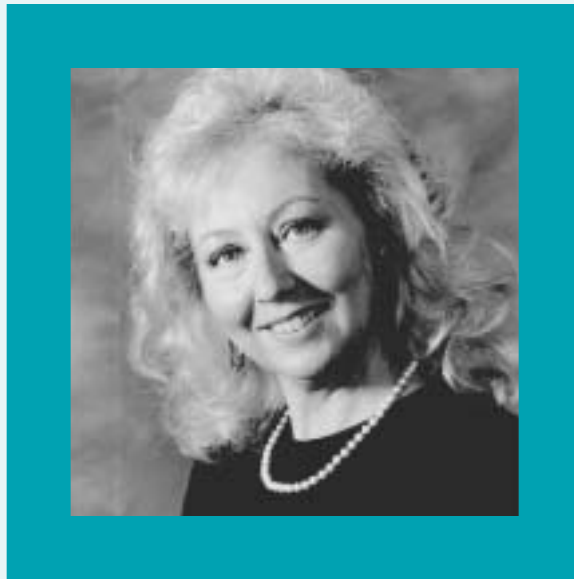
250 S. Hotel Street, 2nd floor

Honolulu, Hawaii 96813

Telephone: 808-586-0768

Fax: 808-586-0308

Email: vivien.lee@hawaii.gov



“Working with teaching artists in the classrooms of Hawai‘i, I have seen arts education at its best. Perhaps it is because these artists are neighbors or aunts or professional artists who are deeply connected to their island home. Perhaps it is because these artists see the education of children as their work.

In a state where music and art teachers are infrequent assets in the public schools, the teaching artists have carved out space in their lives for public education. They are working well beyond the one-shot school residency. They have helped to craft Hawai‘i’s standards for the arts as well as a unique arts toolkit for the state’s classroom teachers. They have grappled with assessment tasks, written rubrics and pondered the unique role of the arts in children’s learning. In Hawai‘i, teaching artists work shoulder to shoulder with talented classroom teachers to bring all of the arts to all of the children every day.

I commend the work of Hawai‘i’s Arts First Partnership for creating this very unique opportunity: the Hawai‘i Department of Education, Hawai‘i’s Association of Independent Schools, the University of Hawai‘i at Mānoa, Hawai‘i Alliance for Arts Education, the Hawai‘i State Foundation for Culture and the Arts, the Maui Arts & Cultural Center, Honolulu Theatre for Youth and the Hawai‘i Consortium for the Arts. Together, Hawai‘i artists and educators are creating new definitions of the term “partnership” and setting an important example of collaboration for the nation. ”

Deborah Brzoska

Arts Teaching & Learning Consultant
May 2005



"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 or about the arts."

Eric Booth

Chief Editor, *Teaching Artist Journal*

Artistic Teaching Partners

Artistic Teaching Partners (ATP) are professional artists or non-profit arts organizations that exemplify artistic excellence as well as the engagement of students in the creative process.

An Artistic Teaching Partner must be

- active in his/her professional career as an artist and as a teaching artist in the classroom;
- conversant in stages of child development (K-5), knowledgeable about curriculum frameworks and assessment, and have extensive experience in school settings; and
- committed to participating in ongoing professional development to enhance their teaching, arts education advocacy, and business skills.

Artists approved as Artistic Teaching Partners are qualified to:

- Conduct in-depth residencies in K-12 schools in programs such as the DOE Artists in the Schools Program.

With appropriate professional development Artistic Teaching Partners may be invited to:

- Mentor teachers and artists in developing and teaching standards-based arts integrated lessons; and/or
- Develop and present professional development workshops for teachers and artists.

Artistic Teaching Partners Roster

Artists and non-profit arts organizations in the artistic disciplines of dance, drama (includes puppetry and storytelling), literary arts, music, or the visual arts may apply to be on the Artistic Teaching Partners Roster.

Eligibility Requirements

Individual Artists

- Professional artist
- Legal resident of the State of Hawai'i at the time of application
- Must not be enrolled in a directly related undergraduate degree program of study
- *Applicant applying as an Artistic Teaching Partner* must have a minimum of two years experience working with students in educational settings at the time of application.

Arts Organization

- A not-for-profit [501(c)3] arts organization with an arts education program staffed by professional artists and/or arts educators who are Hawai'i residents
- Must have an office in the State of Hawai'i
- *Applicants applying as an Artistic Teaching Partner* must have a minimum of two years of experience working with students and educators in educational settings at the time of application.

SFCA determines eligibility for the Artistic Teaching Partners, decision which is final.



Warren Andrade



Neida Bangerter



Elizabeth Train

Artistic Teaching Partners Criteria

Karen Erickson, writing in the *Teaching Artist Journal*, notes three distinct areas of their work where successful teaching artists should demonstrate mastery:

- Recognized by their peers as an accomplished **artist** in their field and currently working in their art form;
- Provide expertise in **teaching** that includes the ability to teach effectively, good organizational and classroom management skills, knowledge of the school system, and current trends in education;
- Able to operate with **business** acumen.

Selection Criteria

The selection criteria for Hawai'i's Artistic Teaching Partners builds upon the specific skills and knowledge of three aspects – artistic, teaching and business.

Artistic Skills

- Have formal training and/or years of experience in an arts discipline or traditional arts practice
- Demonstrate professional practice: currently performs, exhibits, publishes, directs, choreographs, and maintains a healthy body of work as appropriate to the art form and cultural community
- Provide an authentic model for power of artistic thinking, creating, perceiving, reflecting, and attending
- Take risks as an artist
- Use self-assessment/critique/evaluation skills
- Model flexibility and adaptability
- Possess artistic skills to deal with any situation that might arise
- Use components of his/her art form to teach in new ways
- Transform passion for his/her own art form to motivate students to push their own aesthetic experience
- Synthesize and make connections between the arts and other academic subjects

Knowledge Base

- Historical and societal context of own art form
- Wide range of materials and methods within art form
- Current trends in his/her own art form



Dan Kelin

Teaching Skills

- Collaborate with teachers, administrators, staff, and students
- Engage a classroom of students with diverse characteristics, abilities and interests (gender, age, language, ethnicity, culture)
- Create successful sequential lessons that are developmentally appropriate
- Assess student learning and evaluate overall program effectiveness
- Flexible and able to easily make adjustments in teaching method or use of resources if the classroom situation requires change
- Model behavior and best practices in teaching including health and safety concerns
- Access resources to support own teaching, e.g. people, organizations, literature
- Use the arts to foster and build healthy self-esteem
- Recognize the value of each student's work
- Build a community through art

Knowledge Base

- Classroom management skills
- Multiple intelligence theory and its integration into teaching practice
- Current Hawai'i Fine Arts Standards and ability to link them with teaching practice and other core curriculum
- Developmental capabilities of students in the classroom and child development in general

Business Skills

- Manage time and schedule effectively; have the ability to be on time
- Communicate with teachers, staff, administrators, parents and ability to follow up on conversations
- Management skills to submit required paperwork on time
- Be organized and prepared
- Be professional in demeanor by respecting school environment, materials, rules, schedule and property
- Use good presentation skills by using voice and body language to captivate audience
- Be able to write workshop descriptions, promotional literature and lesson plans using good literary skills
- Plan and promote own work as an artistic teaching partner

Knowledge Base

- Utilize planning and management skills to be an effective artist/entrepreneur and an artist/educator



Jaime Simpson



Erik Haines



Mardi Swatek

Maintaining ATP Roster Status

In order to remain on the Artistic Teaching Partners Roster, the artist or arts organization shall annually:

- Engage students in the creative process (dance, drama, literary arts, music, or visual arts) during a residency of 10 or more sessions in public schools including charter school and/or independent schools;

OR

- Engage students in the creative process (dance, drama, literary arts, music, visual arts) in after school programs.

AND shall exhibit commitment by:

- Attending at least one professional development workshop for Artistic Teaching Partners each year;
- Maintaining career as a professional artist;
- Updating biographical and contact information with the SFCA and for the on-line *Guide* with the Hawai'i Alliance for Arts Education;
- Completing reports, evaluations, and/or documentation for each residency in a timely fashion to the SFCA Arts in Education Program;
- Providing lesson plans for residencies and demonstrating the ability to execute them in an educational setting as observed by an ATP evaluation team; and
- Adhering to the policies and statutes of the State of Hawai'i, the Hawai'i Department of Education and the Hawai'i State Foundation on Culture and the Arts.

Artistic Teaching Partners

Application Instructions

The Hawai'i State Foundation on Culture and the Arts (SFCA) and Department of Education (DOE) place great importance on artists being current and productive in their chosen art form.

- Application must demonstrate that the artist is actively engaged in the practice of his/her art form at the time of application.
- An artist may apply in more than one arts discipline.
- A separate application with appropriate documentation must be included for each artistic discipline for which an artist is applying.
- Acceptance in one category does not automatically assume acceptance in all the applied categories.
- Applications must meet all published eligibility criteria.
- Incomplete applications will not be reviewed and will be returned to applicant.
- Applications must be postmarked by the published deadline as stated on the cover of these *Guidelines* or hand-delivered to the SFCA office by 4:30 p.m. of the stated deadline.

➤ The Artistic Teaching Partner application is a 3-Step Process

Step 1: Artistic Excellence Review

Step 2: Educational Excellence Review

Step 3: Teaching Artist Review

The peer review committee will include at least one professional artist in the applicant's arts discipline.

Applicants must be recommended at all three steps of the review process to be approved as an Artistic Teaching Partner.

➤ Application Deadline

- All applications must be postmarked or hand-delivered by 4:30 p.m. on the stated deadline (see front cover).
- All application packages, including documentation material, must be complete upon submission.
- Late, faxed, or emailed applications will not be accepted.

Submit all Application Materials to:

Artistic Teaching Partner Application
State Foundation on Culture and the Arts
Arts in Education Program
250 S. Hotel Street – 2nd Floor
Honolulu, HI 96813

Application forms and guidelines are available on the SFCA website at www.hawaii.gov/sfca

➤ Questions?

Please call the SFCA Arts in Education Coordinator (808.586.0768) or email elaine.zinn@hawaii.gov

STEP 1

Artistic Excellence Review

Artistic Teaching Partner applicants submitting documentation materials must include the following materials:

- Proposal Cover Page (page 13)
- Evidence of Artistic Excellence
Documentation materials may include CDs, DVDs, videotapes, audiotapes, or manuscripts that are appropriate to the art form as per "*Evidence of Artistic Excellence Requirements.*" (pages 8-10) **Organizations** must submit evidence materials reflecting the artistic excellence of their teaching artists, including resumés.
- Current Resumé (no more than 4 pages)
Include educational background, professional career as an artist and experience as a teaching artist.
- Letters of Reference (3); none prior to 2000
 - One reference of artistic excellence
 - One reference of teaching excellence
 - One reference of applicant's choice
- Organizations must submit a copy of their IRS 501(c)3 Letter of Determination.

➤ Evidence of Artistic Excellence Requirements

- **Documentation should reflect your best professional work from the past 2 to 3 years.**
Documentation should show the depth and range of your work that clearly defines your artistic excellence.
- **Submit documentation of high quality.** Slides or videotapes that are poorly lit, video and audiotapes with background noise, etc. will hinder the panel's ability to review your documentation accurately.
- Send your application materials (including the documentation materials) by any mailing service that has tracking capabilities, such as certified, priority, UPS, etc.
- **Use the last 4 digits of your Social Security Number** on all documentation materials.
- **Do not include your name written or verbally on any documentation materials.**

Documentation materials **will** be returned to applicants provided appropriate self-addressed stamped packaging is included with submitted documentation materials.

➤ Documentation Requirements for Each Discipline

- **Dance:** Submit one VHS videotape or DVD of recent work cued to the desired **10-minute segment of 2 or more contrasting selections.** Please identify yourself as the performer, choreographer, or director in these selections.
- **Literary Arts: 10-20 pages.** See manuscripts, scripts, poems on page 10.
- **Music:** Instrumentalists and vocalists submit one cassette tape or CD cued to the desired **10-minute segment.**

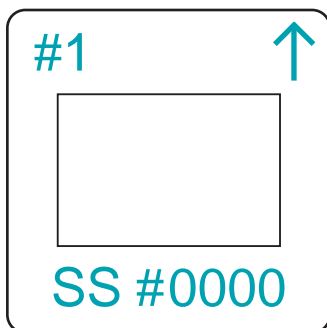
- **Drama:** (including puppetry and storytelling) Submit one VHS videotape or DVD of recent work **cued to the desired 10-minute segment** of a performance in which you act or direct; or a performance of a dramatic script written by you. You may also choose, if applicable, to submit 10 to 20 pages of a script written by you.
 - **Storytelling:** Submit a cassette tape, CD, DVD, or VHS videotape of recent work cued to the desired **10-minute segment** with an information sheet providing the titles and sources of your stories. We recommend that at least one of the stories be of your own creation and not an adaptation of a well-known folk tale or story.
- **Visual Arts:** (includes, but is not limited to painting, sculpture, clay, fiber art, printing, film or video, photography, mixed media, installations, digital graphics, cartooning, drawing). Submit **slides or CD with 20 different pieces of your works of art** with no more than 2 details of artwork.

If your art form does not readily lend itself to the media described above, please contact the SFCA Arts in Education Coordinator at 808.586.0768.

➤ Basic Information for Documentation Submissions

- **Videotapes:** 10 Minutes Maximum of 2 to 3 contrasting selections.
The videotape should be recorded in standard speed (SP) with both container and videotape clearly labeled with the **last four digits of your SS#**. Submit only one tape, with segments of different work separated by a few seconds of blank tape.
For group performances, clearly identify yourself on each segment of the videotape.
For example, you might identify yourself by placement on the stage, by describing your clothing, the instrument you are playing or your role. Do not cue videotape to any credit segment that includes your name.

Please submit the video documentation form along with the materials.
- **Slides:** Submit 35mm slides or digital images on a CD for twenty (20) separate works of art. Number each slide/image in the order you wish them viewed, matching the numbers on the Visual Documentation Form. Slides should be numbered consecutively with an arrow in the upper right corner indicating top and the **last four digits of your SS# on each slide**.



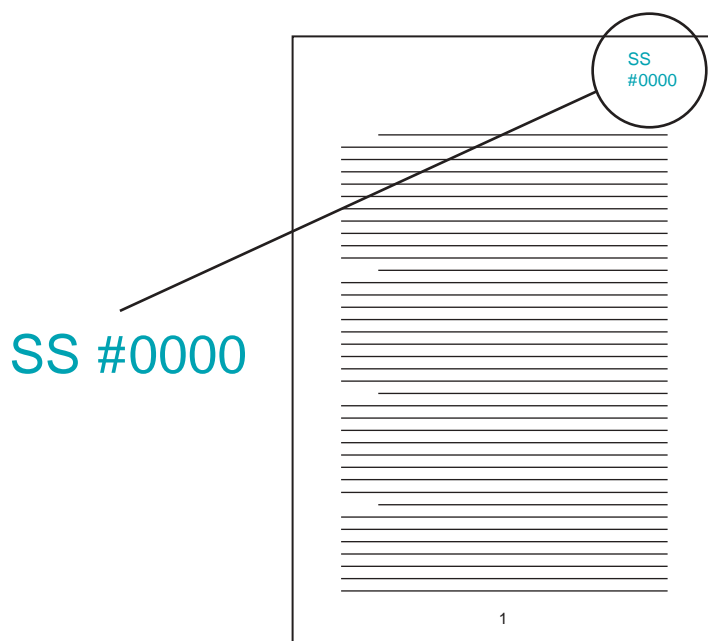
Detail slides or images are acceptable, but not more than two or three views of the same work (detail slides and images **do not** count as part of the 20 works of art).

Indicate the actual size of the work on the slide and documentation form, and the year the artwork was completed.

Collaborative work needs to be clearly explained as to the artist's specific role in the work.

Please submit the visual art documentation form along with the materials.

- **Manuscripts, Scripts, Poems:** 10 to 20 pages of prose, poems, or scripts. May be selections of more than one work but not more than 20 pages total. Submit typed examples of recent work. Do not put your name on the pages. Place the **last four digits of your SS#** in the upper right hand corner of **each** page. **Number the pages consecutively at bottom of page and do not staple or bind the pages.**



Please submit the literary documentation form along with the materials.

- **Audiotapes or CD:** One cassette tape or CD with the desired 10-minute segment that may include 2 or 3 contrasting selections. Clearly identify which tracks to be played on a separate sheet of paper. Label the audiotape or CD and the container with the **last four digits of your SS#**. For group performances, clearly identify which instrument or voice is yours. Please do not cue audiotape to any credit segment that includes your name.

Please submit the audio documentation form along with the materials.

Submit all Application Materials to:

Artistic Teaching Partner Application
Hawai'i State Foundation on Culture and the Arts
Arts in Education Program
250 S. Hotel Street – 2nd Floor
Honolulu, HI 96813

STEP 2

Educational Excellence Review

Educational Excellence Review is a dialogue between a peer-panel and the applicant regarding the applicant's arts teaching experience with particular attention to how the applicant engages students in the creative process of his/her discipline.

At this review, applicants will discuss the sample lesson plan that they submitted with their application. This lesson plan uses either the "Arts Lesson" or the "Arts Integrated Lesson" template on pages 20-23. Use the "Arts Lesson" template if you are designing an arts-only lesson. Use the "Arts Integrated Lesson" template if you are designing an arts lesson that integrates content from another area of the school curriculum, e.g. language arts, science, social studies, math. For writable word doc templates, go to the SFCA website: www.hawaii.gov/sfca. Look for Arts in Education, then Artistic Teaching Partners. Click on "ATP Application Lesson Plan Templates." See also Resources on the Web at the beginning of this booklet for helpful information.

The applicant should also submit a ten-session residency plan outline from which the sample lesson comes (no template required). Be prepared to discuss the sample lesson, your educational and artistic philosophy, the artist's role vs. the classroom teacher's role, etc. Interview process is 30 to 60 minutes. Applicants accepted at the Education Excellence Review level will be scheduled to teach the sample lesson in a classroom situation (Step 3).

STEP 3

Teaching Artist Review

A peer review panel will observe the applicant teaching the above sample lesson in a classroom. Artist will be evaluated as to how well he/she/they engage all students in the creative process through a well-planned, standards-based fine arts lesson. Communication and instructional skills, classroom management, preparedness, flexibility, punctuality are important considerations in the evaluation process.

ATP Roster applicants who successfully complete all three steps of the application process will be notified of their acceptance as an Artistic Teaching Partner.

Artistic Teaching Partners shall submit a photo and artistic and educational information to be included on the on-line ATP Roster. The Roster will be available on-line at www.hawaii.gov/sfca, and also on the Hawaii Arts Alliance website www.hawaiiartsalliance.org.

Artists and arts organizations are responsible for updating their information for the website via email to SFCA Arts Education Coordinator: vivien.lee@hawaii.gov.

Proposal Cover Page

Artistic Teaching Partner

➤ Name
Address
City/State/Zip
Phone(s)
Fax
E-mail
Last 4 digits of your Social Security #

Applying as:

- Individual Artist**
 - 2 years teaching experience
 - Resident of the State of Hawai'i
 - Not enrolled in an undergraduate degree program in the art discipline in which I am applying

OR:

- Arts Organization**
 - 501(c)(3) organization (copy of IRS Determination Letter attached)
 - Office located in the State of Hawai'i
 - 2 years of teaching experience by staff of professional artists/arts educators who are Hawai'i residents

Check the arts discipline in which you are applying (Only 1 per application):

- Dance
- Literary Arts
- Drama (including Puppetry and Storytelling)
- Music
- Visual Arts

Application Checklist:

- Proposal Cover Page
- Evidence of Artistic Excellence with documentation forms
- Current Resumé
- Letters of Reference (3); none prior to 2000
- IRS Tax-exempt Determination Letter (arts organization only)

Read and Sign:



I do hereby certify that all figures, facts, and representations made in this application are true and correct to the best of my knowledge. Submission of this proposal signifies intention of compliance with all guidelines and restrictions imposed by the Hawai'i State Foundation on Culture and the Arts and the Hawai'i Department of Education, state agencies, and the National Endowment for the Arts, a federal agency. All information submitted in this proposal is available for public inspection.



Signature

Date

Application Cover Letter

Please answer in 250 words or less in the space below:

1. Why do you want to be on the Artistic Teaching Partners Roster?
2. What are your qualifications for being on the roster?
3. How do you continue to strive for excellence in your art and in your teaching?

Documentation Form

- Audio**
 - Cassette
 - CD

- Video**
 - Cassette
 - DVD

- Literary**
 - Prose
 - Poems
 - Script

➤ **Last 4 digits of SS#**

*Review instructions for submitting documentation on pages 8-10.
Describe the work to be reviewed including your artistic role, etc.
Provide track #s and times, if appropriate.*

Arts Documentation Explanation

Please explain in 250 words or less in the space below:

How the arts documentation you are submitting is evidence of your artistic excellence. You may want to put your artwork in context; describe your role in creating the artwork, particularly if you are a director, conductor, or choreographer.

Visual Art Documentation Form

► Last 4 digits of SS#

See pages 8-10 for instructions on how to submit slides. In the space below, provide the applicable information about each slide (20 different works of art.) For conceptual work or installations, include a brief description. IMPORTANT: Be sure the slide # on this form corresponds to the number on the actual slide.

Slide #1

Title	
Media	
Dimensions	Date Completed
Description	

Slide #2

Title	
Media	
Dimensions	Date Completed
Description	

Slide #3

Title	
Media	
Dimensions	Date Completed
Description	

Slide #4

Title	
Media	
Dimensions	Date Completed
Description	

Slide #5

Title	
Media	
Dimensions	Date Completed
Description	

Slide #6

Title	
Media	
Dimensions	Date Completed
Description	

Slide #7

Title	
Media	
Dimensions	Date Completed
Description	

Slide #8

Title	
Media	
Dimensions	Date Completed
Description	

Slide #9

Title

Media

Dimensions Date Completed

Description

Slide #11

Title

Media

Dimensions Date Completed

Description

Slide #13

Title

Media

Dimensions Date Completed

Description

Slide #15

Title

Media

Dimensions Date Completed

Description

Slide #17

Title

Media

Dimensions Date Completed

Description

Slide #19

Title

Media

Dimensions Date Completed

Description

Slide #10

Title

Media

Dimensions Date Completed

Description

Slide #12

Title

Media

Dimensions Date Completed

Description

Slide #14

Title

Media

Dimensions Date Completed

Description

Slide #16

Title

Media

Dimensions Date Completed

Description

Slide #18

Title

Media

Dimensions Date Completed

Description

Slide #20

Title

Media

Dimensions Date Completed

Description

Artistic Teaching Partner

Include letters of reference, none dated prior to 2000, from the following persons in your application package.

➤ **Artistic Excellence Reference:**

Name
Title
Address
City/State/Zip
Phone #1
Phone #2
Email

➤ **Teaching Excellence Reference:**

Name
Title
Address
City/State/Zip
Phone #1
Phone #2
Email

➤ **Your Choice Reference:**

Name
Title
Address
City/State/Zip
Phone #1
Phone #2
Email

Arts Integrated Lesson

Title:	Grade:	Art Discipline:	Time Frame:
---------------	---------------	------------------------	--------------------

Lesson Overview:

GLO(s):

Arts Benchmark (Topic, Code, Text):

Rubric based on Arts Benchmark:			
Advanced	Proficient	Partially Proficient	Novice

Key Arts Vocabulary:

Content Area Benchmark (Topic, Code, Text):

Content Area Rubric:			
Advanced	Proficient	Partially Proficient	Novice

Classroom Set Up:

Materials & Equipment needed:

Prior to this lesson, students need to know
Teaching Tips:

Hawai`i Artists in the Schools (AITS) Residency Program

Since 1966, the Artists in the Schools Program has been an integral part of the Hawai`i Department of Education. In 2007, responsibility for the AITS Program was transferred to the Hawai`i State Foundation on Culture and the Arts (SFCA). AITS is funded by state general funds to support fees for Artistic Teaching Partners, a select group of professional artists and arts organizations who have successfully completed a rigorous application process.

The AITS Program introduces a core group of students to professional artists through residencies of 10 or more sessions. Artists share their artistic expertise and engage students and teachers in standards-based arts lessons that connect the arts to the core curriculum and/or provide enrichment to the school's arts program. Artists are not DOE employees; they are independent contractors.

ATP artists are highly qualified to engage K-12 students in standards-based integrated lessons in the fine arts. The AITS residency program requires that an ATP work with a core group of students (core group = same group of students for all lessons) in the creative process for at least 10 class sessions.

Each spring, public and public charter schools may apply to the AITS Program for funds to support an AITS residency by an Artistic Teaching Partner. The ATP roster (directory of approved ATP artists) and AITS application forms are on the SFCA website – www.hawaii.gov/sfca.

Compensation

- Schools proposing an AITS residency should contact an ATP Roster artist and together they plan the residency.
- Schools that receive AITS Program grants must contribute at least 10% of the total residency cost.
- Payment to artists is calculated on a per session fee.
(Session = a core group of students in a classroom for a time period of 45 to 60 minutes)

Residency Procedures /Requirements

- Minimum of 10 sessions with a core group of students; does not need to be consecutive days
- Plan residency with classroom teacher(s)
- Create standards-based lesson plan for each session of the residency
- Teachers are required to be in the classroom at all times during the residency
- Must follow all DOE/school procedures
- General Excise Tax License required. Applications available from the Hawai`i Department of Taxation. GET # required for DOE contracting.
- DOE requires a tax clearance and an invoice prior to payment
- DOE requires background checks and fingerprinting
- DOE requires a TB clearance
- After an artist is contracted for an AITS residency in a public school, the artist will be required to complete paperwork establishing the artist on the DOE vendor list.

Contact Information

Artists in the Schools Program
Vivien Lee, Arts Education Coordinator
Hawai`i State Foundation on Culture and the Arts
250 S Hotel St, 2nd floor
Honolulu, HI 96813
Telephone: 808.586.0768
Fax: 808.586.0308
Email: vivien.lee@hawaii.gov



Teaching Artists' Workshop

ARTS FIRST

The Artistic Teaching Partners Program is supported by the Hawai'i State Foundation on Culture and the Arts – Arts in Education Program through a grant from the National Endowment for the Arts and through appropriations from the Legislature of the State of Hawai'i.