



Young
Audiences
Arts for
Learning

National Residency

TEACHING ARTIST

Credential

2020



2020 *Call for Applications*

YOUNG AUDIENCES | NATIONAL RESIDENCY TEACHING ARTIST CREDENTIAL

The Young Audiences Arts for Learning (YA) National Network invites teaching artists working within the YA network who implement school-based residency programs to apply for the National Residency Teaching Artist Credential in the 2020 cycle.

This national credential articulates what effective, high quality teaching artistry looks like in K-12 school-based residencies, and formally endorses at a national level exceptional teaching artists who embody excellence in four competency areas: Artistry, Planning & Preparation, Instruction, and Community. The National Residency Teaching Artist Credential is unique in its kind across the country's arts education landscape, and marks a significant contribution to the field by Young Audiences affiliates and teaching artists.

“Without highly-skilled teaching artists, Young Audiences could not fulfill its mission to ‘inspire young people and expand their learning through the arts.’ The National Residency Teaching Artist Credential represents an effort to professionalize the field of teaching artistry and acknowledge the deep experience and exceptional talent required to implement quality arts learning experiences for our youth.

—David A. Dik, National Executive Director of Young Audiences

ABOUT YOUNG AUDIENCES ARTS FOR LEARNING

The Nation's Largest Arts in Education Network

Founded in 1952, Young Audiences Arts for Learning (YA) is the nation's oldest and largest arts-in-education network. Comprised of 30 local affiliates, YA works collectively to impact national arts-in-education policies and practices, while bringing arts learning experiences to over 5 million young people each year in urban, suburban, and rural communities across the United States.

BENEFITS + ELIGIBILITY

Young Audiences | National Residency Teaching Artist Credential

NATIONAL RECOGNITION

Teaching artists who receive the National Residency Teaching Artist Credential will be featured on the National YA website and various National YA communications.

ELIGIBILITY TO WORK WITH OTHER AFFILIATES

YA affiliates who participate in the National Residency Teaching Artist Credential working group agree to contract credentialed teaching artists for residencies or other services without a separate application process, and will prioritize credentialed teaching artists when fulfilling needs that cannot be met within their community of teaching artists.

NO APPLICATION FEE

Teaching artists working within the Young Audiences Arts for Learning network will not pay an application fee to apply for the credential.

MEMBERSHIP IN A PROFESSIONAL LEARNING COMMUNITY

Credentialed teaching artists will have opportunities to facilitate and participate in quarterly online collective learning opportunities as a peer group.

ATTENDANCE AT THE 2020 YA NATIONAL CONFERENCE, NEW ORLEANS, LA

All credentialed teaching artists are invited to attend the 2019 YA National Conference in New Orleans, LA (March 25-27, 2020), and may have the opportunity to present a workshop session.

Up to 10 credentialed teaching artists will be eligible to receive a registration fee waiver (\$325 value), a \$290 stipend to cover lodging when they stay at the designated conference hotel, and a Southwest Airlines ticket voucher for travel (\$450 average value).

ELIGIBILITY

Teaching artists working within the YA network who have experience planning and implementing school-based residencies are eligible to apply. Residencies are defined as more than two classroom instructional sessions with the same core group of students. Applicants should exhibit a high level of proficiency in the four competencies of Artistry, Planning & Preparation, Instruction, and Community.

DEFINITIONS

The Four Competencies



THE FOUR COMPETENCIES

Young Audiences | National Residency Teaching Artist Credential

ARTISTRY

DEFINITION:

Teaching artist displays a body of artistic work that is acknowledged and respected within the artist's discipline and demonstrates continued artistic and professional achievement.

INSTRUCTION

DEFINITION:

Teaching artist fosters an environment that supports student-centered learning through the processes outlined in the National Core Arts Standards: Creating; Performing, Presenting, Producing; Responding; Connecting.

PLANNING & PREPARATION

DEFINITION:

Teaching artist displays proficiency in designing developmentally appropriate residency plans in alignment with National Core Arts Standards.

COMMUNITY

DEFINITION:

Teaching artist demonstrates community-mindedness, respect for and awareness of differences in others, and an attitude of service as an ambassador of arts education in their community.

SCORING RUBRICS

The Four Competencies



SCORING RUBRIC ARTISTRY



		3	2	1	0	SCORE
		EXEMPLARY	ACCOMPLISHING	DEVELOPING	EMERGING	
CRITERIA	PROFICIENCY INDICATOR					
Current Artistic Practice	Artist Statement: <ul style="list-style-type: none"> • Provides general introduction to artist's body of work • Describes artist's overall creative vision and process, sources of inspiration and philosophy • Describes creative vision and process, sources of inspiration, projected timeline of completion, and intended audience for at least one current creative project 					
Mastery of Artistic Discipline	Work samples: <ul style="list-style-type: none"> • Display mastery of the art form • Refer to concepts or techniques described in artist statement • Are easy to see, hear, read, or otherwise review digitally 					
Training in Artistic Discipline	C.V. details at least one formal degree, professional apprenticeship OR other post-graduate or vocational training program in art form					
Professional Recognition and Accomplishments in Artistic Discipline	C.V. details at least three awards, press mentions, recordings, exhibitions, and/or performances at recognized venues following the completion of artist's formal training					
MAX 12 POINTS. 9.6 POINTS REQUIRED FOR A PROFICIENT SCORE IN ARTISTRY COMPETENCY					TOTAL:	

SCORING RUBRIC PLANNING + PREPARATION



		3	2	1	0	SCORE
		EXEMPLARY	ACCOMPLISHING	DEVELOPING	EMERGING	
CRITERIA	PROFICIENCY INDICATOR					
Knowledge of Artistic Discipline Content and Pedagogy	Residency plan: <ul style="list-style-type: none"> • Demonstrates teaching artist's knowledge of content and structures of artistic discipline and pedagogy in designing coherent lessons and activities • Indicates proper use of materials, resources, and space to support lessons and activities • Reflects teaching artist's knowledge of the artistic processes of Creating; Performing/Producing/Presenting; Responding; and Connecting 					
Developmentally Appropriate Practices	Residency plan: <ul style="list-style-type: none"> • Reflects structure, sequencing, and pacing of lessons and activities that is developmentally appropriate for students' ages and abilities • Demonstrates teaching artist's understanding and prioritization of student centered instruction, with an emphasis on student participation and personal choice • Articulates differentiated instructional strategies for engaging and including all learners 					
Connection to Learning Standards	Residency plan: <ul style="list-style-type: none"> • Provides evidence of a developmentally appropriate connection between one or more National Core Arts Standards and, in the case of arts integration residencies, one or more national or locally adopted standards from another academic content area (i.e. Common Core, College and Career Ready Standards, Next Generation Science Standards, etc.) • Specifically lists relevant standards • Derives learning objectives from relevant standards 					
Professional Collaboration	Residency plan: <ul style="list-style-type: none"> • Clearly defines roles and responsibilities for both classroom teacher and teaching artist • Ensures classroom teacher has active participatory role in the lesson • Supports time for teaching artist and classroom teacher to reflect on the lesson in order to assess participation and understanding, make adjustments, and plan next steps 					
Student Learning Objectives + Assessment	Residency plan: <ul style="list-style-type: none"> • Clearly articulates student learning objectives, specifying what students will know, be able to do or be able to demonstrate when they have completed the lesson • Includes method and tools for measuring how well student learning objectives were met • Includes formative assessment methods and, if applicable, summative assessment tools 					
MAX 15 POINTS. 12 POINTS REQUIRED FOR A PROFICIENT SCORE IN PLANNING & PREPARATION COMPETENCY					TOTAL:	

SCORING RUBRIC INSTRUCTION



		3	2	1	0	SCORE
		EXEMPLARY	ACCOMPLISHING	DEVELOPING	EMERGING	
CRITERIA	PROFICIENCY INDICATOR					
Artistic Content and Pedagogy	Video of residency session clearly shows teaching artist regularly and effectively using their artistic discipline expertise and content-related pedagogy to instruct and engage students through the artistic processes of creating; performing/producing/presenting; responding; and connecting					
Learning Environment	Video of residency session clearly shows teaching artist: <ul style="list-style-type: none"> • Maintaining a positive learning environment by effectively communicating their expectations to students related to use of space, materials, time, and student behavior • Organizing classroom space to mitigate distractions and support instructional strategies specific to the artistic discipline • Modeling and cultivating students' social and emotional skills, such as cooperation, empathy, and responsible decision-making within the planned lesson 					
Student-Centered Instruction	Video of residency session clearly shows teaching artist: <ul style="list-style-type: none"> • Regularly and effectively prioritizing student-centered instruction whereby students are actively involved in the learning and making process • Utilizing modeling, guided practice, and independent practice • Providing multiple opportunities for students to practice personal choice within the discipline form, engage in feedback, and reflect on their learning 					
Student Engagement	Video of residency session clearly shows teaching artist: <ul style="list-style-type: none"> • Regularly demonstrating a knowledge of students and effectively employing a variety of instructional strategies to ensure that lesson is inclusive of all learners • Implementing developmentally appropriate and inclusive structure, sequencing, and pacing of all activities Video of residency session clearly shows students demonstrating a high degree of curiosity, interest, optimism, and joy					
Assessment in Instruction	Video of residency session clearly shows teaching artist: <ul style="list-style-type: none"> • Regularly and effectively using formative assessment to monitor student learning by checking for understanding along the way and providing feedback to support student learning • Using formative assessment to inform instruction and adapt lesson as needed 					
MAX 15 POINTS. 12 POINTS REQUIRED FOR A PROFICIENT SCORE IN INSTRUCTION COMPETENCY					TOTAL:	

SCORING RUBRIC COMMUNITY



		3	2	1	0	SCORE
		EXEMPLARY	ACCOMPLISHING	DEVELOPING	EMERGING	
CRITERIA	PROFICIENCY INDICATOR					
Community Mindedness	Documentation provides at least one example of how teaching artist: <ul style="list-style-type: none"> • Maintains positive relationships in a specific residency or school site • Creates connections between the school community and wider artistic community during a specific residency • Advocates for arts education within their residency site or wider community 					
Professionalism	Documentation provides at least one example of how teaching artist: <ul style="list-style-type: none"> • Acts in accordance with the codes of conduct followed by school professionals • Takes full responsibility for obtaining and maintaining any documentation, permissions, or materials that pertain to their residency • Facilitates and maintains open, clear, consistent, and timely two-way communication (verbal, written, and digital) with the residency site and program staff • Collaborates effectively with members of the school community 					
Commitment to Equity and Cultural Responsive Practice	Statement on Educational Equity includes: <ul style="list-style-type: none"> • Teaching artist's definition of educational equity • An explanation of how equity informs teaching artist's practice • Description of personal and professional learning around educational equity (books, webinars, trainings, etc.) • At least one example of how teaching artist promotes educational equity at interpersonal, institutional, or structural levels in their current teaching artist practice Letter of recommendation provides: <ul style="list-style-type: none"> • At least one example of teaching artist's commitment to educational equity 					
MAX 9 POINTS. 7.2 POINTS REQUIRED FOR A PROFICIENT SCORE IN COMMUNITY COMPETENCY					TOTAL:	

APPLICATION CHECKLIST

Young Audiences | National Residency Teaching Artist Credential

INDICATE YOUR INTENT TO APPLY BY FRIDAY, DECEMBER 1, 2019, 11:59 PM ET

To indicate your intent to apply (required):

- Begin your application on Learn.YA.org
 - Fill out form at ya.org/tacapply to request applicant account information and sign up for an Application Orientation Webinar
 - Attend an Application Orientation Webinar on Wednesday, September 4, 18 or October 9, 2019, 5:00-6:30 PM ET
 - You may attend a live webinar, or listen to a recorded webinar, to be posted on Learn.YA.org
- Submit Readiness Worksheet through your application on Learn.YA.org

All of the following application materials are due as uploads to the 2020 Application on Learn.YA.org by Wednesday, January 15, 2020, 11:59 PM ET

ARTIST STATEMENT

- 1000 words maximum

ARTIST CURRICULUM VITAE OR RESUME

- Two pages maximum (one front, one back)

3-5 WORK SAMPLES AND SUPPORTING DOCUMENTATION

- May include photos, videos, sound files, scores, texts, news articles, web links, brochures, publications, reviews of your work, or statements of support from presenters, curators, master artists, etc.

TEACHING ARTIST CURRICULUM VITAE OR RESUME

- Lists teaching artist experience, schools, residencies, specialized training, etc.
- Two pages maximum (one front, one back)

RESIDENCY PLAN

- Outlines a residency that you have designed, implemented, and evaluated
- Should directly correspond with the lesson being taught in video sample requested as evidence for the Instruction Competency
 - Note: Residencies are defined as more than two classroom instructional sessions with the same core group of students.

VIDEO OF RESIDENCY SESSION

- Quality video sample of a single 30-60-minute classroom session within the past three years
- Shows you implementing part of the residency plan submitted as evidence for the Planning & Preparation Competency
 - Video should clearly present you in action as a teaching artist, interacting with students; include students at work
 - The video must be posted online and a private web link provided (ie., youtube or vimeo), not to be shared publicly

PERMISSIONS TO VIDEO STUDENTS / SHARE VIDEO

- Student video release forms or signed letter from YA affiliate indicating you have permission from parents and school to share video sample for the purposes of this application (YA can provide a video release form template, if needed. Contact TAC@ya.org.)

VIDEO INDEX FORM

- Indexes the minute and second in the video where each of the criteria listed in the Instruction Competency rubric occur
- Includes your self-reflection on your instruction
- Template available on Learn.YA.org

LETTER OF SUPPORT FROM RESIDENCY SITE

- Should directly correspond with the video sample requested as evidence for the Instruction Competency and residency plan requested as evidence for the Planning & Preparation Competency
- Should address how they view your demonstration of the criteria listed in the Community Competency
- From a classroom teacher, school administrator or program staff member
- Two pages maximum

STATEMENT ON EDUCATIONAL EQUITY

- 1000 words maximum
- Describes your commitment and approach to educational equity
- Provides any other information about your teaching artist practice you would like to include

OPTIONAL: ADDITIONAL SUPPORT MATERIALS

- Additional letter of recommendation
- Feedback/evaluation forms from past residencies
- Testimonials from students, teachers, peer teaching artists, or program staff
- Media coverage
- No more than three additional materials may be submitted

IMPORTANT DATES

MONDAY, JULY 15, 2019

2020 application cycle opens.

WEDNESDAY, SEPTEMBER 4, 2019

5:00-6:30 PM ET

Live Application Orientation Webinar.

WEDNESDAY, SEPTEMBER 11, 2019

5:00-6:30 PM ET

Live Video Documentation Webinar.

WEDNESDAY, SEPTEMBER 18, 2019

5:00-6:30 PM ET

Live Application Orientation Webinar.

WEDNESDAY, SEPTEMBER 25, 2019

5:00-6:30 PM ET

Live Documentation & Exemplar Library Webinar.

WEDNESDAY, OCTOBER 9, 2019

5:00-6:30 PM ET

Live Application Orientation Webinar.

SUNDAY, DECEMBER 1, 2019

11:59 PM ET

Intent to Apply deadline. Please visit ya.org/tacapply to request applicant account information and to enroll in 2020 application round. Readiness Worksheet due.

WEDNESDAY, JANUARY 15, 2020

11:59 PM ET

Application materials due.

MONDAY, FEBRUARY 17, 2020

Applicants receive notification of credential status.

WEDNESDAY-FRIDAY

MARCH 25-27, 2020

Young Audiences Arts for Learning National Conference, New Orleans, LA.

HOW TO APPLY

To get started, visit ya.org/tacapply to request applicant account information and sign up for an Application Orientation Webinar. Teaching artist applicants must indicate their Intent to Apply by participating in an Orientation Webinar and submitting the Readiness Worksheet portion of the 2020 application on Learn.YA.org, no later than Sunday, December 1, 11:59 p.m. ET. Applicants must upload and submit all required application and portfolio materials outlined in this brochure through the application on Learn.YA.org by Wednesday January 15, 2020, at 11:59 p.m. ET.

An ad hoc committee including peer YA teaching artists, members of the YA National Residency Teaching Artist Credential project working group, and colleagues from national arts education partner organizations will adjudicate applications. Applicants will receive notification of their credential status no later than Monday, February 17, 2020.

More information about the YA National Residency Teaching Artist Credential and how to apply can be found at ya.org/TAC.



The YA National Residency Teaching Artist Credential is organized by a collaborative working group of representatives from Young Audiences affiliates, the national office of Young Audiences Arts for Learning, and other arts education national partners.

Executive Committee:

Stacie Sanders Evans, *Chair*, President & CEO, Young Audiences of Maryland
Michele Russo, *Vice Chair*, President & CEO, Young Audiences New Jersey & Eastern Pennsylvania
Amy Baskin, *Treasurer*, Executive Director, Young Audiences Arts for Learning Northeast Texas
David Dik, National Executive Director, Young Audiences Arts for Learning
Marsha Dobrzynski, Executive Director, Center for Arts-Inspired Learning
JoEllen Florio Rossebo, President & CEO, Arts for Learning - The Indiana Affiliate of Young Audiences
Laura Marchese, Credentialed Teaching Artist, Young Audiences New Jersey & Eastern Pennsylvania
Dick Deasy, *Chair, Advisory Committee*, Arts Education Consultant
Valerie Branch, *Chair, Benefits Committee*, Teaching Artist Fellow, Young Audiences of Maryland
Jenny James, *Chair, Professional Development Committee*, Director of Education & Programs, Young Audiences of Louisiana

Benefits Committee:

Valerie Branch, *Chair*, Teaching Artist Fellow, Credentialed Teaching Artist, Young Audiences of Maryland
Ivy Bennett, Program Director, Arts for Learning / Miami
Melli Hoppe, Credentialed Teaching Artist, Arts for Learning - The Indiana Affiliate of Young Audiences
Sheila Womble, Executive Director, Arts for Learning / Miami

Credential Committee:

Harlan Brownlee, Credentialed Teaching Artist, Kansas City Young Audiences
Scott Janz, Director of Artist Programs, Arts for Learning, the Indiana Affiliate of Young Audiences
Emma Parker, Credentialed Teaching Artist, Center for Arts-Inspired Learning

Professional Development Committee:

Jenny James, *Chair*, Director of Education & Programs, Young Audiences of Louisiana
Hana Morford, Education Director, Statewide Initiatives, Young Audiences of Maryland
Alex Novak, Educational Partnerships Manager, Arts for Learning Connecticut
Chris Sheard, Teaching Artist, Young Audiences of Louisiana
Jeni Siepierski, Director of Programs & Education, Young Audiences of Western New York

Advisory Committee:

Dick Deasy, *Chair*, Arts Education Consultant
David Dik, National Executive Director, Young Audiences Arts for Learning
Stacie Sanders Evans, *Executive Committee Chair*, President & CEO, Young Audiences of Maryland
Bill Buckner, Director, Learning & Capacity Building, Annie E. Casey Foundation
Stephanie Haines, Arts Education & Accessibility Manager, Indiana Arts Commission
Doug Herbert, Arts Education Consultant
Jean Johnstone, Executive Director, Teaching Artist Guild
Molly Johnson, Credentialed Teaching Artist, Young Audiences New Jersey & Eastern Pennsylvania
Wendy Liscow, Program Director, Education, Geraldine R. Dodge Foundation
Julie Palkowski, Fine Arts Coordinator, Wisconsin Office of Public Instruction
Jim Palmarini, Director of Educational Policy, Educational Theatre Association
Deb Vaughn, Arts Education Coordinator, Oregon Arts Commission

Project Staff:

Emily House, Director of Marketing & Communications, Young Audiences Arts for Learning
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Betsey Mullins, in memoriam

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