



Young  
Audiences  
Arts for  
Learning

**National**

**RESIDENCY**

**TEACHING ARTIST**

**Credential**





## ABOUT YOUNG AUDIENCES ARTS FOR LEARNING

*The Nation's Largest Arts-in-Education Network*

Young Audiences Arts for Learning (YA) is the nation's largest arts-in-education learning network, serving over 5 million children and youth each year in more than 7,000 schools and community centers across the country through its diverse network of 30 local affiliates. The YA network collectively works together to impact arts-in-education practices and policies on a national level.

# 2018-19

# *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 2018-2019 cycle.

This newly designed 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 art-istry 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

# BENEFITS + ELIGIBILITY

*Young Audiences | National Residency Teaching Artist Credential*

## NATIONAL RECOGNITION

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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

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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

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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

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

## ATTENDANCE AT THE 2019 YA NATIONAL CONFERENCE

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All credentialed teaching artists are invited to attend the 2019 YA National Conference in Houston, TX on April 3, 2019, and may have the opportunity to present a workshop session.

Up to 15 credentialed teaching artists will be eligible to receive a registration fee waiver (\$325 value), a \$250 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 Young Audiences Arts for Learning 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

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

## PLANNING & PREPARATION

### 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.

## 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.



A close-up, black and white photograph of an embroidered portrait of a woman's face. The woman has dark, curly hair and is smiling broadly, showing her teeth. The embroidery is done on a light-colored fabric, possibly a shirt or blouse. The background is slightly blurred, showing more of the fabric and some faint text. In the top right corner, there is a purple rectangular box containing white text.

# SCORING RUBRICS

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## The Four Competencies

# SCORING RUBRIC

## ARTISTRY



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| CRITERIA  | 0 NO<br>EVIDENCE | 1 SCANT<br>EVIDENCE | 2 SOME<br>EVIDENCE | 3 AMPLE<br>EVIDENCE  | SCORE                |
|---|------------------|---------------------|--------------------|--|----------------------|
| <p><b>Continued Creation in Art Form</b><br/>Artist is currently planning or working on at least one artistic project, beyond their teaching artist practice.</p> |                  |                     |                    | <p>Artist statement: Provides general introduction to artist's body of work; Describes artist's overall creative vision, sources of inspiration and philosophy; Describes creative vision, sources of inspiration, projected timeline of completion, and intended audience for at least one current creative project</p> |                      |
| <p><b>Application of Artistic Process to Teaching Artist Practice</b><br/>Artist directly applies their artistic process to their teaching artist practice.</p>   |                  |                     |                    | <p>Artist statement: Describes method or process of making art; Makes explicit connection between artist's creative process and Planning &amp; Preparation, Instruction, and Community teaching artist competencies</p>  |                      |
| <p><b>Quality of Work Samples</b><br/>Work samples display mastery of the art form.</p>   |                  |                     |                    | <p>Work samples: Are easy to see, hear, read, or otherwise review digitally; Refer to concepts or techniques described in artist statement</p>   |                      |
| <p><b>Training in Artistic Discipline</b><br/>Artist has a degree in the art form, or has experience that can substitute for a formal degree.</p>                 |                  |                     |                    | <p>C.V. details at least one formal degree, professional apprenticeship or other post-graduate or vocational training program in art form</p>  |                      |
| <p><b>Continued Creation in Art Form</b><br/>Artist's work has received awards, press, or has been recorded, displayed, or performed at recognized venues.</p>    |                  |                     |                    | <p>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</p>  |                      |
| <p><b>MAX 15 POINTS. 12 POINTS REQUIRED FOR A PROFICIENT SCORE IN ARTISTRY COMPETENCY</b></p>   |                  |                     |                    |  | <p><b>TOTAL:</b></p> |



# SCORING RUBRIC

## PLANNING + PREPARATION



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| CRITERIA   | 0 NO<br>EVIDENCE | 1 SCANT<br>EVIDENCE | 2 SOME<br>EVIDENCE | 3 AMPLE<br>EVIDENCE  | SCORE                |
|--|------------------|---------------------|--------------------|--|----------------------|
| <p><b>Student/Youth Development</b></p> <p>Residency plan addresses age-specific domains of development (e.g., cognitive, physical, social and emotional) and cultural backgrounds of learners</p>   |                  |                     |                    | <p>Residency plan: Majority of time planned is student centered; Articulates culturally responsive and inclusive instructional strategies; Anticipates different responses from students and strategies for enabling student participation; Articulates strategies for adapting lessons for students with cognitive, behavioral and/or physical disabilities; Length of lesson activities is age-appropriate; Articulates age-appropriate supports to enable learners' self-regulation within the art form</p> |                      |
| <p><b>Alignment to Standards</b></p> <p>Residency plan provides evidence of an 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 (eg. Common Core College and Career Ready Standards, Next Generation Science Standards, etc.).</p> |                  |                     |                    | <p>Standards are specifically listed in plan; Learning and skills objectives are derived from relevant standards</p>   |                      |
| <p><b>Professional Collaboration</b></p> <p>Residency plan defines roles and responsibilities for both teaching artist and educator, before, during, and after instruction.</p>  |                  |                     |                    | <p>Plan includes roles for classroom teacher and teaching artist; Classroom teacher has active participatory role in the lesson</p>  |                      |
| <p><b>Outcomes + Assessment</b></p> <p>Residency plan articulates desired or expected learner outcomes along with methods that teaching artist will use to assess learning during the lesson.</p>  |                  |                     |                    | <p>Outcomes and assessments align with standards and objectives; Rubrics and other assessment tools include opportunities for formative and summative assessment, if applicable; Processes or products specific to the art form are used as assessment tools, if applicable.</p>   |                      |
| <p><b>Teaching Artist Self-Reflection</b></p> <p>Reflects on the lesson to assess participation, understanding, and plan next steps; Reflects with teacher, and engages in self-reflection after residency</p>   |                  |                     |                    | <p>Provides written self-reflection on the residency or unit; Reflection includes participation from both teaching artist and educator</p>   |                      |
| <p><b>MAX 15 POINTS. 12 POINTS REQUIRED FOR A PROFICIENT SCORE IN PLANNING COMPETENCY</b></p>  |                  |                     |                    |  | <p><b>TOTAL:</b></p> |

# SCORING RUBRIC

## INSTRUCTION



| CRITERIA   | 0 NO EVIDENCE    1 SCANT EVIDENCE    2 SOME EVIDENCE    3 AMPLE EVIDENCE |  |  |   | SCORE                |
|--|--|--|--|---|----------------------|
|  |  |  |  |   |                      |
| <p><b>Variety of Instructional Strategies</b></p> <p>Teaching artist employs their art to engage and instruct students through visual, auditory, tactile, kinesthetic, and other modalities.</p>   |  |  |  | Teaching artist employs at least two different instructional modalities throughout the lesson   |                      |
| <p><b>Learning Environment</b></p> <p>Teaching artist organizes a positive learning environment (students, materials, time, space, etc.) to advance student learning.</p>  |  |  |  | Teaching artist: Communicates their expectations to students related to use of space, materials, time, and student behavior; Organizes classroom space to mitigate distractions and support instructional strategies specific to the art form; Models and cultivates students' social and emotional skills, such as cooperation, empathy, and responsible decision-making, within the planned lesson  |                      |
| <p><b>Student-Centered Instruction</b></p> <p>Teaching artist prioritizes student-centered instruction and creates opportunities for students to practice personal choice.</p>   |  |  |  | The balance of independent student work and facilitation by the teaching artist is appropriate to the lesson; Students have multiple opportunities to practice personal choice within the art form; Teaching artist utilizes modeling, guided practice, and independent practice  |                      |
| <p><b>Student Engagement</b></p> <p>Students show attention, curiosity, and interest in the lesson.</p>  |  |  |  | Teaching artist verbally redirects students' attention fewer than three times; All students show attention, ask questions, and give responses throughout the lesson.  |                      |
| <p><b>Assessment</b></p> <p>Teaching artist: Assesses student learning according to content standards and lesson plan objectives; Employs a range of methods to assess student learning; Modifies instruction as necessary, based on assessment results.</p> |  |  |  | <p>Teaching artist assesses student learning: According to content standards outlined in lesson plan; According to grade-level or age-appropriate standards; Across all lesson plan objectives</p> <p>Teaching artist checks for all (not just some) students' understanding at least once per lesson</p> <p>Teaching artist employs a minimum of two methods of student assessment, such as: Student self-assessment, peer-to-peer feedback, or instructor feedback per lesson; Rubric outlining descriptive criteria for product and process, if applicable; Verbal, demonstrated, or written check for student understanding; Open-ended question; Request for specific indicators of student learning</p> |                      |
| <p><b>Student Reflection</b></p> <p>Teaching artist dedicates time throughout the lesson for students to reflect on the lesson and their learning process.</p>   |  |  |  | Teaching artist: Provides a minimum of two opportunities throughout the lesson for students to reflect on their learning process, the lesson or the learning objectives; Seeks student reflection as a verbal, demonstrated, or written response.*; Prompts students to answer 'why'; Prompts all, not just some, students to engage in self-reflection   |                      |
| <p><b>MAX 18 POINTS. 14.4 POINTS REQUIRED FOR A PROFICIENT SCORE IN INSTRUCTION COMPETENCY</b></p>   |  |  |  |   | <p><b>TOTAL:</b></p> |



# SCORING RUBRIC COMMUNITY



| CRITERIA   | 0<br>NO<br>EVIDENCE | 1<br>SCANT<br>EVIDENCE | 2<br>SOME<br>EVIDENCE | 3<br>AMPLE<br>EVIDENCE   | SCORE                |
|--|---------------------|------------------------|-----------------------|--|----------------------|
| <p><b>Community-Mindedness</b></p> <p>Teaching artist: Maintains positive relationships with all residency and program stakeholders; Conveys the highest aims and interests of the program as expressed in the affiliate's mission statement; Shares the program aims and residency content with the whole school community; Makes connections between the school community and the wider artistic community beyond the school.</p>  |                     |                        |                       | <p>Letter of recommendation provides at least one example of how teaching artist has maintained positive relationships in a specific residency or school site</p> <p>Letter of recommendation, evaluation form, or testimonial provides at least one example of how teaching artist has: Shared program aims and residency content with the whole school community in a specific residency or school site; Created connections between the school community and wider artistic community during a specific residency</p>     |                      |
| <p><b>Professionalism</b></p> <p>Teaching artist: Presents self in accordance with the codes of conduct followed by school professionals; Collaborates effectively with students, teachers, school administrators, parents, and program staff to execute a successful residency; Facilitates and maintains open, clear, consistent, and timely two-way communication (verbal, written, and digital) with the residency site and program staff; Takes full responsibility for obtaining and maintaining any documentation, permissions, or materials that pertain to their residency.</p> |                     |                        |                       | <p>Letter of recommendation provides at least one example of how teaching artist has presented and comported themselves appropriately in a specific residency or school site</p> <p>Letter of recommendation, evaluation form, or testimonial describes at least one example of teaching artist's: Capacity for collaboration; Communication skills; Capacity for taking responsibility for documentation, permissions, and materials during a specific residency</p>  |                      |
| <p><b>Commitment to Educational Equity</b></p> <p>Teaching artist demonstrates: Commitment to advancing educational equity for all students; Respect for individual differences in terms of race, ethnicity, gender, religion, ability, nationality, etc.</p>  |                     |                        |                       | <p>Teaching artist: Provides and appropriately cites the definition of educational equity that guides their teaching artist practice; Describes at least one instance of how they promote educational equity at interpersonal, institutional, and structural levels in their current teaching artist practice</p> <p>C.V lists at least one educational equity-related training within the last five years; Letter of recommendation provides at least one example of teaching artist's commitment to educational equity</p> |                      |
| <p><b>Advocacy</b></p> <p>Teaching artist promotes the importance of the arts and arts education within residency site schools, and in all communities they serve.</p>   |                     |                        |                       | <p>Letter of recommendation describes at least one example of teaching artist advocating for the importance of arts education within a specific residency site or wider community</p>  |                      |
| <p><b>MAX 12 POINTS. 9.6 POINTS REQUIRED FOR A PROFICIENT SCORE IN COMMUNITY COMPETENCY</b></p>  |                     |                        |                       |  | <p><b>TOTAL:</b></p> |

# SUMMARY OF EVIDENCE

*Young Audiences | National Residency Teaching Artist Credential*

## APPLICATION FORM

- Via Young Audiences Moodle platform
- All supporting documents outlined below will be uploaded to your profile on the Moodle platform

## ARTIST STATEMENT

- Includes description of your current artistic projects beyond your teaching artist practice
- Describes how you apply your artistry and art form within your teaching artist practice
- Includes details about the role reflection plays in your work and professional development
- 500 words maximum

## TWO ARTISTIC WORK SAMPLES

- Display your artistic mastery and accomplishment
  - » 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.

## CURRICULUM VITAE – ARTIST

- Includes highlights of your artistic training and professional accomplishments (i.e., completed after or separate from university)
- Lists the range of awards, grants, or other recognition you have earned for professional artistic work
- One page maximum

## CURRICULUM VITAE – TEACHING ARTIST

- Includes your training and professional accomplishments as a teaching artist
- Should illustrate the breadth and depth of your experiences within a variety of educational settings with children from preschool to high school age
- Two pages maximum

## RESIDENCY PLAN

- Outlines a residency that you have designed, implemented, and evaluated
- Should directly correspond with the 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
  - » Residency plan includes student assessment rubrics, if applicable



## **SCHOOL-BASED PARTNER LETTER OF SUPPORT**

- Should directly correspond with the video sample requested as evidence for the Instruction Competency
- Expresses support from school-based partner; speaks to collaborative planning, execution, assessment of and reflection on this residency's activities
- One page maximum

## **VIDEO SAMPLE**

- 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
  - » Note: Residencies are defined as more than two classroom instructional sessions with the same core group of students
  - » 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), not to be shared publicly
  - » You must include student release forms indicating you have permission to share the video for the purposes of this application (YA can provide a video release form template, if needed. Contact TAC@ya.org.)

## **VIDEO DESCRIPTION, INDEX + SELF-REFLECTION FORM**

- Describes basic information about the residency in your video
- Indexes the minute and second in the video where each of the six criteria listed in the Instruction Competency rubric occur
- Includes your self-reflection on your instruction

## **LETTER OF RECOMMENDATION**

- From a classroom teacher, school administrator, or program staff member
- Should address how they view your demonstration of the four criteria listed in the Community Competency rubric

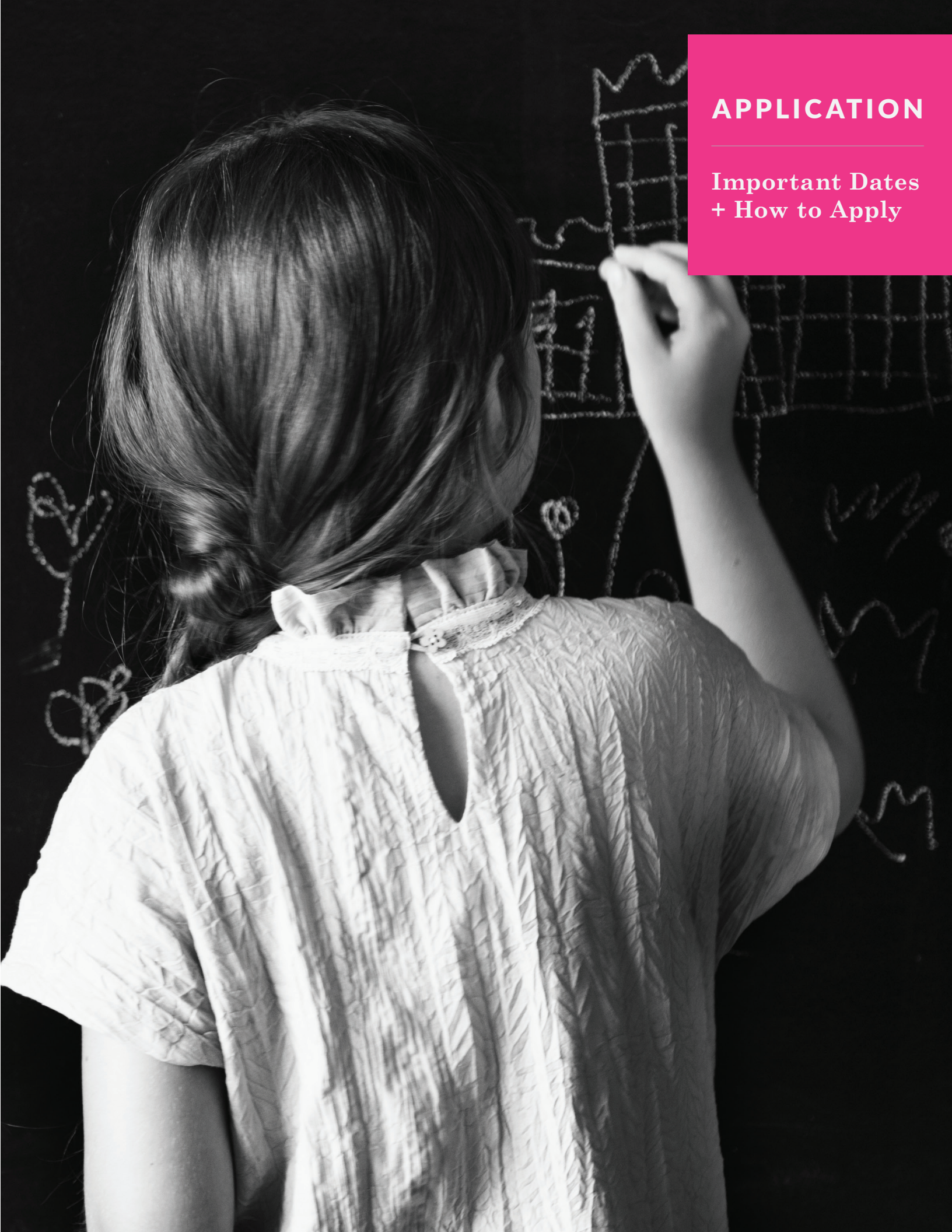
## **PERSONAL STATEMENT**

- Describes your commitment and approach to educational equity
- Describes your approach to advocating for arts education in the communities you serve
- Provides any other information about your teaching artist practice you would like to include
- 500 words maximum

## **CHOICE OF SUPPLEMENTARY ITEMS**

- Maximum of three may be submitted:
  - » Additional letter of recommendation
  - » Feedback/evaluation forms from past residencies
  - » Testimonials from students, teachers, peer teaching artists, or program staff
  - » Media coverage





## APPLICATION

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Important Dates  
+ How to Apply



**MONDAY  
SEPTEMBER 17, 2018**

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Application cycle opens.

**WEDNESDAY  
OCTOBER 3, 2018, 5-6PM ET**

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Applicant Orientation Webinar.  
Please contact TAC@ya.org  
to register.

**WEDNESDAY  
OCTOBER 24, 2018, 5-6PM ET**

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Applicant Orientation Webinar.  
Please contact TAC@ya.org  
to register.

**TUESDAY  
JANUARY 15, 2019, 11:59 PM ET**

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Applications due.  
Please contact TAC@ya.org for  
Moodle login information.

**FRIDAY  
FEBRUARY 15, 2019**

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Applicants receive notification  
of credential status.

**WEDNESDAY  
APRIL 3, 2019**

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Young Audiences Arts for Learning  
National Conference, Houston, TX

## HOW TO APPLY

Teaching artist applicants should contact TAC@ya.org to register for one of the Applicant Orientation Webinars and to receive login information to create an application profile on YA's Moodle platform (YAMoodle).

Applicants will upload the evidence outlined in this brochure and submit their application via YA's Moodle platform no later than 11:59 pm ET, Tuesday, January 15, 2019.

An ad hoc committee including peer YA teaching artists, members of the YA National Residency Teaching Artist Credential project working group and colleagues from partner arts education organizations around the country will adjudicate applications. Applicants will receive notification of their credential status no later than Friday, February 15, 2019.

**More information about the YA National Residency Teaching Artist Credential and how to apply can be found at [ya.org/TAC](http://ya.org/TAC).**

**YA.ORG/TAC**

The YA National Residency Teaching Artist Credential was piloted between September 2017 through August 2018 with the generous participation of several exceptional teaching artists from across the YA network in a rigorous application process.



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An inaugural pilot cohort of eight artists received the credential:

**Ray McNiece**, Center for Arts-Inspired Learning, The NE Ohio Affiliate of Young Audiences  
**Emma Parker**, Center for Arts-Inspired Learning, The NE Ohio Affiliate of Young Audiences  
**Melli Hoppe**, Arts for Learning, The Indiana Affiliate of Young Audiences  
**Malke Rosenfeld**, Arts for Learning, The Indiana Affiliate of Young Audiences  
**Christopher Sheard**, Young Audiences of Louisiana  
**Valerie Branch**, Young Audiences of Maryland  
**Molly Johnson**, Young Audiences New Jersey & Eastern Pennsylvania  
**Laura Marchese**, Young Audiences New Jersey & Eastern Pennsylvania

A collaborative working group of representatives from Young Audiences affiliates and the National Young Audiences organization researched, designed, and piloted the National Residency Teaching Artist Credential:

**Stacie Sanders Evans**, Working Group Chair, Young Audiences of Maryland  
**David Dik**, National Executive Director, Young Audiences Arts for Learning  
**Emily Lattal**, Director of Marketing & Communications, Young Audiences Arts for Learning  
**Marsha Dobrzynski**, Center for Arts-Inspired Learning, The NE Ohio Affiliate of Young Audiences  
**David Schiopota**, Center for Arts-Inspired Learning, The NE Ohio Affiliate of Young Audiences  
**JoEllen Florio Rossebo**, Arts for Learning, the Indiana Affiliate of Young Audiences  
**Malke Rosenfeld**, Arts for Learning, the Indiana Affiliate of Young Audiences  
**Calle Tinkham**, Arts for Learning, the Indiana Affiliate of Young Audiences  
**Jenny James**, Young Audiences of Louisiana  
**Roscoe Reddix**, Young Audiences of Louisiana  
**Brian Scheller**, Young Audiences of Louisiana  
**Jacquelyn Knox**, Young Audiences of New Jersey & Eastern Pennsylvania  
**Michele Russo**, Young Audiences of New Jersey & Eastern Pennsylvania  
**Amy Baskin**, Young Audiences Arts for Learning Northeast Texas  
**Pat Cruz**, Young Audiences of Maryland (*former*)  
**Betsy Mullins**, *in memoriam*

**Susan Oetgen**, Project Manager

The working group is counseled by an Advisory Committee of committed arts education stakeholders around the country:

**Dick Deasy**, Advisory Committee Chair  
**Bill Buckner**, Annie E. Casey Foundation  
**Stephanie Haines**, Indiana Arts Commission  
**Doug Herbert**, US Department of Education (*retired*)  
**Jean Johnstone**, Teaching Artists Guild  
**Wendy Liscow**, Geraldine R. Dodge Foundation  
**Susan Oetgen**, National Assembly of State Art Agencies  
**Julie Palkowski**, Wisconsin Department of Public Instruction  
**Deb Vaughn**, Oregon Arts Commission

The working group receives significant support from:

**Barbara Davis**  
**Joanna Thursby**  
**Lisa Fritsch**

*Special thanks to Eric Booth,  
Mary Mettenbrink, John Morigiello,  
and Sue Trainor*