



## VSA Florida Residency Planning Meeting for Arts Integration

### **Planning Meeting Objectives:**

- The classroom teacher/site staff will develop an understanding of what will take place in the classroom and become familiar with the teaching artist and his/her art form
- The teaching artist will gain an understanding of how the residency should fit into the class's learning objectives and outcomes as well as the special needs of the students
- The residency requirements document (emailed to the teacher and teaching artist) will be reviewed so that roles and responsibilities for the residency are clearly understood
- Residency dates will be scheduled in accordance with school and teaching artist's calendars

### **Introductions:**

During the meeting, the teaching artist should share about their experience as a working artist and educator. The classroom teacher should share any arts experiences or interests they have as well.

### **Goals and Learning Objectives- Guiding Questions:**

As a discretionary project of the Florida Department of Education, Bureau of Exceptional Education and Student Services, all VSA Florida programs have the ultimate goal of increasing student achievement in and through the arts.

What are the classroom teacher's goals and expectations for the residency?

What academic class will this residency take place during and how would the classroom teacher like the lessons to fit into that curriculum?

Are there specific standards or skills in the arts or academic subject the classroom teacher would like addressed?

*Note- It is VERY important that all residencies include standards in the arts. It is equally important that standards addressed for other subjects be noted on the curriculum map as we include this in our reports to the Department of Education.*

In reviewing the grades academic standards, how does the artist see using the artform to teach these objectives?

If this residency is for students in grades 9+, what transition skills would the classroom teacher like addressed?

Self-Determination

Independence

Artistic skills useful for careers in the arts

Positive social relationships

Positive work relationships

Self-esteem

Communication

Other- \_\_\_\_\_

Are there any specific components the classroom teacher or teaching artist would like included in the residency (expected product, parent engagement activity, etc.)?

Are there any skills the teacher hopes to gain from the residency program?

### Logistics and Planning- Guiding Questions:

Number of students?

What exposure have the students had to the arts and this specific art form?

What relevant information should the teaching artist know in terms of classroom management techniques (clapping patterns, hand signals, etc.)?

What relevant information should the teaching artist know about the students' behavioral challenges and/or individual student needs? What strategies do you use in the classroom that work?

What are the teaching artist's desired roles for the classroom teacher and any paraprofessionals in the room (redirect behavior, reinforce instruction, join as a participant, etc.)?

Discuss materials. Ask the classroom teacher about any supplies they may already have that can be used (pencils, paper, scissors, CD player, etc.)

**Residency Requirements:**

Please review the residency requirements document to clarify roles and responsibilities.

**Planned Residency Dates and Times:**

Please determine the dates and times of the residency. Typically residencies are one hour a week for 8 sessions (10 sessions for DJJ). Please discuss non-typical schedules with VSAFL's Director of Education.

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	
Session 7	
Session 8	