

Expectations for Artist(s)

Plan for Classroom Management

- Discuss the subject of management in depth with your collaborating teacher. Describe your management plan explicitly to the students when you first meet with them.
- Remember that the teacher should be present in the classroom at all times. As the legally responsible party, classroom management is primarily the responsibility of the teacher. Be sure to alert the coordinator or an administrator if there is a problem.
- Seek to build relationships. Your ability to teach effectively flows directly from the relationship the children have with their own teacher—until you are able to build your own relationships with the students.
- Compromise. There may be stylistic differences between the teachers' management system and your desire to let the creative process unfold. Teaching the creative process explicitly usually helps the teacher and the students to understand the value and the protocols for experimentation.
- Build trust through regular and open talk about decisions regarding limits for students. Reflective protocols can be helpful tools to facilitate these conversations.
- Talk about any questions, doubts or points of conflict. Don't wait and stew.

Schedule and Manage Time Effectively

- Be clear and consistent on time-related matters.
- Start and finish on time. This shows respect for the students and teacher. Schools have complicated schedules because students see a variety of teachers in a given day. Changes have domino effects.
- Obtain a copy of the schedule.
- Make sure you follow the decided times. If changes are needed, request that adjustments are made in a timely manner.
- Have all materials ready.
- Plan enough time to talk with your collaborating teacher. The best collaborations happen when the amount of planning time approaches the amount of contact time with students.
- Ask for a minimum of one hour of planning time for every four contact hours with the students.
- Be aware of the culminating event date; plan backward from it.
- Determine if you will lead the culminating event.
- Reserve the dates for the mid-course reflections/revisions and final reflections on your calendar.

Clarify Role as an Artist in the Classroom

- Discuss which collaboration model you will be using with your partnering teacher. Will you be presenting, or co-teaching and co-designing the learning activities? Come to a shared understanding of the way you will work in the classroom.
- Make room for the teacher to actively participate as a learner, completing the activities alongside the students.
- Include the teacher by engaging him/her in the learning experiences as a coach and/or a role model learner.
- Remember that the teacher must always be present in the room; he or she is the licensed and legally responsible party. Because teachers are generally burdened with heavy work-loads, occasionally one is tempted to sit at the back of the room grading papers or working at the computer. Such behavior inadvertently signals to the students that what is going on is not of interest or value to the teacher, gradually eroding the learning climate. Should this occur, re-engage the teacher by politely requesting that he or she assist you with a specific task.
- When possible, schedule a workshop with teachers. Teach a lesson to teachers that will be taught to their students. Ask them to brainstorm with you how they might make connections between your lesson and the standards and grade level expectations that they must address with their students.

Help the Students Achieve Your Goals

- Address each student by name.
- Believe all students can succeed.
- Ask yourself “What do I want the students to understand? Why does it matter?” as you plan the collaboration using the Backward Planner.
- Use the Backward Planner as a guide to design the ways the students will show you that they understand the important ideas.
- Design learning activities with small steps built-in for those who need the work broken down into discrete tasks.
- Design open-ended tasks for the students who want to take on a challenge.
- Make the **big ideas** and your expectations clear. If you are clear about what success will look like, and if you clearly demonstrate both the process you wish the students to use and the qualities their work will embody, you will have a greater chance of reaching success with 100% of the students.
- Work with the teacher to achieve success with each and every child, regardless of where he or she enters the process. Hold problem-solving conversations with the teacher on a regular basis to address impediments to success. Take it student by student.
- Ask yourself “What did I want the students to understand? Did they come to understand it?” when your collaboration is complete.

Decide If You Need Parent Volunteers

- Determine at what point you will most need volunteers.
- Define step by step the tasks the volunteers will do.
- Ask the teacher or coordinator to arrange for parent volunteers, giving them enough time to carry out your wishes.

Create an Accurate List of the Materials Needed

- Discuss the materials budget with the team.
- Specify materials you need, being mindful of the bottom line.
- Decide who will select, pick-up, buy, order, store, etc.
- If you will purchase the supplies up front, ask about the process for being reimbursed. Be sure to obtain the school's Tax Exempt number to avoid paying taxes. You cannot be reimbursed for the tax amount.
- Be sure to keep good records and receipts as schools are audited frequently.

Communicate the Payment Schedule You Would Prefer

- Communicate about your fee early on. To be paid for hours or for reimbursements you will need to provide a tax identification number or a social security number.
- Local customs vary as to the need for a formal contract for independent contractors. Decide if one is needed or desirable.
- Make sure you know how many days you are scheduled for both contact time with students and planning time.
- Obtain answers to the following questions:
 - What is the rate of pay for student contact time?
 - What is the rate for planning time?
 - What paperwork do you need to fill out?
 - What documentation is needed for reimbursed expenses?
 - What is the payment schedule?
 - Will the combined income paid by the district to you as a contractor exceed the district's limit for independent contractors?

Communicate with the Building Staff

- Sign in daily. Wear a nametag while you are in the school building.
- Introduce yourself to the custodial engineers, the office staff, the lunchroom workers and the administrators. They are powerful people in the building. Be sure that you meet each of these players before your work in the school begins; try to share your visit with them in some way intermittently. Then, when you need their help—and you will—your request will be more welcome.
- Always ask permission rather than forgiveness.

Complete Mid-course Reflections and Revisions

- During the initial planning meetings you'll want to schedule upcoming reflection sessions with your collaborators. The number of mid-course reflections/revisions will depend upon the duration of the collaboration.
- Maintain an ongoing dialogue to see if plans need modification. Involve the coordinator, peer coach or an administrator if there are problems with your collaborating teacher.
- Use the ARTFUL Reflection Protocols during your reflection and revision.
- Remember that reflections and revisions address both the school and you as an artist.
- Ask a **peer coach** to facilitate reflection meetings. It is beneficial if the facilitator is not directly involved in the collaboration itself.

Document the Collaboration

Think about what provides evidence of student learning; some options for documentation include the following:

- Keep samples or copies of student work.
- Keep pre-, mid- and post assessments. Use the ARTFUL assessment tools or other assessment tools your team has created for this project.
- Keep student and/or teacher and artist journals.
- Take digital or analog video and/or photos.
- Interview and record students, artist and teacher.
- Create student portfolios.
- Be an active participant in the mid-course and final reflections.

Plan for the Culminating Activity

- Plan this event with your collaborators.
- Remember this is a required element of the collaboration, but the event is not necessarily a sharing of finished products. Lecture demonstrations, open final rehearsal, works in progress and informal sharing sessions are also possibilities.
- Show what the students are learning and celebrate their authentic work for a real audience in the way that makes most sense. The amount of time together with the students, their age levels and the time of year, will all factor into the decision you and your collaborators make as to the end products and their dissemination.

Complete the Final Reflection

- Participate in the final tuning of the collaboration and the examination of the resulting student work.
- Use the feedback gained to plan for improvements and adjustments in the next implementation of the project.
- Complete any required written evaluation of the project and file it with the coordinator.
- Help write the final reports for any grants.