

# Residency Guidelines



ARTS & SCIENCE COUNCIL  
Charlotte-Mecklenburg

## KEYS TO SUCCESS:

**Focus** the residency on one or two clear, achievable arts objectives, and one or two clear, connected curriculum area objectives.

**Ask** the teachers to thoroughly explain the curriculum area vocabulary and concepts in language that you understand and can relate to, and thoroughly explain the arts activities that you will be using in language that they can understand and relate to. The more each of you understands about the residency experience, the more you can collaborate.

**Discuss** classroom management and logistics with the teachers. Know your comfort level, and have clear expectations and guidelines about what you will and will not handle regarding discipline. Make sure the teachers explain school expectations for behavior, and what they consider acceptable and unacceptable regarding noise, movement, calling out, or use of classroom resources. Decide on some basic rules and consequences, and establish a “time out” code to use when one or the other is uncomfortable or needs help.

**Enlist** the teacher’s help in developing or modifying the learning activities to suit the abilities of children that may have special physical or learning needs. If they are going to need one-on-one assistance or constant supervision, request that a teacher’s aid, special-populations teacher or other staff member be available to assist.

**Be pro-active** when problems arise. Make sure you are very clear about your expectations and procedures for communication, classroom management, last minute cancelations, and teacher participation. As soon as something seems wrong, bring it up with the teacher, and be prepared to offer suggestions and compromises.

**Contact** the Principal or Assistant Principal prior to the start of the residency and invite them to observe a class. The administration can be a powerful ally in the school, and should be actively cultivated. They are very busy people, but observing and evaluating

***Stick to your primary art form. Do not allow teachers to pressure you into taking the lead in concepts and activities that you are not familiar or comfortable with. If they want to include “Jukin” in their dance residency and you have no idea what they are talking about, suggest that this is an excellent opportunity for some quality collaboration, and they should use lesson 5 to introduce the style, and prepare an arts-integrated learning activity for lesson 6, while you step back and learn something new with the children.***

the programs taking place in their school is part of their job. Don't be afraid to be persistent.

**Project** a professional image. You will find both teachers and students will treat you with greater respect.

- Be available and easy to contact by phone and email.
- Return calls and emails promptly.
- Show up on time and prepared.
- Dress appropriately for the school environment. If you aren't sure, take your cues from the teachers.
- Use appropriate diction and grammar. You are being held up as an example.
- Treat teachers and students with respect.
- Observe appropriate behavior at all times.

**Check in** frequently with the teachers during the residency, and illicit feedback about the progress the students are making, and any modifications they think might be appropriate.

### **WHEN THINGS GO WRONG**

Should an accident or serious incident occur during the residency session, allow the teacher to direct the response, assisting him/her in any way you can. At no time should you feel threatened or in danger while working at a school site.

**At no time should a Teaching Artist be left in a room with students without a teacher present.** Liability coverage for a Teaching Artist is contingent on a teacher being present with you in the classroom.

A Teaching Artist is not a substitute teacher. If the regular classroom teacher is absent, and the class is adequately supervised and orderly, the residency may continue – but an out-of-control class is a waste of the artist's valuable time and the session should be rescheduled for a time when the teacher will be present.

- Residencies should not be scheduled on days the teacher knows he/she will be absent, such as an upcoming workshop or scheduled surgery.
- If at all possible, Teaching Artists should be notified at least 24 hours in advance that a teacher will be absent, but in the case of an emergency that makes that impossible, the Teaching Artist should be notified as soon as possible.