

Pennsylvania Council on the Arts Arts in Education Partnership Program

Long-Term Model-Residency Pilot Project

In order to model the potential of the artist-residency to create transformational educational experiences in schools and demonstrate effective residency practices, the Pennsylvania Council on the Arts (PCA) will support up to two long-term, model-residencies. This pilot project will be administered through Arts in Education (AIE) Partners, pending the availability of funds, commitment of one or more of the AIE Partners, and the successful completion of the application and screening process.

Intent

The intent is to model the most effective residencies to schools by demonstrating them in practice.

Rationale and Assumptions

1. The PCA and AIE Partners strive to create transformational educational experiences for students.
2. Artist residencies provide such transformational educational experiences.
 - 2.1. Residencies provide this through conserving and liberating functions.
 - 2.1.1. They conserve standards of quality and a tradition of rigorous intellectual and artistic discipline.
 - 2.1.2. They liberate learners from parochial limitations through intellectual inquiry, artistic pursuit and exploration.
 - 2.2. Residencies provide this by engaging students in the creative process over extended periods of time under the direction of professional teaching-artists and teachers.
 - 2.2.1. Teaching-artists lead students and teachers through in-depth inquiry on subjects of relevance to students' lives and education.
 - 2.2.2. They lead students through a master/apprentice relationship that stretches students intellectually and artistically.
 - 2.2.3. They create transformational moments through sustained engagement in intellectual and personal discovery.
 - 2.2.4. They transform teachers by modeling instructional practices that last beyond the artists' presence.
3. Educationally-rich residencies include the following characteristics.
 - 3.1. Educationally-rich residencies are the result of collaborative planning between the teaching-artist and the teacher.
 - 3.2. They support the curricular needs of the students, teachers, and school.
 - 3.3. They have clear, achievable artistic and curricular goals and objectives.
 - 3.4. They include teacher and administrator orientation and professional development to prepare them to participate and to extend the residency impact.

- 3.5. They consist of core groups of learners who are engaged in the creative process.
- 3.6. They take place over extended periods of time.
- 3.7. They include performances, exhibitions, and visiting-artist experiences, as appropriate to the artistic disciplines.
- 3.8. They are evaluated against the stated goals and objectives.
- 3.9. They inspire students to seek new knowledge and skills in the art form through their active engagement in the creative process.
- 4. The PCA and AIE Partners strive to facilitate such long-term, educationally rich residencies.
- 5. Pennsylvania schools see few examples of long-term, transformational residencies from which to emulate the practice.
- 6. Pennsylvania schools need to see such residencies in practice in order for the practice to become real. The PCA and AIE Partners can model the practice.
- 7. Some AIE Partners may be in a position to move their schools from short-term residencies to long-term, transformational residencies by demonstrating the value of this practice.

Project Parameters and Requirements

- 1) The PCA will support up to two long-term residencies between Spring of 2006 and Spring of 2007, to be administered by AIE Partners.
- 2) The PCA will attempt to balance these residencies and may select one rural school residency proposal and one either urban or suburban school residency proposal. However the quality of the proposal will be the primary consideration.
- 3) **Long-Term-** The duration of each residency must be at least three months and may up to nine months, with the artist spending substantial periods of time in the school, usually 20 hours per week on average.
- 4) **Collaboration-** Each residency must be constructed as a collaboration of the teacher, artist, and AIE Partner.
- 5) **Professional Development-** Each residency must include time to conduct professional development workshops for school faculty and staff as appropriate.
- 6) **Goals and Objectives-** Each residency must have artistic and curricular goals and objectives.
- 7) **Active Engagement-** Each residency must engage learners in the creative process through appropriate activities that support the goals and objectives of the residency.
- 8) **Visiting Artists-** Each residency must include at least one visiting artist and a culminating event or performance, as appropriate in the artistic medium.
- 9) **Evaluation-** Each residency must include time to conduct evaluation planning, data collection, and data analysis and conclude with a final, evaluative report in which the results of the analysis are presented.
- 10) **Communication-** Each residency must have a plan and mechanism to share the evaluation information with authorizers (i.e., campus leadership, school district, school board, and the PCA.)

Funding

- 1. The funds are made available in addition to those that are allocated for residencies through the Arts in Education Residency grant program.

2. Each residency will be supported by up to \$22,000 in PCA funds.
3. Participating schools must commit at least 10% of the project funding. Applications may be more competitive if a larger match is provided from school funding sources- preferably not PTO or philanthropic funding.
4. Eligible expenses include resident-artist fees and travel; visiting artist fees and travel, costs to execute the culminating event or performance; supplies; onsite observations, and; evaluation.

How to Participate

1. In order to determine which AIE Partners will participate, the PCA invites interested-AIE Partners to:
 - 1.1. submit **letters of intent by March 31, 2006**, and;
 - 1.2. submit **completed residency proposals by April, 28, 2006**.
2. Each proposal must be a collaborative effort between the AIE Partner, the teacher/s, and the artist/s.
3. The proposals will be reviewed against the PCA residency review criteria.
Particular attention will be paid to the priorities reflected in this RFP, as they apply to the criteria.

Project Design50 points

- the sequence of activities for core groups, other students and community members;
- evidence of student involvement in the creative process;
- interaction between teacher(s) and artist(s);
- integration/correlation of the proposed residency with the curriculum;
- culturally-specific arts activities appropriately presented and contextualized, if applicable.

Host Commitment25 points

- support and involvement in planning by the campus/host organization (i.e., administration or executive leadership, teachers, and parents);
- appropriate space allocated for residency activities;
- supplies and materials coordination to be provided;
- plans to extend the impact of the proposed residency;

Evaluation and Assessment25 points

- clearly defined evaluation and assessment plans that include the goals and objectives for the proposed residency;
- tools to measure the success of the proposed residency.

Please deliver a letter of intent to apply by March 31, 2006.

Please deliver your completed proposal to the PCA by April 28, 2006.