

State Foundation on Culture and the Arts
Artists in the Schools Program
Partnership Grant Application SY
2023-2024/25

Response Criteria

Please read the *AITS SY2024 Application Instructions* before you begin.

Use this Worksheet as a guide for the long answer questions.

General Note: Assume panelists do not know the school or the teaching artist. Therefore, be as specific as possible so that each panelist has a clear, accurate idea of what will occur during the residency.

QUESTIONS FOR THE PRINCIPAL (worth 10 points)

The SFCA considers Artists in the Schools a partnership between the school, the teachers, and the Teaching Artist. To demonstrate the schools support and collaboration in this partnership, please provide specific answers to the questions below.

How will the school administration support and demonstrate commitment to the overall success of the AITS Residency?

(Check all that apply)

- I will support teachers to participate in Professional Development during the school day provided by the AITS Teaching Artist
- I will support and encourage teachers to incorporate the arts into their curriculum
- We will monetarily support this residency with additional funding
- We will provide available space on-site for the teaching artist to utilize (including but not limited to a classroom, cafeteria, auditorium, gym, etc.)
- I will observe the teaching artist incorporating arts into the classroom, and will encourage other teachers to observe the teaching artist (with consent from the classroom teacher and teaching artist)
- Other

Please elaborate further on how you would support the AITS residency, especially if you checked "other." (1000 character maximum, including spaces)

Strong answers to this question display the Principal's commitment to the AITS residency through further detail.

For example:

- If providing available space on-site, what type of space—a classroom, cafeteria, outdoor space?
- If providing supplies, what kinds of supplies will the school provide?
- If supporting Professional Development during the school day, state the ways the administration will take teacher's schedules into account (i.e., if the Professional Development will occur during a prep period, if substitutes will fill in for the teacher while at the PD, etc.).

QUESTIONS FOR CLASSROOM TEACHERS (worth 10 points)

Teachers should understand that the residencies are partnerships in which they play an active and essential role: co-planning, scheduling, reflecting, and assessing with the teaching artist, following through in-between artist visits to support the learning goals, and/or learning from and using professional development strategies outlined in this application.

Share how teacher(s) will support the AITS residency? Please include plans on how you will work with the teaching artist regarding: co-planning, scheduling, reflecting and assessing. *(1,000 character maximum, including spaces)*

Strong answers to this question:

- Demonstrate that the teacher will have an active role in the AITS residency through specific details on:
 - meetings,
 - debriefs,
 - defining the role of the teacher during the residency sessions,
 - shared responsibility on assessing students
- Describe how information will be shared between the teacher(s) and teaching artist(s), when feedback will be provided, and how adjustments will occur.

QUESTIONS FOR TEACHING ARTISTS & TEACHERS (to jointly answer)

A residency must be a minimum of 8 sessions (if elementary) or 5 sessions (if secondary) with each class/group of students served. Each session is a minimum of 30 minutes for lower elementary and 45 minutes for upper elementary and above. If performances are included (ex. hō'ike or cultural presentation), they must be supportive of the residency. If different grade levels have different topics and rationales, or two different teaching artists are conducting two separate residencies, please list separately by grade.

For example:

- A) Teaching Artist A's Residency Goals/Grade Level 1's Residency Goals
- B) Teaching Artist B's Residency Goals/Grade Level 2's Residency Goals

RESIDENCY DESCRIPTION (worth 40 points)

Clearly and specifically provide a thoughtful overview of the learning experience

- a. Include how students will...
 - i. Create
 - ii. Perform/exhibit share
 - iii. Respond
 - iv. Connect

Throughout the residency. *(15,000 character maximum, including spaces)*

- b. Please refer to specific standards connected to each subject in the residency—including the NCAS standards, which are divided by Creating, Performing, Responding and Connecting (Please include up to two standards per subject)
- c. For multi-year residencies, describe the residency plan for year one and year two.
- d. For an APP residency, please be sure to include how the art piece connects to each element of the residency.

Be sure to clearly include:

- How the residency will benefit and support student learning
- Specific activities that are well-described and relevant

- You are welcome to divide out Create, Perform, Respond and Connect as seen above

An example format to answers these questions:

State the overall Topic/Goal/Essential Question of the Residency in one to four sentences.

- Give specific examples of standards from each subject present in the residency
 - a. (if working with multiple grade levels, a standard for each subject in each grade level)
- **Create:** Share a specific overview of what students will create directly related to the overall topic/goal/essential question
- **Perform/Exhibit/Share:** Specific overview of what students will perform/exhibit/share directly related to the overall topic/goal/essential question
- **Respond:** Specific overview of how students will respond to both their work and the work of peers directly related to the overall topic/goal/essential question
- **Connect:** Specific overview of how students will connect the work to the world, including but not limited to: other subjects, each other's work, their own experiences, the aina, their community, etc.
- **If an APP grant,** be sure to highlight how the artwork is central to the learning experience and clearly present how it relates to creating, performing, responding and connecting.

TIMELINE (worth 5 points)

What is the projected schedule? Please include meetings between teaching artists and teachers, teaching sessions, number of sessions and length of sessions? Include dates, even if they are tentative or estimates. *(1500 character maximum, including spaces)*

Strong answers to this question include:

- Specific dates/months of planning sessions
- Specific dates/months of residency session
- Specific dates/months of debriefing and final report writing
- Share number of sessions and the frequency of sessions (once a week, every other day for two weeks, every day, etc.)

ASSESSMENT (worth 10 points)

In addition to planning and instruction, good teaching also includes continual assessment of student learning. Assessment should provide evidence of student learning that is a result of your instruction. The evidence may be exactly what you expected, or you may need to make adjustments to your instruction.

5. How do you define success? What assessment strategies will you use to determine success? *(2000 character maximum, including spaces)*

Strong answers include:

- The definition of success, assessment strategies, which can include feedback and reflection, are all in alignment
- The definition of success aligns with the specific standards and goals of the residency
- Various assessment strategies to support different learning styles

COLLABORATION AND CULTURAL CONTEXT (worth 10 points)

The foundation of the Artists in the Schools Residency is collaboration and partnership between the classroom teachers and the teaching artists.

What are the expectations for the teachers and teaching artists in this partnership and how will you hold yourselves and each other accountable? Please be sure to answer BOTH parts of the question. *(2000 character maximum, including spaces)*

Strong answers include:

- Clear and specific examples of the expectations the teachers and teaching artists have for one another. This may include but is not limited to:
 - Roles in planning
 - Roles in residency sessions
 - Roles in classroom management
 - Roles in providing feedback to students and each other (teacher to teaching artist, and vice versa)
- Clear and specific ways teachers and teaching artists will hold each other accountable, which may include but is not limited to:
 - Pre-emptively scheduling meetings to check in on expectations, share feedback, and how to best support one another
 - Making intentional time to meet with one another prior to and after classes that focus on reflection, strategy sharing, and how to best support one another in future classes
 - Developing a manageable schedule with deadlines and division of task clearly stated

How does this residency serve the community of the school and how will the residency be relevant and responsive to the people in the class? *(2000 character maximum, including spaces)*

Strong answers may include but is not limited to:

- A description of the community of the school, the larger goals and needs of the school and how the residency supports this goal
- Presenting specific connections between the residency content and learners' social, cultural, and/or ancestral contexts
- How the residency connects to the 'āina on which the school is located
- Specific open-ended teaching tools that will be utilized to ensure the lessons can be responded to the students

Professional Development (worth up to additional 10 points, scored separately from the rest of the application)

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This year, Professional Development (PD) will be optional. Schools interested in Professional Development can apply for up to \$500 for professional development services from the Artists in the Schools Teaching Artist(s).

While Professional Development has many definitions, the SFCA will only fund Professional Development that focuses on providing teachers theories and tools that they can incorporate into their own teaching practice. For example: Sharing and practicing three different community-building theatre games to be used at the start of the day/after lunch is a strong Professional Development. Teaching teachers a specific skill to better assist you during your residency, while valuable, is not considered professional development (this would be a part of the prep).

Will you be including Professional Development into your AITS Residency?
(Yes or No)

- Strong Professional Development (PD) Application:
 - At least a one-hour session – led by the teaching artist - for the classroom teachers involved in the residency/at the school
 - Related and relevant to the proposed residency.

What is the goal of the PD session? Please include outcomes and specific tools that teachers can incorporate into their teaching practice. *(1000 character maximum, including spaces)*

Strong answers include:

- Time for teachers to learn and practice specific tools that they can incorporate into their classroom
- Differentiates the tools based upon the teachers' subject matter and grade level
- Evidence that it is related and relevant to the proposed residency
- At least a one-hour session – led by the teaching artist - for the classroom teachers involved in the residency/at the school

Please share how the PD connects to the HĀ and NCAS standards. *(1000 character maximum, including spaces)*

Strong answers include:

- Specific standards that the PD connects to in both NCAS and HĀ
- Intentional, implementable activities/information that relate to these standards and that teachers may be able to recreate and utilize in their classroom

Give # of PD sessions, # of hours, and projected # of teachers. (Example: one 60 min PD session for 3 Grade 2 teachers) *(1000 character maximum, including spaces)*

Strong answers are succinct and specific, such as:

- Two 90-minute PD session for 10 Kindergarten-5th grade teachers

Residency Expenses - Budget (worth 10 points)

This section is for the applicant to present an estimated budget. You will be required to fill in and submit the Residency Budget Sheet in excel in this section. If there are two ATP, each ATP should prepare a separate worksheet. Be sure to double check your combined totals when you combine the residency expenses for both ATP.

If applying for a two-year grant, please submit two separate budget forms for year one and year two.

- *Be sure to upload your file to your application in GO Smart as a PDF.*

Strong Budget sheets:

- Follow the budget sheet provided
- Present necessary materials and travel that align with the goals of the grant