

## TEACHING ARTIST APPLICATION (Part 1)

The teaching artist application currently serves the Kennedy Center's Education Division.

If you are interested in applying to become a teaching artist for the Changing Education Through the Arts (CETA) Program professional learning workshops for teachers. Please fill out part 1 & 2 of the application. To learn more about CETA visit our website: <http://education.kennedy-center.org/education/ceta/overview.html>

If you are interested in becoming a teaching artist for any of our other programs (school residencies and on-site family centered workshops), please fill out part 1 of the application.

### REQUIREMENTS

**Teaching artists must have a minimum of:**

- Five years experience as an artist
- Three years experience teaching young people
- If applying for CETA, three years experience leading professional learning workshops for teachers

*Note: Teaching artists must have taught and refined the strategies with students at the same grade level(s) for which the teacher workshop is designed.*

### DEADLINES & SUBMISSION

**By March 15:** Submit this Workshop Leader Application Form.

- Email to – Erica Palmiter, [empalmiter@kennedy-center.org](mailto:empalmiter@kennedy-center.org), Manager for Teaching Artist Strategy
- Mail to - Changing Education Through the Arts (CETA) Program, The Kennedy Center, PO Box 101510, Arlington, VA 22210, or
- FAX to - Teacher Workshop Applications at (202) 416-4846.

Questions? Call (202) 416-8774.

### CONTACT INFORMATION

1. Name \_\_\_\_\_  
Address \_\_\_\_\_  
City/State/Zip \_\_\_\_\_  
Phone (day) \_\_\_\_\_ (evening) \_\_\_\_\_  
Cell phone \_\_\_\_\_  
Email \_\_\_\_\_  
Website \_\_\_\_\_

2. List your art form(s) \_\_\_\_\_

3. List the number of years you have been working in your art form.  
\_\_\_\_\_ years

4. **BRIEFLY ANSWER** (on a separate page):

- a. Your current professional activities.
- b. What do you believe are important components of a professional development (PD) workshop for teachers?
- c. Why do you want to lead PD workshops for teachers at the Kennedy Center?
- d. **Optional:** Other aspects about yourself and/or your work with young people and/or teachers you would like to have considered with your application.

5. Indicate your **EXPERIENCE WORKING WITH TEACHERS**

I have worked with <b>TEACHERS</b> in the following ways:				
Type of Interaction	Number of Years	Most Recent Year	Number of Interactions in Most Recent Year	Average Time Length of Workshop
I have led in-service workshops (not connected to a residency) for teachers.				
I have led workshops for teachers connected to a residency I was doing with students.				
Other (please specify)				

6. Indicate your **EXPERIENCE WITH STUDENTS** at the grade levels which are the focus of your proposed workshop (only fill out relevant sections).

<b>SECTION A – Pre K-Kindergarten</b>			
<b>Type of Interaction</b>	<b>Number of Years</b>	<b>Most Recent Year</b>	<b>Number of Interactions in Most Recent Year</b>
Performance			
Student Workshop (single session)			
Student Residency (multiple sessions)			
Other _____			

<b>Section B – Kindergarten - Grade 2</b>			
<b>Type of Interaction</b>	<b>Number of Years</b>	<b>Most Recent Year</b>	<b>Number of Interactions in Most Recent Year</b>
Performance			
Student Workshop (single session)			
Student Residency (multiple sessions)			
Other _____			

<b>Section C - Grades 3-5</b>			
<b>Type of Interaction</b>	<b>Number of Years</b>	<b>Most Recent Year</b>	<b>Number of Interactions in Most Recent Year</b>
Performance			
Student Workshop (single session)			
Student Residency (multiple sessions)			
Other _____			

Section D - Grades 6-8			
Type of Interaction	Number of Years	Most Recent Year	Number of Interactions in Most Recent Year
Performance			
Student Workshop (single session)			
Student Residency (multiple sessions)			
Other _____			

Section E - Grades 9-12			
Type of Interaction	Number of Years	Most Recent Year	Number of Interactions in Most Recent Year
Performance			
Student Workshop (single session)			
Student Residency (multiple sessions)			
Other _____			

**7. AFFILIATIONS. Are you affiliated with an artist-in-education (AIE) program and/or an arts council?**  yes  no

If yes, list affiliations below:

Organization 1:	
Contact Person	Phone

Organization 2:	
Contact Person	Phone

Organization 3:	
Contact Person	Phone

## 8. REFERENCES

Please provide three references that the Kennedy Center can contact and who can respond to specific questions about your work. Individuals to whom you have been accountable are preferred.

### Reference 1:

The first reference should be from a representative from an arts or education organization for whom you have worked and who has observed your workshop for teachers.

Name:
Title:
Organization:
City/State:
Phone:
Email:

### Reference 2:

The second reference should be from a principal or teacher who has observed your workshop for teachers and/or your work with students.

Name:
Title:
Organization:
City/State:
Phone:
Email:

**Reference 3:**

The third reference should be from any other arts/education professional that is familiar with your work with teachers.

Name:
Title:
Organization:
City/State:
Phone:
Email:

**ATTACHMENTS**

Please attach a resume that includes your experience teaching young people and teachers. You may include other relevant materials, such as evaluations from teacher workshop participants.

Thank you for your interest in the Kennedy Center's professional learning program for teachers.

## WORKSHOP PROPOSAL GUIDELINES (Part 2)

Professional learning workshops for teachers will be hosted in the REACH, an immersive learning center where communities can reach into the artistic process and discover what it means to make art. The Changing Education Through the Arts (CETA) Program, strives to host professional learning opportunities that reflects the REACH's mission - whether it is through an arts-integrated workshop, an arts-based workshop, or an interactive performance/lecture. For more inspiration, please visit the REACH's website: <https://cms.kennedy-center.org/thereach/about>

### DIRECTIONS

Use the Workshop Proposal Guidelines to complete a Workshop Proposal (sent as a separate attachment).

**By March 15:** Submit your Workshop Proposal.

- Email to – Erica Palmiter, [empalmiter@kennedy-center.org](mailto:empalmiter@kennedy-center.org), Manager for Teaching Artist Strategy
- Mail to – Changing Education Through the Arts (CETA) Program, The Kennedy Center, PO Box 101510, Arlington, VA 22210, or
- Teacher Workshop Applications at (202) 416-4846.

#### 1. **TOPIC:** What is the topic of the workshop?

**GUIDELINES:** Topics for workshops come from the body of work the teaching artist is leading with students in the classroom. Examining that body of work, teaching artists determine what part or parts meet the following criteria:

- Refined – Successful, honed over time, well-received by teachers and students
  - Relevant – Wanted/needed by teachers; helps teachers meet their instructional needs; often is an arts-integrated topic
  - Realistic – A teacher with limited or no background in the art form can apply these strategies in the classroom
- The workshop does *not* require:
- Expensive equipment (instrument, kiln, pottery wheel, etc.)
  - Extensive skill (being a professional actor, dancer, musician, visual artist)
  - Special space (stage, music room, art room)
- Replicable – The strategies can be broken down into steps that can be taught to someone else
  - Reachable – Can be taught in a workshop in a limited (e.g., 2-3 hour) time frame

## WORKSHOP PROPOSAL GUIDELINES (Part 2)

- 2. ART FORM(S):** From what art form(s) will the workshop for teachers draw?

GUIDELINES: Art forms include visual arts, dance, music, theatre, literary arts, media arts, storytelling, puppetry, etc. Please be specific and indicate what aspect of the art form you will use. For example: visual arts/collage or puppetry/shadow puppets.

- 3. TITLE:** What title will be used to highlight the significant ideas presented in the workshop?

GUIDELINES: Workshop Titles...

- Include the art form and the subject connection (if arts integration, connecting to curriculum or special interest like ELL, Special Needs, etc.)
- Are succinct and clear
- Capture the reader's attention (interesting, playful)

- 4. DESCRIPTION:** What is a brief summary of the workshop or presentation for teachers? (Max 300 words)

GUIDELINES: The description is a one-paragraph summary of the workshop. The summary is brief, clear, and interesting. It includes three main components:

- A big picture view of the workshop topic which describes the purpose of the workshop. It states the connection between the arts strategy and the other curriculum area (if arts integration).
- A specific description of what teachers will learn and how they will be engaged in the creative process.
- One sentence about the workshop leader (including pertinent experience and/or school/organizational affiliation).

- 5. TARGET AUDIENCE:** What are the grade levels of the teachers for whom the workshop is designed?

GUIDELINES: Workshops are designed for teachers of a particular grade level span. Example grade levels spans include: Pre K-K, Grades K-2; Grades 3-5; Grades 6-8; or Grades 9-12.

Some workshops are targeted for subject area teachers at particular grade level spans (e.g., for music specialists; teachers of English Language Learners, etc.).



## WORKSHOP PROPOSAL GUIDELINES (Part 2)

- 6. LENGTH OF WORKSHOP:** What is the workshop’s length?
- 7. EXPECTED RESULTS:** What will teachers know, be able to do, and appreciate as a result of participating in the workshop?

GUIDELINES: The category “know” refers to the information or facts that teachers will learn during the workshop. The category, “be able to do,” refers to what teachers will do at the workshop with the knowledge they have gained. The third category, “appreciate,” refers to what teachers will think/feel about the strategy they have explored.

The list of expected results within each of the three categories is short—up to three items. To help you see the possibilities, listed below are some sentence starters.

<b>Teachers will know:</b>		
<ul style="list-style-type: none"> <li>• a range of...</li> <li>• the components of...</li> <li>• techniques for...</li> <li>• procedures for...</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate ways to...</li> <li>• a procedure for...</li> <li>• the skills required for...</li> <li>• vocabulary related to...</li> </ul>	<ul style="list-style-type: none"> <li>• expectations for...</li> <li>• criteria for...</li> <li>• a process for...</li> <li>• safety procedures for...</li> <li>• classroom procedures for...</li> </ul>
<b>Teachers will be able to:</b>		
<ul style="list-style-type: none"> <li>• describe...</li> <li>• identify ...</li> <li>• label ...</li> <li>• plan ...</li> <li>• perform...</li> </ul>	<ul style="list-style-type: none"> <li>• create ...</li> <li>• self-assess ...</li> <li>• brainstorm ...</li> <li>• develop ...</li> <li>• apply...</li> <li>• evaluate...</li> </ul>	<ul style="list-style-type: none"> <li>• use/adapt ...</li> <li>• revise...</li> <li>• compare/contrast ...</li> <li>• organize ...</li> <li>• discuss...</li> <li>• judge...</li> </ul>
<b>Teachers will appreciate:</b>		
<ul style="list-style-type: none"> <li>• how ...</li> <li>• the joy of...</li> <li>• the thinking required for participating in...</li> </ul>	<ul style="list-style-type: none"> <li>• why...</li> <li>• the value of...</li> <li>• the increase in...</li> <li>• the class’ ability to...</li> <li>• their own ability to...</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of...</li> <li>• how it feels to participate in...</li> </ul>

## **WORKSHOP PROPOSAL GUIDELINES (Part 2)**

### **8. LOGISTICAL FACTORS:** What are the logistical considerations for your workshop?

Logistical Factors include such things as:

- Maximum number of participants that can participate in the workshop
- Room requirements (e.g., size, floor type, availability of sink)
- Furniture (e.g., one chair per participant, number and type of tables)
- Equipment (music stand, table, clock, flip chart and easel, CD player)