



teaching  
artists

ATA  
Association of Teaching Artists



[www.teachingartists.com](http://www.teachingartists.com)

### Arts In Education Partnership Planning Session Worksheet From the ESP Web site

This worksheet was developed as a planning tool for schools, cultural organizations and Teaching Artists applying for Local Capacity Building grants in New York State.

*[Co-Teaching Model: Involves teacher Teaching Artist pairs integrating concepts from the arts and non-arts disciplines that reinforce each other. At different points, students' experiences may focus more on the art form or on the non-arts subject, while at other times the arts and non-arts instruction appear seamless. The teacher and Teaching Artist create lessons that guide the Teaching Artist during sessions that focus on the arts, and clarify what the teacher will do when the artist is not present.]*

#### Objectives:

1. Teachers will gain knowledge about a Teaching Artist and an art form and understand what might take place in the classroom with students.
2. Teaching Artists will gain understanding of how their art form and his/her work as an artist will fit into a particular classroom teacher(s) educational goals and student learning outcomes.

School	Address	Phone
Teacher(s) Name	Phone	E-mail address
Artist(s) Name	Phone	E-mail Address

Indicate the teachers, classes and students and each grade level that will be served:

Direct (Core Group)			Indirect				
Grade	# of Students	# of Teachers	# of Classes	Grade	# of Students	# of Teachers	# of Classes

Dates/Times of Classroom Sessions \_\_\_\_\_

**I.** Teacher(s) and Teaching Artist discuss **why each wants to collaborate**, what each wants from the partnership, what each can contribute and what limits participation. Discuss any organizational limits and constraints (*e.g., personnel, facilities, financial, policy or legal restrictions*)

Teacher(s)	Artist

**II.** Discuss and agree upon a **collaborative response to a learning related challenge(s)**. (*E.g., what concepts in a specific art and non-arts discipline are difficult for students to learn? How might your project integrate concepts from the arts and non-arts disciplines to reinforce each other?*)

Agreed Upon Learning Related Challenge(s)

---



---



---

**III.** Determine the **shared artistic and educational goals and expected student outcomes** (addressing the learning related challenge(s)).

Teacher's Goals & Expected Student Outcomes	Artist's Goals & Expected Student Outcomes	Shared Goals & Expected Student Outcomes

**IV. Determine the **dates** and describe the **project activities**.**

Planning	Artist Contact Sessions	Teacher Sessions (To advance the activities between artist sessions)	Reflection Sessions (To reflect on the success and implementation of the project)	Professional Development meetings (If applicable)

**V. How will we recognize **success**?**

List the methods you will use to evaluate the effectiveness of your project planning & Implementation (e.g., Final feedback session, Interim Planning meeting(s)—“What’s working, What isn’t” )	List methods used to capture changes in student learning (e.g., Journal writing, pre/post testing, checklist, etc.)	Identify who will be responsible for analyzing the information and how it will be used. (E.g., As fodder for discussion at a final reflection meeting, as a way to inform parents, school and community members of the success of the project, etc.?)
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>Who:</p> <p>How:</p>

**VI. What **NYS Learning Standards** will classroom activities support?**

<i>Non Arts Standards</i>	<i>Arts Standards</i>
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

**VII. Review the roles and responsibilities of the Teaching Artist and teacher:**

<i>What does the Teaching Artist expect from the teacher? (Suspend pre-conceived notions of teaching &amp; learning, share vocabulary, prepare children, etc.)</i>	<i>What does the teacher expect from the Teaching Artist? (Suspend pre-conceived notions of teaching &amp; learning, share vocabulary, be on time, share how supporting NYS Learning Standards, etc.)</i>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

VIII. How will we communicate? (E.g. E-mail? Phone? Best times for each?) \_\_\_\_\_  
\_\_\_\_\_

**VIII. Discuss the logistics:**

Classroom space requirements?	Required Materials	Other logistical requirements?

\_\_\_\_\_  
Artist Signature  
Date

\_\_\_\_\_  
Teacher Signature  
Date