

Galaxy Artist Residency Guidelines For the Site Coordinator

I. Before the Residency:

A. Initial Steps

- Be sure you have read, signed (in addition to the principal) and submitted to Galaxy the "Galaxy/CIU # 10 Artist Residency Contract".
- Determine who will work with you to implement the artist residency. Consider which educators should be involved (i.e. those who are the Core Group Teachers, etc.) as well as who else can benefit from the residency and/or contribute to its success (i.e. principal, support staff, parents, student leaders, etc.)
- Bring together these individuals for a meeting with the artist. [See also "Residency Planning Meeting Participation Form", which the artist submits to Galaxy after securing the proper signatures.] This meeting will ideally take place on-site, so the artist can see the facilities prior to the start of the residency.

B. The Planning Meeting

Purpose: The purpose of the meeting is to plan in partnership with the artist and other host site representatives (Site Coordinator, Core Group Teachers, etc.) as you each share objectives and goals for the residency. Together you will discuss and come to some consensus on all of the components of the residency, using the "Residency School Planning Form" questions.

- Use the "Residency School Planning Form" to guide your discussion and to plan the residency with school personnel. NOTE: You, the Site Coordinator, are responsible for completing and submitting this form to Galaxy prior to the start of the residency.
- Student Goals/Assessment –
 - Develop residency goals that are mutually rewarding for you, your students and the artist.
 - Decide if the residency will be process-oriented or if it will have a culminating experience. Remember to stay focused on the artistic process so the residency does not become product-driven.
 - Discuss with the artist how to integrate curriculum aspects and/or the PA Academic Standards with the residency.
 - Consider educational as well as social skills/behavioral expectations of the residency. These can include (but are not limited to):
 - Strengthening the ability to assert independence;
 - Enhancing self-image and self-esteem;
 - Improving communication skills;
 - Improving coordination of fine and/or gross motor skills;
 - Naming and expressing inner feelings and moods;
 - Building discipline and concentration skills;

Enhancing the ability to work cooperatively in a group; and
Preparing ones-self to join the workforce.

- Determine how you will assess student knowledge (as related to residency goals) before, during and at the conclusion of the residency.

- Teacher participation - Discuss with the artist how you can be actively engaged during the residency. (This is also a requirement of your receiving Act 48 credit.)

NOTE: Be sure there is an educator or other school-designated adult with the artist at all times. The only exception to this would be for muralists who are in a hallway, just outside of a classroom with a teacher.

- Materials, etc. - Determine space requirements, set-up, and materials/supplies that will be needed. Secure these items before the residency begins.

NOTE: There is no money available through Galaxy for materials/supplies. However, if the artist orders/obtains/provides the materials/supplies on the school's behalf (after approval from the Site Coordinator/Site Administrator), the artist will need to submit an invoice to Galaxy and Galaxy will in turn invoice the school. The school should then make payment to Galaxy, which will reimburse the artist. **At no time** should monies/receipts be exchanged between the artist and the school.

- Residency schedule - Establish residency dates and develop a residency schedule for every day of the residency. Remember to build in dates for re-scheduling purposes! Be sure all Core Group Teachers have a copy of this schedule.
- On-going communication - Design a plan of how you, the artist and the Core Group Teachers will periodically review the progress and goals of the residency. This review (and revision as applicable) should take place at the beginning of the residency and throughout the residency. (In fact, daily communication is best.) Plan, also, to evaluate the residency at its conclusion.
- Share and obtain the contact information (home/work/cell phone numbers, e-mail addresses, etc.) of all involved so the channels of communication can be established.

II. During the Residency:

- You will serve as primary liaison between the artist and site (i.e. core group teachers, principal, non-core group teachers, support staff, parents, students, etc.).
- Introduce the artist to your school community. For example, invite teachers to a “coffee” the first day of the residency, where the artist is the guest of honor. Certainly, during the “Introductory Performance/Presentation”, announce that the artist is going to be in residence for x-number of days.
- Evaluate and re-evaluate by communicating frequently with the artist, the teachers, staff, and school administrator. Plan to discuss residency progress and concerns daily throughout the entire residency.
- Move to resolve misunderstandings or potential problems immediately, informing the Site Coordinator and/or Galaxy/CIU # 10 of any major concerns.

- Respect the residency schedule established during the planning session. If you need to amend the schedule, discuss proposed changes with the artist and/or core group teachers, etc. Revise the scheduling accordingly and be sure everyone has it in writing.
- Be flexible if change is needed. New ideas may emerge as the artist and participants work together. As a result, the original residency plan may change.
- Document activities throughout the residency. Remember, Galaxy always needs photos/slides, testimonials, etc. to use for its promotional materials. NOTE: We do *not* use images that identify the student(s) unless we have parental permission. (On the website under "School Forms" please see the Photo Permission Form.)
- It is important for future funding and support to invite the principal and superintendent to visit (and participate) during the residency. Consider having students write invitations to administrators.
- Serve as an arts in education/Galaxy advocate by inviting members of the school community to participate in the residency activities.
- Market and promote the residency. Send press releases to the local media (TV, radio, print) about the residency activities.

NOTE: Student-generated press releases have proven successful in the past. Be sure marketing and promotions also take place in-house via school newsletters, morning announcements over the PA system, on school web pages, etc.

III. After the Residency:

- Meet with the artist and Core Group Teachers to evaluate the residency's strengths and weaknesses. Discuss after-residency plans to extend or deepen the residency experience for students.
- Have the required form ("Residency Site Coordinator / Teacher Evaluation Form") completed and sent to Galaxy within 5 days of the residency ending. Remember to include testimonials, photos, media coverage and other documentation collected during the residency. Please be sure to include a sample of any pre- and post-residency assessment tools.

NOTE: Failure to submit these materials *by the deadline* will compromise future funding.

- Tie up any loose ends and leave participants with a sense that the residency was a positive experience because of their contributions. Send thank you notes (again, student generated ones are effective) to those individuals/organizations that contributed to the success of the residency. For example, to those who offered monetary support (parent group, school or school district funds, as well as state legislators, PA Council on the Arts, etc.) and/or to those who covered the activities in their publications, etc.
- Make a presentation at a faculty, parent group or school board meeting to garner their support in hosting a residency.
- Commend yourself for being in charge of such a vital, worthwhile endeavor! It's worth it.