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| **Teaching Artist Name** |  |
| **Title of Residency** |  |
| **Grade Level/s served** |  |
| **Approx. Number of Students** |  |
| **Approx. Number of Sessions** |  |
| **Length of Sessions** (minutes) |  |

**Resources Needed**

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| **Space** |  |
| **Equipment / Technology** |  |
| **Supplies / Materials** |  |
| **Estimated supply cost $** |  |

**Program Description**: Write a brief paragraph summarizing your program. What will students explore and engage with during the residency?

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**Activity / Session Description**: Provide a brief outline of the entire residency. Depending on the length/topics, you may list activities by week, month, unit, etc as appropriate.

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**Inclusiveness:** How will your work as a teaching artist deepen the work of a school’s all-inclusiveness? Provide an example or strategy.

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**Arts Integration**: Describe how your program will utilize arts integration.

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**Adaptations**: You will outline Universal Design for Learning (UDL) strategies below. Use this space to document any specific adaptations students will need to fully participate.

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**Outcomes:** Note at least two (2) desired outcomes and indicators for **STUDENTS**, including academic and/or social/emotional.

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| **Outcomes** | **Indicators** | **Assessment/Documentation Tools** |
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Note at least two (2) overall, desired outcomes for the **CLASSROOM AND SCHOOL**.

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| **Outcomes** | **Indicators** | **Assessment/Documentation Tools** |
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**Educator Engagement:** Suggest two (2) specific activities that classroom teachers can do to help prepare students for the residency and 2 specific activities classroom teachers can do post-residency to extend learning opportunities.

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| **Pre-Residency/Lesson** | **Post-Residency/Lesson** |
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**Ohio’s Academic Content Standards:**

* Fine Arts: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Fine-Arts>
* General (Non-Arts): <http://education.ohio.gov/Topics/Ohios-Learning-Standards>
* Social and Emotional Learning: <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards>
* Ohio’s Learning Standards – Extended (for students with significant cognitive disabilities): <https://education.ohio.gov/Topics/Special-Education/Ohios-Learning-Standards-Extended>
* Early Learning: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>

**Curricular Connections**: Use this space to document academic content standards being addressed throughout your residency. It is essential to communicate with your classroom teachers, special educators, and your Site Coordinator to complete this section. Use existing goals/current focus areas, academic and otherwise, provided by the classroom teachers.

\*If your residency serves more than one grade level, make notes for each grade band.

**FINE ARTS Academic Content Standards**: List two (2)- three (3) addressed standards and notes.

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**NON-ARTS Academic Content Standard Area:** List at two (2)- four (4) addressed standards and notes.

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| 3. |
| 4. |

**Social Emotional Learning Goals:** List two (2)- three (3) addressed standards/goals and notes.

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**Universal Design for Learning (UDL):** Document how you are providing one option for the following as it applies to your residency/lesson plan. Consider referring to the most updated UDL Guidelines [located here](https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl).

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| **UDL Guideline** | **Residency Application** |
| **Perception:** 1.1-3 Customize the display of information with alternatives for auditory and visual information. |  |
| **Language and Symbols:** 2.1-5 Define vocabulary and symbols; clarify syntax and structure; decode text and mathematical notation; promote cross-linguistic understanding; illustrate key concepts non-linguistically |  |
| **Comprehension:** 3.1-4 Provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide processing; support memory and transfer. |  |
| **Physical actions:** 4.1-3 Provide options in the mode of physical response; provide options in the means of navigation; provide options for accessing tools and assistive technologies |  |
| **Expressive skills and fluency:** 5.1-3 Allow choices of media for communication; provide appropriate tools for composition and problem solving; provide ways to scaffold practice and performance |  |
| **Executive functions:** 6.1-4 Guide effective goal setting; support planning and strategy development; facilitate managing information and resources; enhance capacity for monitoring progress. |  |
| **Recruiting interest**: 7.1-3 Increase individual choice and autonomy; enhance relevance, value, and authenticity; reduce threats and distractions |  |
| **Sustaining effort and persistence:** 8.1-4 Heighten salience of goals and objectives; vary levels of challenge and support; foster collaboration and communication; increase mastery-oriented feedback |  |
| **Self-regulation:** 9.1-3. guide personal goal-setting and expectations; scaffold coping skills and strategies; develop self-assessment and reflection |  |