

Residency Plan

Ohio Teaching Artist Roster Application

NOTE: Many Ohio Teaching Artist Roster users are school-based educators and administrators. For that reason, we place great emphasis on applicants' ability to plan for work in school contexts. We also know that teaching artists work in a range of arts, cultural, and community settings. For this application, we ask you to plan for students in some segment of the pK-12 demographic.

Teaching Artist Name	
Title of Residency	
Host School/Site	
Grade(s) served	
Approx. # of Students	
Approx. # of Sessions	
Length of Sessions (minutes)	

Resources Needed

Space	
Equipment / Technology	
Supplies / Materials	
Estimated supply cost \$	

Program Overview: Write a brief paragraph summarizing your program. What art disciplines and related skills 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.

Arts Integration: Describe learning objectives beyond the arts your residency will address. How will this be integrated with learning in the arts?

Student Learning Outcomes: Note at least two (2) desired student learning **outcomes** (what you want students to know and be able to do as a result of your time together) and **indicators** (what will you see and hear that will tell you they met your goals) and **assessment/documentation tools** you will use to measure the outcomes.

NOTE: Outcomes may include be in the arts or other academic content areas, as well as social/emotional.

Outcomes	Indicators	Assessment/Documentation Tools

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Classroom/School Outcomes: Note at least two (2) desired outcomes for the larger learning community based on your work.

Outcomes	Indicators	Assessment/Documentation Tools

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.

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 addressed throughout your residency. It is essential to communicate with cooperating 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.

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

1.
2.
3.

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

1.
2.
3.
4.

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Universal Design for Learning: Use this space to document the adaptations for universal design that you are making throughout your residency to promote student **engagement, representation, and action/expression**.

Base your responses on your knowledge of students at the location you identified at the top of this document.

- Adapted from CAST (2024), Universal Design for Learning Guidelines version 3.0. Retrieved from <http://udlguidelines.cast.org> The guidelines below are not exhaustive of the many great ways your residency can be adapted. We recommend reading through the CAST site for helpful tips and offerings to support your teaching residency.
- Please fill out at least 2-3 boxes in sections 1, 2, and 3.** *You do not need to fill out ALL the boxes.* Each section provides direct links to the CAST site for tips and examples.

Section 1. Provide multiple means of [Engagement](#):

UDL Guideline	Residency Application
Provide options for Welcoming Interests & Identities	
7.2 Optimize relevance, value, and authenticity . How can you engage students with content relevant to their interests?	
7.3 Nurture joy and play . How can you spark joy and playfulness in the learning process?	
7.4 Address biases, threats, and distractions . How can you create a safe learning culture?	
Provide options for Sustaining Effort and Persistence	
8.2 Optimize challenge and support . Explain how you will nurture your belief in every learner to challenge them.	
8.3 Foster collaboration, interdependence, and collective learning . How will you foster learning from each other to value a diversity of perspectives?	
Provide options for Emotional Capacity .	
9.2 Develop awareness of self and others . How can you empower learners to set personal goals?	
9.3 Cultivate empathy and restorative practices . How can you create practices that cultivate empathy and understanding in others?	

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Section 2. Provide multiple means for [Representation](#)

UDL Guideline	Residency Application
Design multiple means of Perception below:	
1.1 Support opportunities to customize the display of information . How are you going to use accessible materials that can be adjusted based on needs and preferences?	
1.2 Support multiple ways to perceive information . What are ways you can share information beyond text and images?	
Provide options for Language and Symbols below:	
2.1 Clarify vocabulary, symbols and language structure . What are ways you can scaffold complex language, symbols and concepts?	
2.5 Illustrate through multiple media . How can you incorporate graphics, activities, and videos?	
Design lessons that Build Knowledge: Construct meaning and generate new understanding	
3.3 Cultivate multiple ways of knowing and making meaning : How can you provide multiple entry points to a lesson and optional pathways through content?	
3.4 Maximize transfer and generalization . How can you apply learning to new contexts?	

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Section 3. Provide multiple means for [Action & Expression](#)

UDL Guideline	Residency Application
Provide options for Interaction below:	
7. Vary and honor the methods for response, navigation, and movement. What are some varied ways students can respond to your practices?	
7.2 Optimize access to accessible materials and assistive and accessible technologies and tools. How can you incorporate accessible tools and devices?	
Provide options for Expression & Communication below:	
5.1 Use multiple media for communication. In what ways can you provide flexible learning models?	
5.3 Build fluencies with graduated support for practice and performance. How can you scaffold your lesson plans to optimize individualized learning?	
Provide options for Strategy Development below:	
6.1 Set meaningful goals. How will you set short-term and long-term goals and in what ways will you communicate these goals with the classroom?	
6.4 Challenge exclusionary practices. How will you incorporate your students' lived experiences into your planning and teaching?	

If you wish to share anything else about your plan. Please use the space below!