

## 16-SESSION CLASSROOM RESIDENCY OVERVIEW

### Goal

The Wolf Trap Institute Residency is a partnership between a Wolf Trap Teaching Artist and an early childhood educator to provide professional development for teachers while helping children learn through active participation. Experiences in a Classroom Residency focus on performing arts-integrated strategies that teachers can use to foster young children's learning and development. Classroom experiences in the residency will support early childhood curriculum standards and outcomes.

### Objectives

- Wolf Trap Teaching Artists establish working partnerships with early childhood educators by using the coaching model.
  - Coaching model: When using the coaching model during the orientation meeting, teaching artists ask and learn about the classroom teachers' comfort level with the performing arts, their curriculum, and specific classroom/child needs. Effective coaching includes setting appropriate and achievable objectives and goals for the residency and identifying clear benchmarks to measure progress and success in teaching performing arts-integrated strategies.
- The Classroom Residency provides professional development by demonstrating a limited number of performing arts-integrated strategies/techniques that are used throughout the residency.
- During the entire residency, the classroom teacher is actively involved in each session as a participant. As the residency progresses, the classroom teacher becomes involved in the planning of residency sessions.
- Children learn through active participation during the Classroom Residency model as the Wolf Trap Teaching Artist uses developmentally appropriate performing arts-integrated strategies.
- Children's learning and development are fostered as the Wolf Trap Teaching Artist introduces new concepts and vocabulary while building on the classroom curriculum.
- The Wolf Trap Teaching Artist supports the classroom teacher in identifying performing arts-integrated strategies that support emergent literacy skills as well as other early childhood developmental domains.

### Residency Structure

The Classroom Residency includes:

- **Orientation/pre-residency planning meeting:** During the orientation and planning meeting, the teaching artist and the classroom teacher discuss the Wolf Trap Institute for Early Learning Through the Arts Classroom Residency, the classroom teacher's background, the children, and the curriculum. Before beginning the sessions, the Wolf Trap Teaching Artist visits to observe the classroom, using the ***Classroom Observation Guide***. (Please see a more detailed description of each component in the outline below)

- **Ten classroom sessions led by the Teaching Artist:** (30-minute sessions)
  - Each session is followed by a 15-minute debrief discussion between the classroom teacher and the teaching artist.
- **Two planning meetings:** The teaching artist and classroom teacher create a lesson plan for the classroom teacher to conduct. During this time, the classroom teacher completes the ***Lesson Experience Description Form***.
- **Two sessions led by the classroom teacher:** The teaching artist is present and participating.
- **Resource materials:** A copy of *STAGES for Learning: Performing Arts Experiences for Early Childhood Education*, an audio recording of accompanying songs, and a Wolf Trap Institute classroom poster.

### Residency Outline

- **Program Orientation** meeting for classroom teachers and Wolf Trap Teaching Artists:
  - During this meeting classroom teachers are introduced to Wolf Trap Institute for Early Learning Through the Arts, the residency program, and their teaching artists.
  - Administrators from both Wolf Trap and the school system or sponsoring organization are present to facilitate and provide context for the residency program.
- **Planning Meeting** for the Wolf Trap Teaching Artist and the classroom teacher: The planning meeting provides an opportunity for the teaching artist and classroom teacher to meet one-on-one.
  - The objective of this meeting is to discuss learning objectives for the teacher and the children, individual children's needs (ELL, special needs, etc.), choose a curriculum standard, the expectations for teacher involvement, and how the performing arts experiences will support the teacher's goals.
  - During this session, the teaching artist should complete part of the ***Residency Planning Form*** with the classroom teacher. The teaching artist will complete the remainder of this form after the planning meeting and submit it to Wolf Trap prior to the first classroom session.
- **Teaching Artist Observation** of the residency classroom: The Teaching Artist checks in at the school/center's main office and visits the residency classroom during the time arranged in the planning meeting.
  - This visit is designed to help the children become familiar with the Teaching Artist and to help the teaching artist become familiar with the classroom routine and relationships.
  - During this session, it is important that the teaching artist be mindful of the purpose of the visit, which is to observe the classroom rather than to participate.
  - During this visit, the teaching artist should watch for the items identified in the planning meeting with the classroom teacher, including classroom management techniques, how the children interact and respond to each other, and teacher-child relationships.
  - During this visit, the teaching artist should take note of the classroom space and look for the best place in the room to conduct the lesson, take note of any equipment or furniture that may need to be moved, and ask permission of the classroom teacher before doing so during the first residency session. Complete the ***Classroom Observation Guide***.

- Immediately after the observation, the teacher and teaching artist finalize mutually acceptable dates for the residency. A full residency schedule must be developed and submitted to Wolf Trap prior to the first classroom session.
- **Teaching Artist-Led Classroom Residency Sessions:** The first nine classroom sessions are led by the Wolf Trap Teaching Artist, actively involving the classroom teacher and children. Each should include a 30-minute classroom session and a 15-minute debrief discussion with the classroom teacher.
  - The content of the residency sessions comes from the teaching artist’s lesson plans. The residency lesson plans are developed based on goals/objectives agreed upon in the planning meeting.
  - The classroom teacher is engaged immediately in the instructional process with increasing responsibilities to model, develop, and lead parts of the lessons. The teaching artist must complete a lesson plan for each session and submit to the classroom teacher and Wolf Trap.
- **Teaching Artist and Classroom Teacher Planning Meeting (#1):** The teaching artist and classroom teacher meet to plan a main experience that the classroom teacher will present.
  - The classroom teacher completes the *Teacher Experience Description* to outline the lesson that will be presented.
  - The teaching artist serves as a resource for the classroom teacher during the planning meeting.
- **Classroom Teacher-Led Residency Session (#1):** The classroom teacher leads the newly-created lesson plan in the class with the children, while the teaching artist serves as coach and mentor.
- **Teaching Artist and Classroom Teacher Planning Meeting (#2):** The teaching artist and classroom teacher meet to debrief the teacher-led session and to assess the *Teacher Experience Description* they filled out. They also develop a refined main experience or a different main experience for the classroom teacher to present.
- **Classroom Teacher-Led Residency Session (#2):** The classroom teacher leads the newly-created lesson plan in the class with the children, while the teaching artist serves as coach and mentor.
- **Final Teaching Artist-Led Classroom Residency Session:** The last residency session is led by the teaching artist to bring closure to the residency and to say goodbye to the children.
- **Wolf Trap Classroom Evaluations:** At the completion of the classroom residency the teacher and the teaching artist complete the designated evaluation and return it to Wolf Trap.
  - The classroom teacher completes and returns the *Classroom Residency Evaluation*.
  - The teaching artist completes and returns the *Teaching Artist Evaluation*.