DEVELOPMENT GUIDE FOR GROWTH AND SUSTAINABILITY
IN TEACHING ARTIST PRACTICE

AS OF 9.8.18

LINCOLN CENTER EDUCATION
TEACHING ARTIST DEVELOPMENT LABS

PURPOSE STATEMENT:

To identify, define, and develop the essential elements of teaching artistry in order to promote growth and sustainability in the field.

Teaching Artist Definition:

A teaching artist* (TA) is an active artist whose artistry expands to include the skills, curiosities, and habits of action of an educator in order to achieve a wide variety of learning goals in, through, and about the arts, with a wide range of learners.

*The term teaching artist was established at Lincoln Center in the late nineteen seventies to describe the role of a working artist in the classroom. Lincoln Center Education takes great pride in the fact that the term has been adopted around the world.

Teaching Artist Credo:

Teaching artists believe that all people have an innate birthright to an artistically full life, and that all people are innately creative and artistically capable.

Teaching artists know their work strengthens essential capacities for success in life, and also addresses important social problems, transforms individuals, and fortifies communities; they are committed to addressing social and educational inequities, social injustice, wasted human potential, and the scarcity of empathy and social imagination.

Teaching artists inspire and guide learners to make personally relevant connections in, through, and about the arts; they prioritize personal voice, moments of choice, and the balance of attention between process and product.

Teaching artists partner well with others, bringing artistic engagement and learning into all parts of life, across the human lifespan.

Teaching artists seek a dynamic synergy between their art making and their teaching artistry, with each one feeding and advancing the other. While grounded in their particular artistic discipline(s), TAs flexibly adapt and extend what they know, and tap artistic learning universals (as identified in the LCE Development Guide), to achieve their learning goals.

Teaching artists recognize that peers who identify as "community artist" and "citizen artist," have distinctive strengths developed through long traditions of practice; however, all artists who expand their practice in participatory settings are members of a single field with increasing identity and impact, irrespective of its naming. This document aspires to veracity, utility, and relevance for the widest community of practice, regardless of its members' titles.

Essential Elements of Teaching Artist Practice

Artistry:
The TA brings her/his artistry, craft, and passion to all aspects of teaching and is adept at activating the artistry of others.

Activity/Lesson/Workshop Design:
The TA is skillful at creating activity, lesson, and workshop plans that open up artistic processes for the learners.

Environment and Facilitation
The TA uses clarity, organization, and responsiveness to foster a safe and engaging environment for a wide range of learners and settings and to guide learners through a satisfying journey.

Engagement:
The TA is an authentic co-learner and is able to engage others in the creative learning process in multiple ways.

Questions/Inquiry:
The TA demonstrates deftness with questioning and guiding inquiry processes (wondering, considering multiple perspectives, digging deeper, revising, reflecting, and self-assessing).

Reflection:
The TA is adept at using reflective processes (looking back, within, and ahead) and guides learners to personally relevant discoveries.

Cultural Responsiveness: Category in process

Partnerships and Collaborations:
The TA is skillful at developing partnerships and collaborations with teachers, students, institutions, and community members to benefit the learning goals they aspire to achieve as creative partners.

NOTE: The progression of descriptors within each category range from Emerging to Mastering.
This progression is cumulative. Each level builds on and includes the previous level.

ARTISTRY

The TA brings her/his artistry, craft, and passion to all aspects of teaching and is adept at activating the artistry of others.

	Emerging	*Developing*	*Accomplishing*	*Mastering*
Use of the elements of the art form in learner's art making.	• TA includes elements of her/his art form but they are experienced by the learner primarily when imitating the TA.	• TA guides learner to experiment with the elements and analyze how they can be utilized during art making.	• TA guides learner to make expressive and deliberate (conscious) choices during art making.	• TA designs experiences in which learner expresses personal artistry using art form elements in complex, inventive, and skillful ways.
Guiding learner through the process of art making.	• TA in foreground, giving clear directions and providing tools as needed.	• TA directs and coaches learner in the exploration and art making process.	• TA creates opportunities for learner-led art making processes.	• TA in the background while the learners own and define the process and create their outcome.
Integration of TA's knowledge in/about art form in planning and teaching lessons and workshops.	• TA includes basic background information and vocabulary.	• TA strategically brings knowledge into the lesson as needed to support and expand student learning.	• TA uses knowledge to inspire and provoke student curiosity.	• TA uses craft and context to deepen learner's (and own) artistic research and development.
Translating TA's artistic skills, processes, and values to activate learner's personal artistry.	• TA uses artistic skills, processes, and values to actively involve the learner.	• TA structures activities resonant with his/her artistic craft and allows self-motivated participation.	• TA guides the learner towards self-motivated experimentation in the creative process.	• TA enables learner to have aesthetic experiences, discover his/her own artistic passion, and/or develop personal connections to the arts.

ACTIVITY/LESSON/WORKSHOP DESIGN

The TA is skillful at creating activity, lesson, and workshop plans that open up artistic processes for the learners.

	Emerging	Developing	Accomplishing	Mastering
WHO? (Consideration of Developmental Level and Ability)	• TA's plan demonstrates an awareness of developmental milestones/stages and "variable" ability. • Activities allow for first steps towards engagement.	• The plan demonstrates an awareness of multiple learning styles. • Activities invite participation and engagement in multiple ways and on multiple levels.	• The plan effectively engages and challenges learners at appropriate levels. • Activities promote self–directed learning.	• The plan encourages and supports independent progress for the learner. • Activities and art-making encourage the unique voice and assets of each learner.
WHAT? (Consideration of Content)	• TA's plan focuses on the artistic skill, theme, or work of art decided upon by the school, organization, community, and/or TA.	• The plan builds on the basic experiences in the skill, theme, or work of art, developing deeper understanding and facility.	• The plan emphasizes opportunities for the learner to make personal connections to the skill, theme, or work of art.	• The plan prioritizes ways for the learner to discover personal value in the skill, theme, or work of art and develop ongoing connections to related areas.
WHERE? (Consideration of Learning Community)	• TA's plan reflects awareness of community, setting of workshop and learners.	• The plan invites learner to make connections to personal experience and to the learning community.	• The plan utilizes unique community resources and assets.	• The plan provides multiple opportunities to expand existing understandings of cultural and personal relevance.
WHY? (Consideration of Goals)	• TA's plan has achievable goals and clearly related activities.	• Each activity moves learners toward stated educational, personal or community goals.	• Goals align with a larger educational, personal or community context. Plan supports the complexity of the goals.	• Goals focus on learner ownership and design of plan encourages learner to pursue interests and questions beyond the activities.
HOW? (Consideration of Structure)	• Each activity in the plan leads to the next. • TA's prompts are clear and invite engagement/ motivate learner. • Plan takes into account necessary materials and time constraints.	• Activities build on each other, from simple to complex. • Activities include opportunities for learner choice-making. • The plan takes into account variables in activity timing.	• The plan combines explorations with well-defined parameters, as appropriate. • Activities encourage learner ownership and initiative.	• Lesson/workshop is seamless, every word and action is essential. • A majority of the activities are learner driven, allowing room for unexpected connections and outcomes.

ENVIRONMENT AND FACILITATION

The TA uses clarity, organization, and responsiveness to foster a safe and engaging environment for a wide range of learners and settings and to guide learners through a satisfying journey.

	Emerging	*Developing*	Accomplishing	*Mastering*
Safety (Physical, Emotional, Inclusiveness)	• TA encourages participation. • Creates a physically and emotionally safe environment. • Introduces behavioral agreements.	• TA invites the learner to think and engage creatively. • Facilitates respect of/for multiple perspectives and fosters trust within the group. • Facilitates learners working well with each other in collaborative and co-creative tasks.	• TA encourages and guides the learner to a high level of motivation. • Creates an atmosphere of trust and respect that is apparent in the workshop room. • Encourages an atmosphere where each learner views him/herself as an essential part of the whole, and responsible for the group's success.	• TA inspires and guides learners to be self-motivated. • Establishes solidarity around trust, tolerance, inclusion, and vulnerability. • Creates an environment that supports learners to express their authentic self in artistic tasks, and value the unique successes of their peers.
Clarity (Goals, Use of Language, and Directions)	• TA is direct about lesson goals. • Uses language that is understandable to learners. • Gives instructions that all learners can follow.	• TA is transparent about purpose of goals. • Introduces and defines new vocabulary of the art form in understandable ways.	• TA assesses learners' understanding of goals. • Uses language of the art form to motivate learners.	• TA enables learners to articulate why they are pursuing particular artistic goals and whether they have achieved them. • Strategically uses and illuminates language of the art form to motivate the learners.

ENVIRONMENT AND FACILITATION (continued)	*Emerging*	*Developing*	*Accomplishing*	*Mastering*
Timing (Opening and Closing, Transitions, Pace	• TA has appropriate opening and closing activities. • Provides transitions and time for reflection. • Gives learners an appropriate amount of time for each task. • Ends on time with sense of completion.	• TA uses an opening that activates prior knowledge. • Uses a closing that encourages learners to reflect on the lesson and previews next steps. • Uses a variety of transitions to refresh and build momentum. • Pacing corresponds with learners' comfort level and allows adequate time for tasks.	• TA's opening uses artistic elements that activate learners' engagement in the specific focus of the lesson. • Uses a closing activity that encourages deep reflection and elicits next steps from learners. • Seamlessly transitions learners through activities. • Varies pacing to maximize group's engagement.	• TA uses an opening activity that propels learners into a creative aspect of the lesson. • Uses a closing activity that excites learners and inspires new ideas. • Uses transitions strategically/creatively to enhance experiences and meanings. • Differentiates pacing to meet individual needs and maximize impact.
Grouping (Whole Group, Pairs, Small group, Solo/Individual)	• TA's grouping structure is functional.	• TA uses some variety in groupings, primarily for organization and classroom management.	• TA utilizes a variety of grouping strategies considering individual needs, strengths, and vulnerabilities of learners.	• TA utilizes flexible groupings that dynamically promote individual and group creativity, learning, and the goals of the process.
Recognition and Responsiveness (Awareness, Flexibility, Problem-solving, Empathy, Relationships)	• TA notices problems learners have and addresses them appropriately.	• TA notices opportunities to enhance learning and responds effectively. • Redirects a problem to connect learners to the task.	• TA capitalizes on serendipitous learning opportunities and returns to the focus (detour and return). • Addresses problems with sensitivity in a way that maximizes group engagement.	• TA is able to reach lesson goals by transforming any problem or opportunity into a powerful learning and artistic experience. • Empowers learners to recognize and address issues, and encourages learners to notice and pursue opportunities for deeper learning.

ENGAGEMENT

The TA is an authentic co-learner and is able to engage others in the creative learning process in multiple ways.

	Emerging	*Developing*	*Accomplishing*	*Mastering*
Engagement (Co-Learner, Invested, Guides, Inspires)	• TA communicates a personal investment in the creating and learning process. • As a result, learners are attentive, willing to take part, and open to investigation.	• TA is a co-learner in the creative process. • As a result most learners are invested and respond thoughtfully. • Learners make personal connections and value each other's work.	• TA guides the process allowing for more learner initiative. • All learners are deeply invested in the process. • Learners demonstrate self-motivation and eagerly explore within the creative process.	• TA inspires all learners to generate and pursue their curiosity; TA shares own personal learning insights. • As a result, TA learns more about the learners. • Learners make meaningful connections, generate new ideas, and take ownership of the creative process.

QUESTIONS/INQUIRY

The TA demonstrates deftness with questioning and guiding inquiry processes (wondering, considering multiple perspectives, digging deeper, revising, reflecting, and self-assessing).

	Emerging	*Developing*	*Accomplishing*	*Mastering*
Purpose of Questions	• TA uses questions as a way to initiate activities and invite participation.	• TA uses questions that connect to larger goals of lesson/workshop, building upon learner responses.	• TA uses questions to enrich art-making choices, support collaboration, deepen observation, encourage reflection, and invite personally relevant connections.	• TA encourages learners to identify their own questions, taking ownership of their inquiry process and connecting creatively to the larger world.
Types of Questions	• TA incorporates clear, open questions into lesson or workshop.	• TA listens and responds with follow-up questions that further understanding.	• TA uses complex questions that incorporate multiple points of view.	• TA uses varied questions that deepen individual and whole group learning, thinking and imagining.
Delivery and Generating of Questions	• TA poses verbal questions at initiation of activity.	• TA uses multiple delivery modes: e.g., cards, Smartboard, post-its, wall-journal, etc., at opportune moments in the lesson/workshop.	• TA provides opportunities for learners to construct, articulate, and share their own questions in multiple modes. • Generates spontaneous questions that are germane to a teachable moment.	• TA and learners share the inquiry process with questions generated by all individuals. • Consciously builds inquiry in self and leaners, which lives beyond the teaching environment.

REFLECTION

The TA is adept at using reflective processes (looking back, within, and ahead) and guides learners to personally relevant discoveries.

	Emerging	*Developing*	*Accomplishing*	*Mastering*
Purposes of Reflection	• TA reviews what has occurred in the lesson or workshop.	• TA uses reflection at key moments in the lesson/workshop to help learners discover personal connections and deepen understanding of their learning process.	• TA reflects with the learners, providing opportunities to relate personal connections and understandings to larger contexts.	• TA uses reflection to help learners assess and articulate their own learning and what new understandings, insights, and questions they have going forward.
Ways of reflection (Timing and Method)	• TA engages learners in a predictable method of reflection (e.g., journal, full or small group discussion).	• TA engages learners in multiple methods of reflection at key learning junctures within the creative process.	• TA prompts learners to incorporate reflection into their individual and group creative processes**.**	• TA inspires learners to value reflection as an essential component of creative and learning processes and to discover the personal benefit of reflection.

PARTNERSHIPS AND COLLABORATIONS

The TA is skillful at developing partnerships and collaborations with teachers, students, institutions, and community members to benefit the learning goals they aspire to achieve as creative partners.

	Emerging	*Developing*	*Accomplishing*	*Mastering*
Partner Planning	• TA inquires about and discusses classroom/site and is open to ideas from partner(s).	• TA engages partners in creating a mutually valuable lesson/workshop plan.	• TA and partner(s) collaborate on the plan as equals and develop mutual respect for each other's expertise and point of view.	• TA and partners plan for impact beyond the residency and understand their own work anew as a result of the influence of the other.
Co-Teaching (When applicable to the situation)	• TA encourages partner(s) to participate and together support lesson/workshop process and classroom/community management.	• TA engages partner as facilitator on occasion, sharing leadership and support.	• TA and partner share creative and instructional responsibilities.	• TA and partner achieve a flexible balance of interdependence and autonomy.
Communication and Administration	• TA communicates with site/partner(s) in a clear, consistent and timely manner.	• TA assesses and follows up responsively on communications and seeks out and becomes acquainted with partnership stakeholders.	• TA assesses the systems of support and works with the partnership stakeholders to improve the learner's experience.	• TA strategically works with the systems of support and stakeholders to maximize the work (community building in the school and neighborhood), leaves behind a stronger support system.
Learning Context	• TA is aware of the larger context of the learning community.	• TA understands the guiding ideas of the learning community.	• TA integrates the guiding ideas of the learning community in their planning and facilitation.	• TA is a leader in bridging educational context, TA artistry, and arts experiences of the learning community.