



THE KENNEDY CENTER
artists as educators
SEMINARS



**Professional Learning for
Teaching Artists**

Available to arts and cultural
organizations nationwide

Difference

TEACHERS NEED HELP WITH DEVELOPING
CONFIDENCE IN THE ARTS

AS TEACHERS WE NEED TO
WHAT WE DO IN THE CLASSROOM - APART
- FOR CONFIDENCE IN IT

TEACHERS
CLASSROOM
IN THEIR CLASSROOM

EVALUATION OF THE
IS KEY

Throughout the nation, arts organizations and schools recognize the need to build a cadre of knowledgeable and skillful teaching artists to support efforts to help all students learn in and through the arts.

With the growing demand for highly qualified teaching artists, the availability of professional learning opportunities is a critical need. Responding to this need, the Kennedy Center has created a series of in-depth Seminars. The Seminars draw on decades of Kennedy Center experience helping teaching artists develop their knowledge and skills for working more effectively in schools to reach all types of learners through the arts.

*“The content was presented in fresh,
fun, and creative ways!”*

— Seminar Sponsor



*“The Seminars serve as powerful
catalysts and strong foundations for
our local work. We’ve woven them into
our long-term plan for ongoing artist
professional development.”*

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— Seminar Sponsor

*“I appreciate that I will not be
abandoned after the Seminar.
It takes time and support to put all
this into practice. Thanks to our
local sponsoring organization
for the continued follow-up!”*

— Seminar Participant

Artist Professional Learning: A Shared Local-National Collaboration

Based on over a decade of experience providing Seminar instruction to teaching artists in local communities, we know two things:

First, the instruction must be lively, engaging, and significant.

Seminars involve teaching artists in lively discussions and activities designed to help them learn and apply targeted skills. Instruction is supported by live demonstrations, PowerPoint presentations, and in many cases, video examples. Throughout the Seminars, time is provided to process the learning in small and large group discussions and reflections. Participants work with colorful print materials that identify key concepts and include useful diagrams, checklists, worksheets, and planning forms. To ensure instructional quality, all Seminars go through a thorough development process with multiple field tests and revisions before national presentation.

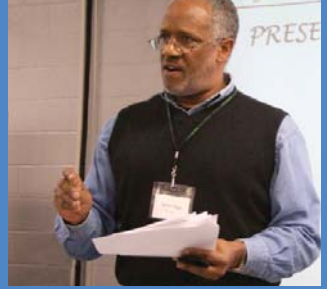
Seminars focus on timely and relevant topics that are fundamental to the knowledge and skills teaching artists need to work effectively in education. Seminars are led by a national faculty of teaching artists dedicated to the advancement of the field of teaching artistry. The national faculty has participated in extensive professional development at the Kennedy Center that has helped them refine their skills over many years. They have advanced knowledge, experience, and interpersonal skills that make them exceptional Seminar leaders.

Second, if the instruction is to make its way into daily practice, the local sponsoring organization must be committed to planning and implementing ongoing follow-up support.

To ensure that learning takes root and grows, the Kennedy Center suggests a series of *Next Steps* to the local sponsoring organization. Each organization tailors the *Next Steps* to meet their needs. *Next Steps* include such things as providing feedback to participants on the work begun at the Seminar, opportunities to practice, apply, and refine the work, meetings for participants to continue to exchange ideas and learn from each other, and opportunities for future employment for those who produce exemplary work.

When communities link Seminars with locally-led follow-up, they create powerful opportunities for ongoing artist professional learning. This local/national collaboration makes these Seminars both unique and powerful.





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“These Seminars are a must! Every arts organization—state and local—will appreciate how the Seminars help them build a core of highly-skilled teaching artists. Collaborate and pool resources to bring these Seminars to your community!”

— Seminar Sponsor

“The rigor of Kennedy Center’s Seminar crystallized my own experience and knowledge. It helped me to know what I know. And, more than that—it offered me a format to create, present, and evaluate my work.”

— Seminar Participant

The Kennedy Center's Artists-as-Educators Seminars focus on three areas:

FOCUS 1 TEACHING STUDENTS

Designed for both novice and experienced teaching artists who work in the classroom with students and are interested in developing their knowledge and skills to effectively plan and lead instruction.

FOCUS 2 TEACHING TEACHERS

Designed for highly-experienced teaching artists who want to learn to plan and lead workshops that transfer a part of their knowledge and practice to teachers—so that teachers can include the arts in their own teaching

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FOCUS 3 WRITING PERFORMANCE GUIDES

Designed for performing artists as well as arts and cultural organizations interested in developing or refining approaches to writing performance guides that prepare young people to be more knowledgeable and reflective audience members

Recommended Seminar Sequence: Regardless of teaching artists' experience and skills, it is strongly recommended that sponsoring organizations offer the Focus 1 Seminar(s) before Focus 2.

“We see the Seminars as an investment in our teaching artists. They lead to real growth in the ways artists think about and do their work. They learn processes that will guide them for years to come.”

— Seminar Sponsor



“As a highly experienced teaching artist, I arrived thinking that I knew it all! But the work was challenging, gave me new insights, and helped bring my work to an even higher professional level. Thank you.”

— Seminar Participant

FOCUS 1

TEACHING STUDENTS

This Seminar is appropriate for both novice and experienced artists who are teaching students in classroom settings.

MAPPING THE JOURNEY: PLANNING EFFECTIVE RESIDENCIES FOR STUDENTS

To be a responsible and respected member of the school community, a teaching artist must have a residency plan that identifies objectives and the scope and sequence of their multi-session residency. This residency plan demonstrates the teaching artist's professionalism to teachers and administrators and builds their credibility. The plan establishes a common vocabulary and planning approach between teaching artists and the sponsoring organization and also serves as an excellent marketing tool.

In this Seminar, participants consider a residency's purpose, examine options for design, and select and organize residency components. They leave the Seminar having begun the development of their own residency plan which includes an arts-integrated topic, rationale, a residency description, expected results, teacher's roles, and an overview of classroom sessions.

After the Seminar, the sponsor provides *Next Steps* such as feedback on residency plans and arrangements for piloting exemplary residencies in schools.

NUMBER OF PARTICIPANTS: 15
LENGTH: Two days
FACULTY: One Seminar Leader

or

NUMBER OF PARTICIPANTS: 30
LENGTH: Three days
FACULTY: Two Seminar Leaders

Under Development:
FIVE NEW SEMINARS

- Laying the Foundation: Defining Arts Integration
- Anatomy of a Lesson: Designing Instruction
- Supporting Learning: Classroom Management and Lesson Delivery
- Making Learning Visible: Documentation and Assessment for Learning
- Looking In the Mirror: Reflective Professional Practice



8 *“I was fascinated by what the Seminar drew out of the participants! It forced them to clarify their work. The artists—and I—got much more than we expected.”*

— Seminar Sponsor

“It was transformational! I left the Seminar with an entirely new perspective on my work and a greater ability to articulate what I do.”

— Seminar Participant

FOCUS 2

TEACHING TEACHERS

This Seminar is appropriate for teaching artists who have had distinguished careers in teaching students.

PLANNING AND PRESENTING PROFESSIONAL DEVELOPMENT WORKSHOPS FOR TEACHERS

The Seminar is presented in two parts separated by three to four months.

PART I: PLANNING EFFECTIVE WORKSHOPS FOR TEACHERS

This part of the Seminar focuses on how to plan professional development workshops for teachers that focus on bringing the arts into the classroom. Fundamental to this Seminar is identifying core strategies from the teaching artist's work with students that can be transferred to teachers, developing a clear understanding of what teachers want and need from professional learning, and identifying the characteristics of effective workshops. Participants also attend and evaluate a professional development workshop attended by local teachers that demonstrates the Seminar principles in practice. Participants leave the Seminar having begun a written plan that outlines the content and structure for their own workshop for teachers.

After Part I, the sponsor provides *Next Steps* such as feedback on workshop plans.

PART II: PRESENTING EFFECTIVE WORKSHOPS FOR TEACHERS

Three to four months after Part I, participants are ready to look more closely at each of the workshop components (such as introductions, transitions, learning activities, and reflections) and carefully deconstruct and reshape each from a presentation perspective. This process leads participants to new insights about their workshops and helps them to revisit and refine some of their earlier work. Participants also develop their presentation and communication skills to maximize teacher involvement and learning. They leave the Seminar having begun a comprehensive presentation plan for their own workshop for teachers.

After Part II, the sponsor provides *Next Steps* such as opportunities to test exemplary workshops and give feedback on presentation skills.

NUMBER OF PARTICIPANTS: 15

LENGTH: Five days (Part I - three days; Part II - two days)

FACULTY: Two Seminar Leaders

“This Seminar really helps teaching artists translate their passion for and skills in the arts into a form that is most beneficial for schools.”

— Seminar Sponsor



“Fascinating! The Seminar radically shifted my concept of what educational materials are and what they can and should be.”

— Seminar Participant

FOCUS 3

WRITING PERFORMANCE GUIDES

This Seminar is appropriate for performing artists and/or arts and cultural organizations.

GIVING CUES: DEVELOPING PERFORMANCE MATERIALS FOR YOUNG PEOPLE

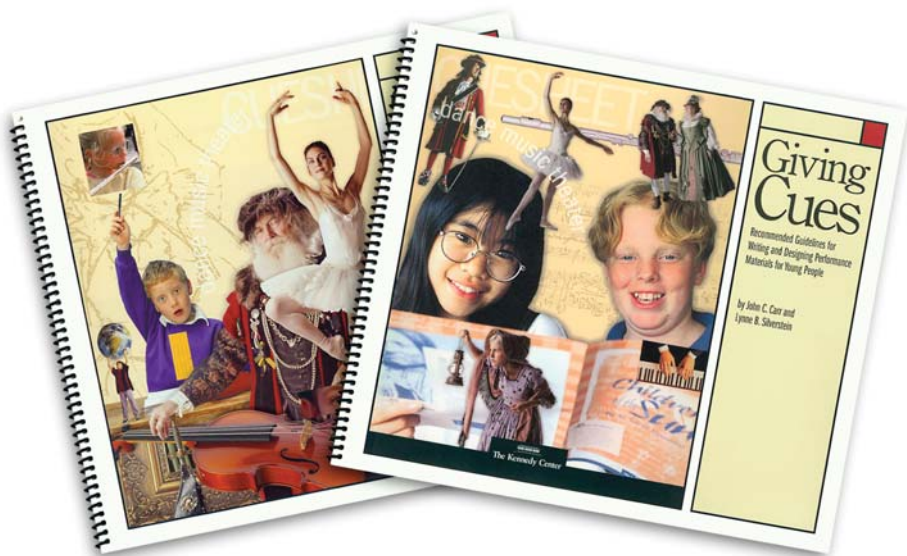
In addition to experiencing the sheer enjoyment of attending a performance, how can young people learn to be discerning and reflective audience members? This Seminar involves participants in discussions and activities that clarify key principles for developing visually appealing, quality written materials. Drawing on the Kennedy Center's three-year study that tested materials and over a decade of experience developing guides for young people, the Seminar demonstrates ways to develop attractive, educationally-sound materials that arouse students' interest and stimulate thoughtful, active response to performances and develop background knowledge in the art form. Participants leave the Seminar with ideas for their own guides and the publication *Giving Cues: Recommended Guidelines for Writing and Designing Performance Materials for Young People*.

After the Seminar, the sponsor provides *Next Steps* such as feedback on drafts of performance guides.

NUMBER OF PARTICIPANTS: 25

LENGTH: One day

FACULTY: One Seminar Leader



SEMINAR FEES

To request a Seminar, contact:

Barbara Shepherd
Director of National Partnerships–Education
seminars@kenedy-center.org; (202) 416-8806

FOCUS 1

TEACHING STUDENTS

MAPPING THE JOURNEY: PLANNING EFFECTIVE RESIDENCIES FOR STUDENTS

Option 1: NUMBER OF PARTICIPANTS: 15
LENGTH: Two days
FACULTY: One Seminar Leader
FEE: \$9,000/\$6,750*

Option 2: NUMBER OF PARTICIPANTS: 30
LENGTH: Three days
FACULTY: Two Seminar Leaders
FEE: \$15,000/\$11,250*

FOCUS 2

TEACHING TEACHERS

PLANNING AND PRESENTING PROFESSIONAL DEVELOPMENT WORKSHOPS FOR TEACHERS

NUMBER OF PARTICIPANTS: 15
LENGTH: Five days. The Seminar is presented as Part I (3 days) and Part II (2 days) with 3-4 months between.
FACULTY: Two Seminar Leaders
FEE: \$24,000/\$18,000*

FOCUS 3

WRITING PERFORMANCE GUIDES

GIVING CUES: DEVELOPING PERFORMANCE MATERIALS FOR YOUNG PEOPLE

NUMBER OF PARTICIPANTS: 25
LENGTH: One day
FACULTY: One Seminar Leader
FEE: \$4,500/\$3,500* Fee includes 25 copies of the publication *Giving Cues: Recommended Guidelines for Writing and Designing Performance Materials for Young People*

* This discounted fee (25%) is available to sponsoring organizations that are members of a Kennedy Center National Partnerships program (Partners in Education or Kennedy Center Alliance for Arts Education Network) or a Kennedy Center board/advisory group.

FINANCIAL INFORMATION

Income

REGISTRATION FEES

Sponsoring organizations may charge participants a registration fee. It is also recommended that organizations seek funding from state or local arts agencies to underwrite all or part of the registration fees and Seminar expenses.

Expenses

SEMINAR FEE

Fee* includes:

- Seminar
- Resource materials for the participants and two sponsors
- *A Guide for Sponsors* (provides detailed information about logistics, preparation, and sponsors' roles in Seminar presentation, including *Next Steps*)
- Honorarium and per diem for the Seminar leader(s)

OTHER EXPENSES

- Round-trip transportation and hotel accommodations for the Seminar leader(s)
- Meals and snacks for participants and Seminar leaders during the Seminar
- Seminar meeting room and equipment
- Follow-up assistance to participants (*Next Steps*)

* Discounted fees (25%) are available to sponsoring organizations that are members of a Kennedy Center National Partnerships program (Partners in Education or Kennedy Center Alliance for Arts Education Network) or a Kennedy Center board/ advisory group.

For questions, contact:

Barbara Shepherd
seminars@kenedy-center.org
(202) 416-8806

PHOTOS

Cover: (l-r) Lynne Silverstein, Charles Thomas/Sankofa Photography, Lynne Silverstein

Inside front cover: Charles Thomas/Sankofa Photography

Page 2: Charles Thomas/Sankofa Photography

Page 4: Row 1 (l-r)—Lynne Silverstein, Charles Thomas/Sankofa Photography (photos 2 and 3)

Row 2 (l-r)— Charles Thomas/Sankofa Photography, Susana Browne,
Charles Thomas/Sankofa Photography

Page 6: Row 1 (l-r)— Charles Thomas/Sankofa Photography, Scott Dawson

Row 2 (l-r)— Susana Browne, Charles Thomas/Sankofa Photography

Page 8: (l-r) Lei Ahsing (photo 1), Lynne Silverstein (photos 2-4)

Page 10: (from the top) Carol Pratt, Lise Metzger, Carol Pratt, Lynne Silverstein

Back Cover: Susana Browne



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