



55 Washington Street, Suite 218
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BAC TEACHING ARTIST POLICIES, FREQUENTLY ASKED QUESTIONS (FAQs), and TIPS

I. ARTS IN EDUCATION AT BROOKLYN ARTS COUNCIL

The Brooklyn Arts Council (BAC) Arts in Education team consists of three full-time, permanent staff members who oversee different programs. Depending on the particular Arts in Education program with which you will be working, you will be contacted by one of the following staff members:

- Carol Sterling, Arts in Education Director
Email: csterling@brooklynartscouncil.org Telephone: 718-625-0080
- Kathleen A. Christie, Arts in Education Manager
Email: kchristie@brooklynartscouncil.org Telephone: 718-625-0080
- Debby Field: Arts in Education Coordinator
Email: dfield@brooklynartscouncil.org Telephone: 718-625-0080

Any questions about specific programs should be directed to the staff member who initially contacted you; however should your contact AIE staff member be away or unreachable, you can reach out to any one else on the AIE team.

II. POLICIES

1. Administration:

- Teaching Artists must read and fill out all forms included in the Teaching Artist's packet. Please inform BAC immediately if your packet is missing a form.
- The New York City Department of Education (DOE) requires that all Teaching Artists be fingerprinted by BAC, and those fingerprints be processed, prior to the start date of their programs.
- BAC's insurance policy mandates that Teaching Artists be accompanied by a cooperating teacher or other school representative **at all times** when in the classroom. You can begin teaching if—and only if—there is a cooperating teacher or other school representative in the classroom.

2. Cancellation:

- BAC requires 24 hours advance notice for any necessary cancellation, whether by the teaching artist or the school. The cancelled session will need to be rescheduled so that the original number of lessons is honored.
- If a school cancels within this 24 hour period, the teaching artist will still be paid for this time. This session will be deducted from the total number of sessions specified in the original contract as if it had taken place.



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3. Compensation:

- Time sheets **must** be submitted every two weeks. Failure to comply may jeopardize future employment opportunities through BAC.
- In general, time sheets submitted between the 1st and the 15th of each month will be paid at the end of the month. Those submitted between the 15th and the last day of the month will be paid on the 15th of the following month.
- Preparation for lessons and travel time to/from the site are not billable hours.

III. FREQUENTLY ASKED QUESTIONS (FAQS)

1. What do I discuss at the planning meeting?

- You should discuss:
 - How excited you are to work with this school. Talk briefly about your work as an artist and professional experience—this is a wonderful opportunity to establish a positive and collegial relationship. Ask the cooperating teacher/ school representative about his/her interest in the arts, and in particular, your area of expertise. Do they visit museums/ go to concerts/ dance recitals/take any classes, etc.?
 - Goals and expectations of the program, and how to incorporate specific requests of the school and the cooperating teacher with whom you are working. You should ask if the students have had any arts programming in the past; this will affect how you evaluate their learning progress over the course of your workshops.
 - Reinforce the importance of the role and expectations of the cooperating teacher and/or school representative, and the BAC AIE policies as they relate to the school. **You must communicate to the school representative that you are not able to continue to teach if the cooperating teacher leaves the classroom.** You may want to mention specific examples—for instance, they may not leave the classroom to use the restroom, or to make copies. Make sure to be understanding as you discuss this policy. You can explain that not only would such an absence present a classroom management issue, it would also create concerns about legal liabilities—a risk that neither you, nor BAC can take. Ask whether there is a working telephone in the classroom, so that should you be left alone in the classroom, you can contact the school's administrative office. Make sure to address the cancellation policy with the school; see Policies above for details.



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- Finally, talk to the cooperating teacher about how they might additionally be able to support you during your lessons (if you feel help will be needed). For instance, you might emphasize how much you would appreciate their aid in distributing materials, or how their attentiveness will help increase their students' participation during the session.
 - Ask the cooperating teacher if she/he has any tips—such as a particular chant, clap or other tool—to refocus the students on the lesson and/or control disruptive behavior in the classroom. Ask them to demonstrate, and take notes if you feel their approach is right for you.
 - Make sure you obtain complete information for your school contact, including the school telephone number, his/her 3cell number, email, best way to communicate with that person and the best time of day to reach them. You also need to know how to locate that person when you arrive at the school.
 - Make sure you know how to unlock the classroom when you arrive at the school, and the answers to any other logistical issues that might arise that you can think of, including designating a safe area for storage of materials, if needed.
2. What if my Cooperating Teacher does not attend the planning meeting?
- The attending school representative will be responsible for completing and signing the Planning Form. They must also supply contact information for the cooperating teacher(s).
 - Ask the school representative to provide a copy of the Planning Form, and if possible, relay information discussed during the Planning meeting to the cooperating teacher(s).
3. What is the duration and numbers of times I will be teaching in my residency/workshops? How do I complete the required information on the Planning Form?
- BAC will provide you with a statement of the number of weeks and times per week for your program. BAC will also indicate the required starting and ending dates, as stipulated by sponsoring grants.
 - You are required to indicate **every** day you are teaching on the Planning Form. It is essential that you review every date on the Planning Form with the contact person at the school in order to avoid scheduling workshops on a school vacation day, etc. Please refer to the school calendar, included in



your administrative packet, while doing this. The school contact must approve **every** date before co-signing the schedule form.

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- If your program will feature a culminating event, make sure to include this event as one of the scheduled dates on the Planning Form.
4. What if I need more lessons to complete my project?
 - You must plan a project that can be completed in the time allotted in the original contract. You will not be compensated for any additional classes.
 5. What if I forgot to include the culminating event in my scheduled time?
 - You will not be compensated for the additional time spent attending the culminating event.
 6. What do I do if the cooperating teacher or school representative is not in the room?
 - You cannot begin teaching without a cooperating teacher—or other school representative—in the room. The cooperating teacher **may not leave** the classroom for any reason during your lesson.
 - If the cooperating teacher leaves the room, you cannot continue to teach.
 7. What do I do if the students get out of control?
 - You must discuss issues of classroom management during your initial planning meeting with the school representative and cooperating teacher, and develop a plan of action.
 - If the cooperating teacher was selected to maintain classroom order, you can defer to him/her during your workshop.
 - If you have assumed responsibility for classroom management, review your lesson plan carefully to make sure that every minute is planned.
 - Review your activities, moment by moment, and look for potential opportunities for students to become unfocused and out of control. The best defense against unruly students is a strong plan that does not allow for idle time that could present an opportunity for students to misbehave. Also, if you are leading a classroom discussion, make sure every student has a vested interest in paying attention.
 - Anticipate strategies you might use to bring unruly students back to order—for instance, ask the troublemakers to be classroom monitors or team distracted students with organized ones to encourage them to stay focused.
 - Contact the BAC AIE staff to discuss any ongoing issues or concerns. The BAC library contains reading materials and resources that address specific behavior management issues.



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8. How do I evaluate the students' progress? Where do I learn about the standards?
 - State standards: <http://www.emsc.nysed.gov/ciai/arts/artstand/artstand.html>
 - City standards: <http://schools.nyc.gov/offices/teachlearn/arts/index2.html>
 - Successful written evaluations include both anecdotal observations of students' progress—for instance, the learned skill of working with particular art tools such as a grozer or hot glue gun— and quantitative—for instance at the beginning of the program, only two students participated in discussions but by the final session, 20 students were engaged. Some examples will be both anecdotal and quantitative in nature.

9. I am at a school from 10 a.m. through 3 p.m. but I am only meeting with 4 classes? Will I be paid for 4 or 5 hours?
 - You will be compensated for the number of sessions outlined in your original contract.

10. What if I need to buy more supplies than what my supply budget allows?
 - You are responsible for designing a program that can be completed within the allotted supplies budget. BAC cannot provide any extra funds for additional materials.

11. Can the site hire me directly?
 - It is certainly a sign of appreciation for you and the program you've provided if a site approaches you directly! We encourage you to direct them to BAC, so that we can facilitate future programs for you.

IV. TIPS

Below are some helpful tips as you begin your workshop(s).

- Introduce yourself to the school custodian(s). These colleagues are good allies in a potentially unfamiliar school.
- If you are having a good experience at a particular school, don't keep it to yourself! Let the school contact, the cooperating teacher and/or the principal know how much you enjoy their school and their students.