



Artists-In-Schools
2012-2013 School Year
HANDBOOK

**Fairbanks Arts Association
Artists-In-Schools Residency Program
P.O. Box 72786
Fairbanks, AK 99707**

**FAA Education Coordinator
(907) 456-6485 EXT. 226
FAX (907) 456-4112
education@fairbanksarts.org**

Artists-In-Schools and Arts in Education are supported by the Alaska State Council on the Arts, the National Endowment for the Arts, Fairbanks North Star Borough, the FNSBSD and the Fairbanks Arts Association.



Artists-In-Schools Residency Procedures and Information

Procedure for Selecting a Residency:

1. **Look through the catalog to select an artist for your school.** Determine *your* residency goals, objectives and requirements. Each school may be approved for 1 week or more of residency. Contact the Education Coordinator to explore residencies with an artist not featured in this directory. (For flexibility and options within these parameters, please contact the FAA Education Coordinator at 456-6485, ext. 227.)
2. **Establish contact with your chosen artist and FAA Education Coordinator to select residency dates.** A complete guide for planning a residency is included in this directory. Contact the Education Coordinator to make your residency request.
3. **Complete the A-I-S contract and send it to the Fairbanks Arts Association. *This step must be completed before the residency starts.*** Residencies are granted on a first come-first serve basis as contracts are received. Please be sure that the form is completely filled out and *signed by the School Principal, the In-School Coordinator, and the Education Coordinator.* Return forms to:

Fairbanks Arts Association/F.A.C.E.
C/o FAA Education Coordinator
P.O. Box 72786
Fairbanks, AK 99707

OR
Fax: 456-4112
Call to confirm receipt
and
mail original.

RESIDENCY GUIDELINES...

1. Residencies must be a minimum of 1 week in length. Flexible scheduling may be utilized. Each school may receive more weeks if funds are available.
2. There are 2 types of residencies that may be funded:
 - a. Artists will work all day with students, comparable to teacher contact hours.
 - b. Artists will set up a studio in the school, working 1/2 day teaching students and 1/2 day in a studio space so students can observe the artist at work.
3. The cost to the school is \$400 per week, as well as providing supplies and lunch for the artist. FAA is responsible for \$600 per week, so that the artist is paid a total of \$1,000 per week. The school must submit a Purchase Order request to the district, or pay FAA \$400 per week of residency, for a residency to occur. FAA will bill the FNSBSD Administrative Offices once the school has furnished FAA with a PO #.
4. The school is responsible for providing art supplies. For artists working in some types of media, up to \$200 may be available for supplies that stay with the AIS project, but this must be approved prior to the residency with the Education Coordinator.
5. The school is asked to provide FAA with digital photos taken throughout the residency, along with the final reporting paperwork. Failure to do so will jeopardize residency eligibility for that school for the following year. All school publicity should also be included. Applause letters to the News-Miner should be written promptly. FAA and Alaska State Council on the Arts (ASCA) must also be credited at all times in all media coverage of the event.

In-School Coordinator's Guide

► **If you know an artist who would qualify but is not in the AIS program and you are interested in having them at your school, please call the FAA Education Coordinator, 456-6485, EXT. 227. We are always looking for new artists.**

Check with your school to make sure that funding is available

Your school is responsible for \$400/week of the residency fee which must be paid to the Fairbanks Arts Association.

Your school must provide the Fairbanks Arts Association with a Purchase Order Number from the school district for the total amount of \$400 per week of residency. FAA will then invoice the school district, using your Purchase Order Number. Your school may also arrange for payment by alternative means. In some cases, a school's PTA has paid the school's residency fees. However it is arranged, your school is responsible for paying \$400 per week of residency.

Important Requirements: Space, Equipment and Supplies

Each residency requires a studio space where the artist can work and teach. Once you have your artist and their discipline, you should check carefully to see if your school has an appropriate space for the chosen residency. Keep in mind that some artists may need access to the studio space in the evenings. All In-School Coordinators should provide a quiet space for artists to plan and relax and a lockable space to keep personal belongings and materials.

For design arts, media arts, music, traditional arts and visual arts:

- Space appropriate for the artist to create art in and work with students.
- Supplies, materials and equipment needed by the artist, such as a video camera, editing equipment, tape or compact disc player, camera, tuned piano, slide projector and/or other visual arts needs.

For dance:

- Large, open, heated, unobstructed space with suspended-wood floor (not concrete)
- Dressing area and office space
- System to play music (cd or mp3 player) with adequate speakers for rehearsal space and performance

For creative writing:

- Quiet private office suitable for writing and meeting with students
- Supplies, facilities and assistance in developing a writing sampler
- Secretarial assistance with word processing, printing, collating and binding the sample.

For theatre:

- Stage or other space suitable for performance
- Other technical requirements specific to the artist which may include lights, sound, mats, etc.
- Large, quiet, safe space for classes and workshops when stage is not needed

Planning the Residency

Measuring the Difference the Arts Make

In the world of education, it is important to identify ways to test and demonstrate the changes that have taken place as a result of your project. Schools and organizations who are able to demonstrate learning are poised to be mentors and models to countless others. Documenting the outcome can be an effective advocacy tool to demonstrate how the arts can make a difference. Additionally, documentation helps the Artist in the Schools program continue to receive funding.

“Think” Evaluation

The best way to think about an evaluation plan or approach is to “begin with the end in mind.” Identify the impact you expect to see as a result of your project and then think clearly about how that progress might be most visible. Once you have clearly defined what you want to see, you can design an evaluation approach to look for those successes.

Evaluation methods should be appropriate to the size and complexity of the project. Sometimes a round table discussion is appropriate and highly useful. Other times, teachers submit written surveys or keep journals.

Document your findings. Provide a narrative describing the way the program impacts students, teachers, administrators and the community in your final project report.

Residency Schedule

The residency schedule is developed to show all daily activities planned with the artist and participants throughout the residency, such as planning sessions with teachers, introductory assemblies, artist and staff workshops, community outreach and final performances or displays. In-School Coordinators are encouraged to be flexible when designing the schedule with the artist. The artist and ISC must be ready to compromise to establish a workable schedule for everyone involved. A school district calendar should be available for reference during the planning session. By adjusting regular daily schedules, and providing staff release times and appropriate space, the ISC creates the best learning environment for the residency. **If you have any preconceived notions of how this residency should work, let your artist know.** Perhaps the school is working on a theme or project into which the residency could be integrated. Or you may have ideas regarding blending this program into one of your curricular areas. Express these or any other thoughts with your artist. They will be able to tell you whether these ideas are workable or not. Or perhaps they can help you to expand your idea. Whatever the case, the more you talk with your artist, the better the program will be.

Contact Sessions

A contact session is a meeting between the artist and a group or class. A residency artist conducts no more than four contact sessions per day. Each contact session is typically an hour long, but may be adjusted to meet the needs of the artist, participants or discipline. Additional time each day should be scheduled for the artist’s preparation and studio time. Artists may choose to forego their studio time and that is their option—but we encourage them to use this time to demonstrate their skills before school and community members.

Core and peripheral groups

Each residency site must identify core and peripheral groups. The core group meets with the artist daily. Peripheral groups meet less often with the artist. Teachers, staff, student, parents and other community members may be selected as core or peripheral group participants. The artist may not be able to work with everyone. Some disciplines require a great deal of individual instruction. The final decision on group size and composition should be made with the artist during the planning session.

Artist Communication

During each residency students and teachers should have access to the artist via a mailbox placed in the main office. This mailbox allows teachers and students to communicate with the artist during the residency. The mailbox should be established upon the start of the residency and the staff should be aware of it as a way to communicate with the artist. This allows a free flow of information and makes keeping in contact during the residency easier.

Teachers and Staff

Teachers and staff play a critical role in the success of the residency. They contribute to the artistic vision of the residency through collaboration with the artist. They ensure a safe and disciplined atmosphere for work by being present during all contact sessions. They develop themselves professionally through the arts by fully participating in the residency activities. They extend the residency experience by designing follow-up activities. Most importantly, they feel more comfortable thinking and creating like artists themselves.

Parents

Parents are their children's first teachers and, especially during the pre-kindergarten and elementary years, play a crucial role in nurturing their children's creative talents and interests. Whenever possible, include parents as participants. Parent-child workshops are a great way to promote parental involvement and learning during the residency.

Artist Studio Time

Studio time is a necessary part of each residency. Without time to devote to their own work, many artists could not travel to residencies. Artists need daily time and space to make art. Sponsors should provide adequate studio space and reasonable access during the residency. Artists' studio time should be discussed during planning sessions. Studio time must be open so residency participants can observe the development of artists' work over time. During long-term residencies, some artists may spend two days out of five working in their on-site studios.

Artist Planning Time

Planning time is important for artists. They use it to prepare for contact sessions, workshops and public presentations and to evaluate residency progress. Schedule some prep time at the planning meeting.

Artist-Staff Workshop

These hands-on workshops are a **required** component of every residency. Participants gain confidence and understanding of an art discipline and insights into the artist's vision. As the length of the residency increases, so should the number of workshops. Schedule a minimum of one workshop. All staff, especially those scheduled to work with the artist, should participate.

Community Outreach

Artist and sponsors should plan ways to extend the residency experience beyond the sponsoring site. Consider inviting senior citizens, representatives of businesses, community organizations and government to become part of the residency activities. Please include state legislators in all aspects of your community outreach.

Public Presentations

Residencies give artists important opportunities to present their work. Presentations can be an effective way to enhance the cultural life of a community and help to ensure follow-up activities and exposure of a larger number of individuals to the artist and their art form. Presentations should not drive the residency; instead, they are a way to share the residency experience with a larger audience. The In-School Coordinator and artist should agree on how to schedule a public presentation. The more elaborate the activity, the more preparation time will be needed. Receptions, open classes, lecture/demonstrations, readings, exhibitions, concerts, plays, dance presentations and other performances are possible. Public presentations should be well publicized. The FAA and ASCA **MUST** be credited for running the Artist in the Schools program in all publicity, media reports, and printed materials. Also, please notify the FAA Education Coordinator of all events related to AIS residencies.

Closure

As the residency ends, a final closure meeting should be planned for the artist and participants. They should assess the residency and consider what was and was not successful. This is a time to develop plans that will extend and build on the residency experience. The artist and participants may suggest ways to support multi-disciplinary teaching, strengthen arts curriculum, use outside artistic resources or shape the next residency.

Assessment

The artist and In-School Coordinator **MUST submit written final reports** at the completion of the residency. These are provided in the back of this booklet. They must be completed within two weeks of the completion of the residency unless it is after May 1, when the forms must be in immediately upon residency completion. Other forms of assessment may be used to look at changes in teacher practice and student learning. Photos, journals, video documentation, process portfolios, interviews and observations are valuable ways to reflect on the residency experience and depth of learning by participants. Please understand the necessity of the assessment and submit forms to FAA in a timely fashion.

Living Arrangements For The Artist

Hospitality

Welcoming activities for artists should be held early in each residency. All participants should know who the artist is, that they are in residency and the focus of the artist's work. Receptions allow the staff to meet the artist, hear their ideas for residency work and ask related questions. These social activities are not intended to replace the artist-staff workshop for professional development. Artists should have opportunities early in the residency to introduce their work through assembly performances, lecture/demonstrations, workshops or classroom presentations.

Accommodations

Securing free or reduced-rate housing for out of town artists is a responsibility of the In-School Coordinator. Often, an ISC will arrange for lodging at a local hotel or bed and breakfast in exchange for public recognition of the contribution. Some artists are willing to stay in the homes of staff or community members. Lodging details should be confirmed and communicated with the artist before the residency. The housing must provide the artist with a place to shower. Laundry and food facilities should be nearby. For help with lodging, please contact the Fairbanks Arts Association.

Meals

Lunch for the artist should be provided each day. In-School Coordinators have found many creative ways to provide lunch, such as offering coupons for local restaurants, having parents and students prepare lunches each day, asking community members to prepare box lunches and, of course, offering the school lunch.

If you are providing the artist with meals, be sure that the artist knows where to go and when these meals will be served. Avoid confusing situations, such as delegating meal duty to a different family each night. Running from home to home can be exhausting for the artist. If the artist will be in your community over a weekend, be sure they have meals or invitations. Please ask the artist about their dietary restrictions and be attentive to them.

If the school is providing food for the artist to prepare by themselves, or if the school will provide an allowance for the artist to buy food, the artist must be provided with kitchen facilities, in or very near

their housing. Please alert the artist to any health concerns that may impact the artist's action in your community.

Site and Community Tour

For artists who are not familiar with your site or community, a tour is a good way to introduce them to their new home away from home. A site floor plan, community map and other support information or materials are helpful

What a Visiting Artist May Not Know

Be prepared to answer numerous logistical questions, such as:

- Where should I park my car... leave my coat? ...store my supplies?
- Should I buy my lunch, bring it, or is it provided?
- Should I use my first name with students? Should I address teachers by Mr., or Mrs., or use first names?
- Who will help with clean up?
- Are there discipline codes (e.g., hands up for quiet)?
- Can we move the desks?
- Are there established "quiet zones" or times?

An Orientation Packet Sent to the Artist 2-3 weeks Before the Visit Could Include:

- A map to the school from where they will be staying in the community.
- A map of the school interior.
- A clear schedule of the artist's activities, including performances, classroom visits or workshops, lunch and teacher meeting times.
- Information regarding artist mailbox set up in the main office.
- The names of the building administrators, secretaries, custodians, classroom teachers, etc.
- Important instructions on school set-up and clean -up procedures.
- A copy of the local newspaper to acquaint the artist with the general community and current events.
- A copy of the school newspaper.

Sponsor Grant Agreement

CONTRACT/ FINAL REPORTING FORMS

Contract

Read the Contract paperwork thoroughly. Be sure to note the amount of matching money required to keep your grant. Ensure that you have obtained all necessary contract signatures: (1) the In-School Coordinator, (2) the Artist, and (3) Fairbanks Arts Association's Education Coordinator. Make two copies of the contract and return one promptly to the Fairbanks Arts Association; keep one copy for yourself.

Final Report and Evaluation Form

Do not misplace the In-School Coordinator and Artist's Final Report and Evaluation Forms. These forms, along with support materials, must be completed and returned to Fairbanks Arts Association within 30 days of the end-date of the residency.

The continued success of the residency program requires a candid evaluation of the experience. Failure to submit these reports can jeopardize future ASCA funding. Information from final reports

will be used in the evaluation of future grants.

Legislator Lists

Write your legislator about your residency and the support you received from Fairbanks Arts Association. Place legislators on your mailing lists. Don't know who your legislator is? Visit: www.state.ak.us (the Alaskan Legislature website). Complete instructions and ideas are included in the Advocacy Section on page 41 of this Handbook.

Fairbanks Arts Association and ASCA Credit

Because you have been granted public money, you are required to inform the public and legislators that the Fairbanks Arts Association and Alaska State Council on the Arts (ASCA) are the source of your funds. Include our logo/name on any brochures, fliers, posters, or other print or electronic materials produced for this residency. Also include the following statement:

The Fairbanks Arts Association Arts in Education Program is part of the Alaska State Council on the Arts with funding support from the FNSBSD, Alaska State Legislature, and the National Endowment for the Arts, a federal agency. Rasmuson Foundation and Fairbanks Arts Association are providing additional support with funding.

Contact with local news sources is important to highlight your residency plans the granting of public funds. For example, *The Fairbanks Daily Newsminer* often accepts such stories to their "Daily Applause" column. Please make sure to include copies of any publicity when you return your final residency reports to FAA.

Fairbanks Newsminer: 456-6661

NOTE: It is imperative that the Fairbanks Arts Association be informed of the events and media involved in your residency Please email education@fairbanksarts.org to inform FAA of all media stories, public performances, and any other events involved in the residency.

IN-SCHOOL COORDINATOR'S RESIDENCY RESPONSIBILITIES: BEFORE, DURING, AND AFTER THE RESIDENCY

BEFORE

PROMOTING THE RESIDENCY

- Obtain the artist's publicity packet containing black and white photos and a news release well in advanced of the residency.
- Meet with the residency committee and take inventory of what media contacts you have. Assign responsibility for writing the news articles and making calls. This is the time for the artist and committee to define the important ideas to be shared with the community. You should provide information about the artist, art discipline and why this experience is valuable to students.
- Inform newspapers and other local news media about your residency plans. Call them before the residency to discuss publicity opportunities.
- Make full use of on-site media, such as a school, district or organization newsletter, mailing lists, bulletin boards, banners, fliers, marquees, closed circuit TV and announcements, web sites and distance learning broadcasts.
- Verify facility and space available for public presentations.
- Confirm participation and scheduling of volunteers, such as parents, grandparents, senior citizens and local businesses, to support activities.
- Invite parents, school board and community members so they will understand and support residency goals, objectives and activities. Their direct involvement can make a difference in future support for arts education programming.
- Keep legislators, city council members and other key decision makers informed about the importance of this program. Include them in the residency activities and give them a key role to play, such as welcoming guests or delivering an opening speech. Other options include making a five-minute videotape of the residency, including interviews with students about the residency experience; having parents send something describing their experience, or that of their children, during the residency; or sending letters to legislators, written by students and other participants.
- Recognize Fairbanks Arts Association and ASCA in all promotional materials. Use the ASCA logo or credit line provided.
- Send news clippings, photos, newsletters, videos or other publicity to AIS Program for future promotional use.

DURING THE RESIDENCY

- Respect the residency schedule established during the planning session. If you need to amend the schedule, discuss proposed changes with the artist and residency committee. If a significant change is proposed, confer with the AIS staff before proceeding.
- Be flexible if change is needed. New ideas may emerge as the artist and participants work together. As a result, the original residency plan may change.
- Maintain open communications. Teachers, staff, the in-school coordinator and administrator should talk and share ideas every day with the artist.
- Serve as an AIS Program advocate by inviting educators and members of the larger community to participate in the residency activities. Share AIS and ASCA promotional materials with them, so they can learn a full range of our grants, programs and activities.

AFTER THE RESIDENCY

- **Complete the In-School Coordinator’s Final Evaluation Form and Report, and prepare support materials. Return them to the AIS office within 30 days after your residency ends. Teacher and support letters and questionnaires may be included. The Final Evaluation forms are included in the AIS Handbook. Schools/organizations that do not complete and return their final reports will not be eligible for future AIS grants.**
- **Give the Artist's Final Evaluation Form to the Artist, to be returned to Fairbanks Arts Association within 30 days of the residency.**
- **Thank** individuals and organizations that contributed to the success of the residency, especially state legislators, school board and city council members, media representatives and local funders.
- **Offer** to mentor others in your school district, organization or community who want to learn more about sponsoring a residency.
- **Meet** with the Artist, students, and other participants in the residency to discuss their experience, whether residency goals were met, and what follow-up activities can be held. Thank participants for their contributions.
- **Present** a workshop on the residency during future professional conferences or in-services.

Contact with local news sources is important to highlight your residency plans and announce the granting of public funds. For example, *The Fairbanks Daily Newsminer* often accepts such stories for the “Daily Applause” column. Please make sure to include copies of any publicity when you return your final residency reports to FAA.

Fairbanks Newsminer: 456-6661

Useful Links

cheapjoes.com *for art supplies*

dickblick.com *for art supplies*

Artist Directory 2012-2013

All artists listed in this handbook are local and have participated in a 12 hour course developed by the Fairbanks Arts Association in collaboration with the FNSBSD Art Center. This training course ensures that the artists going into the schools have the necessary skills for a successful residency. Please be aware that more artists will be going through this training in the fall of 2012 and more qualified teaching artists will be available for residencies. Inquire with the Education Coordinator for additions to our list of teaching artists. There are many teaching artists throughout the state of Alaska who have participated in similar training courses. For a complete list of teaching artists outside of the Fairbanks North Star Borough, visit the Teaching Artist Roster via the Alaska State Council on the Arts <http://www.eed.state.ak.us/aksca/AIE.html> or contact the Arts in Education staff in Anchorage 907. 269.6682.

CERAMICS/GLASS

Debbie Matthews*

Fused Glass, Mosaic, Torch Beads, Stained Glass

1922 Peger Rd

Fairbanks, AK 99709

Phone: (907) 474-3923

debbie@expressionsinglass.net

Age Levels: All Ages

Other Considerations: Needs art room or area to get messy, needs electricity.

"I've worked with glass in many forms my whole life from large Stained glass windows to suncatchers, boxes, jewelry, fused plates, mosaic and whatever I decide or customers ask me to create. With many phases of glass there is always a challenge for a new project and to design something new. Kids are fun to work with to present the basic project and see where their imagination takes them to create their fantastic masterpiece. It's fun to watch and be a part of. I've worked with many different ages from very young to very old in my classes."

Doris Pfalmer*

Pottery

PO Box 70290

Fairbanks, Alaska 99707

phone: (907)474-3686

e-mail: dopfapfo@gmail.com

Age Levels: K through 8th grade

Other Considerations: Access to a kiln helpful

"I enjoy making designs in functional pottery with found objects, like pen tops, screwdriver bits, bubble wands, etc., and have a great time teaching kids to make them too. Kids, clay, and bins of designing objects are a fun combination, especially for the dirt-deprived children of Fairbanks during the long winter months. Kindergarten through third graders will create a little round bowl and learn the concept of radial design as well as vocabulary about the process of making pottery. Fourth to eighth graders will learn to make a round, lidded box that incorporates both linear and radial design, as well as the vocabulary included in the process. I am open to discussing other projects as well."

Teresa Shannon*

Hand-built and Wheel-thrown Pottery; Tile, Murals, Mosaics; Sculptural clay

3055 Chena Ester Ditch Rd

Fairbanks, AK 99709

Phone: [\(907\) 378-0966](tel:9073780966)

e-mail: claytree@hotmail.com

Age Levels: All

Any special considerations: Access to a kiln

“Kids just love to get their hands into clay. It responds immediately to their touch and just feels good. Working with clay can show kids endless possibilities. From making tiny pinch pots to large scale tile installations, there is always something new to learn from the material. I'm interested in the collaboration potential with kids and clay. I see my role as a facilitator for their ideas.”

Stefani Smith*

Clay in Sculptural, Functional, Mural and Mosaic Forms

3499 Moonshine Run

Fairbanks, AK 99709

Phone: (907) 452-1733

email: steffi_rufus@yahoo.com

Age Levels: All

Other Considerations: None

“ I primarily work with clay in sculptural, functional, mural and mosaic forms. Art is an important avenue for kids of all ages to express and articulate themselves. I believe clay is a great material in exposing kids to the endless opportunities the creative process provides. From making hand-built pieces, to larger scale sculptures, to a colorful mosaic, or a collaborative tiled mural; clay allows kids to realize the potential of their ideas and imagination.”

CRAFTS

Peggy Birkenbuel*

Paper Crafts, Collage

P.O. Box 85179

Fairbanks, AK 99708

phone: (907) 452-4095

Age Levels: All ages

“I love taking something old and recycling it to make a whole new experience in art. I feel students should not be afraid of the art experience and I encourage all students to express their individuality to the fullest.”

Sue Cole*

Paper Arts, Marbling, Collage, Simple Bookbinding, Needlework

420 Eureka Avenue

Fairbanks, AK 99701

phone: (907) 456-3635

e-mail: scole@ak.net

Age Levels: All ages

Other Considerations: Tables and a sink necessary

“Life is a constant challenge and inspiration and I especially enjoy taking part in trying to capture different aspects of it. Teaching is my way of passing on something of myself to others. Watercolor and marbling are constantly exciting and challenging to me. I tell people it helps me to become a “recovering perfectionist” because you don’t always know how it’s going to turn out. You can make an educated guess, but that’s all. You can forget about your problems and even time while you are making art, which is one of the things that fascinates me about it.”

Jesse Hensel*

Woodworking, Weaving, Assemblage, Paper Making, Fiber Arts, Sustainable Art

1674 Red Fox Dr.

Fairbanks, AK 99709

Phone: (907)699-2109

e-mail: jesse.hensel@gmail.com Website: www.jessehensel.com

Age Levels: All ages

"My own practice involves working sustainably with traditional tools and local materials. I like to extend this practice into residencies by collecting and utilizing materials found on school grounds. I enjoy working with students of all ages and abilities in a variety of artistic media. I find it rewarding to customize lessons to each individual student. I develop and implement art lessons that connect to science, math and history curriculum."

Tanya Mendelowitz*

Collage, Printmaking, Paper Arts, Handmade Books

484 Valley View Drive

Fairbanks, Ak 99712

Phone: (907) 479-9462

e-mail: tmendelowitz@gmail.com Website: www.winddogpress.com

Age Levels: K-8

"I am a certified K-8 teacher and I am highly qualified to teach art and writing. I can teach any kind of collage, paste paper, printmaking, paper arts and handmade book structures. I am flexible, I could do a single school-wide project or I could work with different grade levels on smaller projects. I enjoy empowering young writers by teaching a wide variety of writing genres. I know from experience that students are very enthusiastic about my art and writing activities and I can give you some great ideas that you will be able to try out in your classroom with district required content area."

DANCE

Felix Bambury-Webbe*

Cuban Popular Social Dances: Salsa, Rueda de Casino, Cha cha cha, Mambo and Son;

Latin Popular Dances: Bachata, Merengue, Reggaeton and Hip Hop;

Afro Cuban and Afro Haitian dance

2371 Hawthorne Ct.

Fairbanks, AK 99709

phone: (907) 479-2323

e-mail: felimar07@gci.net website:

www.HotSaborCubanoDance.com

Age Levels: 12-18

"My parents gave me the love of dance. I first danced in my mother's womb and against her chest. As a boy I danced at my father's side. Through their love and influence I became the dancer I am today. Dance is my passion and I want to share the rich traditions of my culture and my knowledge with young people whose lives may be transformed by their newfound abilities."

Lucy Lorenz*

Line, Folk and Square dance

353 Hawkeye Downs Dr.

Fairbanks, AK 99712

Phone: (907) 457-2592

e-mail: lucydl59@gmail.com

Age Levels: K-6th grades

Other Considerations: Works with PE and Music teachers, needs the gym for dance

"While I'm not a professional dancer of any one specific form of dance, I've always had a

love for music and movement. My goal throughout my career as a physical education teacher was to utilize dance as another medium to promote fitness and the enjoyment of movement to students of all ages. While teaching, I worked with my school's music teacher to develop a few different dance units we felt elementary students would enjoy and could easily do. As a retired teacher, this is what I now bring to schools. Students experience the joy dance brings to our lives while refining their social, recreational and physical skills."

LITERARY

Susan Grace*

Songwriting, Storytelling/Family Stories

PO Box 82832

Fairbanks, AK 99708

Phone: (907) 479-0780

email: Blackdog@ptialaska.net

Website: SusanGraceAlaska.com

Age Levels: All Ages

"I love playing with music and dancing, words and stories with children of all ages. For over 30 years I have been sharing a wonderful mix of entertainment and education with children and youth. Through songwriting, storytelling and dancing I enjoy planting positive seeds and taking my audience on an adventure of new ideas, while having fun and learning."

Tanya Mendelowitz

Collage, Printmaking, Paper Arts, Handmade Books

484 Valley View Drive

Fairbanks, Ak 99712

Phone: (907) 479-9462

e-mail: tmendelowitz@gmail.com

Website: www.winddogpress.com

Age Levels: K-8

"I am a certified K-8 teacher and I am highly qualified to teach art and writing. I can teach any kind of collage, paste paper, printmaking, paper arts and handmade book structures. I am flexible, I could do a single school-wide project or I could work with different grade levels on smaller projects. I enjoy empowering young writers by teaching a wide variety of writing genres. I know from experience that students are very enthusiastic about my art and writing activities and I can give you some great ideas that you will be able to try out in your classroom with district required content area."

Linda Pfisterer*

Illustrating your Writing

PO Box 209

Ester, AK 99725

Phone: (907) 479-4712

e-mail: linda.pfisterer@gmail.com

Age Levels: All Ages

"Illustrating what you write can help students develop their work both visually and with words. I like to work with both students and teachers to choose media and develop lessons with the necessary skills they need to create a visual expression to enhance their writing. Watercolor paint, crayon, ink and pencils are used with lessons in shading for depth, creating texture and drawing action people and animals."

Linda Schandelmeier*

Revision, Poetry

1998 Kittiwake Drive

Fairbanks, AK 99709

Phone: (907) 474-4927

e-mail: lindaschandelmeier@gmail.com

Age Levels: K-8

Revision: *"I use a conference table format to teach the process of revision. Working with a small group of students, I model how to give appropriate feedback and suggestions for revision. Students learn to share their work, listen to feedback, respond to the work of their peers in a thoughtful and positive manner, and to revise their own work. They learn that their writing is important and valuable.*

Poetry: *Students are introduced to poetry through music. They may try their hand at writing poems by responding to objects from my Poetry Bag, or by writing poems modeled on great poetry by known authors."*

MEDIA/TECHNOLOGY ARTS/PHOTOGRAPHY

Mareca Guthrie*

Animation (Hand Drawn and Claymation)

2183 Nottingham Dr.

Fairbanks AK, 99709

(907) 479-6034

e-mail: marecaguthrie@yahoo.com

Age Levels: All ages

"Nearly all students love animation. There is something magical about watching something you have made and worked hard on, spring to life. I am particularly excited about combining animation with other subjects such as math and science. I recently received my MFA in Los Angeles, where I taught art in inner city schools and now am studying to get my K-12 Art teacher certification at UAF."

Doris Pfalmer*

Digital Photography

PO Box 70290

Fairbanks, Alaska, 99707

phone: (907)474-3686

email: dopfapfo@gmail.com

Age Levels: 6th-8th grades only

"I am a photographer of people-- I love putting people at ease and capturing their true nature, especially children. I call myself a "documentary photographer" because I like recording the real person in their real environment, rather than setting up fake props for them in a studio. I will teach sixth to eighth graders how to take better environmental portraits. We will choose their favorite photo to print and mat."

Linda Pfisterer*

Capturing Nature Art

PO Box 209

Ester, AK 99725

Phone: (907) 479-4712

e-mail: linda.pfisterer@gmail.com

Age Levels: Third Grade and up

"Creating art with found objects in nature can be an exciting way for students to experiment with the elements of design. To preserve this momentary art, the use of digital photography can 'capture' a class set of nature designs for students to enjoy or use as a writing prompt."

MUSIC

Susan Grace*

Songwriting, Storytelling/Family Stories

PO Box 82832

Fairbanks, AK 99708

Phone: (907) 479-0780

email: Blackdog@ptialaska.net

Website: SusanGraceAlaska.com

Age Levels: All Ages

"I love playing with music and dancing, words and stories with children of all ages. For over 30 years I have been sharing a wonderful mix of entertainment and education with children and youth. Through songwriting, storytelling, and dancing I enjoy planting positive seeds and taking my audience on an adventure of new ideas, while having fun and learning."

THEATRE/MIME/PUPPETRY

Silvia Däumichen*

Drama, Musical Theatre, Opera, Pantomime, German Language

1102 Sundance Loop

Fairbanks, AK 99709

phone: (907) 799-2887

e-mail: baudler@hotmail.com

Other Considerations: Large space to work in, art materials, piano or keyboard, and teachers/assistants. Could work with 15 to 40 kids, depending on how many assistants are available.

"Classes involve improvisation, pantomime, movement, breathing, vocalization and the production of a play. It is possible to work with a musical play; in that case, there will be musical instruction, such as voice and instrumental lessons and dancing. Groups at your school such as orchestra, band, dance or choir can also be involved. I find it especially rewarding to see children improve in their skills, do better than ever at performance time and then be very proud of themselves and their accomplishments. A drama class helps develop and practice reading skills, social skills, teamwork and public speaking."

Steve Mitchell*

Playwriting, Audition Process, Set Design, Costume Design, Special Effects, Alaskan Historical Drama

615 2nd Street

Fairbanks, AK 99701

Phone: (907) 978-0166 or (907) 456-2692 e-mail: swmitchell@gci.net

Age Levels: All ages

Other Considerations: None

"I believe the art and craft of theatre are best illuminated and explored through the deliberate, hands-on process of putting a production together. Whether the goal is to tell a story, explore human experience, or to simply entertain, I approach each project as a puzzle that must be assembled with respect to its author's vision, intent and relevance for today's audience. I am not a big proponent of theatrical games or exercises. (Although I certainly respect their value.) Within the limited time frame available to stage and rehearse a production, I think it is more productive to engage students with goal-oriented tasks wherein they explore their own creative potential utilizing limited and simple materials and resources to create sets, costumes and special effects. The audition process is approached through the study and

selection of classic poems, or quite possibly, works of their own composition, allowing each student the opportunity to choose his or her own piece. The often times intimidating issue of memory work is addressed with practical techniques that facilitate success. While my experience encompasses a broad range of American and World Theatre, my Master's degree concentration was 'Alaskan Historical Drama'. The rich history of Alaska, including Native myth and folklore, yields countless opportunities for dramatic interpretation."

Carey Seward*

Playwriting, Directing, Acting, Choreography

1339 6th Avenue

Fairbanks, AK 99701

phone: (360) 3492725

e-mail: sewardsfollies@gmail.com

Age Levels: All ages for Acting, 5th grade and up for Playwriting

Other Considerations: Space for rehearsal and prefers if students can perform by choice

"As an independent theatre artist, I work at all kinds of different jobs, from backstage crew for rock concerts, to producing other people's events, to writing plays. I feel it's really important for Alaskan kids to see that you can have a career in the arts, especially in theatre, right here at home. I enjoy sharing my working knowledge of those career options. I can teach the kids the basics of playwriting, from developing a plot to creating believable characters. I can also produce short plays with the kids, from making sets and costumes to performing for the school."

TRADITIONAL/FOLK/NATIVE ARTS

Sue Cole*

Paper Arts, Marbling, Collage, Simple Bookbinding, Needlework

20 Eureka Avenue

Fairbanks, AK 99701

phone: (907) 456-3635

e-mail: scole@ak.net

Age Levels: All ages

Other Considerations: Tables and a sink necessary

"Life is a constant challenge and inspiration and I especially enjoy taking part in trying to capture different aspects of it. Teaching is my way of passing on something of myself to others. Watercolor and marbling are constantly exciting and challenging to me. I tell people it helps me to become a "recovering perfectionist" because you don't always know how it's going to turn out. You can make an educated guess, but that's all. You can forget about your problems and even time while you are making art, which is one of the things that fascinates me about it."

VISUAL ARTS

Peggy Birkenbuel*

Paper Crafts & Collage

P.O. Box 85179

Fairbanks, AK 99708

(907) 452-4095

Age Levels: All ages

"I love taking something old and recycling it to make a whole new experience in art. I feel students should not be afraid of the art experience and I encourage all students to express their individuality to the fullest."

Sue Cole*

Watercolor, Acrylic, Birch Trees Project (Watercolor)

420 Eureka Avenue

Fairbanks, AK 99701

phone: (907) 456-3635

e-mail: scole@ak.net

Age Levels: All ages

Other Considerations: Tables and a sink necessary

"Life is a constant challenge and inspiration and I especially enjoy taking part in trying to capture different aspects of it. Teaching is my way of passing on something of myself to others. Watercolor and marbling are constantly exciting and challenging to me. I tell people it helps me to become a "recovering perfectionist" because you don't always know how it's going to turn out. You can make an educated guess, but that's all. You can forget about your problems and even time while you are making art, which is one of the things that fascinates me about it."

Mareca Guthrie*

Animation (Hand Drawn and Claymation)

2183 Nottingham Dr.

Fairbanks AK, 99709

(907) 479-6034

e-mail: marecaguthrie@yahoo.com

Age Levels: All ages

"Nearly all students love animation. There is something magical about watching something you have made and worked hard on spring to life. I am particularly excited about combining animation with other subjects such as math and science. I recently received my MFA in Los Angeles, where I taught art in inner city schools and now am studying to get my K12 Art teacher certification at UAF."

Mareca Guthrie*

Drawing, Painting

2183 Nottingham Dr.

Fairbanks AK, 99709

(907) 479-6034

e-mail: marecaguthrie@yahoo.com

Age Levels: All ages

"Drawing is a wonderful way to teach a student how to truly SEE. My teaching focuses on drawing from observation and I find it a particularly nice complement to teaching the natural sciences (anatomy/entomology/botany). I particularly enjoy teaching painting along with the science of color theory and the biology of how the human eye sees color. I recently received my MFA in Los Angeles, where I taught art in inner city schools and now am studying to get my K-12 Art teacher certification at UAF."

Mareca Guthrie*

Mural Projects

2183 Nottingham Dr.

Fairbanks AK, 99709

(907) 479-6034

e-mail: marecaguthrie@yahoo.com

Age Levels: All ages

"Children love to paint murals. It is a great way to process and visually display knowledge learned from other subjects. I particularly enjoy working with children to make historical time-line murals. I find it is one of the best ways for them to gain a larger perspective of history and remember where all the pieces fit in. I recently received my MFA in Los Angeles, where I taught art in inner city schools and

am now studying to get my K-12 Art teacher certification at UAF.”

Jesse Hensel*

Painting

1674 Red Fox Dr.

Fairbanks, AK 99709

Phone: (907) 699-2109

e-mail: jesse.hensel@gmail.com

Website: www.jessehensel.com

Age Levels: All ages

“My own practice involves working sustainably with traditional tools and local materials. I like to extend this practice into residencies by collecting and utilizing materials found on school grounds. I enjoy working with students of all ages and abilities in a variety of artistic media. I find it rewarding to customize lessons to each individual student. I develop and implement art lessons that connect to science, math and history curriculum.”

Linda Pfisterer*

Illustrating your Writing

P.O. Box 209

Ester, AK 99725

Phone: (907) 479-4712

e-mail: linda.pfisterer@gmail.com

Age Levels: All Ages

“Illustrating what you write can help students develop their work both visually and with words. I like to work with both students and teachers to choose media and develop lessons with the necessary skills they need to create a visual expression to enhance their writing. Watercolor paint, crayon, ink and pencils are used with lessons in shading for depth, creating texture and drawing action people and animals.”

Linda Pfisterer*

Watercolor Painting

P.O. Box 209

Ester, AK 99725

Phone: (907) 479-4712

e-mail: linda.pfisterer@gmail.com

Age Levels: All Ages

“Watercolor has been useful to me in journaling and as a media easy to transport for any occasion. Progressive watercolor techniques and color theory can be taught to all ages like building blocks creating many levels of painterly effects. As an art educator, I have developed age appropriate lessons to help students experiment and develop the many possibilities watercolor paint can offer. Student products can also be used as a background for poetry or covers for a project they have done.”

Sheryl Maree Reily*

Mixed media -- a smorgasbord

P.O. BOX 22

Ester, AK. 99725

Phone: (907) 479-0014

email: sheryl@straydogs.us

Age levels: 4-12 grades

“When Plato said, “necessity is the mother of invention” he probably wasn't thinking about recycling. In the 21st century the availability of exciting new materials and the need to deal with waste has spawned an explosion of creative inventiveness in the mixed media genre of visual arts. Life is layered and complex, fertile ground for the mixed media artist - and in keeping with the philosophy of life in the Last Frontier where nothing is tossed because you never know when you might need it!

Working with a variety of recycled materials challenges students to problem solve, to ponder concepts such as deconstruction, found object versus junk, rehabilitation and reinvention, behaviors such as collecting & hoarding, and the opportunity for creative exploration given the everyday resources at their disposal. Students will survey cultures which incorporate recycling into folk art, become knowledgeable about local and national artists working with recycled materials. Above all else students will be challenged to test their own resourcefulness when it comes to creating art in new and interesting ways.”

Teresa Shannon*

Tile, Murals and Mosaics;

3055 Chena Ester Ditch Rd

Fairbanks, AK 99709

Phone: [\(907\) 378-0966](tel:9073780966)

e-mail: claytree@hotmail.com

Age Levels: All

Any special considerations: Access to a kiln

“Kids just love to get their hands into clay. It responds immediately to their touch and just feels good. Working with clay can show kids endless possibilities. From making tiny pinch pots to large scale tile installations, there is always something new to learn from the material. I'm interested in the collaboration potential with kids and clay. I see my role as a facilitator for their ideas.”

Sara Tabbert*

Printmaking, Drawing, Mosaics

P.O. Box 84352

Fairbanks, AK 99708

phone: (907) 479-0456

e-mail: sara@saratabbert.com

website: www.saratabbert.com

Age Levels: Early Childhood, Kindergarten, Elementary

“I am primarily a printmaker, but my work has recently gone into working with carved wood, glass, and mosaics. One of the great things about printmaking is that it can be as simple or complex as you want it to be and I'm confident that I could find ways to make it interesting and appropriate to all ages. I would also be very interested in working with both young as well as older students in making mosaics (perhaps even permanent additions to their schools).”

*** Denotes Completed Teaching Artist Training and Certification as of May 2012**



ARTISTS-IN-SCHOOLS CONTRACT

This contract is made by **Fairbanks Arts Association**, _____ (**In-School Coordinator** at _____ **School**), and _____ (**Artist**) on _____ (**date**) for the purpose of establishing a relationship of employer and independent contractor absolutely excluding any employee-employer relationship.

The School and the Artist agree to the following:

I. Services to be Performed

A. The **School** and **Artist** shall:

- 1) Provide proper credit for this program, as follows:

The Fairbanks Arts Association Arts-in-Education Program is part of the Alaska State Council on the Arts with funding support from the FNSBSD, Alaska State Legislature, and the National Endowment for the Arts, a federal agency. Rasmuson Foundation and Fairbanks Arts Association are providing additional support with funding.

This credit line must accompany all publicity related to the program including, but not limited to, radio, television and newspaper or other public announcements, flyers, programs, newsletters, etc.

- 2) Designate for the period of _____ (starting date) to _____ (finishing date), the schedule to be mutually determined by the Artist and the In-School Coordinator.
- 3) Acknowledge that artists are required to present their skills in two aspects: one to the community either through a personal performance, exhibit, workshop or presentation that may involve the students, and the other to provide at least one teacher/community workshop or in-service and the necessary supplies for the program within the specified residency budget.

The Artist is to be considered a resource, not a teacher. As such, the Artist is not authorized to conduct classes without the classroom teacher present or give grades.

- 4) **The School and Artist agree to complete final reporting forms and return them to Fairbanks Arts Association within 30 days of the last day of residency.**

The **In-School Coordinator/School** agrees to:

- 1) Communicate with the **Artist** and **Fairbanks Arts Association** regarding:
 - ◆ Food arrangements (if applicable)
 - ◆ Publicity of activities
 - ◆ Travel arrangements
 - ◆ Housing arrangements
 - ◆ Schedule of classes
 - ◆ Goals and expectations of the project
- 2) Provide travel for the Artist as follows (please check one):
_____ Through the School travel agent

_____ Artist is a local resident and will not be reimbursed for travel expenses.
- 3) Provide housing that is clean and comfortable.
- 4) Provide for meals as follows (please check one):
_____ Provide out-of-town Artist with food allowance equal to \$100 a week
_____ Provide prepared meals for the out-of-town Artist
_____ Provide the local Artist with a school lunch
_____ No meals will be provided as Artist is a local resident



The signature of Fairbanks Arts Association's Education Coordinator must be included on p. 35 of this contract before the Artists-In-Schools residency may begin.

II. Consideration

A. The **School** is responsible for:

- Providing a Purchase Order number or payment to Fairbanks Arts Association in the amount of \$400/week of the residency

(# weeks of residency _____ X \$400 = _____ **School to FAA**)

- Residency supplies and materials

B. The **Fairbanks Arts Association** is responsible for:

- Payment to **Artist** in the amount of \$1,000/week of residency

(# weeks of residency _____ X \$1,000 = _____ **FAA to Artist**)

Available after consultation with FAA Education Coordinator:

- A transportation stipend may be available to Artist, only after consultation with FAA Education Coordinator. Contact FAA Education Coordinator.

School and Artist, Please Note:



Payment to the Artist cannot be made until FAA receives final report forms, payment from the School and final report forms from the Artist.

***Delay of receipt of these materials may result in delay of payment to Artist.
Contact FAA Education Coordinator with questions.***

III. Cancellation and Liability

A. The **Artist** agrees to comply with the School/District cancellation and liability policy (available through the district).

IV. Additional Provisions

A. *The Artist states and affirms that he or she is acting as a free agent and independent contractor, holding him or herself out to the general public as an Independent Contractor.*

ARTIST

SCHOOL/In-School Coordinator

Signature

Signature

Printed Name

Printed Name

Contact Telephone

School

Date

Date

Social Security or Federal ID #

SCHOOL/Principal

Mailing Address

Signature

Email address

Printed Name

Emergency contact (name and telephone number)

School

Date

FAIRBANKS ARTS ASSOCIATION



Education Coordinator's Signature

Printed Name

Date

**The signature of Fairbanks Arts Association's
Education Coordinator
must be included on this page
before the Artists-In-Schools Residency may
begin.**

**Fax or email a copy of this contract, *then mail the original to:*
Fairbanks Arts Association
C/o Education Coordinator
P.O. Box 72786
Fairbanks, AK 99707
fax: 907-456-4112 e-mail: education@fairbanksarts.org**

Artist-In-Schools

IN-SCHOOL COORDINATOR'S FINAL REPORT & EVALUATION

GENERAL INFORMATION

School _____ Your Name _____

Artist _____ Art Form _____

Dates of Residency _____

STATISTICS (required by the National Endowments for the Arts). Please give approximate numbers if actual numbers are not known.

_____ # of participating students
_____ # of participating teachers and administrators
_____ # of participants attending performances, workshops, exhibits, etc.
_____ # of above individuals considered minority* (please estimate or give percentage)

* The definition of minority includes American Indian, Alaskan Native, Asian and Pacific Islanders, Black and Hispanic ethnic groups.

Please list sites (churches, recreation centers, pre-schools, etc.) or schools hosting residency activities other than the sponsoring school:

PRE-RESIDENCY PREPARATION (circle the number that applies)

	strongly agree		average		strongly disagree
	5	4	3	2	1
The Artist was:					
• Enthusiastic	5	4	3	2	1
• Prepared and Organized	5	4	3	2	1
The objectives of this project were clearly defined and mutually understood	5	4	3	2	1
Information provided by the Artists-In-Schools Office was helpful	5	4	3	2	1
Students' level of enthusiasm was high	5	4	3	2	1
Teachers' level of participation was high	5	4	3	2	1
Community involvement was high	5	4	3	2	1

Continued next page

PLEASE EXPLAIN YOUR RESIDENCY (use separate page if preferred):

1) The benefits of this program to students, teachers and other community members:

2) What advocacy was used to bring the value of arts education to the attention of the community and lawmakers:

3) Special populations involved in the program. (i.e. seniors, special needs, etc.):

4) Any problems that occurred during the program:

5) Examples of growth:

6) Teacher in-services:

7) Follow-up activities planned, other information, feelings or thoughts that come to mind:

IN-KIND CONTRIBUTION

This certificate verifies that the following housing and/or food was provided for the artist(s) during his/her AIS residency. Calculating donated housing at \$150 per week and donated meals at \$100 per week, the artist was provided with donated food and housing at a level of \$ _____ for the entire _____ week residency.

A list of additional goods and services provided in-kind for this residency is attached: yes _____ no _____

Signature: _____

Date: _____

Printed Name: _____

Title: _____

Donated Time: Coordinator / Teacher / Volunteer

Please estimate the number of hours of donated work on this residency program provided by:

_____ hrs Teachers _____ hrs Administrators
 _____ hrs Parent Volunteers _____ hrs Others, please identify _____

ADVOCACY - Required of each residency.

Attach copies of letters, invitations to legislators and fliers used to advertise the residency. Proper credit to the Artists-In-Schools Program, Alaska State Council on the Arts and the Rasmuson Foundation is critical to the continuation of this program and to future residency funding of schools.

RETURN FORMS AND COPIES TO: FAA Education Coordinator

e-mail : Education@fairbanksarts.org

fax: (907) 456-4112

mail: Fairbanks Arts Association c/o Education Coordinator
 PO Box 72786, Fairbanks, AK 99707

Artists-In-Schools

ARTIST FINAL REPORT & EVALUATION

This information will be sent to the sponsoring school unless you request otherwise.

GENERAL INFORMATION

Artist _____ School _____

Art Form _____ Dates _____

_____ # of working days, including weekends with workshops and set-up days

Are you considered a minority?*

* The definition of minority includes American Indian or Alaska Native, Asian or Pacific Islander, Black and Hispanic ethnic groups.

_____yes _____no Alaska Resident? _____

STATISTICS (required by the National Endowment for the Arts)

Please give approximate numbers if actual numbers are not known.

_____ # of participating students

_____ # of participating teachers and administrators

_____ # of participants attending performances, workshops, exhibits, etc.

_____ # of above individuals considered minority*(please estimate or give percentage)

Please list sites (churches, recreation centers, pre-schools, etc.) or schools hosting a residency activity other than the sponsoring school.

RESIDENCY EVALUATION (circle the answer that applies)

Did you work the minimum 4 hours per day with students? YES NO

Did teachers stay in the classroom while you worked with students? YES NO

Did teachers participate in residency activities with their students? YES NO

Did teachers participate in a workshop/in-service? YES NO

If "No," explain

Continued next page

Please rate this residency in the areas below using the following scale::

1 = Disappointing, 2 = Acceptable, 3 =Favorable, 4 = Exceptional

Teacher preparation for residency	1	2	3	4
Student preparation for residency	1	2	3	4
Quality of experience for students	1	2	3	4
Quality of experience for teachers	1	2	3	4
Quality of experience for artist/company	1	2	3	4
Flexibility of school in planning/scheduling	1	2	3	4
Effectiveness of the In-School Coordinator	1	2	3	4

How would you rate your overall satisfaction with this residency? 1 2 3 4

Strengths: _____

Weaknesses: _____

How would you rate the collaboration between you and the teacher(s) or in-school coordinator in planning & implementing this residency? 1 2 3 4

Comments: _____

Describe how you and the school/teachers set learning objectives for the residency and evaluated how you met those learning objectives.

FACILITIES (circle the answer that applies) Please rate accordingly: 1 = disappointing, 2 = acceptable, 3 = favorable, 4 = exceptional

Studio space was clean, suitable and accessible. 1 2 3 4

Food and housing arrangements were comfortable
and adequate (if applicable) 1 2 3 4

Comments/suggestions for facilities:

NARRATIVE REPORT - Must be returned with this evaluation

In no less than two pages please list:

1. An overview of residency activities
2. Sample schedule
3. Description of teacher and community workshops/in-services
4. List of follow-up activities left at the site
5. Comments on the successes of the program
6. Description of any challenges and outcomes that occurred
7. Instances of notable student/teacher or community member growth as a result of your residency

NOTE:

- Be sure to include copies of any publicity, posters, programs or fliers for the residency.
- The narrative report is for AIS Program office use and will be shared with the school/in-school coordinator. *If you do not want a copy sent to the school, please clearly state that fact and the reasons for the request.*

**PLEASE RETURN THIS EVALUATION TO FAIRBANKS ARTS ASSOCIATION,
c/o EDUCATION COORDINATOR**

e-mail: education@fairbanksarts.org
fax: (907) 456-4112
mail: Fairbanks Arts Association
c/o Education Coordinator
P.O. Box 72786
Fairbanks, AK 99707

**If you have questions, please call FAA Education Coordinator at (907) 456-6485 ext. 227,
or use the above e-mail address.**

SAY THANK YOU TO YOUR LEGISLATORS!

It is very important, as a recipient of a grant from the Alaska State Council on the Arts, that you contact your legislators and let them know how much you appreciate public support of the arts.

1. Write a letter.

Here are some details to include:

- Tell a bit about the project that was funded through our agency and how much you appreciate the grant.
- Tell them if the project would not have been possible without the grant.
- If state support provides your organization leverage to obtain other larger grants, then please state that.
- If your project involves children, have them help you with your letter, or better yet, send their own.
- If you have press coverage, include that with the letter.

2. **Who are your legislators?** Contact legislators from your residence – not your business. Legislators want to hear from their constituents. Be sure to contact both your Senator and your Representative.

3. **Here's how to find your legislators.** Go to the state of Alaska website: www.state.ak.us

- a) Click on "Departments" at the top of the page.
- b) Under "Departments," click on "Legislature."
- c) Click on the link, "Legislators by District." You will be redirected to the Alaska State Legislature page.
- d) Find the line, "To find legislators by community go to the Division of Elections web site." Click on the Division of Elections link.

If you can't find your legislators, call 1-888-278-7424 and they will help you find your Senator and Representative.

4. **Include a copy of this letter in your final report to the Fairbanks Arts Association.**

We have more ideas that we'd like to share with you about getting elected officials involved in arts events. Think of every event you hold as an arts advocacy opportunity. Invite a legislator, and when she/ he comes, make sure you do proper introductions. By attending an arts event, a politician is personally exposed to the importance of an art organization in the community.

Thank you! You are helping make sure that public funding of the arts continues.

This is a copy of a letter written by a school that participated in the Artists-In-Schools Program. Thank you letters to your legislator are required and a letter is a great way to include students, teachers and parents in the success of a grant-based program. We appreciate your efforts and support and ask that you provide copies of your letters when returning your Final Evaluation forms. You are welcome to use this letter as a guide and to adapt it as you wish. Thank you!

Note: A great way to get signatures is to post the letter(s) or place them on a table at your final performance/exhibition allowing community members, parents and teachers to read and sign at their leisure!

_____ (School)

_____ (Address)

date: _____

The Honorable _____ (name of legislator for your area)
Alaska State Legislature
State Capitol (MS3100)
Juneau, AK 99801-1182

Dear _____,

We thank you for budgeting money to the Alaska State Council on the Arts to allow them to provide the Artists-In-Schools Program. We are a (city/village) of (#) people who are now enjoying the artistic gift of _____ (artists name) _____ though a (#) week _____ (art form- i.e. ceramics, dance, painting) residency program. We would never have been able to afford or coordinate such a program without the help of ASCA. Thank you for your support to this worthwhile organization. The arts are a vital expression for growing students and adults alike. We are grateful for dollar support and hope that you will be able to continue to lead others to finance this excellent organization so that we may be able to learn from other artists in the future. Please do all you can to keep this program alive.

Sincerely,

The Thankful people of _____ (city) _____, Alaska

Signatures:

Artists in Schools/Fairbanks Arts Association

Release Form for Photographic Images

1. Please identify the best photos/slides/digital pictures from your program(s), and
2. Procure parental signature release for each child in photos that display fewer than 4 recognizable children (group photos do not require release).

Image# _____
Description _____

I give the Fairbanks Arts Association and its agents permission to use photographs that include my child for program publicity. Examples of use may include: Annual Report, advocacy materials for State Legislators or community.

Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

Image# _____
Description _____

I give the Fairbanks Arts Association and its agents permission to use photographs that include my child for program publicity. Examples of use may include: Annual Report, advocacy materials for State Legislators or community.

Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

Image# _____
Description _____

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Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

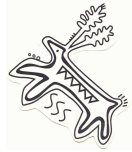
Image# _____
Description _____

I give the Fairbanks Arts Association and its agents permission to use photographs that include my child for program publicity. Examples of use may include: Annual Report, advocacy materials for State Legislators or community.

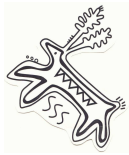
Student Name _____ Parent Signature _____

Student Name _____ Parent Signature _____

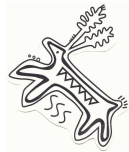
Student Name _____ Parent Signature _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



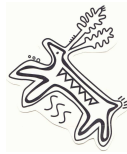
Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____



Artist-In-The School: _____
Student Artist: _____
Medium: _____ Date: _____

