



Early Childhood – Healthy Foundations  
Artist Residency Application  
(2008-2009)

**Site Information**

Please check one:

\_\_\_\_ Our site is a group, licensed daycare or preschool center

\_\_\_\_ Our site is part of the public school system regulated by the *Department of Public Instruction*

Site Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Main Contact Name: \_\_\_\_\_ Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Fax: \_\_\_\_\_

List any site accreditations or distinctions

**Program Fee Agreement**

A portion of the expenses for this program is underwritten by grants from foundations and businesses. In addition to hiring professional artists to conduct the residency sessions, there are many other costs associated with this program. So that we can continue to deliver the quality of programs you have come to expect, it is necessary for VSA to implement a non-refundable program fee.

**If your application is approved for a VSA Early Childhood Residency, you agree to pay a \$65 per classroom program fee.**

Signature/Title

Date

**Return Application and Questions to:**

Joan Collins, Early Childhood Director  
VSA arts of Wisconsin  
4785 Hayes Rd. Madison, WI 53704  
Phone: 608-241-2131  
Fax: 608-241-1982

Email: [joan@vsawis.org](mailto:joan@vsawis.org)

**Application Questions**

**1. Please list any prior involvement in VSA’s Early Childhood program (include dates, art medium and artist).**

**2. Indicate all of the art forms that you are interested in exploring:**

- Visual Art    Music    Movement    Creative Drama

**3. Is there a specific artist with whom your site would like to work?**

**4. Describe your existing arts programming. List current curriculum, teacher resources, adaptations and/or inclusive practices.**

<b>Visual Art</b>	
<b>Music</b>	
<b>Movement</b>	
<b>Drama</b>	

**5. Explain why your site is applying for this residency. (For example, staff development, particular student needs, increased arts integration, etc.)**

**6. List specific goals you wish to achieve through the residency.**

VSA's Early Childhood Artist Residency Program requires a significant time commitment from the participating educators – please make sure all participating educators review the attached “Educator Requirements” and complete the following:

**Demographic Information**

	<b>Classroom 1</b>	<b>Classroom 2</b>
Classroom Educator's Name		
Position		
Phone		
Email		
# years teaching		
# years in current position		
Educational background		
Age group currently teaching		
Program Hours (i.e. 9:00-11:00)		
Months in Session (i.e. Sept-June)		
Is the classroom located in a physically accessible site?		
# Children with diagnosed disabilities. Please list the disabilities. <i>Often times these are children with IEP's or children who attend special services such as Speech and Language.</i>		
# Children who may qualify for early intervening services. <i>May include children with chronic health issues, speech and language delays, behavioral and emotional challenges, high-risk family environments and/or English as a second language.</i>		
# Typically developing children		
<b>Total number of children in classroom</b>		
Classroom Educator's Signature (Please sign after reading “Educator Requirements”)		
Date		
Would you like Registry credit?		

**Referring to the Term Disability in Children  
for purposes of the  
VSA Early Childhood Application**

Preschool-age children with disabilities are a diverse group with a broad range of conditions and abilities. Some children have disabilities with distinct symptoms and recognizable features while others have disabilities that are very difficult to identify and characterize. Some children have disabilities that are present and recognizable at birth while other children are identified as having disabilities only when they fail to reach certain developmental milestones or display learning difficulties (Stafford, 1989).<sup>1</sup>

When recording the number of children with disabilities, the number of children who may qualify for early intervening services or the number of typically developing children who attend your early childhood program, please refer to the following:

**Child with a disability** Use this term to refer to a child who has been *professionally diagnosed* with a disability and *is receiving special education services*. Often this term refers to a child who is experiencing mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. In other instances, young children may also be diagnosed with the term developmental delay, which refers to a physical, social, emotional, cognitive or behavioral delay.

**Child who may qualify for early intervening services** Use this term to refer to a child who is at-risk for developing a disability and whom you believe could benefit from additional special education services. This child may not exhibit the same patterns of development as their peers. However, because this delay has not been professionally diagnosed and could be due to the child's rate of maturation or a variety of other conditions, the child has not been diagnosed with a disability. For purposes of this application, children who are in the referral process or children experiencing chronic health issues, speech and language delays, behavioral and emotional challenges, high-risk family environments and/or English as a second language may be included in this category.

**Typically developing child** Use this term to refer to a child who has not been diagnosed with a disability, would not qualify for intervening services, and who exhibits typical child developmental patterns physically, socially, emotionally, cognitively and behaviorally.

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<sup>1</sup>Claire C. Cavallaro and Michele Haney, *Preschool Inclusion*, Paul H. Brooks Publishing Co., (1999): pp.7-8.



# VSA Early Childhood Artist Residency

## Educator Requirements

### **Attend Program Planning Meetings**

The VSA Early Childhood Director and the VSA teaching artist will meet with the participating educators to review program materials, complete planning forms and schedule 10 hours of residency sessions. The VSA teaching artist will conduct another planning meeting midway through the residency.

### **Coordinate Classroom Observation**

Educators and the VSA teaching artist will coordinate a classroom observation time. During this visit the teaching artist will be interested in: 1) meeting the children and classroom staff, 2) observing the children and finding out what they know about the art form, 3) identifying the space where programming will take place, and 4) finding out what resources are available in the classroom/space.

### **Active Participation in Sessions**

Educators are expected to participate in residency activities and take an active role in collaborating with the teaching artist. Educators will assist in classroom management, help adapt activities for children with disabilities, model how activities are done, and communicate with teaching artist.

### **Documentation and Evaluation**

Using the *Wisconsin Model Early Learning Standards*, educators will identify goals for at least **two** students with disabilities in their classroom. These goals may include increased self-awareness, improved peer interactions and/or increased language development. At program conclusion, educators will use a portfolio format to report on the students' outcomes as well as other key experiences and best practices they observed during the residency. Educators will also complete a written evaluation of the VSA teaching artist and the overall program.

### **Assist VSA Teaching Artist in Implementing the Following:**

#### **VSA Arts Bag**

Each student receives a take-home VSA Arts Bag. The educator and teaching artist determine what creative materials and activities to include in the bag to promote creative interactions between the student and their family members. VSA will supply the bag and purchase the materials for the site.

#### **VSA Celebration**

The VSA Celebration is a time for parents/guardians to join their child in the final residency session and learn more about the accomplishments the children have made through VSA programming. This is not a performance but a sharing of skills.

Participating educators are eligible to earn *Registry* credit and educators holding a DPI license may include VSA programs to meet "Wisconsin Teacher Standards" as applicable to their *Professional Development Plan*.