



# OPPORTUNITY FOR PERFORMING ARTISTS

Apply to be a Wolf Trap Teaching Artist  
for the University of Tennessee at Chattanooga –  
Wolf Trap program

To learn more, contact Angela at  
[Angela-Dittmar@utc.edu](mailto:Angela-Dittmar@utc.edu)

### **Performing Artists: Call for Applications**

We are seeking engaging, skillful, and enthusiastic performing artists for positions with the UTC-Wolf Trap Teaching Artist roster for classroom residencies beginning January 2022. All hired performing artists will be trained by the Wolf Trap Institute for Early Learning in the Arts to serve as professional learning coaches during multi-session residencies in early learning centers and elementary schools across the Chattanooga region. The Wolf Trap Institute and affiliate partners deliver professional development to early childhood educators using proven arts integration strategies that support the academic and social emotional growth of young learners.

“A teaching artist is a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through and about the arts,” states Eric Booth, nationally recognized teaching artist and author.

If you are a performing artist with an interest in working with educators and children, consider applying. You will receive support and training to help expand your skills and knowledge for working in the classrooms and with teachers.

#### **Benefits of Becoming a Wolf Trap Teaching Artist:**

- Become a part of a national network of Wolf Trap Teaching Artists working with a nationally respected program which has been a leader in the field of arts-integrated early childhood education and professional development since 1981
- Receive intensive training in the Wolf Trap model to become knowledgeable in the areas of developmentally appropriate practice, emergent literacy, developmental domains, and early childhood curriculum standards
- Create meaningful partnerships with early childhood educators in our community
- Engage children’s imagination in the learning process and increase their enthusiasm for learning and the arts
- Receive continuing professional development as a member of a select group of Teaching Artists
- Develop professional relationships with ABC and partners for future opportunities

#### **We Are Seeking Applicants Who Embody the Following Qualities:**

- Accomplished artists in their field with a minimum of 3 years of experience
- Possess a thorough knowledge of the elements, forms, processes, and skills for their art form
- Able to articulate the creative process in or through their art discipline
- Aptitude for mentorship, collaboration, and education
  - Being able to identify strengths and opportunities within the teachers you are partnering with during your residency
  - Drawing out and empowering your partner
  - Collaborate knowing you and your teacher(s) are growing together
- Ability to breakdown their artform for people who have varying backgrounds/experiences in the arts
- Experience working with groups of children ages 3 to 7 years old
- Ability to give and receive feedback
- Respect and appreciation for children of all cultures and from all backgrounds

- Possess excellent communication and interpersonal skills
- Be adaptable, flexible, and a good problem solver in variety of situations and spaces
- Express passion, love and urgency for sharing their art form.

#### **Examples of Qualifying Performing Art Disciplines:**

Music

Theatre

Dance

Other Performing Arts disciplines

#### **Wolf Trap Teaching Artist Responsibilities:**

- Design and execute age-appropriate, project-based arts curriculum.
- Collaborate effectively with peers and educators
- Communicate regularly with supervisory staff
- Teach your discipline to early childhood educators and students who are developing their skills
- Submit and present complete lesson plans aligned with current Fine Arts Standards.
- Practice reflection and self-assessment in the processes of art form and collaboration
- Submit complete timesheets, reports and administrative documents in a timely manner.
- Demonstrate a professional manner with teacher collaborator: be respectful of and inspire trust with partner, which includes but is not limited to being organized, well-prepared, punctual, reliable, and professionally dressed
- Must have reliable transportation and a willingness to travel to surrounding counties of the tri-state region

#### **Commitment Entails:**

- Participate in New Artist Training in Chattanooga, October 25 to 29, 2021, 6 to 8 hours per day
- Attend onboarding session at ABC at UTC to be scheduled during the week of October 18 to 23
- Facilitate a minimum of one multi-session residency, pending funds, per academic year
- Maintain flexible availability to facilitate multi-session residencies as requested
- Participate in PD and meetings as scheduled/required by Affiliate Director
- Complete all deliverables as assigned by the Affiliate Director

Note: Residencies will take place in the tri-state region of Chattanooga, Tennessee.

#### **Compensation:**

UTC WT Teaching Artists pay scale is based on experience and expertise with a base rate of \$35 per hour. UTC WT will provide supplies through our Resource Library.

#### **Additional Income Opportunities:**

- Family Engagement Days
- Co-facilitating Professional Development workshops for educators
- Opportunities to conduct residencies or workshops through the Arts Learning Lab

## **Application Materials:**

Application Packets can be in text or audio/visual format. Please include the focus on the following content areas:

1. A Statement of Intent and Vision:
  - a. Along with any other pertinent information that you feel would be important to share, please address the following:
    - How do you remain active in your artistic discipline?
    - Describe any experience you have had in teaching your art form in an educational setting.
    - How will being a member of the UTC-Wolf Trap Teaching Artist roster align to your professional goals?
    - What impact or difference that you hope to make in early childhood education through your artform. We want to hear your heart.
2. Artist Resume or Curricular Vitae
3. Sample of artistic work

Please send application materials to [ABCarts@utc.edu](mailto:ABCarts@utc.edu). Use format that best represents you and your artistic practice, but be attentive to all content. Formats and size must be compatible to transfer and play online. Questions can be directed to Angela Dittmar at [Angela-Dittmar@utc.edu](mailto:Angela-Dittmar@utc.edu). Deadline for applications is September 10, 2021. Selected applicants will be contacted for second round materials.

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to, and will not be discriminated against on the basis of, race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.



**UTC is a comprehensive, community-engaged campus of the University of Tennessee System. UTC is an EEO/AA/Titles VI & IX/Section 504/ADA/ADEA institution.**

# ARTS+STEM = LEARNING



Research  
shows arts  
integration leads to

**HIGHER**  
math achievement<sup>1</sup>

**EARLY MATH SKILLS**  
are the strongest predictor  
of later academic achievement<sup>3</sup>

## ARTS WORK!

Wolf Trap's model program led  
to **26+ days** of math learning<sup>2</sup>

## WHY

**CHILDREN LEARN BEST BY DOING**  
the arts and STEM are  
natural partners



**RHYTHMS/PATTERNS=PRE-ALGEBRA**

## HOW

Each teacher received  
up to **101 HOURS**  
of PROFESSIONAL  
DEVELOPMENT

Teacher  
+ Wolf Trap Teaching Artist  
+ Wolf Trap Professional Development

**BETTER MATH KNOWLEDGE**

Wolf Trap teachers scored **62% HIGHER** on overall arts  
integration measures, and **150% HIGHER** in linking arts with math<sup>4</sup>

The Wolf Trap  
APPROACH

**WOLF TRAP**  
teaching artists  
**COLLABORATE**  
with teachers  
in the classroom



INSTRUCTIONAL  
content aligned  
**TO NATIONAL AND  
STATE STANDARDS**



**STATES**  
INCLUDING **17**  
AFFILIATE SITES



**WOLF TRAP**  
FOUNDATION FOR THE PERFORMING ARTS

SOURCES

1. Interpretations derived from results of a four-year study of Wolf Trap's Early Childhood STEM Learning Through the Arts: An experimental application of Wolf Trap's arts education program model. Ludwig, M. and Song, M., (2014). "Final Report: Findings from the Evaluation of the Wolf Trap Arts In Education Model Development and Dissemination Grant." American Institutes for Research.
2. Song, M., Ludwig, M., and Marklein, M.B., (2016). "Arts Integration: A Promising Approach to Improving Early Learning." American Institutes for Research.
3. Duncan, G. J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., et al. (2007). School readiness and later achievement. Developmental Psychology, 43, 1428-1446.
4. Ludwig and Song, opt cit, pg. 16, Exhibit 9.



## KEY RESEARCH FINDINGS ON THE EFFICACY OF WOLF TRAP'S EARLY CHILDHOOD STEM LEARNING THROUGH THE ARTS

**Overview** Since 1981, Wolf Trap Foundation for the Performing Arts has been a leader in early childhood learning through the arts, offering educators the tools to implement outcomes-based, arts-integrated lessons in their classrooms for the purpose of enhancing student achievement. In 2010, Wolf Trap received a major grant from the U.S. Department of Education to implement and study a professional development (PD) model that enables teachers to infuse performing arts strategies in kindergarten and pre-k classrooms in an effort to improve math outcomes. The program, Early Childhood STEM Learning Through the Arts (Early STEM/Arts), provides arts-integrated content, which included in-class residencies, multi-day focused art/math trainings, peer-sharing of instructional strategies and one-to-one mentoring and coaching with a Wolf Trap teaching artist.

**Independent Research** To implement the study, Wolf Trap partnered with Fairfax County (Virginia) Public Schools to execute a randomized, controlled study of Early STEM/Arts. Conducted by American Institutes for Research (AIR), an independent, third-party research firm, the study took place over four years (2010 – 2014).

### Key Research Findings

1. ***Wolf Trap's Early STEM/Arts program had a statistically significant, positive impact on students' math achievement.*** Wolf Trap students outperformed peers in the control schools on the Early Math Diagnostic Assessment (EMDA), a standard math assessment for young children.
2. ***Students in the classrooms of teachers trained in the Early STEM/Arts program gained the equivalent of more than a month of additional learning in math.*** The first-year impact translates to 1.3 additional months of learning, or 26 additional days, for students whose teachers participated in program. In the second year, AIR found a sustained impact amounting to 1.7 additional months of learning, or 34 additional days, even though not all students in the second year continued in classrooms with teachers participating in the program.
3. ***Wolf Trap's Early STEM/Arts program demonstrates features of effective, high quality PD.*** In measuring Wolf Trap's model against standards of effective PD, research confirms that Wolf Trap provides high quality PD by thoroughly integrating: form, duration, collective participation, content, active learning, and coherence.

### Elements of Early STEM/Arts that may have contributed to positive results:

- **Reaching children early and improved classroom interaction.** For many students, this was their first introduction to school and the first opportunity to learn English. Teachers said the use of music, movement, and dramatizing concepts was beneficial for all students, but in particular students who were shy, who had never been to school, or who spoke another language. Additionally, an increased focus on student participation, ongoing teacher feedback, and improved classroom structure may have contributed to student learning.
- **Giving a boost to teachers' math instruction.** The use of performing arts strategies linked to mathematics concepts may have provided an instructional boost, making abstract math concepts seem more real and accessible through the new strategies applied by the teacher and the teaching artist.
- **Teacher enthusiasm for the arts in the classroom.** It may be that the teachers in the treatment schools were highly receptive to the PD and eager to implement new strategies that could result in improved math performance.

# REAL-WORLD IMPACT

**Backed by more than 35 years of experience**, Wolf Trap Institute leverages the power of the performing arts to **engage learners and empower educators**. Independent research of Wolf Trap Institute programs demonstrates that providing teachers the tools to integrate the arts into their classrooms leads to **deeper, more meaningful learning** for their students.

|                                                |                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Higher Standardized Test Scores</b>         | <b>Preschoolers excelled in six key areas.</b><br>Preschool children who participated in a Wolf Trap residency scored significantly higher on standardized tests measuring: initiative, social relations, creative representation, language and literacy, logic and mathematics, and movement and music. (Klayman, 2006)                                                                    |
| <b>Increased Language Development</b>          | <b>Kindergarteners showed meaningful improvements in language development.</b><br>Kindergarten students whose teachers participated in a multi-year Wolf Trap program showed improvements in language development. This was especially true of both African-American students and English Language Learners (ELL) from low-income communities. (Alliance Arts for Learning Institute, 2012) |
| <b>Enhanced 21<sup>st</sup> Century Skills</b> | <b>Students made gains in academic achievement and social/emotional development.</b><br>Head Start students whose teachers participated in the Wolf Trap program showed significant gains in social/emotional development, science and technology knowledge, and approaches to learning. (Green & Sawilowsky, 2015)                                                                         |
| <b>34 Days of Extra Learning in Math</b>       | <b>Students gained more than one extra month of learning in math.</b><br>Preschool and kindergarten students who participated in Wolf Trap residencies gained 34 days of additional learning in math in the second year of the program. (Song, Ludwig & Marklein, 2016)                                                                                                                     |
| <b>Improved Teacher Practice</b>               | <b>Teachers felt more creative and confident in their abilities.</b><br>92% of participating Wolf Trap teachers reported feeling confident in their ability to facilitate interactive drama activities, be creative, and seek out opportunities to integrate arts education into core curriculum. (Clay, Campbell & Madsen, 2015)                                                           |

**Learn more at [wolftrap.org/institute](http://wolftrap.org/institute)**

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**WOLF TRAP** INSTITUTE FOR  
EARLY LEARNING  
THROUGH THE ARTS

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For a full list of resources, visit [wolftrap.org/research](http://wolftrap.org/research)

# THE CASE FOR ARTS IN EARLY CHILDHOOD EDUCATION

The research is clear: The **first few years of a child's life are a critical time** to prepare young children for a lifetime of success in the classroom and beyond. Get the facts about how Wolf Trap Institute for Early Learning Through the Arts' **research-based programs are making a difference for students and teachers** through high-quality professional development and rich in-classroom experiences.



High-quality **early childhood education is essential** to giving children the best possible start in school and in life.

**In the first years of life, the brain forms one million new neural connections every second. Those connections provide the foundation for all future learning, behavior, and health.** (Child H. U., 2017.)

Research clearly demonstrates the relationship between **kindergarten readiness and third grade test scores**—important indicators of future academic success. (ReadyNation, 2013)



**Teachers need tools and best practices** in order to set their students up for success.

**When asked what effective professional development looks like, teachers describe learning that is relevant, hands-on, and sustained over time.** (Bill and Melinda Gates Foundation, 2014)

**Continuing education and training for teachers** is a critical component in the **10 standards for accreditation** of early learning programs established by the National Association for the Education of Young Children. (Children, n.d.)



The performing arts are a powerful, effective teaching tool that **unlocks children's innate desire for joyful, active learning.**

**Multi-sensory experiences help young children build cognitive and social skills, and cultivate emotional and physical health.** (Child H.U., 2014)

In arts-integrated activities, children are **simultaneously engaging different senses**—sight, sound, movement—that **create and strengthen connections across the brain**. Giving children these experiences early in life helps build a stronger, more permanent basis for continued brain development. (Child H.U., 2014)