



TEACHING
ARTIST
PROJECT

2017-2018 YEAR END REPORT



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SUMMARY

This report offers a snapshot of the Teaching Artist Project (TAP) during the 2017–2018 fiscal year (July 2017–June 2018). During this period, we trained over 55 teaching artists through direct programming, and served nearly 600 teaching artists across the city.

The evaluations within were gathered and interpreted by TAP. This analysis shares results from areas that demonstrate promising results, as well as reviewing our challenges and areas for improvement. We reflect on our progress to date primarily for the purpose of improving our program (including but not limited to: curricular and training design, staff requirements, and model refinement) as well as to inform others of the observations made and actions taken during this phase of TAP's work.

This year, in addition to trainee self-assessment, we were able to improve our evaluation process by adding observation-based assessment. TAP is highly successful in workforce development, but we have yet to put in place the tracking methods to gather this data.

This report was assembled and designed by Katie Rainey, Director of Teaching Artist Project.



SUMMER INSTITUTE 2017

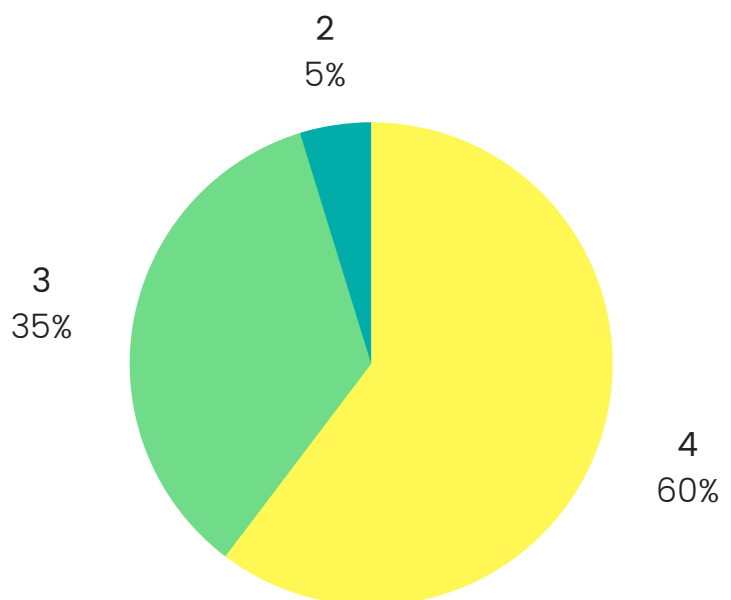


In the summer of 2017, 29 advanced Teaching Artists joined CWP staff for Summer Institute, a three-day intensive on teaching for social justice. The institute was held at the Langston Hughes House and the LeRoy Neiman Art Center, both located in Harlem. 28% of participants received scholarships to attend.

In addition, CWP partnered with the Memphis Music Initiative to bring five of their current fellows to New York for the training, as well as an additional day customized to fit the organization's needs.

Participant Satisfaction:

- 1: Isn't relevant and doesn't add value to my professional practice
- 2: Is somewhat relevant but doesn't help me in my professional practice
- 3: Is relevant to my work and helps me as a professional in my professional practice
- 4: Is a critical part of my professional learning and is extremely relevant to my professional work



"One of the most helpful aspects of Summer Institute was the privilege circle activity. My favorite moment happened during the unified understanding that we may not always agree, but we all fight for the same end result."

- Ty Boyland, Memphis Music Initiative Fellow



"The discussions in Summer Institute were difficult, necessary, and eye opening. I appreciated recommendations of literature and organizations to look to in order to understand my own privilege. This is an issue to be further explored. I also understand the need to self educate and appreciated this conversation and suggestions. The group was very generous and I learned a lot."

- Jacqueline Raymond, Theatre Artist

TEACHING ARTIST PROJECT

2017-2018

In 2017, CWP rebranded our Teaching Artist training program as Teaching Artist Project and created a website to highlight this change: www.teachingartistproject.org. In 2018, the first class of 29 artists graduated under the new name.

In addition, TAP added a new track to the program: Advanced Facilitator. The Advanced Facilitator is an experienced Teaching Artist who is interested in training new and intermediate level Teaching Artists. This year's Advanced Facilitator participant trained under the TAP Artistic Director and the TAP Facilitators.

At A Glance

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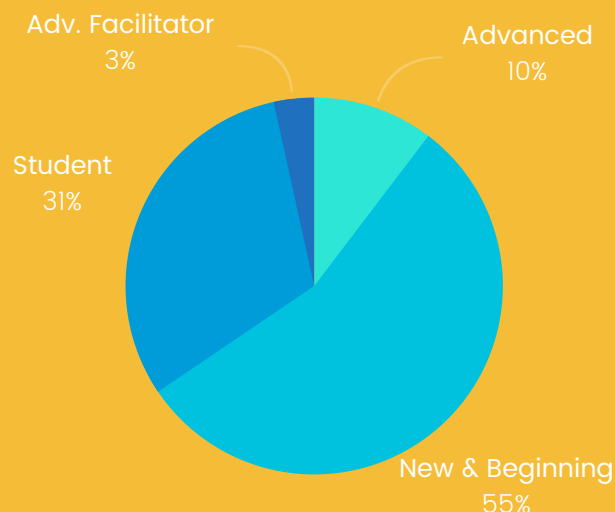
Teaching Artists
Trained

51

Internships

19

Scholarships
Awarded



3

New Facilitators
Trained

25

Workshops
Offered

"It was an immense joy to be given the opportunity to be in a classroom and get to observe and teach. Through TAP, I learned how to tailor the ideas I've had for lesson plans into more suitable presentations for a younger demographic. I was fortunate enough to be in class with ESL students who had this hunger for knowledge that both surprised and excited me. They taught me not to go into any situation expecting anything."



"My Teaching Artist mentors taught me how to have fun in the classroom and how to treat my teaching artistry as equal parts performance and lesson plan. Their logic makes sense; If you're not excited about what you do, how can you expect your students to be excited?"

-Julienne Brown, 2018 TAP Graduate

"My experience with CWP'S Teaching Artist Project has been both eye and heart opening. Throughout the process, our instructors have helped us experience and design lessons and develop pedagogy, while building community and having hard conversations about issues of race, gender, and inequity. I feel so grateful to be a part of a community that is committed to the arts, education, and social justice."

- Kurt Nelson Peloquin, TAP 2017-18 Trainee



EVALUATIONS

TAP Trainees were evaluated throughout the year using pre and post-surveys conducted by the TAP Facilitators and Mentor Teaching Artists.

TAP's beliefs about teaching and learning are based on the idea that everyone has a unique voice with the potential to impact their community and the larger world. TAP trainees develop the skills necessary to model creative expression, collaboration, and teaching for social justice through meaningful and innovative multidisciplinary arts lessons.

Trainees develop the skills necessary to implement TAP's five Teaching Artist Outcomes: Creative Process, Pedagogy, Philosophy, Social Justice and Citizenship:

- **Creative Process:** Trainees examine and articulate their unique creative elements and processes, and create meaningful pedagogy with their own art-making at the center of their teaching practice.
- **Pedagogy:** Trainees build strong, meaningful pedagogy from skills learned in the training. The skills include, but are not limited to: inquiry, reflection, assessment, evaluation, teaching for multiple intelligences and developmental stages, classroom rituals and agreements, strongly scaffolded lesson plans and teaching paths, objectives and outcomes, knowledge of and tools for integrating with New York State Standards and Blueprints for the Arts, and classroom management skills.
- **Philosophy:** Trainees explore diverse, progressive arts-in-education philosophies, and craft individual teaching philosophies related to their own instructional practices and artistic values, as well as develop philosophies focused on teaching for social justice.
- **Social Justice:** Trainees understand and demonstrate a diversity in their teaching practices, bringing a variety of narratives into the classroom, as well as researching and adapting to each learning environment they enter. Trainees are committed to recognizing oppression in all forms, and then taking action against the cycles of oppression that perpetuate today.
- **Citizenship:** Trainees demonstrate citizenship through exploring and creating collaborative arts lessons and curriculums. Trainees understand and implement what it takes to create a successful partnership between classroom teachers, Teaching Artists, and arts-in-education organizations. Trainees actively network and build community with other practicing artists and organizations that share their art forms with the NYC public school youth and beyond.

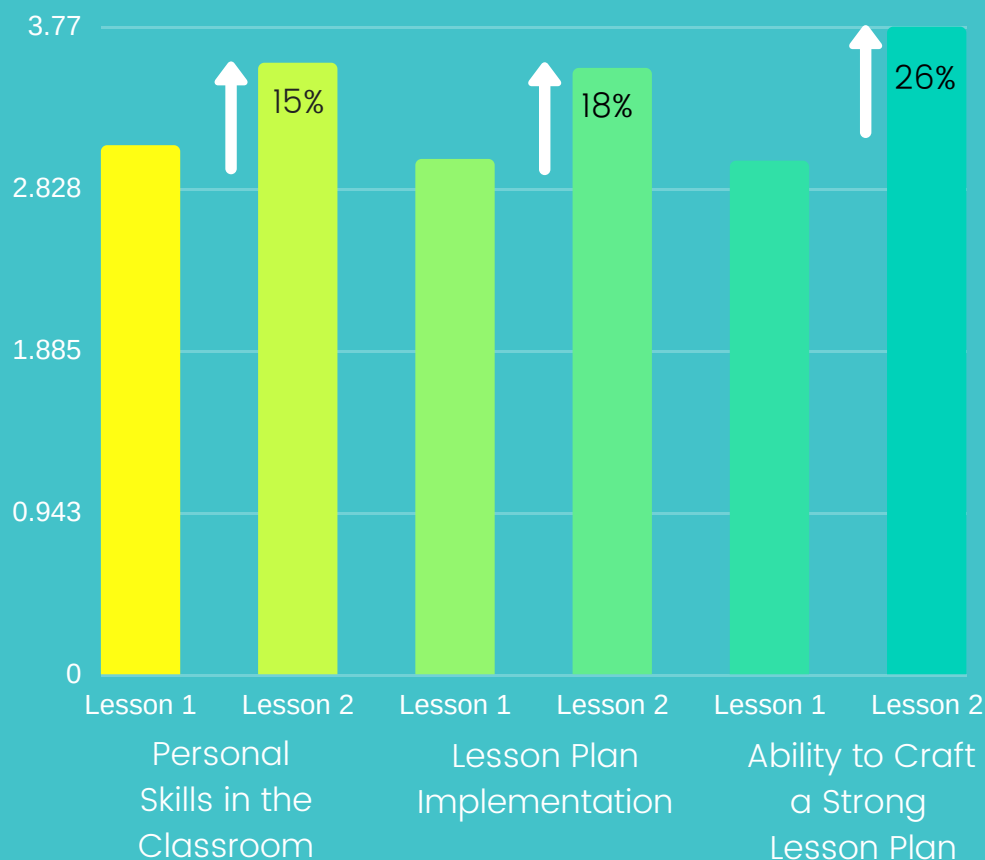


Evaluations



Lesson Plan Evaluations

In TAP, Trainees are twice required to teach lesson plans as a part of their training: once, in front of their peers, and then in front of the students in their internship. Trainees are evaluated on a plethora of criteria, including ability to construct a lesson, collaboration, personal skills in the classroom, teaching for multiple intelligences, and professionalism.



↑27%

Increase

Trainees demonstrated a significant growth in ability to teach to multiple intelligences

↑21%

Increase

Trainees demonstrated a significant growth in ability to create and manage a strong classroom culture

Trainee Self-Assessment



Highlights:

- Before entering the program, only 33.3% of trainees felt comfortable teaching in a classroom. Upon graduation, 80.8% reported feeling comfortable teaching in a classroom.
- Before entering the program, only 50% of trainees felt comfortable pursuing teaching artist work. Upon graduation, 73.1% reported feeling comfortable pursuing teaching artist work.

↑43%

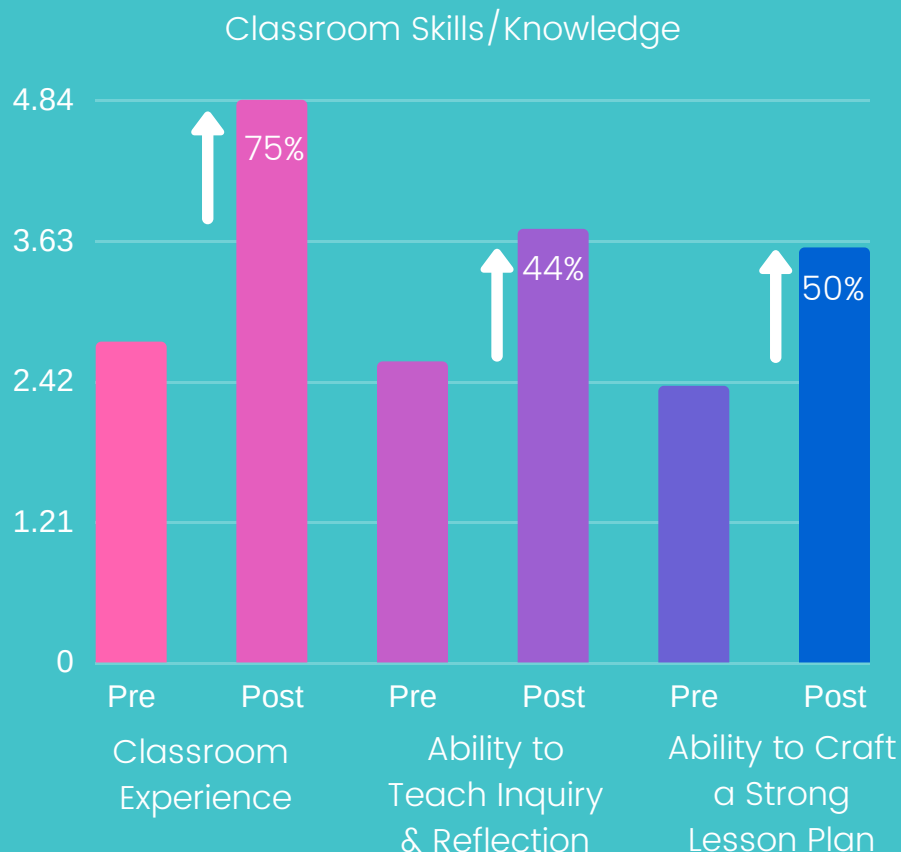
Increase

Trainees report an increase in ability to teach their art form through a social justice lens

↑47%

Increase

Trainees report an increase in ability to create social justice-based pedagogy



TAP COHORT 2017-2018

TAP Cohort is a network of Arts in Education organizations collaborating on a series of Teaching Artist professional development seminars and internships as a part of Community-Word Project's Teaching Artist Project. This year, the current 15 TAP Cohort organizations came together to offer 14 different elective seminars to both the 2017-18 TAP class and Teaching Artists on their various rosters.

In addition, the Cohort worked together to put on an annual panel called "The Business of Teaching Artistry: A Panel on Professionalism", and representatives from each organization were able to offer their expertise to Teaching Artists of various experience levels. Many Cohort members participated in the 2018 Arts in Education Job Fair, serving 243 Teaching Artists, administrators and students in the field. In total, through their combined efforts, the Cohort served 587 Teaching Artists from across the city.



ArtistYear
Arts For All
Brooklyn Arts Council
Carnegie Hall
The Center for Arts Education
City Lore
Community-Word Project
Dedalus Foundation
DreamYard Project
Flamenco Vivo Carlota Santana
Marquis Studios
National Dance Institute
Opening Act
Teachers & Writers Collaborative
Wingspan Arts

TAP Cohort At A Glance

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Cohort
Organizations

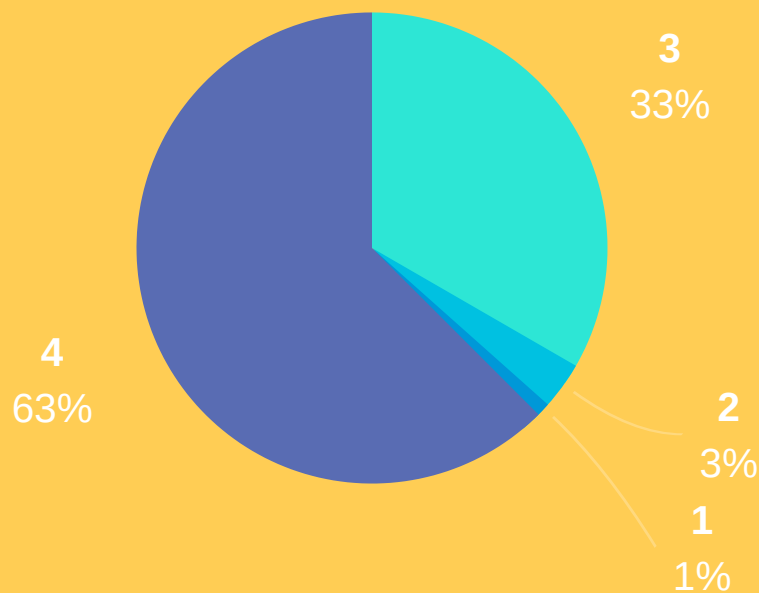
587

Teaching Artists
Served Across NYC

14

Workshops
Offered

Overall Participant Feedback
for TAP Cohort Workshops:



- 1-Isn't relevant and doesn't add value to my professional practice
- 2-Is somewhat relevant but doesn't help me in my professional practice
- 3-Is relevant to my work and helps me as a professional in my professional practice
- 4-Is a critical part of my professional learning and is extremely relevant to my professional work

The Business of Teaching Artistry: A Panel on Professionalism

Feedback from Attendees:

"It was most helpful to have the opportunity to hear from representatives of multiple organizations and the chance to talk with them at the end. Loved the perspectives of administrators and teaching artists both being included."



"My favorite part was being in a room filled with people from different organizations who all care about the same cause and want to lift each other up so we can all succeed and be better at what we do for the students we work for."



2018 Arts in Education Job Fair

The 2018 Arts in Education Job Fair was put on in partnership with Community-Word Project, the TAP Cohort, Borough of Manhattan Community College, and the NYC Arts in Education Roundtable. 243 Teaching Artists, Administrators, and students attended the fair, where 50 arts education organizations looking to hire were present.



Conclusion

Teaching Artist Project has seen tremendous growth in quality and quantity in its pilot rebrand year. From creating additional tracks and training new facilitators to increasing accessibility to resources and providing more pathways to career opportunities for artists, Teaching Artist Project accomplished a lot this academic year.

While there have been numerous highlights, we have also identified growing edges in our programming and have altered our strategic plan to address those challenges.

In 2018–2019, we plan to:

- Rework our methods for teaching for social justice by incorporating new perspectives and providing access to more opportunities for teaching artists
- Create responsive pedagogy that meets the needs of all participants
- Identify additional support for data analysis and record-keeping
- Identify ways to track TAP's workforce readiness data across current trainees and program alumni
- Work with a marketing consultant to reach more teaching artists for the 8-month program, Summer institute, and the 2019 Arts in Education Job Fair
- Add 2 new members to our TAP Cohort in order to better serve teaching artists across the city
- Strive for 100% accessibility for all participants across all TAP programs
- Develop new methods for teaching students and teaching artists with disabilities
- Present our model at national and international conferences
- Identify additional fiscal and professional support to better serve our participants



A Division of Community-Word Project
New York, NY