

TEACHING ARTIST PROJECT

TEACHING
ARTIST
PROJECT

2018-19 ANNUAL REPORT



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SUMMARY

Teaching Artist Project (TAP) prepares practicing artists to share their craft with diverse learners in a range of educational settings. TAP trains artists through its cornerstone 8-month training program and its annual Summer Institute, as well as through workshops and events hosted in partnership the TAP Cohort, a network of arts in education organizations in NYC and surrounding areas. TAP is a division of Community-Word Project (CWP), a New York City based 501(c)(3) arts-in-education organization that inspires children in underserved communities to read, interpret, and respond to their world and to become active citizens through collaborative arts residencies and teacher training programs.

This report offers a snapshot of the Teaching Artist Project (TAP) during the 2018–2019 fiscal year (July 2018–June 2019). During this period, we trained over 57 Teaching Artists through direct programming, and served nearly 700 Teaching Artists across the city.

The program statistics and evaluations shared here were gathered and interpreted by TAP staff. Our analysis demonstrates continued promising results and also reviews program challenges and areas for improvement. We reflect on our progress to date primarily for the purpose of continuing to improve our curricular and training design, staffing structure, and program model. Insights shared are intended to update and engage a range of stakeholders, from program participants and leadership to peer organizations in the arts-in-education field.

This report combines trainee and participant assessments (of themselves and of TAP programming), as well as observation-based assessments completed by TAP Facilitators, Mentor Teaching Artists, and CWP staff. As our evaluation practices continue to grow in the coming years, we will also begin to gather and share more robust data related to the workforce development successes and areas for growth of the program.

This report was assembled and designed by Katie Rainey, TAP Director, and Amanda Newman, CWP Program Assistant.

SUMMER INSTITUTE

JULY 16-18, 2018

29

Advanced teaching artists

38%

Received full or partial
scholarships

67%

Said the Institute was "a critical
part of my professional learning
and is extremely relevant to my
professional work"





In July 2018, 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 Bronx Art Space, a non-profit gallery that promotes the innovative ideas of underrepresented and emerging artists and curators in the South Bronx. This informed what the facilitators brought into the training, focusing on integrating the South Bronx community into their curriculum. In addition, CWP partnered with Urban Word NYC to bring five of their Spoken Word Artists to the Institute.

“The Summer Institute recharged me in ways that I did not know I needed. Teaching artistry is beautiful, difficult, complex, simple, routine, exciting, etc etc. So much comes with teaching. There are times where you can find yourself getting into a routine or a specific mode of pedagogy, and I think it's important to find ways to disrupt yourself. The Summer Institute served as that beautiful disruption for me. The facilitators were caring and engaging. I'm so grateful for all the teaching artists I met.”

– Thiahera Nurse, Writer

“I think the program was extremely insightful. It built on existing group pedagogy and knowledge in a way that allowed for all of us to grow. I have come out of the institute with new skills, ideas, and passion. The facilitators are kind, strong people of color who are out here doing the work! I now know more about my duties as a teaching artist, and about myself.”

– Khalin Vasquez, Writer

TEACHING ARTIST PROJECT

2018-2019

The strategic focus of the 2018-2019 season was “community building,” a theme which was integrated throughout a range of program planning and development areas. Particular emphasis was placed on community building with and within artists of color and the communities in which CWP and TAP work. We advanced this programmatic theme and organizational priority by:

- Investing in a facilitation team made up of 100% artists of color, creating more advanced career pathways for artists of color
- Strengthening the TAP pedagogy with a deeper social justice focus, utilizing the expertise of both our facilitators, TAP trainees, and alumni
- Continuing to grow our evaluation system to better understand the experiences and needs of artists we serve
- Redesigning our marketing materials and strategy in order to reach a broader range of communities and potential trainees

28

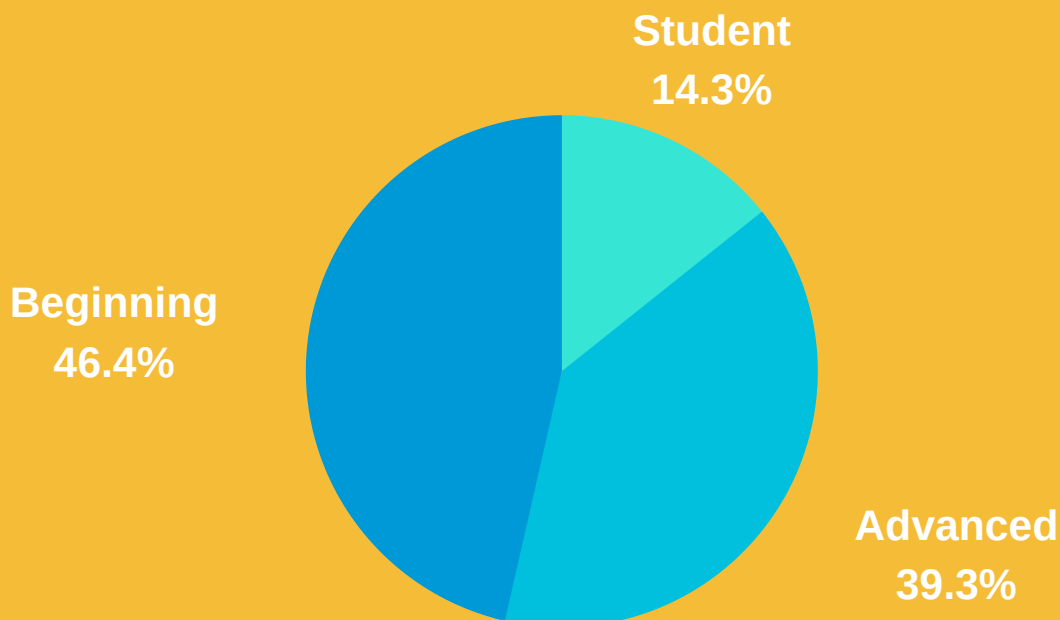
Teaching Artists
Trained

34

Internships

21

Scholarships
Awarded



"GENTLE, OPEN, & FIERCELY SUPPORTIVE"

-Mary Kinney, Writer

"This program has changed my life. I learned lifelong practices that support the students and not the political nature of the American educational system. I learned how to transform curriculums based in social justice and empowerment to fit into the Department of Education structure. I also learned most importantly how to create safe, positive, inclusive, and challenging spaces for all youth. While in the program I was hired and started teaching my first class working with homeless youth while also interning within the TAP program with PS316 in Brooklyn. I am so grateful for what I have learned and will implement when working to empower and expose black and brown young people to the access that arts education can open up for them in any industry. This program should be implemented all over the country. It has truly been eye opening."

- Javana Mundy, Multi-Disciplinary Artist

"I AM SUCH A BETTER TEACHER/TEACHING ARTIST AND MUSICIAN BECAUSE OF MY PARTICIPATION IN THIS PROGRAM."

-Francisco Roldán, Musician

"I've been teaching in college academia world and am so happy to be reminded that incorporating fun into learning does not make the learning any less valuable or credible!"

-Hannah Beresford, Writer

TRAINEE VOICES

PROGRAM OUTCOMES

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 four Teaching Artist Outcomes: Self Exploration, Building Strong Artistic Communities, Culture, and Collaboration/Justice-Oriented Process:

- **Self Exploration:** Trainees will explore how their lived experience and personal creative process informs their teaching practice. They will come to understand their own implicit biases and how that power and privilege plays out in the classroom. They will also learn to practice self-care and balance in their teaching artistry.
- **Building Strong Artistic Communities:** Trainees will build community based on the theory of student-centered learning—the idea that their students should be at the center of their teaching and should be involved in decision-making. They will build on this theory by training and developing skills in inquiry-based learning, Multiple Intelligences, developmental stages, care and relational learning, lesson planning and facilitation, justice-oriented curricular design, and healthy mentorship.
- **Culture:** Trainees will experience art as culture in the program. They will participate as researchers in their learning, develop participatory action research skills, and engage ethically in communities that are not their own.
- **Collaboration/Justice-Oriented Process:** Trainees will explore the concepts of shared power, leadership, and decision-making. They will experience the synergy of sharing expertise while pushing their own growing edges in order to build collaborative, justice-oriented teaching practices.

Lesson Plan Evaluations

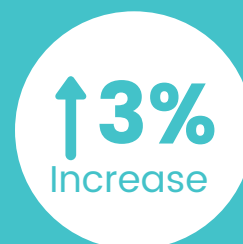
TAP Trainees were evaluated throughout the year using pre- and post-surveys conducted by the TAP facilitators and mentor teaching artists.

One element of this evaluation practice requires Trainees to teach excerpts of lesson plans: once to a classroom of peers, and then to a classroom of 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.



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



Trainees demonstrated a significant growth in using personal skills in the classroom

TAP Trainees also evaluated themselves both before and after participating in the training. Pre- and post- surveys aimed to understand Trainees' self-perceptions related to overall classroom and career preparedness as well as specific skills related to lesson planning, teaching for social justice, and classroom management.

Trainee Self-Assessment

Highlights:

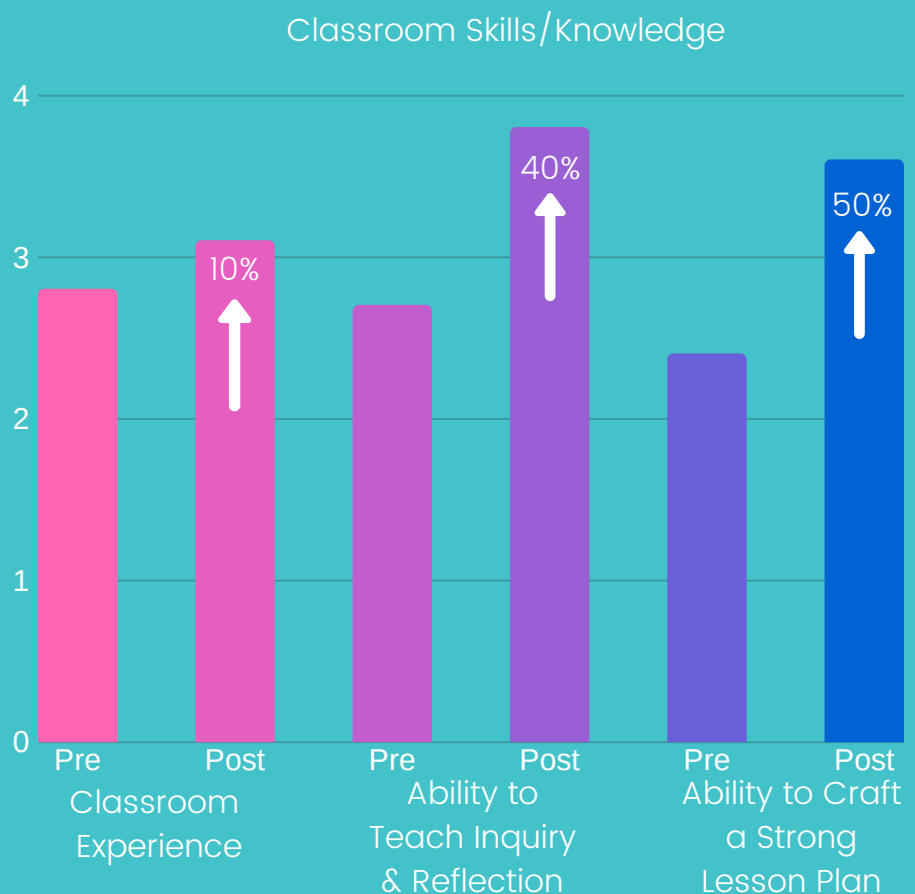
- Before entering the program, only 33% of trainees who responded to the survey felt comfortable teaching their art form in an NYC classroom. Upon graduation, 89% reported feeling comfortable teaching in a classroom.
- Before entering the program, 57% of trainees who responded to the survey felt comfortable pursuing teaching artist work. Upon graduation, 73% reported feeling comfortable pursuing teaching artist work.



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



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





TAP COHORT 2018-2019

The TAP Cohort is a network of 17 arts-in-education organizations dedicated to expanding and enhancing the Teaching Artist field. Member organizations collaborate annually on a series of professional development seminars, events, and other initiatives for Teaching Artists. TAP Cohort programming is designed to support NYC Teaching Artists as they 1) build and refine their artistic and facilitation skills, 2) advance best practices for working with a range of special populations, 3) develop the professional and financial skills necessary for career sustainability and advancement, and 4) network with peers and community-based arts organizations.

This year, the TAP Cohort welcomed two new organizations to the coalition, increasing its reach and capacity. The group offered 16 elective seminars, open to 2018-19 TAP trainees and Teaching Artists from cohort organizations.

In addition, the Cohort hosted its third annual panel, renamed “The Business and Culture of Teaching Artistry” to reflect the broad, holistic range of topics addressed. Many Cohort member organizations also participated in the 2019 Arts-in-Education Job Fair, serving 346 Teaching Artists, administrators, and students in the field. In total, through their combined efforts, the Cohort served 676 Teaching Artists from across the city.



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

TAP Cohort At A Glance

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17

Member
Organizations

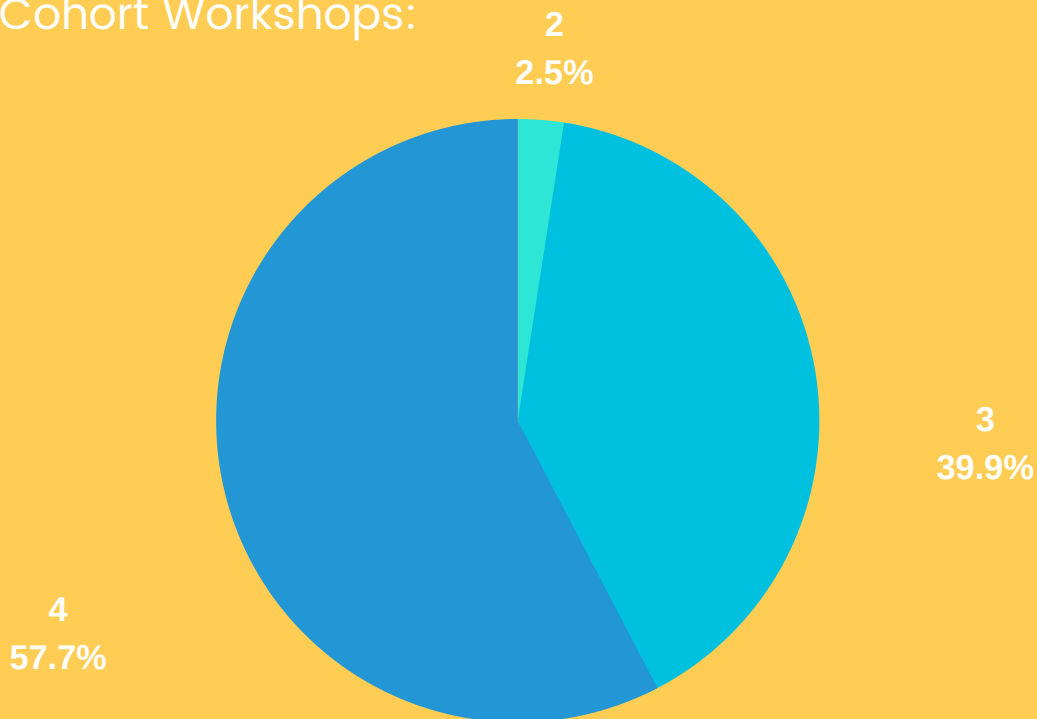
676

Teaching Artists
Served Across NYC

16

Elective Seminars
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 & Culture of Teaching Artistry

The newly renamed annual panel, “The Business and Culture of Teaching Artistry,” convened over 80 participants from across the city to listen to and participate in a conversation led by moderators and panelists from the Association of Teaching Artists, Carnegie Hall, Community-Word Project, DreamYard Project, Lincoln Center Theatre, Marquis Studios, and Opening Act.

Average attendee satisfaction score: 3.5 out of 4



“Loved hearing from experts in the field, as a person who is going to potentially be doing more teaching artistry. Also feel very thankful for the opportunities to interact and meet other teaching artists and administrators. And was very very grateful for the food after a long day of work!”

“Being in the room with so many people who have been in the field for a long time, and feeling like part of a community of teaching artists.”

“I am just entering this field. Learning what to expect, in reality, was extremely helpful. Learning about the balance between artistry (and keeping safe space/time for that) vs. the teaching.”

Focus areas proposed by attendees for future panels:

- Building in more time for peer-to-peer networking
- Including the perspective of a classroom teacher or school administrator
- Deepening discussions of social justice and allyship
- Getting specific about what's needed to support career longevity for teaching artists



2019 Arts in Education Job Fair



The 2019 Arts-in-Education Job Fair was hosted in partnership with Community-Word Project, the TAP Cohort, Borough of Manhattan Community College, and the NYC Arts in Education Roundtable. In this third annual fair, 346 job-seeking Teaching Artists, administrators, and students attended, with 54 arts education organizations present to share information about open positions and other related opportunities.

54

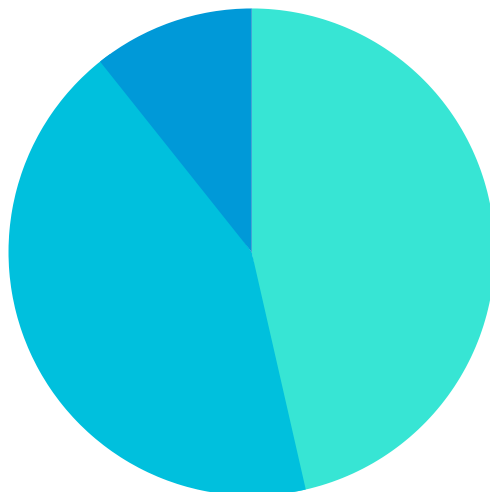
Hiring Organizations

346

Job-seeking Teaching Artists, administrators, and students

Attendee Satisfaction

Good
10.7%



Excellent
46.4%

Very Good
42.9%

"I APPRECIATED TEACHING ARTISTRY BEING CELEBRATED AND SEEING SO MANY EDUCATORS AND ARTISTS IN ONE PLACE."

-Job Fair Attendee

"What I find the most helpful at the job fair was the positive, good vibes - majority of the people at the fair were very welcoming, even the organizers, they were very helpful in directing you. This helps you not to be nervous and be confident in yourself."

-Job Fair Attendee

"I LOVED THAT ALL INDIVIDUALS WHO ATTENDED SEEMED TO HAVE AN IDEA ABOUT WHO WE WERE EVEN BEFORE COMING UP TO THE TABLE - THE PACKET OF INFORMATION PROVIDED TO THEM ABOUT WHAT ORGANIZATIONS WERE IN ATTENDANCE SEEMED TO PREPARE EVERYONE FOR SOME RICH CONVERSATIONS AND CONNECTIONS."

-Samantha Manfredi, Artists Striving to End Poverty (ASTEP)

"Everything was incredibly organized and really well laid out. There was a good deal of traffic through the event, so marketing was obviously effective. It was really helpful to provide us with tablecloths, water, and snacks."

-Diane Bezucha, Josephine Herrick Project

JOB FAIR FEEDBACK

ALUMNX SURVEY

83%

of those surveyed reported being "Very Satisfied or Satisfied" with TAP since graduating

89%

of those surveyed said that TAP prepared them "Very Well or Fairly Well" to pursue a career in teaching artistry

83%

of those surveyed found work as a Teaching Artist or in Arts Education after graduation

TAP creates opportunities for alumnx to stay engaged by:

- sending a regular TAP alumnx e-newsletter with jobs and opportunities
- opening TAP Cohort professional development workshops to alumnx
- inviting alumnx to attend events like TAP Salons, the Business and Culture of Teaching Artistry panel, the annual Job Fair, and more



Conclusion

Teaching Artist Project has continued to clarify, deepen, and make progress toward our goals with regard to expanding the field of teaching artistry, creating sustainable career paths for teaching artists, especially artists of color, the LGBTQ+ community, and artists with disabilities, and fostering meaningful, accountable relationships with the communities within which we work.

While this year has marked tremendous growth and change for the program, we continue to honestly and holistically assess our growing edges and have adjusted our strategic plan to address those challenges.

In 2019–2020, we plan to:

- Cultivate a strong, diverse TAP community through strengthening partnership with artists of color, the LGBTQ+ community, and artists with disabilities.
- Explore and implement strategies to address program accessibility as it relates to the intersections of race, class, gender, ability, and more.
- Augment TAP programming with additional resources and trainings for Teaching Artists working with students with disabilities, as connected to CWP's role in the recently announced Growing Inclusivity for Vibrant Engagement (GIVE) Initiative.
- Grow our network of supporters and funders invested in providing innovative, sustainable training and professional development opportunities for the teaching artists who play a critical role in the local and national arts and culture ecosystems.
- Focus on the TAP facilitation team and intentionally folding them more into the TAP and CWP communities.
- Create new roles for the TAP Team to better support the structure and implementation of TAP overall.
- Push custom training opportunities in order to both support the sustainability of the program and create more career paths for our teaching artists and facilitators.
- Expand the work we do with the alumnx community & creating more opportunities for our alums to participate in TAP & expand their career opportunities



A Division of Community-Word Project
New York, NY