



TEACHING  
ARTIST  
PROJECT

# TEACHING ARTIST PROJECT

2019-20  
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 2019–2020 fiscal year (July 2019–June 2020). During this period, we trained over 49 Teaching Artists through direct programming, and served over 400 Teaching Artists across New York and beyond.

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.

Lastly, TAP trainees have not been immune to the hardships caused by COVID-19. Many areas of the program were impacted. However, TAP staff quickly pivoted to a virtual setting, allowing many more Teaching Artists to participate in workshops than previously possible.

The 2019–20 TAP pedagogy was created by Facilitators Adriana Guzmán, Amanda Torres, Andre Ignacio, Dimapilis, Artistic Director Karla Robinson, Lead Mentor Javan Howard, and Director of TAP Katie Rainey. This report was assembled and designed by Katie Rainey, TAP Director, and Amanda Newman, CWP Program Assistant.

# SUMMER INSTITUTE

JULY 17-19, 2019

19

Advanced  
Teaching  
Artists

21%

Received full or  
partial  
scholarships

95%

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



In July 2019, advanced Teaching Artists joined CWP staff for Summer Institute, a three-day intensive on teaching for social justice. The Institute was held at National Museum of the American Indian in downtown Manhattan. This informed what the facilitators brought into the training, focusing on integrating the museum into the agenda and raising awareness around Indigenous curriculum and culture.



**"It's so great to be able to be a student again and to experience things from this side of the table. It will definitely help me in my own facilitation as well as in supervisory positions."**

**-Autumn Joan Tilson,  
Theatre & Music**

**"I am very grateful to have participated in this valuable program. I have learned so much and I am eager to continue my teaching practice with all these new thoughts/lessons/ideas in mind."**

**-Laura Troshynski, Theatre**

**"This was a very positive experience that has boosted my understanding of how to create scaffolded lessons and the confidence in my abilities to create impactful change via teaching through art."**

**-Kristina Lopez, Visual Arts**

# TEACHING ARTIST PROJECT 2019–2020

The strategic focus of the 2019–2020 season was “intentional collaboration,” 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

30

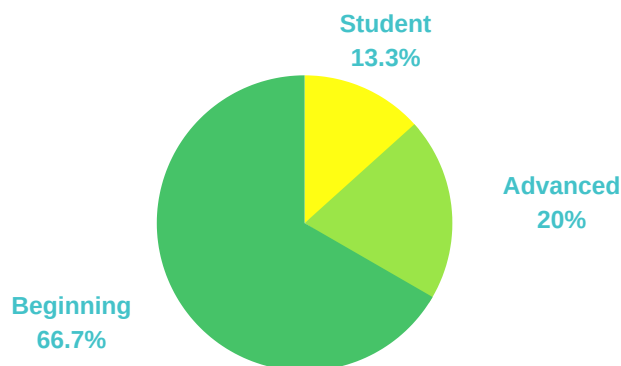
Teaching Artists  
Trained

39

Internships

20

Scholarships  
Awarded



# TRAINEE VOICES

**"EVERYONE WAS CARING AND WONDERFUL! I  
VERY MUCH ENJOYED THIS POSITIVE SPACE."**

— Brenda Amaya, Visual Artist

*TAP has been a huge growing and learning experience not just with teaching but with all relationships as well. When I first joined TAP, I was indecisive about being a teaching artist, after this journey I'm feeling more confident about my work and teaching. TAP allowed me to discover the tools to teach not "what to think, but how to think" to be lifelong learners, using art as a way to explore and express our voices. Now a teaching artist intern for DreamYard, I am putting into practice my Paths to Liberation curriculum. Thank you TAP for giving me the tools and confidence to continue this work."*

— Ayaris Perez, Media Artist

**THANK YOU FOR BEING KIND, GRACIOUS MENTORS IN THIS  
TOUGH, REWARDING, BEAUTIFUL, AND NECESSARY WORK.**

— Hattie Schapiro, Visual Artist

*"My experience at TAP was a great wealth of learning that was unlike any learning I've ever done—and I've spent about 17 years in a traditional learning environment without skipping a beat, so I know a thing or two about traditional ways of learning. With Katie, Karla, Jay, Andre, Amanda, Adriana and all the other mentors, we learned many things, including how to best connect with a student based on their type of intelligence, how to mix activism with the teaching being done in the classroom, and the importance of being consistent with what is done in a classroom. Additionally, in the process of learning these things, we've visited different places such as: The National Museum of the American Indian and the Dwyer Cultural Center. As I have said before, my experience at TAP was unlike anything I've experienced."*

— Charles Joseph Augustin, Poet

# 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.

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:

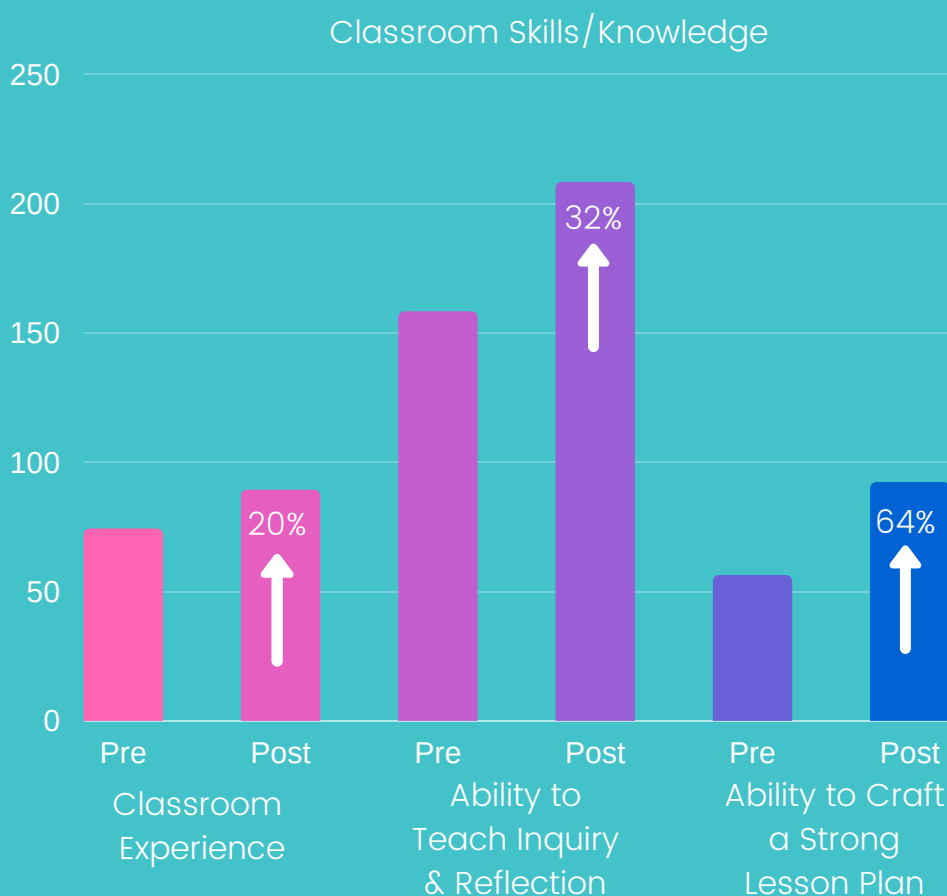
- Before entering the program, only 38% of trainees who responded to the survey felt comfortable teaching their art form in an NYC classroom. Upon graduation, 71% reported feeling comfortable teaching in a classroom.
- Before entering the program, 50% of trainees who responded to the survey felt comfortable pursuing teaching artist work. Upon graduation, 93% reported feeling comfortable pursuing teaching artist work.

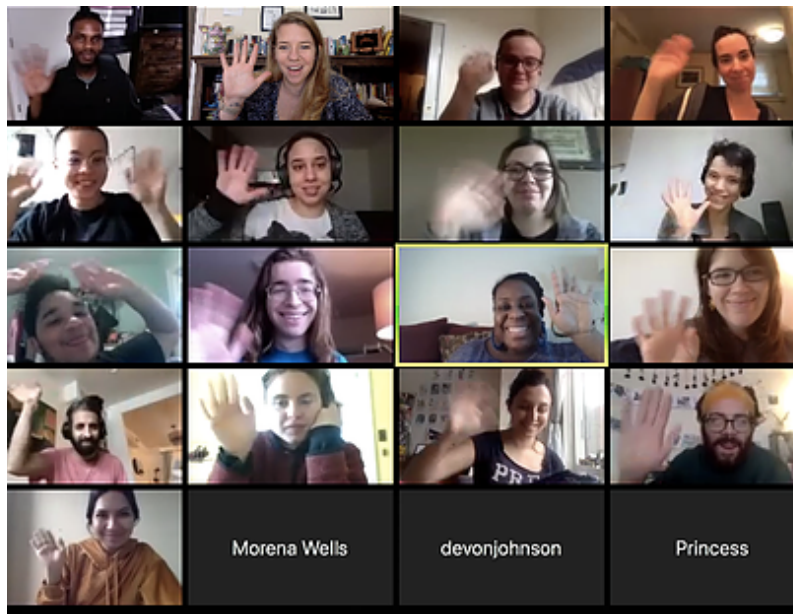


Trainees report an increase in ability to teach their art form through a social justice lens



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





# TAP COHORT 2019-2020

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 27 elective workshops, open to 2019-20 TAP trainees and Teaching Artists from cohort organizations. Many of these electives were virtual due to the outbreak of COVID-19. However, because of the pivot to a virtual setting, more Teaching Artists were able to attend the electives than the year before and we were able to offer more electives than previously possible. In 2018-19, approximately 208 Teaching Artists attended the cohort workshops. In 2019-20, 312 Teaching Artists attended the cohort workshops.



**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



Member  
Organizations

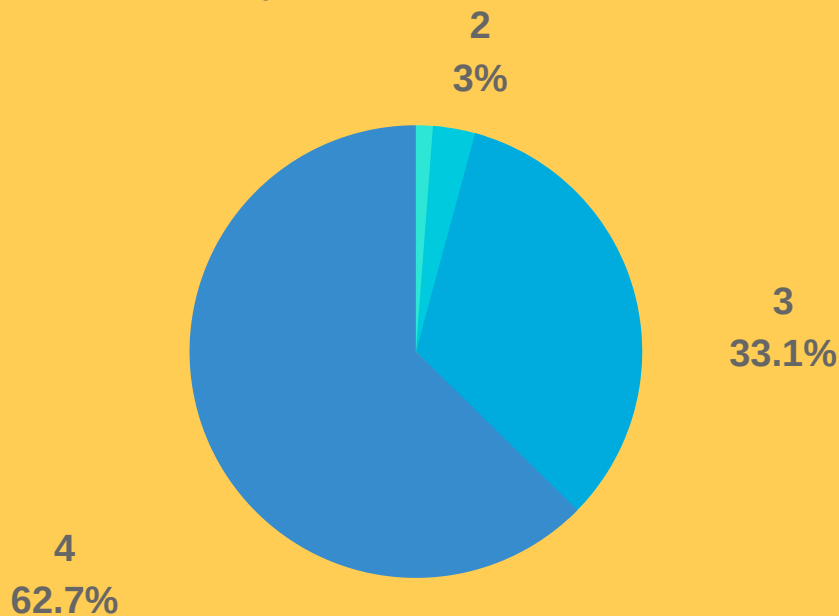


Teaching Artists  
Served Across NYC



Electives 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



# ALUMNX SURVEY

83%

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

90%

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

80%

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





# CUSTOM TRAINING

In 2019-20, Teaching Artist Project staff facilitated trainings for over 100 Teaching Artists at seven different organizations, including one outside of New York: National Museum of the American Indian, Reel Works, Project Create (DC), Joyaux Marisol, Matisse Foundation, Lower Manhattan Cultural Center, and the New York State Council on the Arts (NYSCA). The NYSCA grant was given to TAP to create a custom training for Teaching Artists working in Rochester, NY. This training will continue on into fiscal year 2021.

OVER  
100

Teaching Artists served through custom training opportunities

7

Organizations hired CWP staff to train their Teaching Artists

# 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. Additionally, we are committed to reshaping our programs to better serve the arts education field while it endures the hardships COVID-19 has brought.

In 2020-21, 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 who are currently working in the field and are facing the additional challenge of remote teaching and virtual learning
- 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, as well as focus on the ongoing education of our TAP staff.
- 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