

Teaching Artists as Substitutes Initiative (TASI)

A playbook created by Arts Ed Collaborative (AEC) for local, state, and national partners. This initiative was made possible with support from The Grable Foundation.

Why a Teaching Artists as Substitutes Initiative (TASI)?

Current reality

Youth have insufficient and inequitable access to arts learning opportunities during the school day, especially with professional artists.

School districts across the country are experiencing substitute teacher shortages impacting learning outcomes for students and professional learning opportunities for teachers.

Teaching artist pay is often too low and project work can be inconsistent and unreliable.

Over 90% of teachers are white while studies demonstrate that youth outcomes improve when students learn from teachers with shared identities.

Our goals

➔ Increase equitable access to arts learning

➔ Mitigate substitute teacher shortages

➔ Foster stability within the teaching artist profession

➔ Diversify the teacher workforce

Nothing about us without us

To start on this journey, the Arts Ed Collaborative (AEC) team knew we needed to figure this out together with teaching artists from the very beginning. We also needed input from school district leaders to better understand the needs on the ground in schools. Finally, we wanted to leverage the expertise of an array of arts integration experts in our region.



Pay teaching artists!



This should go without saying but is worth repeating all the same.

- Teaching artists who participated in the action research team earned a \$2,000 honorarium.
- Teaching artists who went through the steps to qualify as substitute teachers paid no out of pocket expenses for trainings and received a \$300 stipend to cover any expenditures (e.g., transportation, securing clearances, and getting a physical).

Our TASI journey: not knowing where the road would lead us

When you show up with a “nothing about us without us” mentality, it means that you do not yet know what you will learn, which paths will open, and how a project will unfold. This was an evolving journey with twists and turns, and we are grateful to each and every project contributor for teaching us along the way.



Our TASI journey: the winding steps we took along the way

Create an action research team including Arts Ed Collaborative staff and regional teaching artists (TAs) and co-create data collection protocols

Host info sessions for TAs to learn about working as substitute teachers

Enroll TAs in training for PA's guest substitute teacher program

Share field guides with TAs who complete PA guest substitute teacher training and online coursework

Meet with TAs to support school district matching and completing final paperwork

Research districts' substitute teacher needs and appetite for arts integration

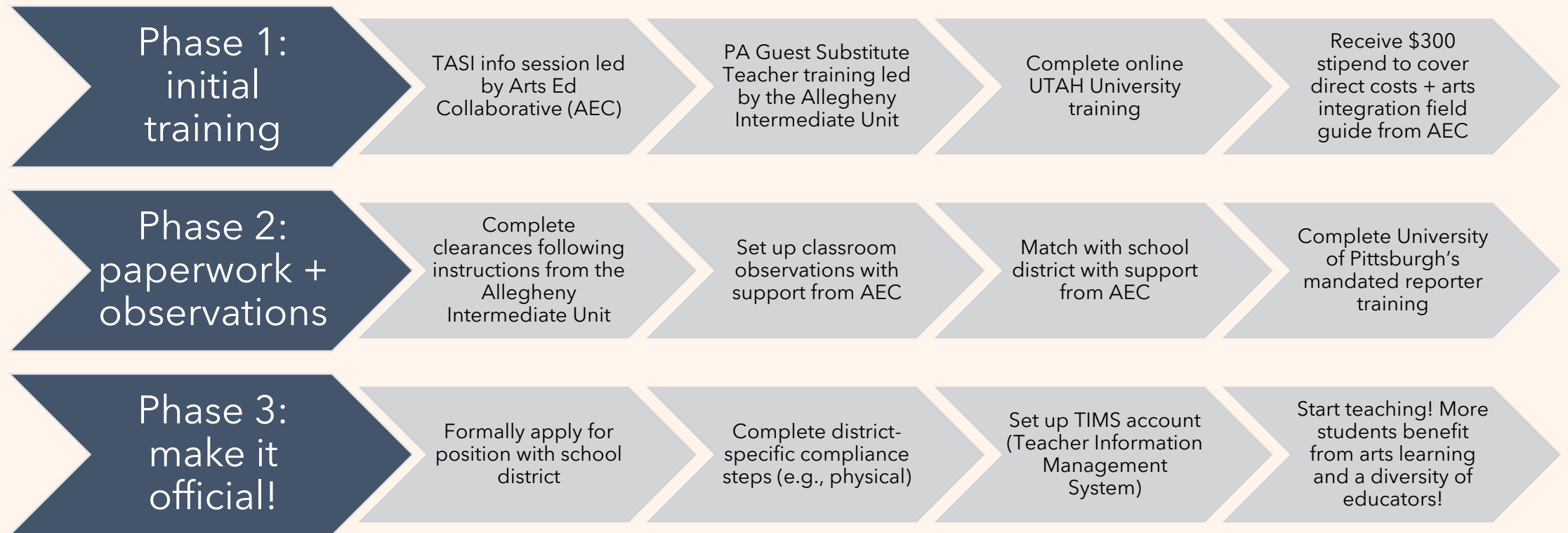
Identify substitute credentialing options and partner with local intermediate unit with training expertise

Curate arts integration resources from arts partners for TA substitute field guide

Host partner-led arts integration professional learning workshops

Establish a roster of teaching artists able to work as substitutes!

Our TASI journey: the process we identified for teaching artists to work as substitute teachers in Southwestern Pennsylvania



Thank you and join us!

We did not know where this work would lead when we began. Along the way, we identified a viable path for TAs to work as substitute teachers in Southwestern Pennsylvania and share their gifts with more students. This work would not have been possible without the following contributors.

Funder: The Grable Foundation | Action research team: Jazmine Bailey, Emily Gallagher, Parag Gohel, Sarah Jackson, Akinlana Lowman, and Lindsay Woge | PA Guest Substitute Teacher Program expert: Alice Gillenberger (Allegheny Intermediate Unit) | Schools/Districts: Duquesne City, Hampton Township, Sto-Rox, Urban Academy of Greater Pittsburgh Charter School, Woodland Hills | Field guide contributors: Assemble, Attack Theatre, Emily Gallagher, Alumni Theater Company, Akinlana Lowman, Parag Gohel, Shannon Gallagher, and James Brown | Arts integration workshop leaders: Akinlana Lowman, Hope Anthony + Allison Popieski (Attack Theatre), Emily Gallagher, and Parag Gohel



We hope this playbook sparks ideas for you and that you are inspired to pursue a viable path for teaching artists in your region to work as substitute teachers.

You can follow us on social channels @ArtsEdCollab and connect with the AEC team here: artsedcollab.org/about/. If you engage in the work, we'd love to hear about! info@artsedcollab.org