

Planning Meetings with the Teaching Artist

Initial Phone Call

Set up a phone call with your teaching artist. During the call, discuss the following:

- Describe your organization's community and the older adults that utilize it currently.
- Describe how you would like the older adults to engage with the organization in the future.
- Describe the other programs your organization offers your older adult community members.
- Ask the teaching artist to describe the class they will be teaching.
- Does the teaching artist speak the same language as the participants?
 - Yes
 - If not, discuss solutions to this problem.
- Set a date with the teaching artist for an in-person or remote planning meeting and to see the physical space or remote platform. Request at least 90 minutes for this meeting.

For In-Person Programs:

- Ask the teaching artist to describe their space needs depending on the art form they are teaching (e.g., visual artforms need supply storage and a water source, dance needs an appropriate floor for movement, and memoir-writing needs quiet private space).
- Describe the spaces in your facility that might be options to hold the class. Try to determine with the teaching artist which space(s) that you have would be best suited to the art form they are teaching.
 - If there is not an appropriate space in your facility, is there a community partner nearby that has a space that would work? Discuss options with the teaching artist.

For Remote Programs:

- Discuss the technical needs of the program, the teaching artist, and the hosting organization:
 - What platform will the class take place through? (e.g., Zoom, Google Meet, Phone, etc.)
 - Does the teaching artist have the necessary equipment, and where will they be teaching from? (for example, the teaching artist has streaming equipment, equipment on loan from host org or the host org has a streaming classroom)
- Discuss logistics of remote class and how the host organization will support tech during and between classes:
 - How early will the online meeting room be open before class?
 - Can the host organization provide technical support during class?

- Discuss the delegation of communications between the teaching artist, host organization, and students:
 - How will the teaching artist communicate with the students between classes, and how frequently?
 - What correspondence will be handled by the host organization?

In-Person or Remote Planning Meeting

During the meeting:

1. Acquaint the teaching artist with the space or platform:

a. In-Person Meeting

- Show them the space where the class will be held.
- Show them the storage space for materials, if needed.
- Introduce them to the staff they will be engaging with each week, including janitors, office staff, etc.
- Introduce the teaching artists to the staff person(s) that will be their main contact.
 - Provide the phone number and/or email of the main contact.
 - Share a contact list of other appropriate staff members.

b. Remote Meeting

- Meet them on the virtual platform where the class will be held.
- Test sound and/or video quality and review any additional features they may need (e.g., screen sharing).
- Discuss how materials will be distributed, if needed.
- Introduce them to any staff they will be engaging with each week, especially for technical support.
- Introduce the teaching artists to the staff person(s) that will be their main contact, if different from you.
 - Provide the phone number and/or email of the main contact.
 - Share a contact list of other appropriate staff members.

2. Ask the teaching artist to review their curriculum in detail with you, and make a copy for your records or have them send you a copy digitally.

- Discuss the maximum number of participants—the number should be appropriate for the art form. The teaching artist can advise you on this.

3. How will registration be handled? Inform the teaching artist of the organization's plan for registration.

- Ask the teaching artist what the latest date will be that a new student can join the program from a waitlist (e.g., after the 3rd session, 4th, etc.).

4. Set a program schedule:

- Set the dates, times and spaces for the classes.
- Identify any conflicts with the schedule at this planning meeting (field trips, parties, holidays, etc.).
- Inform all staff of the dates of the program and add the program schedule to any organizational calendars, if available.

5. Talk about how the organization will support the promotion of the program:

- How will the organization market the program?
- What does the organization need from the teaching artist to market the class?
 - Class description
 - Images
 - Teaching artist bio
- What staff person will print flyers, post to social media, etc.?

6. Talk about participant recruitment:

- Can the teaching artist come to the site or facilitate a virtual event to talk with patrons about the program?
- Decide if there will be a demonstration class:
 - If so, when will this happen?
 - What does the teaching artist need to make a talk/demo class successful?
 - Supplies
 - A/V equipment
 - Space set up/clean up
 - Other:

7. Discuss culminating event plans:

- When will the event be held?
- Where will the event be held?
- What space or on what platform will the event be held?
- Will there be more than one culminating event?
 - Yes (discuss additional dates, times, locations, etc.)
 - No
- How will the organization support this event?
- What are the teaching artist's responsibilities with the event, and what are the organization's?
- What does the organization need from the teaching artist to create the marketing content for the event (e.g., flyers, posters, social media, news media, etc.)?

- Who will create the event program?
 - Teaching artist
 - Organization

Additional questions and topics: