

**InCollaboration, Incorporated**  
aka the Readers Theatre workshop

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**Arts & Education  
Programs  
2008-2009**



**InCollaboration, Inc. / the Readers Theatre Workshop**  
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## Who We Are / What We Do

Founded in New York City in February 1983 and incorporated in New York State in March 1986, InCollaboration, Incorporated has provided award-winning arts-in-education programs to New York City's public school children grades K-12, for more than two decades.

We seek to serve those students in both the general and special needs populations, living in poor neighborhoods or attending under-performing schools, especially those who are identified as developmentally or physically learning disabled or emotionally disturbed and / or behaviorally at-risk.

Our programs include student academic enrichment, personal skills development, thematic arts projects, including in school and after school learning activities in the theatre arts, visual and media arts, music and dance programs, language arts and technology, and career development skills.

We also provide ongoing professional development workshops for teachers and other school professionals, and arrange and encourage family workshops and community inclusion activities to showcase student works and to more fully involve parents and family members in the educational activities of their children.

Programs are provided to individual schools, under a master contract with New York City's Board of Education, on a fee-for-service basis.

Public and private donations, government grants, and foundation and corporate giving programs help to support our activities.

We serve approximately 35-40 schools each year, reaching approximately 3,000 to 4,000 students annually.

All programs incorporate the New York State Learning Standards and follow New York City's Blueprint for Teaching and Learning in the Arts. Programs are designed to ensure school and classroom sustainability after our school partnerships end, anywhere from 2-5 years after they begin.

We strive to assess, record, evaluate, document and disseminate results about what works and what doesn't work, as lessons learned, to the broader educational community through publications, by our attendance at peer-to-peer review groups and by presenting at professional seminars and conferences locally, statewide and nationally.

We have been honored by the Kennedy Center for Arts Education for our Scholarship; by the P. Buckley Moss Foundation for Innovation in Special Education Programming, by the JPMorgan Chase Foundation for Educational Programming Leadership, and by other leading institutions in the fields of Special Education and the Arts in Education.



## Educational Services

**InCollaboration, Inc., working in partnerships with schools**, local educational agencies, government agencies, other arts organizations and cultural groups, **offers Direct Services to Students**, featuring the arts, **Professional Development and teacher training**, using the arts and technology as an integral part of classroom instruction, **Family and Parent Involvement Programs**, and school and community **Special Events**.

The Company is a member of the **New York State Theatre Education Association (NYSTEA)**; the **National Staff Development Council (NSDC)**; the **NYC Arts in Education Roundtable (AIE)**; the **NYS Alliance for Arts Education** and the **Partnership for After School Education (PASE)**.

**The General Program Categories include the Theatre, Dance, Music, and Visual Arts;**

**Multi-Media Programs, Movie-making and Editing; Digital Photography; World Music and Literature; Native-American, African, East and South Asian,**

**Pacific Island, Caribbean, Latin-American, Culturally Specific Arts & Crafts; Art and Architecture;**

**Arts in Entertainment such as mime, motion, puppetry and storytelling, magic and illusion, standup comedy, bookmaking, ballroom dancing and many other culturally enriching performance arts.**

Most of these programs include a literacy component to improve the reading, listening, speaking, thinking and writing skills of students.

All programs incorporate the **New York State Learning Standards** and, where applicable, conform to New York City's **Blueprint for Teaching and Learning in the Arts**. Programs are funded in part by NYSCA, the **New York State Council on the Arts**, a state agency, and by the New York City **Department of Cultural Affairs**.

## Original Theatre

The Readers Theatre Workshop, is our touring repertory theatre group, producing and performing **live theatre pieces specifically for young audiences**. In addition to our musical theatre, we also present a number of dramatic pieces. These short **one-act plays feature the giants of history and some less well-known heroes and heroines** of recent and times past, in a biographical moment or moments; all part of our **History, Civics and Social Studies Series**. Some examples:

- **"Frankly, Ben"** - a close-up look at **Benjamin Franklin** after "the 'Eagle' has flown"; Philadelphia, circa 1776;
- Intelligent, outspoken and opinionated, **Abigail Adams**, at home in Boston, sends more than one **"Dear John"** letter to husband and future president **John Adams**, in 1776 Philadelphia. Entitled **"Indie Nation,"** the original soundtrack to this one-act rock musical may be found on our Website at [www.readers.org](http://www.readers.org)
- **Martin Luther King, Jr., "Crossing Over: From Washington to Memphis"**; follows the celebrated civil rights leader and activist for social change, from having a "Dream" to standing "on the Mountaintop" circa 1963-1968;
- **"Jumpin' Jack Flash"** recalls the fight of the century between the first reigning Black heavyweight boxing champion, **Jack Johnson**, and his opponent, Jim Jeffries, the so-called "Great White Hope", 1910;
- Engineering genius **John Roebling** has **"A Bridge for Sale"**, to the Cities of Brooklyn and New York, circa 1867-1869; but before that can happen, he must face down a very strong and very skeptical political opponent, New York City's Chief Civil Engineer at that time, John McKeed;
- While her **"Heart's A Fire"**; fugitive slave, early activist, and later, Civil War spy for the Union, **Harriet Tubman**, risking life and limb, builds and runs the Underground Railroad circa 1850-1860;
- **"Viva Chavez!"**: labor leader and social activist **Cesar Chavez** starts a movement, forms a union and changes history in the California grape and lettuce fields, circa 1970.



# Our Staffing Resources

**The Company has approximately sixty professional artists on its regular referral roster.** Many of those artists have four or more years of experience as teaching artists. **The combined experience of our artists as teachers totals more than two hundred years.**

All of the artists referred by InCollaboration have the necessary and requisite **professional training, teaching skills and experience** applicable to their respective disciplines:

- Professional acting experience on the stage or screen,
- Professional dance or music training and experience,
- Professional art training and educational study,
- Professional writing and or directing experience,
- Native or expert knowledge of and in specific cultures

**Since 1995, InCollaboration Inc.,** as part of the New York State's Empire State Partnerships Program, and New York City's Partnerships for Arts Education, **has provided professional development services for teachers, para-professionals and school arts coordinators** in theatre arts, language arts, dance, music, technology, and visual and media arts.

**The senior staff** who provide our professional development services, **comprise trained teaching artists** who have five or more years of in-school arts in education instructional experience.

**All of the Company's Teaching Artists have backgrounds working with youth** and many have specific experience working in public schools.


**Our teaching artists regularly attend professional development workshops conducted by credentialed individuals in arts education** on ways to improve pedagogical methodology in delivery, assessment, evaluation and documentation and dissemination of results of arts in education services.

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The senior staff of Readers Theatre Workshop, who provide our professional development services, consists of trained teaching artists who have two or more years of in-school arts in education instructional experience.

All of the Company's Teaching Artists have backgrounds working with youth and many have specific experience working in public schools.

RTW teaching artists regularly attend professional development workshops conducted by credentialed individuals in arts education on ways to improve pedagogical methodology in delivery, assessment, evaluation and documentation and dissemination of results of arts in education services.



## Professional Development Services:

### Program Content

**Program categories and workshop topics** include the Theatre, Dance, Music, and Visual Arts; Multi-Media Programs, Movie-making and Editing; Digital Photography; World Music and Literature; the Native-American, African, East and South Asian, Pacific Island, Caribbean, Latin-American, and other Culturally Specific Arts & Crafts; the Arts and Architecture; Art as History, and the History of Art; Art and Technology; the Arts in Entertainment such as mime, motion, puppetry and storytelling, magic and illusion, standup comedy, The Collectables: Art, Artifacts and Kitsch; ballroom dancing and many other culturally and personally enriching art forms including sculpture, beading, woodcarving, design, photography, creative writing.

### Workshops

#### Single 90-minute Staff Development Workshops

generally scheduled on teacher Staff Development Days and designed to provide teachers and para-professionals with tried and tested ways to use the arts in their classroom. The workshops are intense, "hands on" style, where **teachers, in workshops of six to twelve individuals, actively participate**



and have an opportunity to work alongside other teachers in learning the specific topic discussed. **The workshops include** overview, instruction, examples, a question and answer period, and conclude with the distribution of supplemental materials that offer opportunities for review as well as information on related resources and sources of information on which the teacher can draw. The 90-minute workshops are designed to give a specific example in a specific art form and to illustrate a specific topic.

### Long-term Professional Development Courses

**This format allows** teachers to become not only familiar with a specific art form, but also to create appropriate lesson plans, examine the Learning Standards, evaluate student work, and create viable methods for assessment.

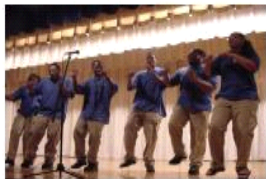
**Course material** may be presented wholly on-site or, if properly planned and budgeted, can include instruction at a gallery, museum or other materially relevant tie-in site. Courses involve groups of teachers working over a six-week period while their



students progress in the desired art form. **During the course of study**, teachers participate in the art form, create lesson plans, examine their work, and evaluate their students' work, and their school's arts program.



**Readers  
Theatre  
Workshop**  
in Collaboration, Inc.  
...where learning  
comes alive!



**Seeing the BIG Picture**



## Honors & Awards:

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Carnegie Corporation of NY, Arts in Education Leadership, 2008, 2009

The Rockefeller Advisors New York State Music Fund, \$75K, 2007

JPMorganChase Foundation - Educational Programming Award, two years running: 2004, 2005;

P. Buckley Moss Foundation - 1998-1999 National Teacher Awards (Four Nominees) ;

Reading is Fundamental's \$25K Steven Spielberg Award, 1991;

The Kennedy Center - Arts in Education Leadership Institute, 2000;

The Mayor's Award for Excellence in Educational Programs, 1994;

Staten Island Council on the Arts, For Cultural Contributions, 1985;

The Queens Theatre Network's Award of Excellence, Theatre for Young Audiences, 1988;

The Queens Borough Public Library, In Appreciation, 1986;

Award of Excellence, the Brooklyn School for Career Development, 2000;

Friends of the Queens School for Career Development, 2001

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