

A vibrant, colorful mural on a building wall. It features several hands of different skin tones reaching up and overlapping. The hands are decorated with various symbols: a book with a green cross and pink 'Z', a globe, a rainbow, a star, a flower, and the words 'HOPE' and 'Kindness'. The background is divided into sections of blue, purple, red, and green, each containing different symbols like musical notes, a test tube, and a pencil. The word 'Love' is written in large white letters on the left, and 'Diversity' is partially visible on the right.

2025-2026

BUTTE COUNTY OFFICE OF EDUCATION

Teaching Artist
DIRECTORY



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Special thanks to Creative Sonoma for their inspiration and very generous assistance in developing this program. We followed their lead in establishing this Trauma Informed Teaching Artists program in response to the devastating wildfires in our region.

About the Program

Butte County Office of Education (BCOE) offers Teaching Artist placements at Butte County schools on a fee basis for approximately \$2,200 for ten hours. The fee is adjusted for a shorter residency. The placements provide access to creative activities for students to share in empowering artistic experiences that build resilience and encourage empathy. The arts have many benefits in a learning environment and create unique, hands-on opportunities to increase self-esteem, decrease depression, and reduce stress. The experiences encourage students to think, consider, collaborate, and problem-solve creatively. These 21st century skills have been demonstrated to contribute to success, in school and in life.

Teaching Artists are available from all twelve months of the year, before, during and after school. For this program, four to ten hours of contact time with the same group of students is optimal. Teaching Artist placement scheduling choices are flexible and examples follow:

Residency = 3 to 10 hours of student contact time			
Option	Lesson length	Times/week	Duration
Option 1 - Intensive	75 mins/day	4 days/week	2 week
Option 2 - Immersion	1 hour/day	2 days/week	5 weeks
Option 3 - Recurrent	1 hour/day	1 day/week	10 weeks
Option 4 - Flex	Choose the length, frequency and term of the residency ensuring 4 to 10 hours of student contact time		

The Teaching Artist residency descriptions on the following pages are meant to serve as a sample or guide to possible content for the placements. All Teaching Artists are prepared to collaborate with the classroom teacher to develop arts lessons that are integrated with another subject.

Contact Jennifer Spangler to make a request (jspangler@bcoe.org or 530-864-0128).



After almost two decades of studying music, **Weston Crumm** is excited to share the joy of learning music and drumming with people of all ages. Weston has studied with Master teachers from various regions of the world: Makaya “Tata” Kaya- Congo, Africa, Lansana Kouyate- Guinea, Africa, Sidiki Diallo- Senegal, Africa, David Durosier- Haiti and Jorge Alabe- Brasil.

Weston participated on many occasions as a member of Los Tambores de Chapman (an after-school drumming program started by his mother, Kathy Naas in 2011).

He is currently playing in 3 bands in Northern California:

Chico Latin Orchestra - Salsa/Cumbia

Wolfthump - Samba/ Percussion Ensemble

Wifflehammer - Funk originals.

SAMPLE RESIDENCIES GRADES K-8

Rhythm, Rhyme & Storytelling GRADES K - 2

Using Rhythm Sticks, poetry and short stories, the children learn how to play simple rhythms and learn about various families of instruments. A host of unique instruments will be used to emphasize storytelling; focusing on characters, plot, and sequence to enliven the stories.

Beat the Odds® (BTO) GRADES 3 - 8

BTO is an evidence-based and trauma-informed program. BTO integrates activities from group drumming and group counseling to build core strengths. Students improve their focus, listening, team building, leadership, expressing feelings, managing anger/stress, empathy, and gratitude.



Cameron Kelly is an artist with 15 years of experience specializing in two-dimensional and sculptural work. Since receiving her Master of Fine Arts from California College of Art in Oakland, Kelly has exhibited extensively in both group and solo exhibitions. Read more about Kelly's work [here](#).

Kelly serves as the gallery director of the Chico Art Center, and teaches studio art and art appreciation classes at CSU, Chico and Butte College. She has also taught art for the Chico Unified School District after school program. With a grant from the California Arts Council,

she developed "Blast-Art," an after school program at Bidwell Junior High School in Chico to challenge students to think critically about cultural sites and practices and their school's multi-ethnic community.

She created a unique *Dia De Los Muertos* art project curriculum and taught students how to make zines that responded to the *Day of the Dead* practice of honoring an ancestor with items in an altar.



SAMPLE RESIDENCIES GRADES 3-12

Kelly provides a range of creative visual art projects to identify student interests and strengths, transform ideas into tangible objects, communicate a memory or feeling into a story, edit and organize creative ideas as linear storylines, and draw objects from observation and imagination.

Make a Zine (tiny book) About a Loved One Who Has Passed Students begin the ideation process with quick, stream-of-consciousness making of lists, reflecting on significant memories or ideas. With these lists, students create a story. Students draw, trace, or collage into 6-page mini-magazines. The zines are then copied to create multiples, and students can trade them with others.

Cast Your Hand Holding an Object Students use Sculpy© to make small objects based on the stories created in the zines. Then their hands are cast while holding the objects. This prompts learners to consider symbolism and metaphor in storytelling and translate ideas into a 3-dimensional form.



Christine Mac Shane has worked in many mediums, starting with oils and adding acrylics, watercolor and mixed media through her 30 years as a working artist. Much of her work is in community based settings and includes murals and projects as a teaching artist. She has been teaching art for over 15 years and is currently teaching independently at The Autism Center, Boys and Girls Club, California Conservation Corps, and part of the Butte County First Responders' Wellness program. She has also taught at the Feather River Cancer Center and Table Mountain School in Oroville. Her goal is to empower others as they remember that they can paint and give them an opportunity to use art as a way to show their unique vision of their world.

In 2023 she oversaw the design and creation of an exterior mural at the Museum of Northern California Art in Chico, working with high school students to illustrate the theme of connection and inclusion.



In 2024 she collaborated with students at Oakdale Heights Elementary school in Oroville to design and paint a mural that resulted in increased student pride and ownership.



Christine offers a diverse curriculum including watercolor, acrylic and mixed media, collage, fabric, and found object art. She creates classes for K-12 students including at-risk-youth and special needs students and those suffering from disaster related stress. Her classes reflect the abilities of the group and offer an individualized judgment free place to grow. Classes can be created in collaboration with any class topic.

SAMPLE RESIDENCIES GRADES K-12

Nature Journaling Students create a sketch book as they learn the intention of the journaling. Students observe and document their world by focusing on the school grounds (grasses, gardens, leaves) and learn about their form and function through illustration.

Create a Painting Students plan a painting using Content/Composition/Color/Contrast guidelines. They write or vocalize their subject, why they want to paint it, what they want the viewer to see/feel and what will be painted on the canvas. Students learn that even a loose plan will help them create.

Design and Paint a Mural with Students For grades 3 through 12. Ten hour minimum.

Kathy Naas (Resilience in Rhythms) MUSIC/DRUMMING



Kathy Naas is a celebrated educator and drumming facilitator in Chico. Her passion for the arts began early in her career through Northeast California Arts Project (NCAP). Beginning as an arts participant, Kathy witnessed the incredible impact that her students experienced through integration of theater, music, dance and visual arts into the Core Curriculum. Through her teaching, she became a valuable member of NCAP, and has shared her expertise of arts integration with teachers, students and communities for many years.

Kathy's passion for drumming began during NCAP and she continues to study various drumming protocols for young children, teens, and adults.

She is a trained facilitator in the Group Empowerment Drumming program *HealthRHYTHMS*; a wellness, mindfulness protocol with mentor, Christine Stevens. Through UCLArts and Healing, Kathy is a certified BEAT THE ODDS trainer, in an evidence-based, trauma-informed program for children in grades three and up with a focus on Social Emotional Learning.



Kathy created the children's drumming group "Los Tambores de Chapman" in 2011

SAMPLE RESIDENCIES GRADES TK – 2nd

Rhythm, Rhyme & Storytelling

Using Rhythm Sticks, poetry, and song, the children will learn how to play simple rhythms and learn about various families of instruments. A host of unique instruments will be used to emphasize storytelling focusing on characters, plot, and sequence to enliven the stories.

SAMPLE RESIDENCIES GRADES 3 – 5

Beat the Odds is an evidence-based and trauma-informed program that integrates activities from group drumming and group counseling to build core strengths such as focusing, listening, team building, leadership, gratitude, empathy, expressing feelings and managing anger/stress.



Pedal Press is a non-profit that brings printing and artmaking to Butte County through screen printing, live printing, educational programming, and workshops. Our youth programming combines social-emotional learning (SEL) with career and technical education (CTE). In one popular program, youth learn the process of screen printing and how to conceptualize, create, and market their own screen printed designs. We have offered this program as a CARD summer Art camp for six years and can scale down to one or two-day workshops. While we work with all ages, our focus is on youth ages 14-24. We prioritize youth in alternative education settings who may have significant barriers to artmaking opportunities.

Our youth programs provide an inclusive space for youth to safely explore their own identity and self-expression; work collaboratively with other youth and mentors in the printmaking and other artmaking processes; and engage positively with the community.

Co-directors Julia Murphy and Cathryn Carkhuff launched Pedal Press in 2017. Carkhuff has led community and youth programs for 17 years. Murphy is a credentialed Art, English, and CTE teacher, and is the primary traveling instructor. Although the focus is on (screen) printing, Murphy is proficient in a wide range of 2D and 3D media, including ceramics; and can meet any curriculum/ arts integration needs that students and educators might have.

SAMPLE RESIDENCY GRADES 5th – 12th

Styro Relief/ Composite Screen Print

Using a variety of reference materials, students identify an image from which they would like to make a Styrofoam relief. This method requires no specialized cutting tools and gives students an introduction to a print-negative process.

Upon completion of the small prints they are digitized and arranged in multiples, and a silkscreen is created of the composite image. Students create text or a title for the composite image.

Each student screen-prints a poster, banner, or T-shirt.

For a longer project, students may use ez-cut or linoleum with cutting tools: a more time-consuming and specialized process not recommended for students under age 12. Resulting relief prints are digitized and output for screen printing in the same way as styro prints, described above.

Reference: California Visual Arts Standards: Prof.VA:Cr2.1; Acc.VA:Cr3; Acc.VA:Re7.2; Prof.VA:Cn10



As a teacher **Reta Rickmers** encourages students to express their ideas and feelings artistically. She retired from Pleasant Valley High School in Chico where she specialized in teaching drawing, painting and community-based student-centered projects to promote creative thinking and entrepreneurship. She received the National Art Educators Ass. Award for Outstanding Secondary Art Educator in the Pacific Region and the CA Art Educators Award for Outstanding Secondary School Visual Art Educator.

For Reta making her own art is about processing experiences and enjoying the act of creating. She plays with color, pattern and texture, to layer images and meaning. She contrasts realism and abstraction and commonly produces series of works. Subjects include Americana (a series featuring nostalgic icons); towers of Italy, Croatia and Slovenia and their changing perspectives; and birds which to Reta represent freedom and fragility in equal measure (see below).



SAMPLE RESIDENCIES **GRADES 3-12**

The goal of Rickmers' lessons is to give students the art skills they need and then challenge them to go beyond cliché by thinking and using their brains. Students are encouraged to be personal in their approach and to develop their own unique styles. Art is communication and artworks should express the individual and help them process their lives and experiences. Art history and contemporary culture is incorporated into the curriculum. Art vocabulary is taught and used to express ideas about art. Brainstorming, in-process feedback, writing, personal reflection, self-evaluation, and class critiques are also key.

The Joy of Our Amazing Birds

Connecting with nature can be joyful through the study of those fascinating creatures, birds! Daily lessons that merge science and art will incorporate interesting bird facts, bird anatomy, bird habitat, basic families of birds (such as waterfowl, hawks and falcons, and songbirds), as well as information on bird songs and calls, and on migration on the Pacific Flyway. If the situation permits, students will go outside and listen and look for birds. Some binoculars will be provided for viewing. Students will keep a small nature journal of notes and sketches of birds and create an acrylic bird painting of a local bird they select. They will research their bird and display their painting in an exhibit of student work. Local bird artist and birder Reta Rickmers, will facilitate this residency and will share her paintings of local birds. Suggested time frame is one hour a day for 2 weeks (10 days)



Carolyn Steele is an accomplished performer, musician, singer, and song writer. She has performed with local groups such as *The Feather River Cloggers*, and a trio called *The Classigals*. She is accomplished in piano, guitar, and ukulele, which is the preferred instrument for teaching young students since it is easy to learn. Her song about the Town of Paradise was recently illustrated and published as a book. See a video of the book for which Carolyn sings the song she wrote, plays keyboards, and mixed the rhythm tracks [here](#).

Carolyn is passionate about teaching. She developed classroom ukulele programs at three elementary schools in Paradise, directed elementary choruses, and taught Visual and Performing Arts to 3rd – 6th grade students. She developed a theater program for 9th – 12th grade students called Musical Production which encouraged students to develop their performing talents. She recently retired from a 37 year teaching career with the Paradise Unified School District where she received a Teacher of the Year Award.

SAMPLE RESIDENCIES GRADES K-12

Carolyn has many possibilities for lessons depending on what is desired and appropriate for the grade level and she enjoys integrating lessons into other content areas. She enjoys teaching singing and rhythm using her keyboard, ukulele, and rhythm instruments. She also developed a fun and effective approach to teach music notation and composing using different colored cups. She has access to classroom sets of ukuleles, and can teach a ukulele unit for grades 3-12.



Sensei David Isamu Tamori **VISUAL ART**

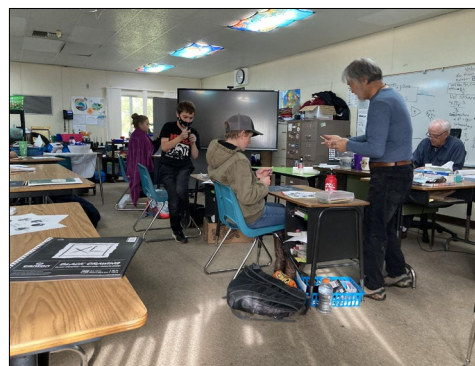


While much of **David Tamori's** career as an artist and educator has centered on visual art, he is also a musician and a performer. He is an accomplished drummer and drum maker, a member of the Oroville Community Choir, a performer in many local theatre productions, and a founding member of the Artists of Rivertown. David's personal visual art practice often uses nature as its subject positioning it in the context of the need for sustainability.

David taught at Oroville High School for 30+ years. He teaches a wide range of media and arts disciplines including watercolor, acrylic, charcoal, pen and ink, simple printmaking, graphic design, sculpture, ceramics, lost wax casting, jewelry making, ballroom dancing, hand drumming, theatre improv, and choir. He received the National Art Educators Association Award for Outstanding Secondary Art Educator in the Pacific Region and the California Art Educators Award for Outstanding Secondary School Visual Art Educator. He is a national consultant for the College Board Advanced Placement Art and Design Program. Chair of the Oroville Arts Commission, and a proud U.S. Army Veteran. David's guiding philosophy is that civilization cannot survive without an understanding of the importance of aesthetics.

SAMPLE RESIDENCIES GRADES K-12

David works with students from all grade levels. He is eager to collaborate on arts based or arts integrated lessons with any teacher who would like to investigate using the Arts to help their students learn to accept themselves and to nurture their confidence to enable them to follow their individual voice. Below David teaches visual art to a 6-8 grade combo class utilizing Studio Habits of Mind which was developed by Harvard's Graduate School of Education.





Tazuo Yamaguchi has been inspiring, entertaining, educating, and empowering people of all ages for over two decades. He holds a B.A. in Media Arts and an M.A. in Education and Fine Arts. A multidisciplinary artist, he specializes in visual arts—including drawing, painting, and design; literary arts (performance poetry and storytelling); Hip Hop music; and media arts.

He has worked in the entertainment industry directly with **George Lucas** of *Star Wars* fame, Apple Computers and numerous gaming companies. Online, he is known as “IPaintCreatures” ([instagram.com/ipaintcreatures](https://www.instagram.com/ipaintcreatures)). Yamaguchi offers artistic experiences that incorporate **performance poetry** (writing and performing), **visual art** (designing, drawing, and painting), **media arts** (digital art, content creation, short films, and animation—both traditional and digital), and **music** (expression through acapella song and positive Hip Hop/Rap) as vehicles for learning and empowerment.

SAMPLE RESIDENCIES GRADES 3-12

Create Original Creature/Character Art Students are instructed in basic drawing and watercolor painting techniques. They are then introduced to examples of original mythological creatures and characters. Guided through the creative process, students design, write about, and present their own imaginative creatures. Below are examples of Tazuo’s original creations.



Write, Express, and Perform Original Poems and Stories (Performance poetry: where literature meets theater) – Students are introduced to examples of performance poets then are guided through the fundamentals of writing a poem, editing, arranging, and refining. Through engaging exercises, they gain the skills and confidence to express their poems, perform them theatrically, and publish them—either digitally or in traditional print formats.

Positive Hip Hop = Write, Compose, Express, and Sing or Rap – Students are introduced to positive Hip Hop acapella-sung or rapped poems and flows. They are guided through the fundamentals of writing, composing, editing, and arranging—refining to incorporate rhythm, cadence, and melody. They learn to confidently express and perform their pieces, recording them with or without a beat or instrumentals to create their own original song.

Original Animated Films – Students are introduced to basic animation techniques, including traditional methods such as flipbook and stop-motion. They are guided through the fundamentals of storytelling, storyboarding, and setting up the technology for filming. Students will learn how to create a soundtrack and voiceover for their film, ultimately producing a short, original animated film.