



INSTRUCTIONAL QUALITY FRAMEWORK

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BUILD CAPACITY FOR QUALITY

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PREPARE FOR QUALITY INSTRUCTION

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CONTINUOUS QUALITY IMPROVEMENT

2018



INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES

GOAL: Teaching Artists build the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

Teaching Practice

Teaching Artists are grounded in effective teaching practices, including:

- Stages of child development and degree of agency for students at each age
- Creating a safe space for student abilities to thrive
- Techniques and approaches to address a range of circumstances
- Alignment of learning objectives and curricular components to desired student outcomes
- Content standards, relationships between topics and concepts, and content differentiation
- Cultivating practices of student reflection and learning synthesis, and converting them into daily practice

Artistic Practice

Teaching Artists rely on their own artistic practice to continually grow as practitioners by:

- Maintaining knowledge of the arts field, its history and current context
- Actively seeking development, growth, and new learning opportunities
- Staying current in the artistic discipline and discipline-specific ways of thinking and creating
- Engaging with a larger community of practice

Relationship Between Artistic and Teaching Practice

Teaching Artists tightly weave artistic practices into teaching practice by:

- Demonstrating competence and enthusiasm in teaching and in their art form
- Modeling curiosity
- Leveraging their own experience as students in the art form to identify and empathize with the students they will teach
- Freely sharing their own artistic identity

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CREATE A HEALTHY CLASSROOM CULTURE

GOAL: Teaching Artists are capable of creating a classroom culture that supports quality teaching and learning.

Classroom Culture

Teaching Artists create a positive, strengths-based and distinctive classroom culture by:

- Challenging negative attitudes or practices
- Ensuring all students are honored in the program
- Helping prepare students for college, career, life, and ongoing artistic practice
- Reflecting a shared belief in the importance of learning and hard work
- Modeling the highest levels of civility, honesty, and respect
- Valuing students for their strengths, desires, self-determined needs
- Allowing students to play a role in planning instruction as appropriate
- Avoiding top down communication styles and acting in a strengths-based, sensitive manner
- Offering warm, caring, and developmentally appropriate feedback

Personal Self-Awareness

There is an inherent power to the Teaching Artist role when working with students. Awareness about how this power plays out in the classroom can help Teaching Artists check their own assumptions, understand their own privilege, and operate in a way that relies not on role power, but on the powers of teaching and artistic practices.

In particular, Teaching Artists cultivate personal self-awareness by:

- Developing and reflecting on a personal inventory of self (e.g. personal identity, motivations, needs, limitations, strengths, values, beliefs, emotions, habits, and implicit or explicit biases)
- Understanding their own cultural identity in the context of the cultural identities of students and communities and challenging their own assumptions
- Monitoring how they react when anxious, confused, traumatized, or uncomfortable
- Not confusing their position as a teacher with power of authorship over student experiences

Artistic Self-Awareness

Artistic self-awareness is a part of personal self-awareness, but more closely tied to the Teaching Artists' lived experience within the art form. Teaching Artists teach with artistic self-awareness by:

- Bringing their own experience in the art form and the artistic community into the classroom for students to see, experience, and learn from
- Leading with curiosity about and love for the art form
- Demonstrating how personal and artistic self-awareness can inform and deepen the artistic process and improve artistic products
- Embracing improvisation within the art form

Cultural Inclusion

Teaching Artists provide culturally-relevant programs by:

- Demonstrating sensitivity to language preferences
- Taking extra steps to demonstrate accessibility and avoid projecting elitism, especially when working with Western traditions or “the Canon”
- Communicating directly with families about how they can be better engaged
- Understanding how to create safe spaces within the classroom
- Understanding and being sensitive to potential abuses of power within the youth development space
- Possessing knowledge and understanding of the community at hand

Professionalism

Teaching Artists embody professionalism within their organizations as well as within school and community partnerships by:

- Attending every class session and seeking coverage for planned absences
- Working with patience and energy
- Leading decision-making processes that are grounded in the organization’s mission, vision, and values
- Complying with policies and practices of the organization and its partners
- Enacting the highest standards of teaching, artistic, and personal integrity



A

SEEK UNDERSTANDING

GOAL: Teaching Artists garner the necessary knowledge and understanding to customize quality instruction for students, communities, and schools.

Understand the School

Teaching Artists develop an understanding of the school's resources, practices, and unique needs as they develop programs. This includes awareness regarding:

- Resources available within the school community
- Referral processes when students disclose experiences that suggest they are in need of further support or monitoring
- Organizations working in the same schools and communities who may be available to assist and/or collaborate as opportunities arise

Understand the Community

Teaching Artists seek deeper knowledge of students, families, and communities as they develop programs by:

- Grounding curriculum in what communities and students value
- Building on existing expertise, ideas, and knowledge
- Preparing for differentiated learning based on individual students in the class
- Designing intentional groupings of students to reinforce peer-to-peer learning

Understand the Students

Teaching Artists solicit regular and open communication about student needs and desires, including:

- Linguistic needs
- Individual Education Programs (IEPs)
- Ability levels
- Challenges facing individuals and communities
- Inter-student dynamics
- Specific learning needs
- Shared measures of student learning and program success

B

DESIGN CURRICULUM

GOAL: Teaching Artists design a quality curriculum grounded in clear learning objectives.

Curricular Structure

A well-structured curriculum is:

- Sequential
- Detailed and nuanced
- Reflective of the organization's core professional practices and strategies
- Focused on developing students' habits of mind
- Inclusive of opportunities to practice and experience artistic processes
- Built from a foundation of anchor works in the discipline
- Grounded in the artistic history and context of the discipline at hand
- Inclusive of a culminating event that showcases the artistic products developed

Curricular Goals and Objectives

The curriculum ties to learning objectives for students and/or programming goals.

Learning objectives or program goals are:

- Specific, measurable, achievable, results-focused, and time-bound (SMART)
- Tied to standards (whether state, Common Core, disciplinary, or specific to an organization), and/or student level outcomes
- Inclusive of outcomes related to artistic process as well as the final products produced by students
- Tied closely to assessment practices and used in program evaluation
- Translated regularly into classroom practice by the Teaching Artist



C

ALIGN ASSESSMENTS

GOAL: Student assessments are aligned with learning objectives and responsive to student needs.

Aligned Assessment

Teaching Artists align assessment by:

- Using backwards design to map processes against desired products
- Establishing assessment criteria, performance indicators, and performance assessments that tie specifically to rubrics with clear descriptions of student achievement levels

Responsive Assessment

At the same time, it is important for Teaching Artists to remain flexible and adapt assessments to students' needs by:

- Selecting an assessment methodology that is relevant to student needs, interests, and background
- Including criteria and norm referenced indicators
- Designing assessments that account for variable degrees of learning across a student population
- Ensuring the language surrounding the assessment is easy for students to connect with and understand



D

COMPOSE THE ENVIRONMENT

GOAL: The arts education environment is designed to support quality instruction. There is sufficient time allocated, suitable materials available, and a safe, aesthetic physical setting for artistic practice.

Sufficient Time

Teaching Artists dedicate time and systems to support program execution by:

- Planning for sufficient preparation and reflection time
- Ensuring enough time is committed per session and across the program
- Building extra time into the schedule to arrive early and stay late

Schools and Teaching Artists agree to key time-related elements as they map out a partnership, including:

- The schedule and structure of the program, duration and dosage
- Time needs, including time for instruction, planning and preparation, evaluation, and a culminating event or exhibition

Suitable Materials

Teaching Artists and schools are in agreement regarding the materials needed to execute programs effectively, including who will source, re-stock, store and pay for materials. Teaching Artists proactively assess and communicate material needs to school and organizational administrators. Materials are stored in a dedicated, neat, and clean storage space.

Physical Environment

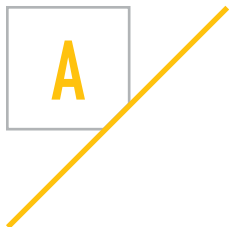
The space needs of the program are clear and mutually understood by Teaching Artists and schools at the start of the program. Programming occurs in the same space, as needed, each session. Functionality and flexibility are assessed to enable programming to adapt to varying uses (e.g. the Teaching Artist can move furniture). Space is suitable to the aesthetic of the program (lighting, color, etc.) and prioritizes display or exhibition of student creations or performances.

Teaching Artists plan for, evaluate, and adjust physical space needs with classroom teachers, school administrators, and their organizational leadership (i.e. securing materials, advocating for a different location in the school, adapting set-up, etc.).

Physical Safety

Teaching Artists adapt or modify space for the given art form with attention to the needs of families, logistics, and access for those at different ability levels. Teaching Artists solicit appropriate resources from organizational leadership and the school or community partner to help ensure safe spaces are available for programming.





INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES

GOAL: Quality instruction is grounded in educational and artistic practices when Teaching Artists connect their own artistic practice to the classroom, successfully integrate the artistic process with artistic product(s), and engage students in active learning. Teaching Artists tailor instruction to meet student needs and engage students in reflective practices as part of their teaching style.

Artistic Connections

Teaching Artists weave artistic practices and teaching practices by:

- Modeling artistic techniques and practices
- Creating opportunities for reflection and critique so students grow as critics as well as artists
- Including opportunities for students to experience the full process or cycle of a given artistic practice
- Building on students' language development by introducing them to academic and artistic vocabularies
- Helping students understand the important balance of reinforcing and building on existing learning with exposure to new content and experiences
- Using class activities to build relationships between students (e.g. explaining concepts to peers, serving as resources to each other in efforts to attain artistic mastery)
- Sharing options with students who show interest and aptitude to bridge beyond curriculum into additional artistic experiences

Integrate Artistic Process and Product

Teaching Artists dedicate sufficient time throughout the program to explore the full arc of the artistic practice. An emphasis on process as well as product is represented throughout the learning objectives, curricular lessons and components, and program outcomes. Teaching Artists introduce artistic processes to students by framing their purpose and ties to the final artistic product(s).

Student Engagement

To engage students in active learning, Teaching Artists should utilize specific approaches to instruction, including:

- Utilizing low-and high-level, open-ended, and developmentally-appropriate questioning and discussion techniques
- Providing opportunities to advance high-level thinking and discourse and promote metacognition
- Designing activities that allow students to engage each other in authentic, healthy, respectful and challenging dialogue
- Structuring time for students to engage in purposeful critique and reflection about how to improve the artistic process and product
- Structuring lessons and units that allow every student to practice and persist

Student Engagement (continued)

Teaching Artists should value students for their strengths, desires, and self-determined needs by:

- Building in time for collaborative planning to select objectives and allowing students to articulate how they will meet learning outcomes and develop necessary skills
- Embracing student agency in the learning process and cultivating their voices
- Creating opportunities for students to share aspects of their identity through the artistic process
- Setting the expectation that students enter the room with enthusiasm and excitement to grapple with the materials or concepts at hand
- Requiring students to be full participants in the process of learning and play a teaching role themselves when appropriate
- Challenging students to use their final products as a basis for reflection on the artistic process

Reflective Practices

Teaching Artists model self-reflection for students, leading by example. They apply reflective practices in their approach to instruction by:

- Building time for reflection, processing, and adaptation into the curriculum
- Engaging in reflective activities with students at the group and individual levels
- Providing individualized feedback to students that is accurate and specific, and advances learning
- Inviting students to form questions and challenge the thinking of their peers
- Performing regular check-ins with students to understand the context they bring to the art form and to learning
- Seeking critical feedback on their own teaching style, content, and activities

Artistically Grounded Assessment

Teaching Artists develop assessment tools and practices which enhance instruction in the art form and engage students in their own development as artists by:

- Evaluating the quality of student work against students' own objectives and goals for growth
- Conducting critiques to help students understand how well they have progressed against learning objectives
- Offering opportunities for students to explain their thinking and performance
- Enabling students to demonstrate learning by producing evidence of their progress towards meeting criteria for specific works
- Using formative assessment to monitor progress and check for understanding
- Using summative assessment to evaluate the extent to which performance benchmarks are met

Flexibility in Instruction

With careful planning balanced by flexibility, Teaching Artists tailor instruction to student needs, interests, and goals by:

- Anticipating the need for differentiated learning
- Intentionally grouping students for peer-to-peer learning
- Incorporating student choice
- Seizing unplanned opportunities to enhance student learning
- Building on world or local events and students' changing interests
- Adjusting the scope of instruction as needed to advance learning objectives

B

CREATE A HEALTHY CLASSROOM CULTURE

GOAL: The classroom culture supports quality instruction when there are clear expectations, mutually-understood boundaries, and safe space for exploring artistic practice.

Expectations and Boundaries

Teaching Artists establish clear expectations, boundaries, and classroom norms in partnership with students by:

- Posting an agenda for the day
- Establishing rituals and routines to begin and end class
- Framing each artistic encounter
- Clarifying goals for each session or activity
- Conveying high learning expectations
- Helping students follow standards of conduct without needing a prompt
- Encouraging student self-monitoring
- Responding to inappropriate language or behavior reflectively, with sensitivity to the dignity of each student
- Carefully explaining directions and procedures and anticipate potential misunderstanding
- Thoroughly and accurately explaining content by connecting it to student interests, knowledge, and experiences
- Managing artistic “chaos” gracefully: orchestrating an environment in which students manage transitions, instructional groupings, and materials and supplies without disrupting learning
- Maintaining boundaries and making students aware of their role

Teaching Artist as Facilitator

Teaching Artists clarify their role as facilitators of learning, rather than conveyors of knowledge by:

- Embodying an attitude of “we’re in this together,” using “us” language
- Sharing honestly from their own experience
- Practicing immersion in the school environment and attending activities or events outside the arts space
- Placing student voice at the center, even when working or communicating primarily with other adults

Emotional Safety

Emotional safety (“safe space”) is defined in accordance with the population served, including the age and developmental stage of students, and types of activities facilitated. To support emotional safety, Teaching Artists discuss and develop the following with students:

- Establishing equitable rules
- Establishing clear boundaries
- Setting shared expectations and norms
- Fostering safe expression of self
- Developing trust and respect
- Cultivating openness to taking risks and learning from mistakes
- Modeling self-disclosure and bringing personality into the artistic process
- Demonstrating empathy

Cultural Inclusion

Teaching Artists and programs are more accessible to communities when they:

- Are sensitive to language preferences
- Establish multiple points of contact, engagement, and modes of participation throughout the program
- Are respectful of family needs when creating expectations for family involvement
- Schedule culminating events with an eye to prospective family scheduling limitations or conflicts
- Include ongoing dialogue with families regarding how they can be better engaged



A

CONDUCT EVALUATION

GOAL: Teaching Artists plan for the future by using critical feedback to inform future practice.

Evaluate Programs

Teaching Artists engage in a regular process of self-reflection leading to informed action. They pose questions of themselves after each teaching experience, for example:

- Did I model good artistic practices for students, and how?
- Did I experience assumptions or bias during this teaching experience?
- Did anything cause uncomfortable feelings for me, and why? How did I react?
- How did I present myself, and how did that presentation inform interactions and relationships?

Teaching Artists also invite feedback from critical stakeholders regarding their own performance such as:

- Identifying opportunities for growth
- Collecting feedback on student learning, and experience
- Analyzing results of formal and informal observations by Master Teaching Artists or others

Teaching Artists should also rely on the results of student assessments to inform future teaching by:

- Reviewing student work and portfolios as a means of understanding whether assessments are valid, the extent to which process and product have been balanced, and identify areas of improvement for the curriculum
- Evaluating each lesson or unit against the degree of student learning achieved in order to focus the curriculum on its highest impact components
- Utilizing formative and summative assessment outcomes to design future curricula, adapt approaches to reach the diverse needs of each student, and improve efficacy of instructional strategies





B

STRIVE FOR SUSTAINABILITY

GOAL: Arts learning is expanded within the organization, school, and community to apply what has been learned and build sustainability for future practice.

Expand Arts Learning Within the Organization

Teaching Artists collaborate across the organization to expand arts learning in the arts organization by:

- Developing shared intentions for teaching, learning, and the arts
- Ensuring organizational understanding of how the artistic process translates to its education work
- Working closely with administrators to help them understand success and share evidence
- For internal stakeholders, clarifying student outcomes, how they are assessed, and how their teaching practice supports the organization's strategic direction

Expand Arts Learning in the School

Teaching Artists form strong, trusting relationships with school and community stakeholders by:

- Infusing work with the spirit of collaboration, including open and honest feedback
- Embracing shared accountability
- Ensuring consistency over time
- Building a feedback loop with ongoing touches and invitations for constructive criticism
- Soliciting thought partnership in developing key strategic elements (e.g. artistic vision)
- Engaging those whose feedback may typically be overlooked

Expand Arts Learning in the Community

Teaching Artists expand the culture of arts learning beyond the classroom into the school and community by:

- Promoting awareness of the program within the school community
- Providing opportunities for students to be seen as an ensemble by the rest of the school or community
- Documenting the arts access achieved by the program to enable future sequential or complementary learning

Leveraging what is learned through reflection with students and partners, Teaching Artists share their findings with professional peers in support of a larger learning community. Among the topics professional peers may choose to address as a group are:

- How to build student energy and enthusiasm in an art form and how to deepen their engagement
- How to cultivate students' emerging artistic identities and skills
- Alternative approaches to teaching and learning with an eye to continual improvement
- Student outcomes and which elements of practice likely contributed most to positive results
- Additional skills, tools, resources, or time needed to deliver the curriculum well
- Challenges with particular students or groups of students



THE THINKING BEHIND ARTS LEARNING

Ingenuity's mission is to leverage the vibrant communities, rich knowledge, and significant resources of Chicago to ensure the arts are a critical component of every public school student's education.

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