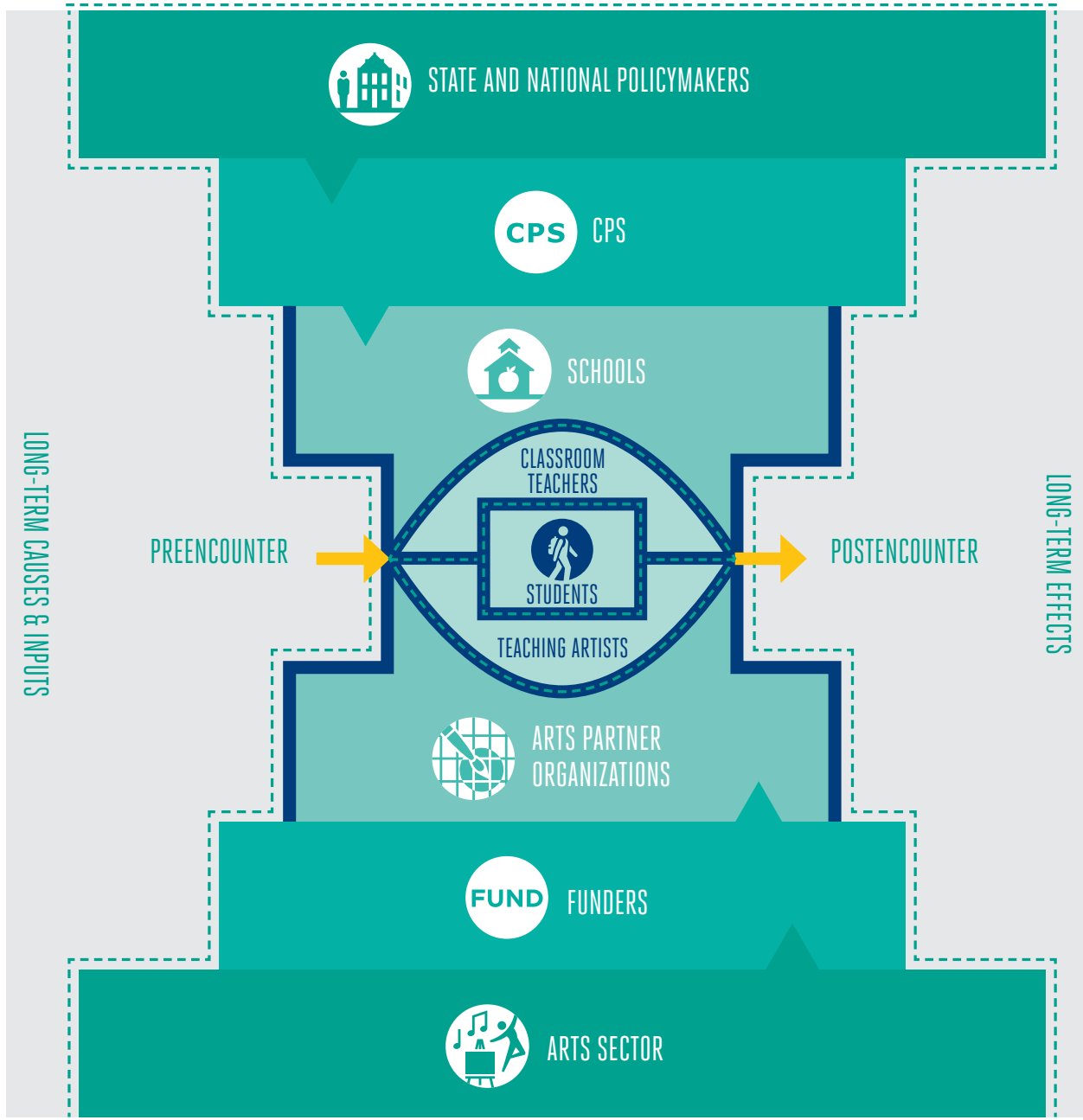


PHASE ONE CONCLUSIONS: THE QUALITY ECOSYSTEM

Pedagogical Encounter
 Parents, Families, and Community Members



PHASE ONE CONCLUSIONS: THE QUALITY ECOSYSTEM

The below list describes the general dimensions and practices of quality that each entity has ownership over. These practices will then form the basis of tangible quality recommendations and supports for each entity.

STUDENTS

- Engagement in learning process
- Agency, desire, and motivation
- Effort and participation
- Behaving with integrity, respect, and accountability toward peers and instructors
- Willingness to be vulnerable or uncomfortable in order to challenge oneself and grow
- Ownership of learning, goals, and values

CLASSROOM TEACHERS/TEACHING ARTISTS

- Pedagogical strategies, tools, and best practices
- Differentiation and student-centered practices
- Lesson and curriculum planning
- Cultural competence
- Communication
- Setting expectations and norms
- Professional development
- Relationship-building with educator colleagues, schools, arts partner organizations, parents, families, and communities

ARTS PARTNER ORGANIZATIONS

- Relationship-building with schools, parents, families, communities, and funders
- Communication and setting expectations with schools
- Developing and implementing mission, vision, and practices of quality within an organization
- Developing and implementing curriculum, tools, and resources for teaching artists
- Aligning programming offerings with standards and curricular scope and sequence
- Hiring, training, supporting, and retaining high-quality teaching artists
- Advocating for teaching artists within an organization, with schools, and to funders and the broader arts sector
- Practicing cultural competence within an organization and in external relationships
- Securing adequate funding from funders whose objectives align with the organization's priorities

SCHOOLS

- Relationship-building with teaching artists, arts partner organizations, funders, CPS, parents, families, and community members
- Aligning partner programming with curricular scope and sequence; facilitating teacher leadership in alignment process
- Facilitating collaboration between classroom teachers/certified arts teachers, and teaching artists
- Facilitating collaboration among all partners at a given school
- Providing appropriate facilities and materials for arts partner programming
- Communicating and setting expectations collaboratively with teaching artist and arts partner organizations
- Facilitating arts partner engagement with parents and communities
- Facilitating arts partner and teaching artist practices of cultural competence

PARENTS, FAMILIES, AND COMMUNITY MEMBERS

- Supporting student success
- Communicating and providing input and feedback
- Engaging in programming



Photo by Daniel Ribar, courtesy of Chicago Shakespeare Theater.

PHASE ONE CONCLUSIONS: THE QUALITY ECOSYSTEM

CPS

- Providing adequate financial and tactical support
- Taking leadership in providing long-range scope and sequence, curriculum, standards, supports, frameworks, assessments, and evaluations for excellence in arts teaching and learning
- Facilitating program sustainability and long-term relationship development between partners and schools
- Planning for high-quality arts facilities in all schools
- Providing guidance and definition on the role of arts partners in the schools

FUNDERS

- Providing adequate and equitable financial and tactical support
- Systemic analysis of inequities in funding, resources, and access, and shifting funding strategies accordingly
- Collaborating with arts partner organizations and schools to listen to on-the-ground needs and set expectations together
- Thinking critically about assessment, evaluation, and outcomes, shifting strategy to a focus on quality for its own sake

STATE AND NATIONAL POLICYMAKERS

- Providing adequate and equitable funding
- Communicating with all other stakeholders around values and priorities for arts education
- Embracing quality in arts education for its own sake as a desired outcome and metric

ARTS SECTOR

- Collaboration and support across the sector and within relevant sub-sector groupings, (e.g., by discipline)
- Development and sharing of resources across the sector
- Sector-wide practices of diversity and cultural competence, especially around creating a pipeline of teaching artists and administrators of color
- Creative collaboration to maximize funding opportunities
- Creative collaboration around providing equitable access to excellence and to a variety of arts disciplines for all students



LONG-TERM CAUSES AND INPUTS

This area of the graphic represents the long-term antecedents to a quality arts education experience. These causes and inputs may vary by program and situation but generally include things like preexisting relationships and programming; students' and parents' needs, desires, and priorities for arts education; the underlying demographics, needs, and desires of the school and local community; the arts partner organization's history and long-term strategy; and big-picture education policy decisions. More research is required to understand fully how long-term causes and inputs shape quality in arts teaching and learning.

LONG-TERM EFFECTS

This area of the graphic represents the long-term outcomes of a quality arts education experience. These outcomes and effects are already the subject of significant research and policy attention and include student-level outcomes such as arts skill attainment and socio-emotional learning; school- and community-level outcomes, including the social justice outcomes that many arts partners value; and city-level outcomes that shift policy and practice system-wide.