

02B

FOCUS AREA 2: PREPARE FOR QUALITY INSTRUCTION Component 2B: Design Curriculum

COMPONENT GOAL: Organizations support quality programs that are grounded in clear learning objectives and tied to organizational strategies.



Characteristics of Practice

ELEMENTS

CHARACTERISTICS OF PRACTICE

Plan for Quality

Executive-level staff and board set quality as a strategic priority and allocate staff time—including a vertical cross-section of all levels of staff throughout the organization, i.e., Teaching Artists, program management, and executives—to strategic planning for quality. Even after initial strategic planning for quality takes place, staff dedicate time to implement the results of that strategic planning process, and to continue to iterate on the organization’s practices of quality.

As a result, the organization has an institutional vision of and values for quality, which relate to the organization’s overall mission and vision. This definition of quality is evident in every facet of the organization’s practice.

A well-structured program is grounded deeply in the organization’s strategic direction, and:

- Is reflective of the organization’s ideas regarding quality teaching practices
- Benefits from a shared understanding of what artistic success means
- Is evaluated using shared measures of student learning and program success

Program Goals and Objectives

Curricular content, program goals and learning objectives, and desired student outcomes are understood across the organization, a part of training and development, and translated regularly into classroom practice by the Teaching Artist.



Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS

GUIDING QUESTIONS

Plan for Quality

- How important is it to your organization that there be broad consensus regarding organizational values for quality practices? Why?
- How does this vision for quality impact other areas of the organization?
- What will change, both in your specific areas of responsibility and throughout the broader organization, if this vision is realized? What will change if it is NOT realized?
- What support currently exists for your vision of quality? What are the roadblocks?
- What needs to happen for there to be vertical integration and alignment around the organization's definition of quality (i.e. from the CEO/Executive Director to part-time employees or volunteers)?
- Where in the organization is the accountability for quality practices primarily housed? What internal relationships are required for this accountability to be effectively advanced?

Program Goals and Objectives

- What are the outcomes and/or intentions of the program?
- How can I best plan to collaborate with Teaching Artists consistently?
- What needs to happen for there to be vertical integration and understanding of curricular content, program goals and learning objectives, and desired student outcomes (i.e. from the CEO/Executive Director to part-time employees or volunteers)?
- What will you do to make sure your curriculum is grounded in your organizational mission and vision?
- What does your vision of quality look like in practice in the classroom? What should you observe taking place when visiting classroom(s)?
- Who in the organization is best suited to create and manage curriculum? Manage the instruction/instructors? Define, administer and analyze assessment tools?
- When is it time to ask for help/feedback on your curriculum? Who can provide this help?



Demonstrating Growth in this Component

SUPPORTING DOCUMENTS: Organizations have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*®, or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how organizations can showcase their practice.

- Quality Toolkit Exercises: *Roadmap to Visioning Quality, Clarifying Your Organizational Values, Quality Crosswalks, Quality Conversation, Developing Your Organization's Vision of Quality*
- Strategic planning documents, business or growth plans, action plans for quality
- Curricular content
- Program logic models
- Theory of Change or Theory of Action
- Program goals and learning objectives
- Organizational Value Proposition
- Defined student outcomes or impact frameworks



Implications for Field Trips

Field trip goals, experiences, and works of art are directly tied to the organization's mission, vision, and values. While it may seem counter-intuitive that a relatively low-dose intervention would reflect the organization's vision for quality, field trips are often the first interaction students and communities will have with an organization, and they should leave the experience feeling as though they have come to an understanding of the organization's principles, mission, and vision. Consider the extent to which field trip facilitators or speakers can serve as ambassadors for the organization's vision, the extent to which the field trip experience mimics broader goals for quality instruction, and whether there are logistical or content improvements that can bring field trips further into alignment with the organization's vision for quality.