

01A

FOCUS AREA 1: BUILD CAPACITY FOR QUALITY INSTRUCTION Component 1A: Integrate Educational and Artistic Practices

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



Characteristics of Practice

COMPONENT	CHARACTERISTICS OF PRACTICE
Teaching Practice	<p>Teaching Artists are grounded in effective teaching practices, including:</p> <ul style="list-style-type: none"> • 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, content differentiation • Cultivating practices of student reflection and learning synthesis, and converting them into daily practice
Artistic Practice	<p>Teaching Artists rely on their own artistic practice to continually grow as practitioners by:</p> <ul style="list-style-type: none"> • Maintaining knowledge of the arts field, its history and current context • Actively seek development, growth, and new learning opportunities • Staying current in the artistic discipline; discipline-specific ways of thinking and creating • Engaging with a larger community of practice
Relationship Between Artistic and Teaching Practice	<p>Teaching Artist tightly weave artistic practices into the teaching practice by:</p> <ul style="list-style-type: none"> • 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



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
Teaching Practice	<ul style="list-style-type: none"> • Why have I chosen the particular pedagogical strategies and approaches for this unit or lesson? • Have I analyzed content to identify prerequisite skills and knowledge? • What is my level of understanding of the developmental stages of the students, and how can I improve my knowledge? • Have I understood students' developmental levels well enough to scaffold them to increasingly complex materials and concepts?
Artistic Practice	<ul style="list-style-type: none"> • How do I plan my time so that I can still develop my artistic practice? • What opportunities can I leverage to develop my artistic practice? • Have I chosen complex, arts-authentic texts for my units or lessons? • Have I created opportunities for students to engage in the artistic content in a variety of ways?
Relationship Between Artistic and Teaching Practice	<ul style="list-style-type: none"> • How do I grow as both an artist and educator? • What kinds of professional learning opportunities will help me to grow and develop as a teaching and artistic practitioner? • How do I stay current with my knowledge of content in my artistic practice and in pedagogical approaches? • What are my own expectations about my student's artistic products and processes? • What makes me excited about my art form or discipline? What am I most excited to share with students and why?



Demonstrating Growth in this Component

Teaching Artists have multiple opportunities to gather tools as evidence and demonstrate practice in this component. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their teaching practice.

PROFESSIONAL CONVERSATIONS

Evidence of this component can be found during pre-observation conversations, as Teaching Artists explain:

- how outcomes are appropriate for students
- how artistic process and product will both be explored
- what balance they will strike between educational and artistic practices
- how they will engage students in an investigation of the content to be covered
- their own understanding of the material at hand

SUPPORTING DOCUMENTS

Teaching Artists 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 Teaching Artists can showcase their practice.

- Agenda or notes from an educational pedagogy professional development session or workshop (e.g. child development, content standards, differentiation of learning, etc.)
- Agenda or notes from an artistic pedagogy professional development session or workshop (e.g. hands-on, arts-based content or creation)
- Evidence of Teaching Artist professional development in student development theory and practice
- Professional certifications or organization memberships
- Portfolio of artistic work
- Teaching Artist statement of belief
- Journal of ideas or notes for future creative exploration with students