

02D

FOCUS AREA 2: PREPARE FOR QUALITY INSTRUCTION Component 2D: Compose the Environment

COMPONENT 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.



Characteristics of Practice

COMPONENT

CHARACTERISTICS OF 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 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 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 start of 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.).

Characteristics of Practice *(continued)*

COMPONENT	CHARACTERISTICS OF PRACTICE
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 school or community partner to help ensure safe spaces are available for programming.



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
Sufficient Time	<ul style="list-style-type: none"> • Is the time I allot in my unit and lesson plans realistic to complete the tasks at hand? • Have I considered the time it will take to transition to/from and complete activities? • What strategies can I use to ensure ample time is provided for reflection, and that this important component is not sacrificed due to lack of time? • Are the school and I in agreement regarding the time required to implement this program with fidelity and excellence?
Suitable Materials	<ul style="list-style-type: none"> • Who is responsible for providing materials? • How can I ensure that materials are appropriate for the program needs? • What strategies can I employ for working with the classroom teacher on materials management? • Where and how will materials be stored and maintained?
Physical Environment	<ul style="list-style-type: none"> • How can I think creatively about the space in which I am assigned to work? • How do I cultivate a space that is inspiring to students? • What are the range of options available to me in adapting the space for the art form?
Physical Safety	<ul style="list-style-type: none"> • What resources do I need to create a safe space, and from whom? • Is the space fully accessible for all? • Is there anything distracting in the space? • How do I balance the need for different types of learning spaces for students with the need for students to have personal space to explore the art form?



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

Teaching Artists establishes an artistic/studio space to the best of their ability by managing materials, time, and the environment. The Teaching Artist's clearly communicates materials, time, and space use expectations to students.

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 of the day
- Materials list
- Lesson plan with transitions and materials management highlighted
- Student job assignments for materials/room set up and clean up
- Photographs of the space, both empty and in use
- Organization systems for keeping track of supply inventory, location, etc.
- Floor plan
- Classroom environmental survey
- Daily safety check
- Agreements with partners about “must haves” and “nice-to-haves” in the space
- Evidence of Teaching Artist certification as mandated reporters