

04B

FOCUS AREA 4: CONTINUOUS QUALITY IMPROVEMENT Component 4B: Strive for Sustainability

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



Characteristics of Practice

COMPONENT	CHARACTERISTICS OF PRACTICE
Expand Arts Learning Within the Organization	<p>Teaching Artists collaborate across the organization to expand arts learning in the arts organization by:</p> <ul style="list-style-type: none"> • 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; 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	<p>Teaching Artists form strong, trusting relationships with school and community stakeholders by:</p> <ul style="list-style-type: none"> • 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	<p>Teaching Artists expand the culture of arts learning beyond the classroom into the school and community by:</p> <ul style="list-style-type: none"> • 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

Characteristics of Practice *(continued)*

COMPONENT	CHARACTERISTICS OF PRACTICE
Expand Arts Learning in the Community	<p>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:</p> <ul style="list-style-type: none"> • 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



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
Expand Arts Learning Within the Organization	<ul style="list-style-type: none"> • How do I collaborate with the organization to develop a shared intention for teaching, learning, and the arts? • How can I best communicate and share processes, outcomes, and practices with the organization? • Are my administrators adequate ambassadors for my work? How can I help them speak more clearly to the impact of my efforts?
Expand Arts Learning in the School	<ul style="list-style-type: none"> • How do I seek out feedback from the school community, including administrators, teachers, and students? • Did I conduct my relationships in the school community in a way that will yield positive future partnership(s)?

Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
Expand Arts Learning in the Community	<ul style="list-style-type: none"> • What are some strategies to help stakeholders who place all value in the final product also understand the importance of process? • How can I share what is happening in my classroom with other stakeholders and community members? • How have I documented student learning - and in what ways can I share it as evidence of arts learning? • Have I engaged my peers in a community of practice, bringing everything I have learned to the table to move the field forward?



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.

OBSERVATIONS

Evidence of this component can be found during pre-observation conversations, as Teaching Artists detail the ways in which they are serving as ambassadors for student learning and artistic growth within the organization, school, and community.

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.

- Communication logs
- Documentation of program process, curriculum, and student outcomes
- Student, parent, teacher, and administrator survey data
- Marketing materials in the language of students and families
- List of professional development needs