CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018–2019 School Year
Ingenuity and the CPS Department of Arts Education are thrilled to once again collaborate on providing a comprehensive catalog of professional learning workshops, events, and opportunities for all stakeholders in Chicago’s arts education ecosystem. We are proud to announce that this year, we are offering the most extensive and ambitious agenda of professional learning yet with over 60 events, all free of charge, and informed by your wants and needs.

Last year, in addition to partnering on various professional learning events, we also successfully collaborated on the first ever arts partner and teacher Arts Education Conference. Due to the success of that event, and the feedback garnered from the community, we’ve expanded opportunities for shared learning and collaboration amongst the school and arts partner community in this year’s offerings. We will once again present an Arts Education Conference that builds on our previous success. We’re also excited to roll out redesigned Arts Liaison offerings and incorporate more hands-on art making opportunities into the catalog of learning.

The catalog is organized by learning threads:

1. Teaching and Learning in the Arts
   The offerings in this thread are all about advancing quality arts teaching and learning practices across the city of Chicago.

2. Partnership Practices
   This thread of learning will help you to build and sustain long-term arts-based relationships.

3. Arts Advocacy and Leadership
   The offerings in this thread will help you to advocate for arts-rich policies, programming, and practices at local and national levels.

4. Culture, Equity, and Inclusion
   This thread of learning will provide supports for ensuring quality arts education programming for all students.

All of the professional learning opportunities in this catalog are aligned to the CPS Framework for Teaching, Ingenuity’s Arts Partner Standards of Practice, CPS’ School Excellence Framework and/or CPS’ Principal Competencies. In the back of the catalog, you will find a handy reference index of all the professional learning opportunities aligned to these documents. We hope this will help you to quickly identify the most appropriate opportunities as you move toward your unique professional learning goals this year.

We encourage you to find your place in this catalog and use it to plan your year of professional learning and development. Have a wonderful year!

Nicole Upton
Director of Partnerships and Professional Learning, Ingenuity

Julia deBettencourt
Director of Arts Education, Chicago Public Schools
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TEACHING AND LEARNING IN THE ARTS

Advancing quality arts teaching and learning across the city of Chicago.

KEY CONCEPTS: Curriculum | Instruction | Assessment | Student Learning and Success
Arts Content Knowledge | Child Development | Standards Alignment

TEACHING AND LEARNING IN THE ARTS

Mastering the Standards: Arts Partner Edition

The updated Illinois Arts Learning Standards, which go into effect in school year 2018–19, usher in a momentous opportunity to advance quality arts education across the district. To help arts partners and teaching artists understand and implement these Standards, Ingenuity is offering half-day, interactive professional learning sessions that will address each arts discipline.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
- Understand the content and structure of the updated Illinois Arts Learning Standards and their impact on arts education
- Learn practical, discipline-specific strategies for aligning arts instruction, curriculum, and assessment to the updated Standards
- Engage in action planning to bring alignment strategies back to your organization

Framework Alignments
Arts Partner Standards of Practice: ORG 1A | ORG 2B | INST 1A | INST 2B
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
This session will be offered twice (choose one to attend).
- Friday, September 7, 2018
  9:00 a.m. – 12:00 p.m.
  Chicago Children’s Theatre
  100 S. Racine Ave.
- Friday, February 15, 2019
  9:00 a.m. – 12:00 p.m.
  Literacenter
  641 W. Lake St.

Register
Mastering the Standards: Teacher Edition

The updated Illinois Arts Learning Standards, going into effect in school year 2018–19, usher in a momentous opportunity to advance quality arts education across the district. To help CPS educators understand and implement these Standards, the CPS Department of Arts Education is offering full-day, interactive professional learning sessions that will address each arts discipline and grade band in depth.

Who Should Attend?

CPS arts teachers, Instructional Support Leaders, and school principals and administrators

Session Objectives

Participants will:

- Understand the content and structure of the updated Illinois Arts Learning Standards and their impact on arts education
- Learn practical, discipline-specific strategies for aligning arts instruction, curriculum, and assessment to the updated Standards
- Engage in action planning to bring alignment strategies back to schools

Framework Alignments

Arts Partner Standards of Practice: N/A
Framework for Teaching: 1a, 1c, 1d, 1e | 2b, 2c | 3a, 3b, 3c, 3d | 4a, 4d
School Excellence Framework: Professional Learning, Instructional Materials, Rigorous Student Tasks, Instruction, Balanced Assessment & Grading, Multi-Tiered System of Supports, Culture for Learning, Student Voice, Engagement & Civic Life

Schedule

Mastering the Standards #1: Aligning Instruction

This session will be offered twice (choose one to attend).

Thursday, August 30 or Friday, August 31, 2018 | 8:30 a.m. – 3:30 p.m.
Chicago Cultural Center | 78 E. Washington St.
Course code: 41844 | Class codes: August 30: 79647 | August 31: 79648
Clock hours offered: 5.0

Mastering the Standards #2: Aligning Curriculum

Friday, November 2, 2018 | 8:30 a.m. – 3:30 p.m.
Location TBD
Course code: 41844 | Class code: 80053
Clock hours offered: 5.0

CPS Office of Teaching & Learning Initiatives: TRU Dimensions

Teaching and Learning in the Arts sessions for CPS teachers and administrators closely align to other core subject professional learning initiatives designed by the CPS Office of Teaching and Learning and Office of Network Supports, namely, the initiatives centered around the Teaching for Robust Understanding (TRU) Dimensions. By aligning instruction, curriculum, and assessment to the Illinois Arts Learning Standards, teachers will also be aligning arts classrooms to the TRU Dimensions:

Agency, Authority, and Identity: The extent to which students are provided opportunities to “walk the walk and talk the talk”...in ways that contribute to their development of agency (the willingness to engage), their ownership [authority] over the content, and the development of positive identities as thinkers and learners.

Cognitive Demand: The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use.

Equitable Access to Content: The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class.

Uses of Assessment: The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings.

Content: The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers.

More detailed alignment resources will be available in school year 2018–19 at cpsarts.org.

Register

- CPS teachers: Visit learninghub.cps.edu
- Charter/Contract/Options school teachers: Email cpsarts@cps.edu with your name, school, teaching role, and date you wish to attend.

Photo courtesy of CPS
Photo by Susan Ryan
Arts Education Conference 2019: Cultivating Conditions for Growth

In support of the continued collaborative work between teachers and arts education partners, Ingenuity and the CPS Department of Arts Education are excited to present this year’s Arts Education Conference: Cultivating Conditions for Growth. We are thrilled to once again provide an opportunity to Chicago’s arts education sector to grow in new understanding, gain and share skills, and develop the vital relationships that allow our individual and shared work to flourish and thrive.

Who Should Attend?
Arts teachers, other subject area teachers interested in arts integration, school principals and administrators, Instructional Support Leaders, arts education partners, teaching artists, and other non-classroom-based arts educators working with Chicago Public Schools

Conference Strands
- Teaching and Learning in the Arts: Advancing quality arts teaching and learning practices across the city of Chicago
  - Curriculum | Instruction | Assessment | Student Learning and Success
  - Arts Content Knowledge | Child Development | Standards Alignment
- Partnership Practices: Building and sustaining long-term arts-based relationships
  - Collaboration | Logistics | Processes and Procedures | Collective Impact
  - Matching | Capacity-building | Resources
- Arts Advocacy and Leadership: Advocating for arts-rich policies, programming, and practices at local and national levels
  - Policy | Data | Impact Narrative | Storytelling | Stakeholders
  - Sphere of Influence
- Culture, Equity, and Inclusion: Ensuring quality arts education programming for all students
  - Identity | Relationships | Responsiveness | Trauma-Informed Practices
  - The Learning Environment | Safety

Framework Alignments
Arts Partner Standards of Practice: All focus areas (1–4) will be addressed through Conference sessions.
Framework for Teaching: All domains (1–4) will be addressed through Conference sessions.
School Excellence Framework: Professional Learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Balanced Assessment & Grading, Multi-Tiered System of Supports, Culture for Learning, Relational Trust, Student Voice, Engagement & Civic Life, Safety & Order, Restorative Approaches to Discipline

Schedule
Friday, April 5, 2019 | 8:30 a.m.–5:00 p.m.
Benito Juarez Community Academy | 1450 W. Cermak Rd.
Clock hours offered: 9.0

Register
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

Share your knowledge!
This is a wonderful opportunity to inform and inspire your colleagues and community. Ingenuity and the CPS Department of Arts Education are accepting proposals from arts partners, teaching artists, teachers, principals, and administrators. For more information and to download the call for proposals, visit http://bit.ly/ArtsEDConProposal. The deadline to apply is January 18, 2019.
CPS Lesson Labs

Have a lesson, teaching idea, or artmaking technique you want to share with other CPS teachers? Want to learn best practices from your peers? Lesson Labs are learning sessions proposed, planned, and delivered by teachers for teachers in theater, dance, music, visual art, and media arts. At these gatherings, you’ll network, share content, problem-solve classroom challenges, and engage in hands-on artmaking.

Who Should Attend?
CPS arts teachers and other subject area teachers interested in arts integration

Session Objectives
Participants will:
- Learn and share innovative techniques, skills, and strategies in and across arts disciplines
- Participate in collaborative problem-solving around challenges in arts education classrooms
- Create connections with arts educators across the district in order to engage in ongoing peer-to-peer learning

Framework Alignments
Arts Partner Standards of Practice: N/A
Framework for Teaching: 1a, 1c, 1d | 2b, 2c, 2d | 3a, 3b, 3c, 3d | 4a, 4d
School Excellence Framework: Professional Learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Culture for Learning, Student Voice, Engagement & Civic Life

Schedule
September 2018, October 2018, March 2019, April 2019 (specific dates TBD)
4:30 p.m.–6:30 p.m.
CPS schools across the district (specific locations TBD)
Course code: TBD | Class codes: TBD
Clock hours offered: 2.0

Register
Visit cpsarts.org/lesson-labs to register on a rolling basis from September 2018–May 2019. Teachers will receive emails with Lab content and registration details as they are scheduled.

Propose a Lesson Lab!
The Department of Arts Education seeks innovative CPS teachers to lead Lesson Labs in school year 2018–19. For more information and to submit proposals, visit cpsarts.org/lesson-labs.

Stages of Creativity: Child Development and the Arts

Children undergo rapid physical and psychological changes from birth through adolescence. These developments include cognitive, social-emotional, speech and language, and fine and gross motor skills. In order to offer instruction that is high quality from an educational and artistic perspective, organizations and educators must be grounded in effective teaching practices which include stages of child development and degree of agency for students at each age.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and principals and school administrators

Session Objectives
Participants will:
- Learn about arts discipline-specific and age-appropriate pedagogical approaches and practices
- Understand the developmental characteristics and artistic developments of Pre-K through High School students
- Analyze artistic content to identify prerequisite skills and knowledge, and assess student readiness

Framework Alignments
Arts Partner Standards of Practice: ORG 1A | INST 1A
Framework for Teaching: 1a, 1b, 1c, 1d
School Excellence Framework: Professional Learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Transitions, College & Career Access, & Persistence, Instruction

Schedule
This session will be offered twice (choose one to attend).

Wednesday, September 12, 2018
4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre
100 S. Racine Ave.
Clock hours offered: 3.0

Tuesday, May 7, 2019
4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre
100 S. Racine Ave.
Clock hours offered: 3.0

Register

CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.
Creating A Master Plan: Strategic Planning for Quality

Setting quality as a strategic priority of the organization takes time, people, and persistence. Well-structured programs are grounded deeply in a shared vision of quality that is understood throughout the organization, and is evaluated using shared measures of success.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
- Understand the organization’s vision for quality, the supports which currently exist for their vision of quality, and the roadblocks to implementation
- Know where the accountability is for quality practices in their organizations
- Evaluate internal relationships required for quality practices to be effectively advanced

Framework Alignments
Arts Partner Standards of Practice: ORG 2B
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
Friday, September 14, 2018
9:00 a.m.–12:00 p.m.
Chicago Children’s Theatre
100 S. Racine Ave.

Register

Webinar Series: Administrators and The Arts

Unwavering, robust commitment to the arts begins with school administrators who understand and broadcast their immense value. These easy-to-access webinars created by the Department of Arts Education will help CPS administrators develop as champions, coaches, and evaluators of quality arts education in their schools.

Who Should Attend?
CPS principals and assistant principals, network chiefs and deputies, Instructional Support Leaders, and CPS department heads

Session Objectives
Participants will:
- Increase their knowledge of the value of in-school arts programming and their role in implementation of the CPS Arts Education plan
- Understand the structure, content, and significance of the updated Illinois Arts Learning Standards and the corresponding shifts in instruction, curriculum, and assessment that they require
- Gain tools and resources for building school capacity to support quality arts teaching and learning

Framework Alignments
Arts Partner Standards of Practice: N/A
Framework for Teaching: N/A
School Excellence Framework: Leadership & Collective Responsibility, Professional Learning, Aligned Resources, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Balanced Assessment & Grading, Culture for Learning, Student Voice, Engagement & Civic Life
Principal Competencies: Competency A, Competency B

Schedule
Administrators and The Arts #1:
Implementing the Updated Illinois Arts Learning Standards in Your School
On-demand at cpsarts.org, beginning October 2018 | Time: 30 minutes

Administrators and The Arts #2:
Creating Space and Time for a Thriving Arts Program
On-demand at cpsarts.org, beginning January 2019 | Time: 30 minutes

Administrators and The Arts #3:
Budgeting for a Thriving Arts Program
On-demand at cpsarts.org, beginning April 2019 | Time: 30 minutes

Register
All webinars will be on-demand at cpsarts.org.
Standards in Action: 
Arts Classroom Demonstration Sites

Seeing excellent teaching and learning in real time (and having the opportunity to discuss it) is a valuable way to learn techniques and approaches to try out in your own classroom. At these sessions, exemplary arts teachers across the district will open their classrooms for their peers to observe and discuss high-quality, standards-aligned practices in music, dance, theatre, visual arts, and media arts.

Who Should Attend?
CPS arts teachers and other subject area teachers who are interested in arts integration

Session Objectives
Participants will:
∞ Use protocols to actively observe exemplary arts lessons in order to gain skills and grow understanding of standards-aligned instruction, curriculum, and assessment
∞ Understand how to provide targeted, constructive feedback to instructors that align to observation protocols
∞ Engage in action planning to bring learning back to their classrooms

Framework Alignments
Arts Partner Standards of Practice: N/A
Framework for Teaching: 1a, 3c, 1d | 2a, 2b, 2c, 2d | 3a, 3b, 3c, 3e | 4a, 4d
School Excellence Framework: Professional Learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Multi-Tiered System of Supports, Culture for Learning, Relational Trust, Student Voice, Engagement & Civic Life

Schedule
Demonstration Sites #1
Monday—Friday, October 1–5, 2018 (specific dates TBD)
Times vary depending on host teacher schedule
CPS schools across Chicago (specific schools TBD)
Course code: TBD | Class codes: TBD
Clock hours offered: TBD

Demonstration Sites #2
Monday—Friday, March 18–22, 2019 (specific dates TBD)
Times vary depending on host teacher schedule
CPS schools across Chicago (specific schools TBD)
Course code: TBD | Class codes: TBD
Clock hours offered: TBD

Register
Registration for Demonstration Site sessions will open in September 2018 on a first-come, first-served basis. Teachers will be sent emails inviting them to register.
Perform, Present, Produce: Educator as Artist

Artist teachers are responsible for ensuring students receive high quality curriculum, instruction, and assessment in the arts. In the process, they sometimes become disconnected from their own artistic practice. In these hands-on art making sessions, participants will focus on their own artistic development by experimenting with new techniques and skills, and developing and creating within their artistic discipline.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, CPS arts teachers, and principals and school administrators

Session Objectives
Participants will:
- Engage in hands-on art making in their discipline
- Develop or refine artistic craft, techniques, and skills
- Share artistic work and process with fellow artist teachers

Framework Alignments
Arts Partner Standards of Practice: ORG 1a | INST 1a | INST 1b
Framework for Teaching: 1a | 4d
School Excellence Framework: Professional Learning

Schedule

Visual Art
Wednesday, October 10, 2018
4:30 p.m.–6:30 p.m.
Ignition Community Glass
401 N. Armour St.
Clock hours offered: 2.0

Theatre
Tuesday, December 11, 2018
4:30 p.m.–6:30 p.m.
Chicago Children’s Theatre
100 S. Racine Ave.
Clock hours offered: 2.0

Music
Tuesday, February 12, 2019
4:30 p.m.–6:30 p.m.
Lyric Opera Chicago
20 N. Upper Wacker Dr.
Clock hours offered: 2.0

Media Arts
Wednesday, March 13, 2019
4:30 p.m.–6:30 p.m.
Street Level Youth Media
1637 N. Ashland Ave.
Clock hours offered: 2.0

Dance
Thursday, May 30, 2019
4:30 p.m.–6:30 p.m.
Hubbard Street Dance Chicago
1147 W. Jackson Blvd.
Clock hours offered: 2.0

Register
Media Arts: http://bit.ly/EducatorAsArtist-MediaArts

CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.
Rules of Engagement: Activating Student Learning

Structured and scaffolded lessons are key to engaging students in high-quality active learning. Ensuring student engagement requires careful planning of activities that not only ask them to complete a task, but also help them to understand and reflect upon what they are doing, and why.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
- Understand how to communicate learning objectives to students and how to fit it into the flow of the lesson
- Develop strategies for designing effective collaborative group work and dialogue
- Examine the difference between low-level and high-level discussion questions

Framework Alignments
Arts Partner Standards of Practice: INST 3A
Framework for Teaching: 3b, 1c, 1d | 3a, 3b, 3c
School Excellence Framework: Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction

Schedule
This session will be offered twice (choose one to attend).

Tuesday, October 23, 2018 | 4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre | 100 S. Racine Ave
Clock hours offered: 3.0

Tuesday, March 19, 2019 | 4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre | 100 S. Racine Ave
Clock hours offered: 3.0

Register

CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

Zoom In/Zoom Out: Conducting Evaluation

Organizations plan for the future by inviting critical feedback to inform future practice. In order to continuously improve, consistent and meaningful evaluation of internal capacity and programs is a must. By continually analyzing data, organizations can reflect on the efficacy of their vision for quality and adapt accordingly.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
- Identify who data is for, how it is shared, and how to define “good” data
- Learn how to evaluate capacity needs around data, assessment, and evaluation
- Determine the kinds of data and information to collect (quantitative, qualitative, or a combination of both) to best inform future practice

Framework Alignments
Arts Partner Standards of Practice: ORG 4A | INST 4A
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
Friday, November 9, 2018
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St.

Register
And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment

Strong assessment practices in the arts are built upon clear objectives that are discipline-authentic and appropriate to individual programs and students. This session will highlight methods for providing evidence of learning through student assessment.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
• Understand discipline-authentic ways of critiquing their art form in the classroom
• Gain insights on how students can contribute to designing assessment rubrics and/or project benchmarks
• Practice designing tools aimed at capturing evidence of student learning and documenting artistic processes and final product(s)

Framework Alignments
Arts Partner Standards of Practice: ORG 1A | ORG 2C | INST 1A | INST 2C | INST 3A
Framework for Teaching: 1e | 3d
School Excellence Framework: Instruction, Balanced Assessment & Grading

Schedule
Friday, November 16, 2018
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St.

Register
http://bit.ly/StudentAssessment18

A Roadmap for the Future: Striving for Sustainability

The best data provides usable information that will be applied to program improvement and development. When arts learning is expanded beyond the classroom to the whole school, the community, and the organization, it can be used to build sustainable future practice and programs.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
• Learn how to leverage learning for future practice and partnership
• Develop strategies for nurturing and sustaining long-term relationships with funders, schools, and communities
• Identify challenges and opportunities to program longevity

Framework Alignments
Arts Partner Standards of Practice: ORG 4B
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
Friday, December 14, 2018
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St.

Register
Making Meaning: Cultivating Student Reflection in the Arts Classroom

Reflective practices are key to drawing out students’ understanding. Through reflection, students demonstrate knowledge of arts content and concepts, and gain a deeper meaning that goes far beyond facts and technical information. Activating student reflection allows teachers and teaching artists to engage learners at the group and individual levels.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
• Learn how to highlight reflection as part of the natural artistic process and model self-reflection for students
• Develop strategies for reflective activities to utilize in the classroom
• Embed reflection into lesson plans

Framework Alignments
Arts Partner Standards of Practice: ORG 1A | INST 1A | INST 3A
Framework for Teaching: 3b, 3c
School Excellence Framework: Curriculum, Rigorous Student Tasks, Instruction, Culture for Learning

Schedule
This session will be offered twice (choose one to attend):
Wednesday, December 19, 2018 | 4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre | 100 S. Racine Ave
Clock hours offered: 3.0

Thursday, February 7, 2019 | 4:30 p.m.–7:30 p.m.
Chicago Children’s Theatre | 100 S. Racine Ave
Clock hours offered: 3.0

Register
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

Standards in Action:
Arts Lesson Feedback Sessions

Looking for guidance on your Standards-aligned lesson plans? Connect with other teachers in your arts discipline and grade band who are eager to give and get feedback. Arts Instruction Specialists will host and facilitate these sessions, at which each participant will have a chance to share a lesson, ask questions about areas of concern or challenge, and receive constructive feedback.

Who Should Attend?
CPS arts teachers and collaborating teachers in other subject areas

Session Objectives
Participants will:
• Learn strategies for generating focus questions about one’s own lesson in order to receive productive feedback from peers
• Use a collaborative tuning process to offer and receive supportive and challenging feedback on peer lessons
• Learn reflection and response strategies for feedback received

Framework Alignments
Arts Partner Standards of Practice: N/A
Framework for Teaching: 1a, 1c, 1d, 1e | 3a, 3b, 3c, 3d | 4a, 4d
School Excellence Framework: Professional Learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Balanced Assessment & Grading, Multi-Tiered System of Supports

Schedule
Lesson Feedback Session #1
Monday–Friday, February 25–March 1, 2019 (specific dates TBD)
4:30 p.m.–6:30 p.m.
CPS schools across Chicago (specific schools TBD)
Course code: TBD | Class codes: TBD
Clock hours offered: 2.0

Lesson Feedback Session #2
Monday–Friday, May 6–10, 2019 (specific dates TBD)
4:30 p.m.–6:30 p.m.
CPS schools across Chicago (specific schools TBD)
Course code: TBD | Class codes: TBD
Clock hours offered: 2.0

Register
Registration for Lesson Feedback sessions will open in September 2018 once dates and locations are finalized. Teachers will receive emails with registration details.
All-Partner Meeting

Ingenuity’s annual All-Partner Meeting is an information session for all community arts partners to receive updates about the arts in CPS, 2018–2019 school year initiatives, services, and programs.

Who Should Attend?
Executive directors, program managers, and teaching artists

Session Objectives
Participants will:
• Be given updates on the arts education sector and our collective impact
• Understand Ingenuity’s vision and priorities for the next 12 months from each of our program areas

Framework Alignments
Arts Partner Standards of Practice: N/A
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
Friday, September 28, 2018
9:00 a.m.–12:00 p.m.
Museum of Contemporary Art Chicago
220 E. Chicago Ave.

Register
http://bit.ly/All-Partner2018

PARTNERSHIP PRACTICES
Building and sustaining long-term relationships.
Creative Schools Fund Info Sessions

These sessions will provide an introduction to the Creative Schools Fund principles, goals, and eligibility criteria, as well as cover expectations for organizations for arts partners and grantee schools. Case studies from successful projects will be highlighted to demonstrate how partnerships and strategic planning for the arts can advance sustainable arts education in schools.

Who Should Attend?
Arts partners and Arts Liaisons

Session Objectives
Participants will:
- Be introduced to the Creative Schools Fund
- Obtain tools for subcontracting arts partners and for building a competitive application
- Gain insights from previously funded projects

Framework Alignments
Arts Partner Standards of Practice: ORG 2a | ORG 4b
Framework for Teaching: 4d, 4e
School Excellence Framework: Professional Learning, Aligned Resources

Schedule
This session will be offered three times (choose one to attend).

Chicago West
Thursday, September 13, 2018
5:00 p.m.–7:00 p.m.
Belmont-Cragin Elementary
5252 W. Palmer Ave.

Chicago South
Tuesday, September 18, 2018
5:00 p.m.–7:00 p.m.
Southside Occupational High School
7342 S. Hoyne Ave.

Chicago North
Monday, September 24, 2018
5:00 p.m.–7:00 p.m.
Roald Amundsen High School
5110 N. Damen Ave.

No clock hours are offered for these sessions.

Register
Ingenuity’s Summit Series

Ingenuity’s Summit Series brings schools, teachers, and community arts partners together to identify and fill the most pressing arts needs in each school. At each Summit, teachers will have the opportunity to visit the tables of multiple arts organization, collect resources and information about their program offerings, discuss needs, and potentially spark the development of a partnership. Schools in attendance will be entered into a drawing for cash prizes to be used for the development of arts partnerships in schools.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
• Identify the strengths and gaps in services for individual CPS schools and their geographic areas
• Utilize tools for designing and implementing high-quality arts education programming in schools
• Facilitate partnership through relationship-building and strategic connections

Framework Alignments
Arts Partner Standards of Practice: ORG 2a | ORG 2d | ORG 4b | INST 2a | INST 4b
Framework for Teaching: 1d | 4d, 4e
School Excellence Framework: Professional Learning, Aligned Resources, Curriculum, Transitions, College & Career & Persistence, Student Voice, Engagement & Civic Life

Schedule
Different arts partners may be in attendance at each Summit (choose one or both to attend).

Fall Summit
Wednesday, September 19, 2018
4:30 p.m – 7:30 p.m.
Chicago Journeymen Plumbers Local Union 130
1340 W. Washington Blvd.
Clock hours offered: 3.0

Spring Summit
Wednesday, May 15, 2019
4:30 p.m – 7:30 p.m.
Chicago Journeymen Plumbers Local Union 130
1340 W. Washington Blvd.
Clock hours offered: 3.0

Register
September: http://bit.ly/Summit-Fall2018
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

New Summit Structure!
Based on the feedback of teachers and arts partners, we are thrilled to introduce a new format for the Summit Series! This year, Ingenuity will host two “mega-Summits” rather than six discipline-specific summits. The new Summits will showcase all six disciplines (theatre, music, dance, visual arts, media arts, and literary arts) on the same evening, and are scheduled for the Fall and Spring—the times of the year that are best for partnership matchmaking.
ARTS ADVOCACY AND LEADERSHIP

Advocating for arts-rich policies, programming, and practices at local and national levels.

KEY CONCEPTS: Policy | Data | Impact Narrative | Storytelling | Stakeholders
Sphere of Influence

This is How We Do It: Ingenuity Advocacy Institute

Ingenuity's day-long Advocacy Institute will provide both new and seasoned advocates with opportunities to learn how they can effectively advocate for arts-positive policies at the community, district, state, and national levels.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and school principals and administrators

Session Objectives
- Receive briefings on the State of the Arts in Chicago Public Schools, the ESSA Arts Indicator, the PWR Act/Career Pathways in Arts & Communication, and the economic impact of arts organizations
- Meet the new Director of CPS’ Department of Arts Education, and learn about new departmental initiatives that you can support
- Learn to leverage your craft and your story to advocate for arts education programs within your school by engaging both elected and appointed officials, such as Local School Councils, school boards, aldermen, and legislators at the state and national level

Framework Alignments
Arts Partner Standards of Practice: ORG 1b | ORG 2a | ORG 4b
Framework for Teaching: 4c, 4d, 4e
School Excellence Framework: Leadership and Collective Responsibility, Professional Learning

Schedule
Friday, October 12, 2018
9:00 a.m.–4:00 p.m.
Literacenter
641 W. Lake St.
Clock hours offered: 6.0

Register
Arts Liaison Leadership Development Sessions

In every CPS school, an arts teacher is appointed to serve as an Arts Liaison, who acts as an arts leader and advocate by seeking actionable ways to expand and improve arts education and programming in their school community.

Our revamped Arts Liaison Leadership Development program for SY18–19 offers four sessions designed to help Liaisons increase the impact of their work. Based on need and interest, Liaisons will choose one of three learning tracks and receive in-depth training in that track at every session:

1. **Finding the Funding:** Write effective grant proposals, secure other external funding, and find free/cheap arts supplies and resources to maximize your budget.

2. **Building Buy-In:** Hone your negotiation, communication, and advocacy skills in order to secure sustained commitment to the arts in your school community.

3. **Leading the Way (Without Losing Your Mind):** Facilitate school arts integration and arts programming efforts by building collaboration systems and sharing the work with peers.

Who Should Attend?
Arts Liaisons and classroom teachers interested in becoming Arts Liaisons

Session Objectives
Participants will:
- **Know** how to most effectively serve as the key point of contact and communication for the arts at their school.
- **Understand** how to foster collaboration and sustained commitment to the arts amongst educators, administrators, families, and other school stakeholders.
- **Create** actionable, achievable plans for expanding and improving arts education and programming in their school communities.

Framework Alignments

**Arts Partner Standards of Practice:** N/A

**Framework for Teaching:** 4c, 4d

**School Excellence Framework:** Leadership & Collective Responsibility, Professional Learning, Aligned Resources, Instructional Materials, Transitions, College & Career Access & Persistence, Relational Trust, Student Voice, Engagement & Civic Life, Parent Partnership
Rising Up Through Story

Everyone has a story with the power to inspire others and influence decision makers. During this workshop, attendees will learn how to craft their stories, from elevator speech to long form speeches, geared towards advocacy efforts that support arts-positive policies.

Who Should Attend?
Executive directors, program managers, teaching artists, Arts Liaisons, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
• Receive a briefing on the State of the Arts in Chicago Public Schools and updates on local, state, and national arts education policy initiatives
• Identify personal and/or organizational stories and align them with an advocacy message
• Learn some tips on connecting with legislators, developing an "elevator speech" and laying the groundwork for longer-form speeches and talks geared towards in-person advocacy

Framework Alignments
Arts Partner Standards of Practice: ORG 1b | ORG 2a | ORG 4b
Framework for Teaching: 4c, 4d, 4e
School Excellence Framework: Leadership and Collective Responsibility, Professional Learning

Schedule
Thursday, February 28, 2019
1:00 p.m. – 5:00 p.m.
Literacenter
641 W. Lake St.
Clock hours offered: 4.0

Tune In: Ingenuity Advocate Briefings

These periodic webinars are designed to keep stakeholders up to speed on the latest news and information on education policy, arts education, CPS, and the Chicago Board of Education, as well as state and national initiatives. They will equip you with tools and tips on how to activate your knowledge in your school, organization, and community.

Who Should Attend?
Executive directors, program managers, program staff, teaching artists, Arts Liaisons, classroom teachers, school principals and administrators, and development staff

Topics May Include
• Updates on the ESSA Fine Arts Indicator
• Briefing on The State of the Arts in Chicago Public Schools
• Other timely topics

Framework Alignments
Arts Partner Standards of Practice: ORG 1b | ORG 2a | ORG 4b
Framework for Teaching: 4c, 4d, 4e
School Excellence Framework: Leadership and Collective Responsibility, Professional Learning

No clock hours are offered for these sessions.

Register
Upcoming Advocate Briefings will posted on ingenuity-inc.org.
Developing personal self-awareness involves gaining insight into your identity and how it positions you in society. It implies an understanding of your own cultural heritage and the potential effects your background can pose on your work with others. Ethnic and racial identity developments become especially important as educators prepare to work with diverse student populations. A better understanding of your own ethnic and racial identity helps to build personal self-awareness, which can ultimately support culturally inclusive practices.

Who Should Attend?
Executive directors, program managers, teaching artists, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
∞ Understand how implicit and explicit biases impact the classroom culture and their relationships with students
∞ Learn how to map their identities to engage with students, colleagues, and communities and create a healthy classroom environment
∞ Participate in exercises to understand their biases and to continue self-exploration and personal growth in developing culturally inclusive practices

Framework Alignments
Arts Partner Standards of Practice: INST 1B
Framework for Teaching: 1b | 2a, 2d | 3e | 4a, 4c, 4d, 4e
School Excellence Framework: Relational Trust

Schedule
This session will be offered twice (choose one to attend).

Tuesday, October 2, 2018
4:30 p.m. – 7:30 p.m.
Charles A. Hayes Center
4859 S. Wabash Ave.
Clock hours offered: 3.0

Thursday, March 7, 2019
4:30 p.m. – 7:30 p.m.
Chicago Children’s Theatre
100 S. Racine Ave.
Clock hours offered: 3.0

Register

CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.
Changing the Dynamic: Creating a Healthy Organizational Culture

In order to provide quality arts programming that is culturally relevant, organizations must build an intentional culture that supports quality teaching and learning. Organizational leadership and staff must continuously work towards a strong sense of personal self-awareness and towards understanding and addressing systems of inequalities within the organization’s structures and processes.

Who Should Attend?
Executive directors, education managers, and program managers

Session Objectives
Participants will:
• Understand how their organization defines equity and inclusivity
• Learn strategies to recognize and address implicit and explicit biases across the organization
• Engage in exercises to assess the state of affairs in their program(s) with regard to cultural responsiveness

Framework Alignments
Arts Partner Standards of Practice: ORG 1B
Framework for Teaching: N/A
School Excellence Framework: N/A

Schedule
This session will be offered twice (choose one to attend):
- Friday, October 19, 2018
  9:00 a.m. – 12:00 p.m.
  Literacenter
  641 W. Lake St.
- Friday, March 22, 2019
  9:00 a.m. – 12:00 p.m.
  Literacenter
  641 W. Lake St.

Register

Shelter From The Storm: Recognizing, Understanding, and Defining Trauma

The impact of childhood trauma and chronic stress is one of the most pressing issues facing educators today. Many of the students we work with have previously experienced, or are currently experiencing, trauma and stress from individual or family-based experiences and/or systemic issues such as poverty and violence in their neighborhoods. Educators must consider whether the arts space is welcoming for all students and develop strategies for building trust and rapport amongst students and staff.

Who Should Attend?
Executive directors, education managers, program managers, teaching artists, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
• Define childhood trauma and chronic stress
• Understand the different ways the experience of traumatic and/or stressful events play out in the classroom
• Learn how to recognize when a student is dealing with trauma and/or stress
• Recognize how racism is a form of trauma

Framework Alignments
Arts Partner Standards of Practice: ORG 3B | INST 3B
Framework for Teaching: 1b | 2a, 2c, 2d | 3e | 4a, 4c, 4d, 4e
School Excellence Framework: Relational Trust, Safety & Order, Restorative Approaches to Discipline, Parent Partnership

Schedule
This session will be offered twice (choose one to attend):
- Tuesday, November 13, 2018
  4:30 p.m. – 7:30 p.m.
  Literacenter
  641 W. Lake St.
  Clock hours offered: 3.0
- Thursday, April 25, 2019
  4:30 p.m. – 7:30 p.m.
  Charles A. Hayes Center
  4859 S. Wabash
  Clock hours offered: 3.0

Register
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.
"Clap Once if You Can Hear Me": Setting Expectations and Creating Boundaries

As educators, it is quite common to come across student defiance, power struggles, and meltdowns while in the classroom. Because the classroom environment is partially dependent upon students who may be responding to stress and/or trauma in their lives, it’s important to create quality, responsive instruction, consisting of setting clear expectations, mutually-understood boundaries, and a safe space for exploring artistic practice.

Who Should Attend?
Executive directors, education managers, program managers, teaching artists, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
∞ Understand how setting expectations and creating boundaries are key components in creating a healthy classroom
∞ Learn new strategies to begin implementing restorative practices in the classroom through real-life situations
∞ Engage in activities to create new strategies for trauma-informed teaching practices

Framework Alignments
Arts Partner Standards of Practice: ORG 3B | INST 3B
Framework for Teaching: 1b | 2a, 2c, 2d | 3e | 4a, 4c, 4d, 4e
School Excellence Framework: Relational Trust, Safety & Order, Restorative Approaches to Discipline, Parent Partnership

Schedule
This session will be offered twice (choose one to attend):
- Wednesday, December 5, 2018 4:30 p.m.–7:30 p.m.
  Location TBD
  Clock hours offered: 3.0
- Thursday, May 2, 2019 4:30 p.m.–7:30 p.m.
  Charles A. Hayes Center
  4859 S. Wabash Ave.
  Clock hours offered: 3.0

Register
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

Who’s In the Room? Understanding the Community, School, and Students

In order to provide customized quality instruction, educators must gather necessary knowledge and understanding about the school, the community, and the students. It’s important to be familiar with the school’s practices, resources, and referral processes for student supports and disciplinary needs. Obtaining knowledge on the students’ race, religion, IEPs, level of education, and parent involvement can help determine any shifts or adjustments needed within a program.

Who Should Attend?
Executive directors, education managers, program managers, teaching artists, classroom teachers, and school principals and administrators

Session Objectives
Participants will:
∞ Recognize the importance of understanding the demographics of the students in their program(s)
∞ Discover different approaches to adapting curriculum to reach the widest range of students and their families
∞ Learn best practices for garnering the necessary knowledge to provide customized quality instruction

Framework Alignments
Arts Partner Standards of Practice: ORG 2A | INST 2A
Framework for Teaching: 1b | 2a, 2b | 3a, 3c, 3e | 4a, 4c, 4d, 4e

Schedule
This session will be offered twice (choose one to attend):
- Thursday, January 10, 2019 4:30 p.m.–7:30 p.m.
  Charles A. Hayes Center
  4859 S. Wabash Ave.
  Clock hours offered: 3.0
- Wednesday, May 22, 2019 4:30 p.m.–7:30 p.m.
  Literacenter
  641 W. Lake St.
  Clock hours offered: 3.0

Register
CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.
You Are Your Teaching Artists:  
*Frame. Train. Retain.*

To build an organizational culture that supports quality teaching and learning, organizations must work to recruit, train and retain quality teaching artists. They are the educators in the classrooms, schools, and the community, professionally representing the organization. They require regular communication, opportunities for development and growth in areas like creating a safe space and the stages of development, and structures to empower them to collaborate and build relationships within the organization and in schools and communities.

Who Should Attend?  
Executive directors, education managers, and program managers

Session Objectives
Participants will:

- Understand the importance of organizations empowering teaching artists to demonstrate their skills and build a positive classroom culture, engage in personal and artistic self-awareness, and positively represent the organization
- Determine different methods to assess teaching artist strengths, opportunities for growth, and a plan for relevant professional development opportunities
- Learn strategies to create a professional learning community and support system within the organization for all teaching artists

Framework Alignments
- Arts Partner Standards of Practice: INST 1B | INST 2A | INST 3A | INST 3B
- Framework for Teaching: 1a, 1b, 1d | 3a, 3b, 3e | 4a, 4d, 4e
- School Excellence Framework: Curriculum, Instructional Materials, Instruction, Relational Trust, Student Voice, Engagement & Civic Life

Schedule
This session will be offered twice (choose one to attend).

- **Thursday, January 24, 2019**  
  4:30 p.m. – 7:30 p.m.  
  Literacenter  
  641 W. Lake St.  
  Clock hours offered: 3.0

- **Tuesday, June 4, 2019**  
  4:30 p.m. – 7:30 p.m.  
  Charles A. Hayes Center  
  4859 S. Wabash Ave.  
  Clock hours offered: 3.0

Register
  CPS teachers who attend will be registered post-event in Learning Hub and will receive their clock hours (CPDUs) once they complete the online ISBE evaluation. Charter/Contract/Options teachers who attend will be able to fill out their ISBE evaluation and evidence of completion forms on-site.

ADDITIONAL LEARNING OPPORTUNITIES

Professional learning programs and other arts-related events hosted by notable local and national arts organizations.

September 2018–November 2018

National Arts in Education Week
September 9–15, 2018

National Arts and Humanities Month
October 2018

National Dance Education Organization (NDEO) Annual Conference
October 4–7, 2018 | San Diego, California
http://bit.ly/NDEO-Con

Enrich Chicago: Understanding and Analyzing Systemic Racism
November 7–9, 2018 | Forefront, Chicago
March 13–15, 2019 | National Museum of Mexican Art, Chicago

The Understanding and Analyzing Systemic Racism, conducted in partnership with Chicago Regional Organizing for Antiracism (CROARI), leverages the arts as a tool to provide an in-depth look at race and racism in the United States. Individuals and institutional leaders responsible for diversity and social justice will appreciate the exploration of the historical development of systemic racism and its continuing effects on our society and on the arts sector in particular. Participants will examine ongoing realities of racism including the identity-shaping power racism has on People of Color and White people; explore racism’s individual, institutional and cultural manifestations; and consider the link between racism and other forms of oppression. A strategic methodology to dismantle racism will be introduced, focusing specifically on applying principles of organizing and social/cultural change. Registration includes workshop materials, snacks on Thursday evening and continental breakfast and lunch on Friday and Saturday.

For workshop cost and to register, email Ryan Blocker: ryan@enrichchi.org.

Illinois Art Education Association (IAEA) 70th Annual Fall Conference
November 8–10, 2018 | Bloomington-Normal, Illinois
http://bit.ly/IAEA-Con
ADDITIONAL LEARNING OPPORTUNITIES

November 2018–March 2019

National Association for Music Education Conference (NAfME)
November 11–14, 2018 | Dallas, Texas

American Education Week
November 12–16, 2018

National Guild for Community Arts Education Conference
November 14–17, 2018 | Baltimore, Maryland

Illinois Association for Health, Physical Education, Recreation, and Dance (IAHPERD)
November 15–16, 2018 | St. Charles, Illinois
http://bit.ly/IAHPERD-Con

Illinois High School Theatre Festival
January 10–12, 2019 | University of Illinois at Urbana Champaign

Illinois Music Education Conference (ILMEA)
January 23–26, 2019 | Peoria, Illinois
http://bit.ly/ILMEA-Con

Media and Methods in Arts Education Conference
March 2, 2019 | Eastern Illinois University

National Art Education Association National Convention (NAEA)
March 14–16, 2019 | Boston, Massachusetts
http://bit.ly/NAEA-Con

April 2019

Teaching Artist Summit: 2019
April 6, 2019 | Hyde Park Art Center, Chicago

Organized by Chicago Artists Coalition and Hyde Park Art Center, the annual citywide Teaching Artists Summit is a day-long convening that brings together teaching artists from across the city for professional development and community building around issues critical to the field of teaching artisty. The Summit is open to teaching artists working across disciplines, contexts, and student populations throughout Chicago.

CPS Framework for Teaching

The CPS Framework for Teaching organizes the work of classroom teachers into four domains. It may be used as the foundation of a school or district’s mentoring, coaching, professional development, and teacher evaluation processes.

1a: Demonstrating Knowledge of Content and Pedagogy
- Mastering the Standards #1: Aligning Instruction
- Mastering the Standards #2: Aligning Curriculum
- Mastering the Standards #3: Aligning Assessment
- Standards in Action: Arts Classroom Demonstration Sites
- Standards in Action: Arts Lesson Feedback Sessions
- CPS Lesson Labs
- Stages of Creativity: Child Development and the Arts
- Firing the “Canon”: Developing Culturally Relevant Programs
- Arts Education Conference 2019: Cultivating Conditions for Growth

1b: Demonstrating Knowledge of Students
- Rules of Engagement: Activating Student Learning
- Stages of Creativity: Child Development and the Arts
- Shifting the Power: Developing Personal Self-Awareness
- Shelter From The Storm: Recognizing, Understanding, and Defining Trauma
- “Clap Once if You Can Hear Me”: Setting Expectations and Creating Boundaries
- Firing the “Canon”: Developing Culturally Relevant Programs
- Arts Education Conference 2019: Cultivating Conditions for Growth

1c: Selecting Learning Objectives
- Mastering the Standards #1: Aligning Instruction
- Mastering the Standards #2: Aligning Curriculum
- Mastering the Standards #3: Aligning Assessment
- Standards in Action: Arts Classroom Demonstration Sites
- Standards in Action: Arts Lesson Feedback Sessions
- CPS Lesson Labs
- Rules of Engagement: Activating Student Learning
- Stages of Creativity: Child Development and the Arts
- Arts Education Conference 2019: Cultivating Conditions for Growth

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Alignments to help teachers, administrators, and arts partners identify areas of strength and prioritize professional learning in areas of improvement.
## CPS Framework for Teaching

### 1d: Designing Coherent Instruction
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- Mastering the Standards #2: Aligning Curriculum  
  - 8
- Mastering the Standards #3: Aligning Assessment  
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- Standards in Action: Arts Classroom Demonstration Sites  
  - 16–17
- Standards in Action: Arts Lesson Feedback Sessions  
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- CPS Lesson Labs  
  - 12
- Rules of Engagement: Activating Student Learning  
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- Stages of Creativity: Child Development and the Arts  
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- Summit Series  
  - 30–31
- Firing the "Canon": Developing Culturally Relevant Programs  
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- Arts Education Conference 2019: Cultivating Conditions for Growth  
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### 2a: Establishing a Culture for Learning
- Mastering the Standards #1: Aligning Instruction  
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- Mastering the Standards #2: Aligning Curriculum  
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- Mastering the Standards #3: Aligning Assessment  
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- CPS Lesson Labs  
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## CPS Framework for Teaching

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- "Clap Once if You Can Hear Me": Setting Expectations and Creating Boundaries  
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#### 3d: Using Assessment in Instruction

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### CPS Framework for Teaching

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#### 4c: Communicating with Families

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CPS Framework for Teaching

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CPS Principal Competencies

In accordance with the CPS Framework for Success, the District regularly evaluates school principals using standards that fall under five competencies.

Competency A:
Champions Teacher and Staff Excellence Through Continuous Improvement to Develop and Achieve the Vision of High Expectations for All Students
Webinar Series: Administrators and the Arts 15

Competency B:
Creates Powerful Professional Learning Systems That Guarantee Learning for Students
Webinar Series: Administrators and the Arts 15

Competency C:
Builds a Culture Focused on College and Career Readiness
N/A

Competency D:
Empowers and Motivates Families and the Community to Become Engaged
N/A

Competency E:
Relentlessly Pursues Self-disciplined Thinking and Action
N/A
The CPS School Excellence Framework (SEF) serves to align CPS’s collective efforts in building understanding and supporting the essential practices expected in every school. 

## Culture of Structure for Continuous Improvement: Leadership & Collective Responsibility

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<tr>
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| N/A |

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## Depth & Breadth of Student Learning: Curriculum

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Arts Partner Standards of Practice

The Arts Partner Standards of Practice articulate a vision for quality teaching and learning in practice through two lenses: Instructional Quality and Organizational Quality. Each Framework describes the unique role and responsibilities of Teaching Artists and arts partner organizations.

ORG 1a: Integrate Educational and Artistic Practices
Organizations support Teaching Artists in building the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

Perform, Present, Produce: Educator as Artist 18–19
Stages of Creativity: Child Development and the Arts 13
And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment 22
Mastering the Standards: Arts Partner Edition 7
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ORG 1b: Create a Healthy Organizational Culture
Organizations build an intentional culture that supports quality teaching and learning.

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Rising Up Through Story 36
Tune In: Ingenuity Advocate Briefings 37
 Changing the Dynamic: Creating a Healthy Organizational Culture 40
You Are Your Teaching Artists: Frame. Train. Retain. 45
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ORG 2a: Seek Understanding
Organizations garner the necessary knowledge and understanding to support customized quality instruction for students, communities, and schools.

This is How We Do It: Ingenuity Advocacy Institute 33
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Tune In: Ingenuity Advocate Briefings 37
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Arts Partner Standards of Practice

**ORG 2b: Design Curriculum**
Organizations support quality programs that are grounded in clear learning objectives and tied to organizational strategies.

- Mastering the Standards: Arts Partner Edition 7
- Creating A Master Plan: Strategic Planning for Quality 14
- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**ORG 2c: Align Assessments**
Student assessments are aligned with organizational vision and responsive to student needs.

- And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment 22
- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**ORG 2d: Compose the Environment**
Organizations ensure the arts education environment is designed to support quality instruction when there is sufficient time allocated, suitable materials available, and a safe, aesthetic physical setting for artistic practice.

- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**ORG 3a: Integrate Educational and Artistic Practices**
Quality instruction is grounded in educational and artistic practices when organizations support Teaching Artists as artists and educators.

- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**ORG 3b: Support a Healthy Classroom Culture**
Organizations support development of a healthy classroom culture when there are clear expectations, mutually-understood boundaries, and safe space for exploring artistic practice.

- Shelter From The Storm: Recognizing, Understanding, and Defining Trauma 41
- “Clap Once if You Can Hear Me”: Setting Expectations and Creating Boundaries 42
- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**INST 1a: Integrate Educational and Artistic Practices**
Teaching Artists build the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

- Perform, Present, Produce: Educator as Artist 18–19
- Stages of Creativity: Child Development and the Arts 13
- And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment 22
- Mastering the Standards: Arts Partner Edition 7
- Making Meaning: Cultivating Student Reflection in the Arts Classroom 24
- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**INST 1b: Create a Healthy Classroom Culture**
Teaching Artists are capable of creating a classroom culture that supports quality teaching and learning.

- Perform, Present, Produce: Educator as Artist 18–19
- Shifting the Power: Developing Personal Self-Awareness 39
- Firing the “Canon”: Developing Culturally Relevant Programs 44
- Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

**ARTS PARTNER STANDARDS OF PRACTICE**

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INDEX OF FRAMEWORK ALIGNMENTS

Photo by Monica Wizgird, courtesy of Chicago Youth Centers and Foundations of Music
Arts Partner Standards of Practice

INST 2a: Seek Understanding
Teaching Artists garner the necessary knowledge and understanding to customize quality instruction for students, communities, and schools.

Who’s In the Room? Understanding the Community, School, and Students 43
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INST 2b: Design Curriculum
Teaching Artists design a quality curriculum grounded in clear learning objectives.

Mastering the Standards: Arts Partner Edition 7
Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

INST 2c: Align Assessments
Student assessments are aligned with learning objectives and responsive to student needs.

And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment 22
Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

INST 2d: Compose the Environment
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.

Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

Arts Partner Standards of Practice

INST 3a: Integrate Educational and Artistic Practices
Quality instruction is grounded in educational and artistic practices when Teaching Artists connect their own artistic practice to the classroom, successfully integrate the artistic process with the artistic product(s), and engage students in active learning. Teaching Artists tailor instruction to meet student needs and engage students in reflective practices as part of their teaching style.

And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment 22
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INST 3b: Create a Healthy Classroom Culture
The classroom culture supports quality instruction when there are clear expectations, mutually understood boundaries, and safe space for exploring artistic practice.

Shelter From The Storm: Recognizing, Understanding, and Defining Trauma 41
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INST 4a: Conduct Evaluation
Teaching Artists plan for the future by inviting critical feedback used to inform future practice.

Zoom In/Zoom Out: Conducting Evaluation 21
Arts Education Conference 2019: Cultivating Conditions for Growth 10–11

INST 4b: Strive for Sustainability
Arts learning is expanded within the organization, school, and community to apply what has been learned and build sustainability for future practice.

Arts Education Conference 2019: Cultivating Conditions for Growth 10–11
Ingenuity represents stakeholders committed to improving arts education for students in Chicago’s public schools. To inform our work, we seek regular input from a variety of stakeholders including arts organizations, funders, and school leadership and personnel. Our goal is to create greater alignment and strategic efficiencies in where and how arts education is provided within CPS.

Partnerships and Professional Learning Panel

Rachel Claff, CPS Department of Arts Education
Heather Davis, Academy for Urban School Leadership
Erica Edwards, The Joffrey Ballet
Brenda Fineberg, Foundations of Music
Kristen Hansel, Auditorium Theatre
Robin Koelsch, Communities in Schools of Chicago
Barbara Koenen, Creative Chicago Reuse Exchange
Jennifer Mushynski, Chicago Architecture Foundation, panel chair
Jason Pallas, Smart Museum of Art
Todd Snead, Lyric Opera of Chicago
Margot Toppen, Dancing With Class

Data and Research Panel

Sarah Alvarez, Art Institute of Chicago
Jennifer Benoit-Bryan, Slover Linett Audience Research, panel chair
Denali Dasgupta, Chapin Hall
Julia deBettencourt, CPS Department of Arts Education
Katherine Gean, Slover Linett Audience Research
Corinne Neal, Barrel of Monkeys
Becca Nelson, 8th Light, Inc.
Rene M. Paccha
Erin Roche, Prescott Elementary
Lisa Siciliano, National Teachers Academy
Michael Waddell, Pangea Information Technologies, Ltd.
Public Affairs Panel

Kendra Curry-Khanna, 826CHI, panel chair
Shawn Healy, Robert R. McCormick Foundation
Sarah Laing, Evanston Arts Education Coalition
Joe Pangarinan, Little Kids Rock
Laura St. John, Play In A Book
Tracy Strimple, Silk Road Rising
Jonathan VanderBrug, Arts Alliance Illinois
Jeff Waraksa, CPS Department of Arts Education

Outreach Panel

Quenna Barrett, Arts+Public Life, University of Chicago, panel chair
Diane Chandler-Marshall, The Jazz Institute of Chicago
Katy Clusen, Chicago Symphony Orchestra
Erick Deshaun Dorris, freelance consultant
Ayniolo Frost, Shift: Englewood Youth Orchestra
Calvin King, Free Lunch Academy
Lynne Pace Green, CCAP Columbia College Chicago
Monica Perdue, Providence Englewood Charter School
Karen Reyes, ArtReach Chicago
Melisa Rutkels, CPS Department of Arts Education
Joanne Vena, Changing Worlds
Nancy Villafranca, Chicago History Museum

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Thank you to the Ingenuity Board of Directors and our individual donors who support our efforts to increase arts education access, quality and equity in Chicago Public Schools.

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MK Victorson
Melinda Wilson

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Joshua Dresser

Music
Frank Cademartori
Leah Stephens
Najjah Thompson

Theatre
Jeremy Guidry
Julie Strassel

Visual Art
Rachel Cohen
Ellen Tighe King
Brian Mead

EVENTS AT A GLANCE

All 2018–19 professional learning events listed by month.
# Events at a Glance

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August 30 & 31  
**Mastering the Standards: Arts Partner Edition**  
September 7  
**Stages of Creativity: Child Development and the Arts**  
September 12  
**Creative Schools Fund Info Session**  
September 13  
**Creating A Master Plan: Strategic Planning for Quality**  
September 14  
**Creative Schools Fund Info Session**  
September 18  
**Ingenuity’s Summit Series**  
September 19  
**Creative Schools Fund Info Session**  
September 24  
**Arts Liaison Leadership Development Session #1**  
September 26  
**All-Partner Meeting**  
September 28  |
| **September 2018** | **CPS Lesson Labs**  
September (specific dates TBD)  
**Arts Liaison Leadership Development Session #3**  
September (specific dates TBD)  
**Stages of Creativity: Child Development and the Arts**  
September (specific dates TBD)  
**Creating A Master Plan: Strategic Planning for Quality**  
September (specific dates TBD)  
**Creative Schools Fund Info Session**  
September (specific dates TBD)  
**Mastering the Standards: Arts Partner Edition**  
September (specific dates TBD)  
**Shifting the Power: Developing Personal Self-Awareness**  
October 31  |
| **October 2018** | **Zoom In/Zoom Out: Conducting Evaluation**  
November 2  
**Shelter From The Storm: Recognizing, Understanding, and Defining Trauma**  
November 9  
**And If You Don’t Know, Now You Know: Artistically-Grounded Student Assessment**  
November 13  
**Arts Liaison Leadership Development Session #2**  
November 27  |
| **November 2018** | **Mastering the Standards: Arts Partner Edition**  
November 30  
**Making Meaning: Cultivating Student Reflection in the Arts Classroom**  
December 1  
**Perform, Present, Produce: Educator as Artist; Theatre**  
December 11  
**A Roadmap for the Future: Striving for Sustainability**  
December 14  
**Making Meaning: Cultivating Student Reflection in the Arts Classroom**  
December 19  |
| **December 2018** | **“Clap Once if You Can Hear Me”: Setting Expectations and Creating Boundaries**  
December 5  
**Perform, Present, Produce: Educator as Artist; Visual Art**  
October 10  
**Perform, Present, Produce: Educator as Artist; Visual Art**  
October 10  
**Perform, Present, Produce: Educator as Artist; Media Arts**  
March 13  
**Arts Classroom Demonstration Sites #2**  
March 18–22 (specific dates TBD)  |
| **January 2019** | **Who’s In the Room? Understanding the Community, School, and Students**  
January 10  
**Arts Liaison Leadership Development Session #3**  
January 16  
**Firing the “Canon”: Developing Culturally Relevant Programs**  
January 24  
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January 10  
**Arts Liaison Leadership Development Session #3**  
January 16  
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January 24  
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January 10  
**Arts Liaison Leadership Development Session #3**  
January 16  
**Firing the “Canon”: Developing Culturally Relevant Programs**  
January 24  |
| **February 2019** | **Perform, Present, Produce: Educator as Artist; Music**  
February 12  
**Mastering the Standards: Arts Partner Edition**  
February 15  
**You Are Your Teaching Artists: Frame. Train. Retain.**  
February 22  
**Arts Lesson Feedback Session #1**  
February 25–March 1 (specific dates TBD)  
**Rising Up Through Story**  
February 28  |
| **March 2019** | **Firing the “Canon”: Developing Culturally Relevant Programs**  
June 4  
**You Are Your Teaching Artists: Frame. Train. Retain.**  
June 14  
**Who’s In the Room? Understanding the Community, School, and Students**  
January 10  
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January 24  |
| **April 2019** | **Firing the “Canon”: Developing Culturally Relevant Programs**  
June 4  
**Who’s In the Room? Understanding the Community, School, and Students**  
January 10  
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January 16  
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January 24  
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January 10  
**Arts Liaison Leadership Development Session #3**  
January 16  
**Firing the “Canon”: Developing Culturally Relevant Programs**  
January 24  |
| **May 2019** | **Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  |
| **June 2019** | **Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
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May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
May 22  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  |
| **July 2019** | **Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30  
**Who’s In the Room? Understanding the Community, School, and Students**  
June 14  
**Perform, Present, Produce: Educator as Artist; Dance**  
May 30 |