VALUES OF QUALITY

STUDENT-CENTERED & STUDENT-DRIVEN
PROCESS-FOCUSED
PHYSICALLY & EMOTIONALLY SAFE

PEDAGOGICALLY ALIGNED BEST PRACTICES
COLLABORATIVE, RELATIONAL, & RELATIONSHIP-BASED

EMBRACES DIVERSITY & CULTURAL COMPETENCE
STRENGTHS-BASED
REQUIRES EQUITY

PURPOSEFUL & INTENTIONAL
IS IN THE PHYSICAL, TANGIBLE DETAILS
IS THE RIGHT OF ALL STUDENTS
Quality arts teaching and learning is student centered and student driven, both in and out of the classroom. Quality teaching and learning supports student agency, self-knowledge, self-discovery, self-expression, and self-empowerment.

Quality arts teaching and learning is process focused—at all levels of scale, from classroom-based activities to understanding partnerships and relationships as processes.

Quality teaching and learning can only take place in a physically and emotionally safe space where students have the opportunity to grow through vulnerability and productive discomfort.

Quality teaching and learning by arts partners makes use of research-tested pedagogical best practices and includes alignment and collaboration with CPS teachers and administrators.

Quality is collaborative, relational, and relationship based. Quality relationships are equitable, respectful, trusting, and reciprocal. Quality in the classroom depends on strong relationships among all stakeholders, which in turn ensure that all parts of the arts education ecosystem work together to provide a quality experience for students.

Quality is built on an embrace of Chicago’s diversity and on strong practices of cultural competence in all stakeholder relationships.

Quality is strengths based at all levels, making use of the assets that all stakeholders bring to the table.

Quality requires equity in terms of funding, resources, and access, including access to excellence and to a wide variety of artistic experiences. Quality thus requires advocacy by the arts sector and collaborative support from funders and policymakers.

Quality is purposeful and intentional. Expectations and outcomes are clear, shared, and planned for.

Quality is in the physical, tangible details. Fresh crayons and the right classroom space are as important as big-picture curricular strategies.

Quality is the right of all students and is an end in itself.