



ORGANIZATIONAL QUALITY FRAMEWORK

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BUILD CAPACITY FOR QUALITY

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PREPARE FOR QUALITY INSTRUCTION

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EXECUTE QUALITY INSTRUCTION

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CONTINUOUS QUALITY IMPROVEMENT

2018

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INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES

GOAL: Organizations support Teaching Artists in building the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

Training and Development

Organizations establish a clear, transparent outline of the capabilities Teaching Artists, program, administrative, and executive staff should embody in order to fulfill the work of the organization:

- Professional strengths and weaknesses are continually evaluated
- Plans for each staff members' development are in place
- Staff members are compensated for the time they spend in professional development activities

Teaching Practice

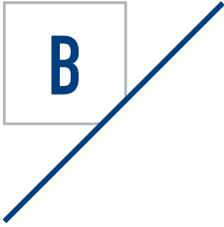
Teaching Artists are grounded in effective teaching practices, including:

- Stages of child development and degree of agency for students at each age
- Creating a safe space designed to draw out student abilities
- 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, and content differentiation
- Cultivating practices of student reflection and learning synthesis, and converting them into daily practice

Artistic Practice

Teaching Artists have artistic proficiency in the given discipline; when the art form is outside their expertise, organizations provide professional development, training, and education to ensure they are effective models of the given discipline. Organizations support Teaching Artists to pursue deeper knowledge within their own artistic practice and engage in collaborative reflection with others in the field to grow collective knowledge and abilities.

Like their Teaching Artists, organizations themselves are rooted in the history of their art discipline, with continual attention to their artistic process, aesthetics, criticism, and promising practices in the field at large. Staff members across functions or departments are deeply familiar with the history and evolution of the art form and have, in many cases, lived experience within the art form.



CREATE A HEALTHY ORGANIZATIONAL CULTURE

GOAL: Organizations build an intentional culture that supports quality teaching and learning.

Onboard Teaching Artists

As part of the employment negotiation, organizations clearly articulate position and role, pay, hours, requisite relationships, and programming expectations.

Teaching Artists are respected in the organization as highly qualified artists and educators. They are able to demonstrate strong skills in building a positive classroom culture, engage in personal and artistic self-awareness, and represent the organization professionally in the community and with partners.

Retain Teaching Artists

Organizations work to retain quality Teaching Artists and reduce turnover.

Organizational staff members are accessible and maintain regular communication with Teaching Artists, connecting them to city and discipline-specific opportunities, supporting their resource needs, and connecting Teaching Artists to each other to reduce isolation and encourage peer-to-peer learning.

Cultural Inclusion

Organizations support Teaching Artists by training them in inclusive practices and culturally-relevant program approaches. When possible, Teaching Artists possess knowledge and understanding of the community at hand.

Effective Teaching Artists have strong instincts regarding, but also development in:

- Culturally-inclusive teaching practices and cultural relevance
- How to create safe spaces within the classroom
- Sensitivity to potential abuses of power within the youth development space

Inclusivity is defined by the organization in accordance with the population served, including the age and developmental stage of students, and types of activities facilitated.

When necessary, organizations facilitate professional development and training for the Teaching Artist to ensure a strong knowledge base relevant to the cultural context of each community.

Advance Equity

Equitable distribution of the arts in a diverse city is advanced by increasing access to programs that meet high-quality standards as outlined in this framework. Organizations explore how they can play a role in providing equitable distribution of the arts to students. They also remove barriers to equity within their own programs.

Staff Diversity

Organizations build and sustain a plan to meet diversity goals for staff at every level of the organization.

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SEEK UNDERSTANDING

GOAL: Organizations garner the necessary knowledge and understanding to support customized quality instruction for students, communities, and schools.

Understand the School

The process to develop customized instruction should include needs assessments, research, and discussion to identify curricular gaps, and areas of interest. Organizations build an approach that is culturally-relevant to the student population and grounded in the school's overarching approach to arts education.

Understand the Community

Deepening organizational understanding of families and community members can enable organizations to create programs that accommodate family realities, and are welcoming and culturally-relevant to the communities the organization seeks to reach. To develop knowledge of the community, organizations communicate in a family's language of choice, with sensitivity to cultural norms and, when possible, culturally-relevant approaches.

Understand the Students

Using a process-oriented approach to determine what is desirable and relevant for each student body can help ground programs in an appropriate cultural context. Organizations should determine what students have already experienced and what knowledge they seek.





DESIGN CURRICULUM

GOAL: Organizations support quality programs that are grounded in clear learning objectives and tied to organizational strategies.

Plan for Quality

Executive-level staff and board set quality as a strategic priority and allocate staff time—including a vertical cross-section of all levels of staff throughout the organization (i.e. Teaching Artists, program management, and executives) to strategic planning for quality. Even after initial strategic planning for quality takes place, staff dedicate time to implement the results of that strategic planning process, and to continue to iterate on the organization’s practices of quality.

As a result, the organization has an institutional vision of and values for quality, which relate to the organization’s overall mission and vision. This definition of quality is evident in every facet of the organization’s practice.

A well-structured program is grounded deeply in the organization’s strategic direction, and:

- Is reflective of the organization’s ideas regarding quality teaching practices
- Benefits from a shared understanding of what artistic success means
- Is evaluated using shared measures of student learning and program success

Program Goals and Objectives

Curricular content, program goals and learning objectives, and desired student outcomes are understood across the organization, a part of training and development, and translated regularly into classroom practice by the Teaching Artist.



ALIGN ASSESSMENTS

GOAL: Student assessments are aligned with organizational vision and responsive to student needs.

Aligned Assessment

Translating the artistic vision of an organization into classroom practice requires ongoing attention, evaluation, and support.

Teaching Artists implement assessment tools and methods that effectively evaluate student proficiency on the basis of skills that are not dependent on Western traditions or “the canon.” Assessments are in the family language of choice and culturally-relevant.

Organizations support Teaching Artists to leverage assessment results to reveal areas in need of adjustment that may increase program impact in the future.

D

COMPOSE THE ENVIRONMENT

GOAL: Organizations ensure 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.

Organizational Role in Planning

Organizations pay close attention to their own sphere of influence when launching a relationship with a school community. The organizations' role in the planning process is to contribute to the overall strategic direction of the partnership by setting shared expectations and building efficient, effective communication practices. Organizations may advance their own mission and vision through their work in the school—but they also may adapt their strategies based on the school's unique assets and needs.

In partnership with Teaching Artists, organizations explain key elements of their practice to explore ways in which it might be adapted to the school's context. At times, organizations may need to play an ongoing facilitative role throughout planning to ensure mutual expectations are set and rapport is established.

Organizations develop a strong understanding of how material and space constraints may impact what programs are a fit for any given school environment. Adequately resourcing programs results in a high-quality environment for arts learning.

Sufficient Time

Curriculum planning occurs in partnership between organizations and Teaching Artists, with the adequate time and attention required to design a thoughtful approach. Typically planning will involve the Teaching Artist, classroom teacher, and school administration. It may require agreement regarding:

- The schedule and structure of the program, including duration and dosage
- Time needs, including time for instruction, planning and preparation, evaluation, and a culminating event or exhibition

Suitable Materials

Organizations and schools are in agreement regarding the materials needed to execute programs effectively, including who will source, re-stock, and pay for materials. When Teaching Artists need new or different materials, organizations make their best effort to supply them.

Physical Environment

The space needs of the program are clear and mutually understood by organizations and schools at the start of the 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). The space is suitable to the aesthetic of the program (e.g. lighting, color, etc.) and prioritizes display or exhibition of student creations or performances.

Physical Safety

Organizations 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.

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INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES

GOAL: Quality instruction is grounded in educational and artistic practices when organizations support Teaching Artists in developing their identity as artists and educators.

Artistic Connections

To develop students as artists, organizations ensure instruction includes:

- Opportunities for participants to teach, model, exhibit, or perform their artistic creation
- Development of student expression and voice through artistic skill-building
- Positioning of the art form within its history and current context
- Framing it as one of many art forms, rather than the best or only art form available to students
- A culminating event to showcase artistic products developed
- Skillful use of anchor works related to the organization's practice

Teaching Artist Growth in the Classroom

Organizations play a crucial role in supporting the Teaching Artists' work in the classroom through supportive monitoring and constructive critique by Master Teaching Artists or others.

Organizations observe Teaching Artists formally and informally, sharing feedback, asking questions, and communicating opportunities of growth.

Organizations endow Teaching Artists with enough independence to make creative and artistic decisions within a clear, mutually-understood program structure.



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SUPPORT A HEALTHY CLASSROOM CULTURE

GOAL: Organizations support development of a healthy classroom culture when there are clear expectations, mutually-understood boundaries, and safe space for exploring artistic practice.

Expectations and Boundaries

Organizations facilitate a conversation between classroom teachers and Teaching Artists to agree to supportive classroom systems, including:

- Classroom management
- How transitions are handled
- Distribution of minutes between instructional and creative time
- Language
- Scope and degree of collaboration between the classroom teacher and Teaching Artist
- How responsibilities will be delegated among participating parties

Organizations establish a process for knowledge sharing between staff members, Teaching Artists, and classroom teachers that results in ongoing communication about effective classroom systems.

Emotional Safety

Emotional safety (“safe space”) is clearly defined in accordance with the population served, including the age and developmental stage of students, and types of activities facilitated.

Cultural Inclusion

Organizations and programs are more accessible to communities when they:

- Are sensitive to language preferences
- Establish multiple points of contact, engagement, and modes of participation throughout the program
- Are respectful of family needs when creating expectations for family involvement
- Schedule culminating events with an eye to prospective family scheduling limitations or conflicts
- Engage in ongoing dialogue with families regarding how they can be better engaged



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CONDUCT EVALUATION

GOAL: Organizations plan for the future by using critical feedback to inform future practice.

Evaluate Capacity

Organizations evaluate their capacity with respect to quality practice, and align their capacity-building goals for quality with their broader efforts to achieve excellence. Organizations use diagnostic tools and processes of reflection to assess strengths and weaknesses. They develop plans to address weaknesses and build from strengths.

Organizations clearly understand their needs and objectives regarding data, assessment, and evaluation. The organization's capacity for collecting, analyzing, and using data for assessment, evaluation, and organizational research purposes is aligned to their needs and objectives. Organizations regularly assesses their capacity, and incorporate planning for data collection, analysis, assessment, and evaluation needs into their broader strategic planning for capacity building.

Evaluate Programs

At the close of the partnership, joint reflection between the organization and a school can lay a strong foundation for future knowledge sharing and programmatic impact. Organizations and schools should meet to discuss and review:

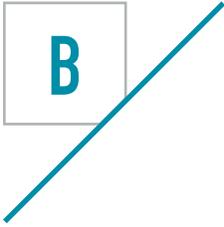
- Efficacy of class sessions
- Allocation of class management responsibilities across the classroom teacher and Teaching Artist
- Documentation of diverse learning needs
- Results of assessment and/or student outcomes

Organizations continually use results of feedback and evaluation data to inform changes to artistic learning outcomes, goals, and strategy.

Analyze Data

Organizations make meaningful use of their data products. Data products are not just for other stakeholders to demonstrate success—they are used as the foundation for the organization's critical reflection on the efficacy of their own work. Organizations use sound research and analysis methods, within the scope of their abilities and capacity, to ensure the accuracy and reliability of the data itself and to validate findings related to the data.

Learning organizations rely upon anecdotal, qualitative, and quantitative data to feed evolving practices, including curricular approaches. While many organizations conduct an analysis of available data annually, learning organizations continually seek feedback and data, using them to reflect on the efficacy of their vision and adapt accordingly.



STRIVE FOR SUSTAINABILITY

GOAL: Arts learning is expanded beyond the classroom to apply what has been learned and build sustainability for future practice.

Expand Arts Learning Among the Funding Community

Organizations engage in authentic dialogue with funders whose priorities align with their organizational strategy:

- Identify themselves as a learning organization, offering transparency regarding challenges and opportunities and successes
- Ground their perspective in program longevity
- Share the ways in which their organization contributes to a more equitable distribution of arts learning
- Communicate true, full, and real funding needs supported by data
- Identify materials and capacity needed to execute goals
- Share how the funding request aligns with program goals and evaluation

Expand Arts Learning in the School

Organizations develop relationships across the school and community hierarchy to become a trusted partner and collaborator—from the Principal to the Secretary, to Security and Janitorial staff. Ongoing practices to sustain relationships may also include:

- Scheduling the same Teaching Artist(s) at the same school year after year
- Ongoing attentiveness to open communication
- Addressing challenges with a problem-solving orientation
- Ongoing research and discussion to adapt programs and refresh needs assessments
- An approach to record and communicate access achieved by a program, so successive years can deepen or broaden student learning in the arts
- Curricular scope and sequence that is multi-year in nature
- Active pursuit of longer-term funding sources

Expand Arts Learning in the Community

Organizations support Teaching Artists in building key relationships in the communities where they teach. New Teaching Artists should be integrated into pre-existing school and community partnerships through focused relationship building and knowledge sharing regarding the school or community partner.

Organizations may seek out fellow arts and non-arts organizations working in the same schools and communities to establish or grow collaboration and build a shared community of practice.



THE THINKING BEHIND ARTS LEARNING

Ingenuity's mission is to leverage the vibrant communities, rich knowledge, and significant resources of Chicago to ensure the arts are a critical component of every public school student's education.

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