

03B

FOCUS AREA 3: EXECUTE QUALITY INSTRUCTION Component 3B: Support a Healthy Classroom Culture

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



Characteristics of Practice

ELEMENTS

CHARACTERISTICS OF 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

Organization 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



Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
Expectations and Boundaries	<ul style="list-style-type: none"> • What is my role in documenting the way a collaborating teacher manages the classroom? Do I need to set expectations in this regard? • How can I best inform my Teaching Artists about who is required be in the room during the program, and what they might need to be successful? • How can I support Teaching Artists in developing effective classroom systems, or integrating with existing systems? • Are there any Teaching Artists I work with who are exceptionally strong at facilitating effective classroom systems? How can I share their expertise with their colleagues? • What training do Teaching Artists need to establish successful practices regarding expectations and boundaries in the classroom?
Emotional Safety	<ul style="list-style-type: none"> • What does “productive discomfort” look like in the classroom? • What training can we provide Teaching Artists in this area? • How do we incorporate the discussion of emotional safety into cultural inclusion training? • What resources exist in the organization and the school to help students and/or Teaching Artists who experience “UN-productive discomfort?” • What is the school’s policy for handling bullying in the classroom? What is the organization’s policy for handling bullying in the classroom? • How can we provide different ways for students to participate that allow them to operate within their own safe boundaries (e.g., singing in a group, but not insisting they sing by themselves)? • What resources need to be in place for Teaching Artists to effectively support students who have experienced trauma? • What resources do Teaching Artists have if they, themselves, need emotional support, or experience vicarious trauma?
Cultural Inclusion	<ul style="list-style-type: none"> • Have we assessed our ability to provide culturally inclusive instruction when launching a new partnership or program? • Has the investment we made in building capacity to provide quality instruction via culturally inclusive practices resulted in our meeting these goals? If not, what further capacity measures need to be in place?



Demonstrating Growth in this Component

SUPPORTING DOCUMENTS: Organizations have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,[®] or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how organizations can showcase their practice.

- Classroom agreements
- Lesson plans that including anticipated timing, transitions, and student grouping
- School partnership agreement
- Site-specific definition of “safe space”
- Program materials in the language of students and families
- Policies or statements regarding mandated reporting, trauma informed practice, emotional safety, etc.



Implications for Field Trips

Field trips, while shorter in duration, may still benefit from strong classroom management practices. Certainly, topics may be addressed throughout the field trip that can result in productive discomfort, triggering, and/or be a site for bullying or unsafe behaviors. Finally, field trips are an important indicator for cultural inclusion practices and progress.