03B

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

COMPONENT GOAL: The classroom culture supports quality instruction when there are clear expectations, mutually understood boundaries, and safe space for exploring artistic practice.

Characteristics of Practice

COMPONENT	CHARACTERISTICS OF PRACTICE
Expectations and Boundaries	Teaching Artists establish clear expectations, boundaries, and classroom norms in partnership with students by: • Posting an agenda for the day • Establishing rituals and routines to begin and end class • Framing each artistic encounter • Clarifying goals for each session or activity • Conveying high learning expectations • Helping students follow standards of conduct without needing a prompt • Encouraging student self-monitoring • Responding to inappropriate language or behavior reflectively, with sensitivity to the dignity of each student • Carefully explaining directions and procedures; anticipate potential misunderstanding • Thoroughly and accurately explaining content by connecting it to student interests, knowledge, and experiences • Manage artistic "chaos" gracefully; orchestrating an environment in which students manage transitions, instructional groupings, and materials and supplies without disrupting learning • Maintaining boundaries and making students aware of their role
Teaching Artist as Facilitator	Teaching Artists clarify their role as facilitators of learning, rather than conveyors of knowledge by: • Embodying an attitude of "we're in this together," using "us" language • Sharing honestly from one's own experience • Practicing immersion in the school environment, attending activities or events outside the arts space • Placing student voice at the center, even when working or communicating primarily with other adults

Characteristics of Practice *(continued)*

COMPONENT	CHARACTERISTICS OF PRACTICE
Emotional Safety	Emotional safety ("safe space") is defined in accordance with the population served, including the age and developmental stage of students, and types of activities facilitated. To support emotional safety, Teaching Artists discuss and develop the following with students: • Establishing equitable rules • Establishing clear boundaries • Setting shared expectations and norms • Fostering safe expression of self • Developing trust and respect • Cultivating openness to taking risks and learning from mistakes • Modeling self-disclosure and bringing personality into the artistic process • Demonstrating empathy
Cultural Inclusion	Teaching Artists 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	• How will I manage conflict if it arises in the classroom? • How do I set clear expectations for conduct? • What strategies can I use to establish and reinforce routines, procedures, and expectations? • How do I monitor disruptive student behavior while attending to the task of teaching all students? • What role do students play in establishing and maintaining classroom systems? • What is the role of the classroom teacher in implementing management systems? What is my role? • What expectations does the classroom teacher hold for student behavior? • What are the benefits and challenges of using the classroom teacher's management systems?
Teaching Artist as Facilitator	• What is the value of cross-organization collaboration in a school? How can I best collaborate with other arts partners working in the school? • What are families' language preferences? • How do families access information best/easiest? • How do I model good relationship practices for students? • Am I respectful of student voice as a driving force for decision-making and practices inside the classroom and out?
Emotional Safety	• How do I build trust and rapport amongst students and myself? • How can I empower students to take risks and be vulnerable? • How do can I best model risk taking, empathy, and healthy boundaries with students in the classroom environment? • Is the space welcoming for all students? How might I need to modify the space to make it so? • What is the difference between safety, tension, and comfort in the classroom? • Am I willing to fail in front of students? • How can I challenge students to assess their personal viewpoints and biases?

Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
Cultural Inclusion	• Are my management systems non-authoritarian and inclusive of varied cultures, including, but not limited to, the cultural heritage of my own individual students? • How can I include student voice in evaluating the success of cultural inclusion with respect to learning objectives?

Demonstrating Growth in this Component

Teaching Artists have multiple opportunities to gather tools as evidence and demonstrate practice in this component. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their teaching practice.

OBSERVATIONS

Teaching Artists demonstrates cultural inclusion in words and actions in the classroom. The nature of interactions (student-to-student, Teaching Artist to student, and Teaching Artist to classroom teacher) is respectful and values all voices in the room. Student demonstrate responsibility in upholding and managing classroom systems.

SUPPORTING DOCUMENTS

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

• Agenda or notes from a professional development session (e.g.: trauma-informed teaching practice, communication and cultural humility in family engagement, etc.)
• Student and parent interest inventory
• Student-created classroom "norms", procedures, or rules
• Student self-monitoring tools
• Student reflection
• Student discussions with one another
• Library of professional learning materials
• Daily agenda or procedure is posted
• Organizational and partner statements about bullying