ARTS ASSIST GUIDE: A RESOURCE FOR ARTS PARTNERS

ingenuity

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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. As an arts partner, you understand the critical synergy that exists between classroom and community in educating Chicago's flourishing young minds. Your work supports the instruction provided by certified arts instructors in our city's classrooms.

The Arts Assist Guide is meant to help you build relationships with Chicago Public Schools so that the arts can be in dialogue with learning happening in the classroom.

This guide will provide the tools, resources, and information you need to develop a shared language with schools.

TOGETHER, WE CAN DELIVER MEANINGFUL ARTS PROGRAMS TO EVERY COMMUNITY, EVERY SCHOOL, AND EVERY STUDENT.

Photos courtesy of Cool Classics!

DEFINING A SHARED LANGUAGE

PARTNERSHIP

Photo courtesy of Chicago Children's Theatre

PARTNERSHIP

Developing a shared language is an important facet to successful partnerships between arts partners and schools. There are three facets to a quality partnership that maximize impact for the arts partner, the school, and the students:

COMMUNITY: AWARENESS AND ENGAGEMENT

COMMUNICATION: ENSURING OPEN DIALOGUE

COLLABORATION: RESPONSIBILITIES AND GOAL SETTING

CHICAGO: A COMMUNITY OF VOICES, A COMMUNITY OF RESOURCES

Chicago is home to over 600 schools and over 1,000 arts organizations, revealing an opportunity between the community schools and the arts. After thousands of community voices had conversations centered on Chicago's cultural identity and the opportunities it provides for the city, Mayor Rahm Emmanuel set Chicago's Cultural Plan into action in February 2012. This plan provides a framework for the role of culture within the city. A major part of the plan articulates the need for access to arts.

Photo courtesy of Chicago Children's Theatre

GLANCE AT THE CHICAGO ARTS EDUCATION LANDSCAPE (2016–2017)*

A total of **520** active community arts partners served **90%** of reporting schools in the district.

Over **2/3** of schools were strong or excelling in the arts, an increase from **60%** in 2015–2016.

**The 2016-2017 State of the Arts Report*

WHO IS INGENUITY?

Created in 2011 by more than 400 Chicago arts, education and philanthropic leaders, Ingenuity is focused on ensuring that *every* Chicago Public Schools (CPS) student receives a quality arts education. Ingenuity takes a consultative approach to integrating arts education into CPS, and based on its on-going research provides the "big picture" of arts learning in Chicago. Each year Ingenuity shares their data through the State of the Arts Report. The report presents the sector's opportunities and challenges, and encourages the arts education community at-large to support implementing the CPS Arts Education Plan.

To carry out the vision for creating a meaningful, effective arts education for all CPS students, Ingenuity:

- **Strategizes:** Through data collection and research, Ingenuity maps and documents the availability of arts education across the District. By identifying best practices and service gaps, Ingenuity helps educators and arts partners make smart and informed decisions for students.
- **Advocates:** Ingenuity provides a voice and an agenda for arts education advocacy efforts at a federal, state and local level to ensure arts instruction is available to all students throughout their education.
- **Coordinates:** Ingenuity is a lead partner and advisor to CPS and Chicago's museums, community arts organizations, and cultural institutions. Ingenuity works with partners to create more efficient and effective delivery of arts education to CPS classroom.

WHO IS THE CHICAGO PUBLIC SCHOOLS DEPARTMENT OF ARTS EDUCATION?

The CPS Department of Arts Education (DAE) sets the standards for an equitable and accessible arts education in all four art forms (dance, drama/theatre, music, and visual art) for all students across the district by consulting, training, and strategically planning with teachers, administrators, and schools.

To carry out the vision of arts education within CPS, Department of Arts Education goals are:

- **Access:** All CPS students have regular access to high quality arts education (dance, drama/theatre, music, and visual art) during the school day.
- **Quality in Curriculum:** All arts instruction is based on a high-quality, standards-based curriculum and assessments that align to the Common Core State Standards in English/Language Arts and Mathematics.
- **Improved Arts Programming:** Student progress and teacher performance are measured in a consistent, meaningful way and the data is used to improve decision-making for arts programming.

Photos courtesy of Foundations of Music

TOGETHER INGENUITY AND THE DEPARTMENT OF ARTS EDUCATION ARE THE CO-ARCHITECTS OF:

Chicago Public Schools Arts Education Plan

No longer are the arts a luxury, but a necessity within CPS. With the approval of the CPS Arts Education Plan in November 2012 by the Board of Education, arts are now a priority. The CPS Arts Education Plan necessitates arts as a core subject, sets a minimum of K-8 instructional minutes, calls for arts instructors in every school, and defines the strategy implementation needed to reach these goals. The Plan consists of six goals and 26 recommendations for increasing and enhancing arts education for all students in all schools. For more information, see cpsarts.org/arts-education-plan/.

Creative Schools Initiative

Working with the DAE, Ingenuity is the co-designer of the Initiative, which defines the strategies toward implementation of the CPS Arts Education Plan. The Creative Schools Initiative places a CPS Arts Liaison in every school, uses data and information to plan more effectively, and expands the pool of financial resources to help schools bring the arts to more students throughout their school years. Each of the Initiative's four leading components addresses a need identified during the CPS Arts Plan community engagement process.

- **Arts Liaisons** are the principal's point person for the arts. Each Liaison is a CPS employee who tracks arts education in their school, works with the principal and parents, supports teachers, connects with Ingenuity and the District, and coordinates all internal and external arts instruction, including partnerships.

- **Creative Schools Data** comes from Creative Schools Certification Survey, representing detailed information for the first time on arts instruction in every school including staffing, minutes of instruction, disciplines taught, and partnerships. Designed and managed by Ingenuity, this is the most comprehensive data collection effort for the arts in CPS. Data is used to identify each school's arts investments along the Creative Schools Certification continuum and provides a clear picture of the distribution and availability of arts education throughout the District.

CPS

96% of CPS responded to the annual Creative Schools Survey, the largest response rate to date. This includes **99%** of elementary schools and **88%** of high schools.

- **Creative Schools Certification** is at the center of the CPS Arts Education Plan and identifies the level of arts instruction in each school in five categories ranging from Emerging to Excelling. Certification creates a clear picture for principals, teachers and parents on arts instruction in their school and is a roadmap for expanding quality and access. The certification appears on the school progress report along with other indicators of academic performance and helps schools develop plans and partnerships to address gaps.

Category 1 **Category 2** **Category 3** **Category 4** **Category 5**

Creative Schools Fund

The Fund involves a grant making partnership between Ingenuity and CPS to support the expansion of arts education in schools. The Fund was called for in both the 2012 Chicago Cultural Plan and the CPS Arts Education Plan, is the only funding effort in Chicago that grants directly to schools for programs designed by teachers to increase arts access, acts as an incentive for schools to make core investments in art teachers and programs. For more information see page 21.

AWARENESS AND ENGAGEMENT

COMMUNITY

Photo by Todd Rosenberg, courtesy of Chicago Symphony Orchestra

PROFESSIONAL LEARNING

Ingenuity's professional learning programs help ensure that you have access to relevant learning needed to propel high quality work in schools. Designed to meet the needs of a variety of audiences — from smaller capacity organizations and individual teaching artists to larger capacity organizations — these program offerings have been tailor-made for all needs. Each professional learning opportunity supports one or more tracks of learning in:

Leadership

Leadership training supports schools and arts partners in strategic planning, data management and evaluation, partnership readiness, capacity building, and the fulfillment of arts gaps and needs.

Curriculum, Instruction, and Assessment

Training in curriculum, instruction, and assessment supports the DAE's New Arts Content Framework, Ingenuity's new Quality Framework, and the alignment to teacher — and arts partner — defined standards, goals and professional development needs.

Advocacy, Research, and Policy

Training in advocacy, research, and policy ensures that the arts are in every Chicago student's educational experience and help to create conditions for the arts to support student success at the national, district, city, arts education sector, school, and classroom levels.

Ingenuity Summits and Institutes

Ingenuity's Summits and Institutes aim to help you ensure your programs support certified arts teachers and the unique needs of each school you serve.

The Institutes and Summits will help external arts partners:

- **Identify** school needs, guided by the CPS Arts Education Plan and the Creative Schools Initiative
- **Connect** programs with teachers
- **Plan** with colleagues and schools using current data, expertise, and information
- **Learn** the nuts and bolts of working within CPS' system
- **Align** curriculum and programs to arts standards and the Common Core
- **Interact** and plan with school-based Arts Liaisons
- **Establish** "best practice" strategies for partnerships

Find more information about our Summits and Institutes at: ingenuity-inc.org/professional-learning.

QUALITY

Quality Initiative:
Ingenuity launched the Quality Initiative in November 2015 to design, assess, and enhance quality in arts education. The first phase has identified: a set of values and priorities for quality, a working hypothesis about how different actors within the arts education ecosystem must collaborate in pursuit of quality, and pressing professional development needs for arts education partners. The second phase yields an Arts Partner Quality Framework, analogous to the CPS Framework for Teaching, that describes the attributes of quality arts instruction by partners and outlines the ways in which other stakeholders in the system can support partners in the pursuit of quality. We will also create a complementary quality toolkit to support arts partners in practices of quality within their organizations. For more information, visit: ingenuity-inc.org/quality-initiative.

WHAT ARE THE VALUES OF QUALITY?

Photo by Lucas Anti, courtesy of Urban Gateways

VALUES OF QUALITY

1. 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.

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

3. 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.

4. 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.

5. 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.

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

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

8. 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.

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

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

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

IMPACT

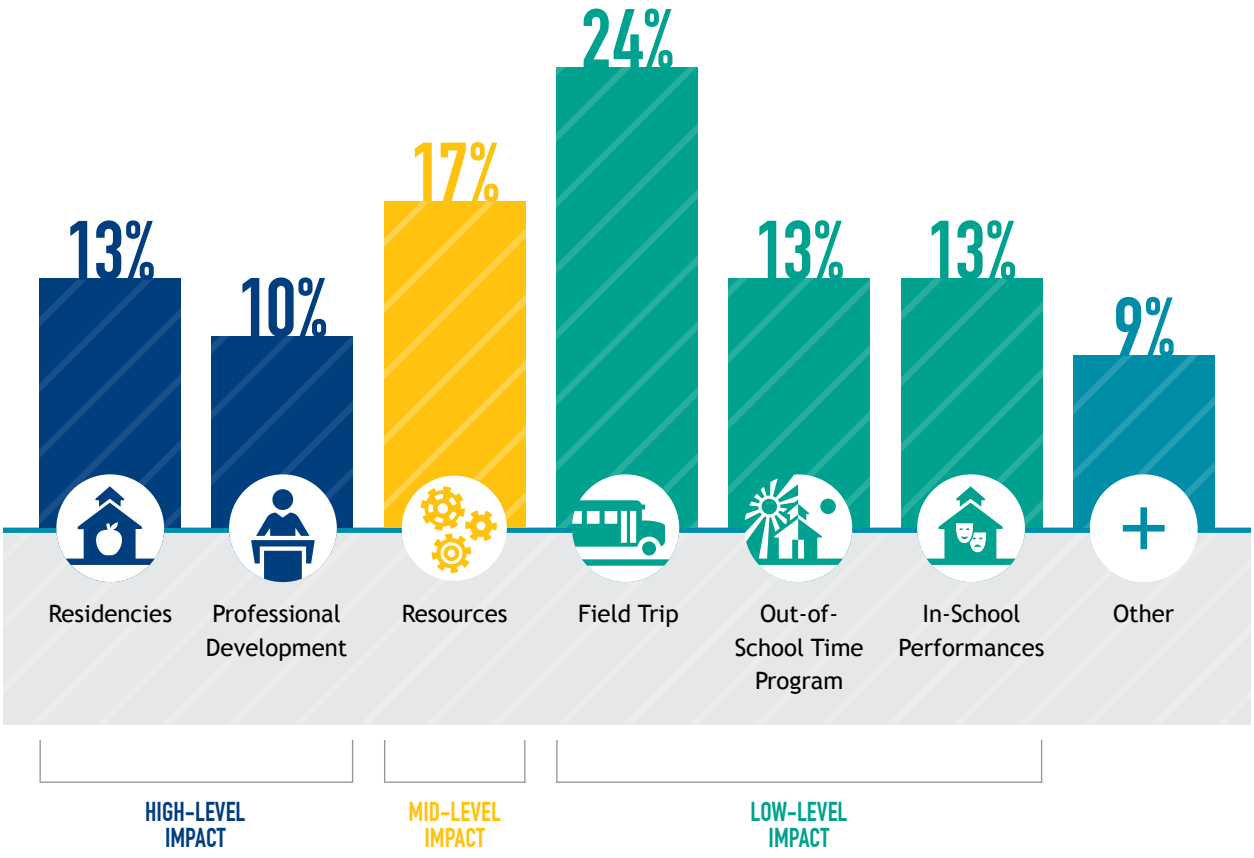
The Scale of Impact:

- **Demonstrates** the range of impact community arts partnerships can have upon a school's arts program.
- **Represents** the amount of time spent, relationships built, and meaning-making created through different arts partnerships for students in CPS, highest being the most impact, and lowest being the least impact.

WHAT IS THE SCALE OF IMPACT?

THE NEED FOR THE SCALE OF IMPACT

According to the *2016-2017 State of the Arts Report* the percentages of community partnerships with schools are:



These findings **reveal an evident gap between the levels of impact** that schools are using to introduce the arts into education. The Scale of Impact can be used to strategically think about how partnerships can work together on all levels to create the most impact on student learning.

THE SCALE OF IMPACT

HIGH-LEVEL IMPACT: These partnerships create enduring relationships between the school, the students, and the arts partner, sustaining a meaningful understanding of arts and curriculum over an extended period of time.

Residencies: Artistic programs within a given school in which a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.

Professional Development: Training for instructors and/or administrators that enable staff to learn more about developing arts-based lessons and best practices; often customized to serve specific classroom interests and goals.

MID-LEVEL IMPACT: These partnerships do not have the same collaboration with arts partnerships over an extended period of time; however, these partnerships still provide important opportunities for students to experience the arts.

Resources: External providers supply physical resources to supplement a school's arts education programming (e.g. arts supplies or instruments). This can benefit the classroom's ability to have the tools teachers need to incorporate the arts into the classroom.

Master Class/Workshop: Highly skilled arts partner comes to the classroom to teach on a specific arts discipline.

LOW-LEVEL IMPACT: These partnerships have the least amount of collaboration with arts partnerships over an extended period of time and do not integrate both content and arts within the classroom; however, when paired with partnerships in the mid-level or high-level impact, student learning in the arts is maximized.

Field Trip: A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts related educational experience or performance allows students to see the arts in the community, but not necessarily transfer the experience back into the classroom.

In-School Performances: External arts organizations come into a school to provide a single day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body. While this can give students context within the arts it is removed from the classroom integration of the arts.

Out-of-School Time Program: CPS students participate in programming outside of the traditional school day. This gives students the ability to see the arts work outside of the classroom, but is not necessarily in conjunction with classroom goals. While this may be considered high-level, especially if it is a five-day-a-week program, this has a low level impact because not every student has access to these opportunities.

ARTS IN CONTEXT OF LEARNING

Defining Arts Integration

Big Picture: Arts Integration is an approach that incorporates the arts into other core curricula meeting learning objectives in both the arts and the main content area.

"Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives."

— Kennedy Center

"Successful arts integration stands on a foundation of carefully planned learning goals. Teachers follow a scope and sequence, reflecting state or national standards for arts and other curricular areas, and are often supported by partnerships with outside arts organizations. Quality arts instruction builds on students' existing knowledge and skills."

— The Chicago Guide for Teaching and Learning in the Arts

"1) An education field that specializes essentially in relationships — between people, ideas, curricula, places, themes, and areas of study, with an emphasis on arts learning at the center of these relationships. 2) Working with curricular intention to merge learning in the arts with learning in other academic subject areas."

— AIMPrint: New Relationships in the Arts and Learning

Defining Aesthetic Education

Big Picture: Aesthetic Education works to express perceptions, feelings, and ideas through the arts.

"Aesthetic Education requires that learners must break with the taken-for-granted, what some call the 'natural attitude' and look through the lenses of various ways of knowing, seeing, and feeling in a conscious endeavor to impose different orders upon experiences."

— Philosopher, Maxine Greene

"Aesthetic Education is a way of regaining touch with the process of learning something new, of being introduced to a medium never known in a particular way before. It is the incorporation of the arts across the curriculum in a way that fosters a heightened awareness of and appreciation for all that touches our lives."

— Doane University

"[Aesthetic Education as a] term [was created] to fill a certain need, to cover and correct a certain deficiency which its inventors felt was threatening the whole of the early educational development of the child. And what was (and is) this need? The lack of recognition of the importance of the arts and all of their potential in the normal education of the child. The term was coined with the deep conviction that this gap must be bridged, the need fulfilled."

— Morris Weitz, John Hopkins University Press

Defining Arts-Making

Big Picture: Arts-Making combines skills and concept to explore techniques while creating an arts project.

"Arts-Making can be a fun and appropriate way for students to both express themselves and learn a broad range of skills and concepts. In making art, students explore the materials and techniques used by artists and architects, and experience the decision-making practices that artists have used over the centuries."

— Creative Compass Program Guide

"The conscious use of skill and creative imagination especially in the production of aesthetic objects."

— Merriam-Webster Definition of Art

Defining Curricular Alignment

Big Picture: Using art in the classroom is not the same as integrating art into the curriculum.

"Curricular Aligned programs use a discipline(s) of the arts in lesson plans as a tool to enhance or supplement student learning."

— Ingenuity

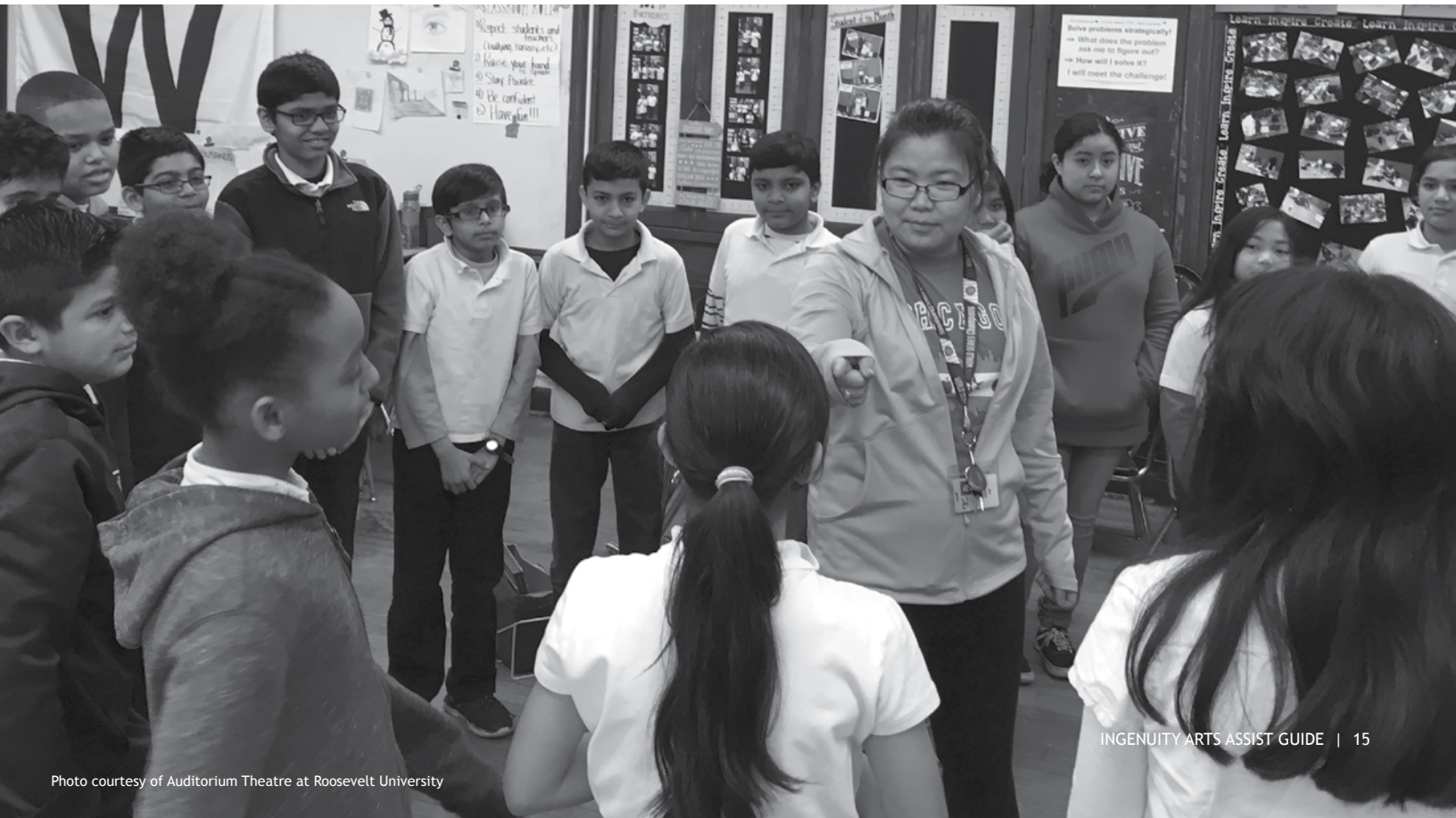
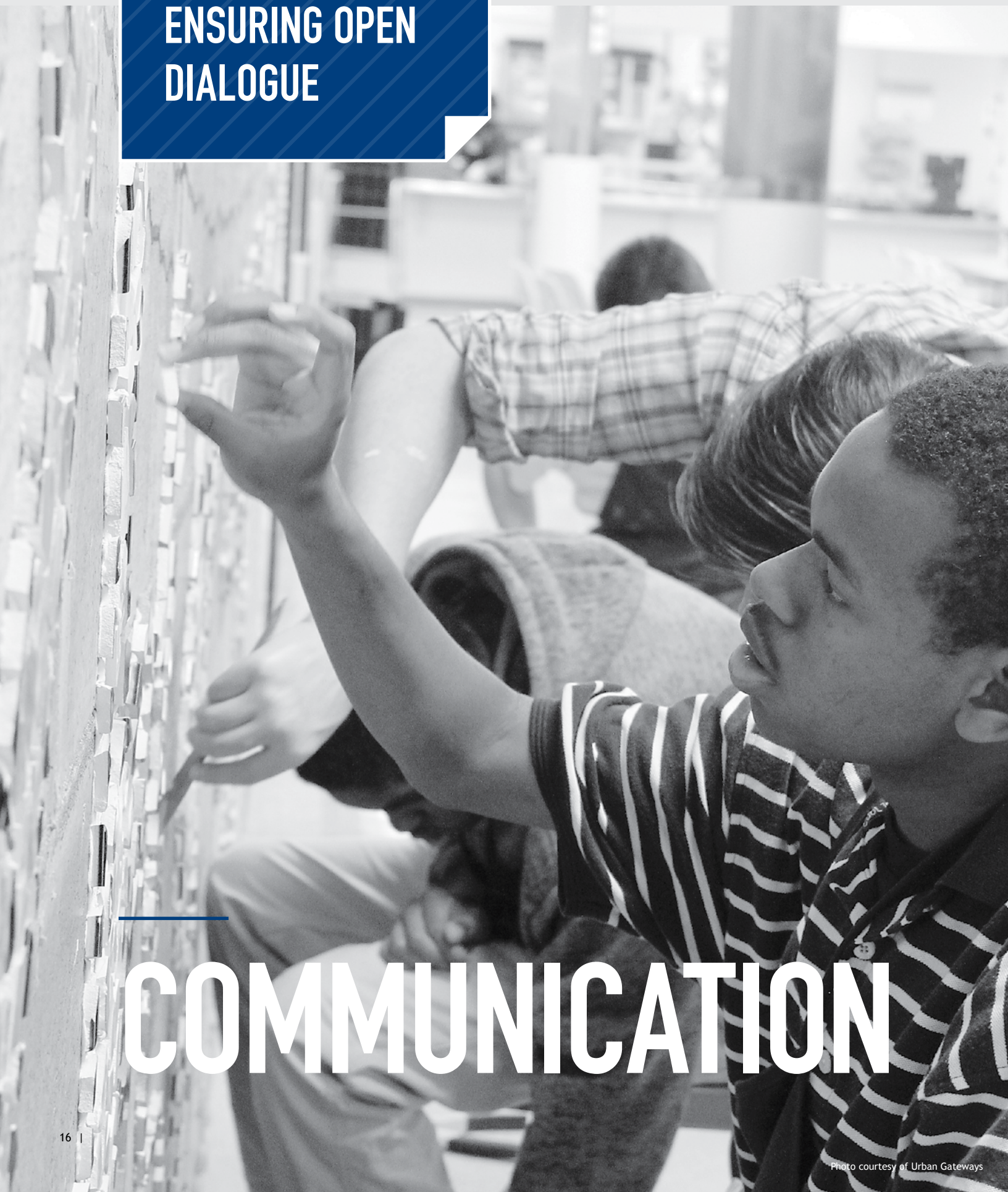


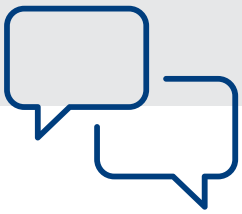
Photo courtesy of Auditorium Theatre at Roosevelt University

ENSURING OPEN DIALOGUE



COMMUNICATION

Photo courtesy of Urban Gateways



CREATING CONNECTIONS

Creating connections within the school you are working in is essential for creating sustainable and successful partnerships.

Know your Arts Liaison.
Your Arts Liaison is helpful in a multitude of ways. They have direct contact with principals and are the champion to lead arts programming and opportunities for their school communities, to connect students to resources in the arts, and inspire their community towards arts engagement. If you have questions about resources or connecting with administration contact your Arts Liaison first. Download the list of CPS Arts Liaisons, including their email addresses and internal mail run (GSR) number for mailings at: cpsarts.org/educators/arts-liaisons/.

Know the principal.
Establish contact with the principal and get to know their vision and mission within the school. It is best to set up an initial planning meeting with the arts liaison, principal, and cooperating teacher. Make sure the principal knows how often you are coming to the school and when you are coming to the school. It can be helpful to have this in writing in case there are changes in administration.

Establish a relationship with the clerk.
Establishing a relationship with the school's clerk is important because they know the ins-and-outs of the school. They interact with the principal, administrative staff, teachers and students. Because the clerk is a "gatekeeper" of the school, keep them informed about why you are at the school, when, and for how long.

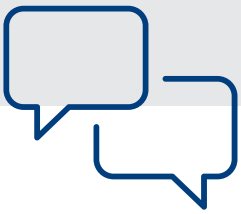
Establish a relationship with the security staff.
Make sure that the security staff knows that you are coming into the school, why you are at the school, and for how long. In the initial meeting with the principal, it is helpful to address the security staff because having them know who you are makes the transition into the school easier.

Collaborate with the teacher.
Set up a meeting with your cooperating teacher and talk about the ways you want to work together to integrate arts into the students' learning. Make sure to ask questions, develop a plan, and stay consistent. A communication schedule and planned conversations are helpful before, during, and after implementing your program in the school. Ask the teacher if you can sit and observe the classroom before you start teaching so that you can understand the space you are entering and the students you will be teaching.

Know the contact information for each person.
When you have the initial meeting with the principal, Arts Liaison, and teacher, ask the principal for the contact information for the people you will need in case something goes unplanned or something changes.

A Note on Partners and Certified Arts Instructors

Ingenuity recognizes certified arts teachers are the anchors of high quality arts instruction in the classroom, and advocates for hiring and sustaining their roles in schools. Arts partners serve an important role in augmenting and expanding upon the work of certified arts instructors through meaningful partnership programs. Ingenuity does not support arts partner programs replacing certified arts instructors, or providing programs in the classroom without a certified arts instructor present and participating.



CPS VENDOR NUMBERS

What is a CPS Vendor Number?

The Chicago Public Schools purchases a wide variety of essential commodities for the day-to-day operation of schools. Any qualified individual, organization, or business with a wide range of goods and technical and consulting services to sell can become a supplier for CPS. In order to become an eligible supplier, and do business with CPS, individuals, organizations, and/or businesses must be approved and registered as a vendor.

How do I apply for a CPS Vendor Number?

CPS' Department of Procurement and Contracts will only review applications that are sponsored by a School Principal or CPS Director who state the intent to use the services of the potential vendor. If you wish to apply for a CPS supplier number, have the principal or director contact Procurement at purchasing@cps.edu. The Department of Procurement and Contracts will not accept unsolicited vendor applications. Individuals, organizations, or businesses do not have to contact, or gain prior approval from, the DAE in order to seek a CPS Vendor Number. These numbers do expire, so make sure yours is up to date.

Why get a CPS Vendor Number?

Being an approved supplier with CPS allows you, your organization, or your business to embark on business contracts and transactions with the entire school district. Once you are registered as a CPS vendor, other schools and departments of the school district will be able to take advantage of the goods and services that you render in order to advance student learning and school efficiency.

Important information to know about being paid by CPS for goods or services:

- Once the sponsoring school or department has submitted the Vendor Sponsorship Form, the Department of Procurement and Contracts will send an electronic application to be completed by the applying vendor that includes tax forms and insurance liability coverage, which costs money if you do not already have a vendor number. The processing from start to finish takes about 90 days.
- Once a CPS Vendor Number is acquired, the purchasing department or school must create a Purchase Order (PO). Typically, the school clerk or a department's administrator will be the staff member to open the PO.
- In order to open a PO, a school must receive a quote of proposed services from the vendor, ***not*** an invoice. Once a PO is opened, then the vendor may begin delivering goods or services.
- After the completion of services, the vendor will submit an invoice to CPS. Ask the CPS department or school to mark the PO in their records as "received," and the Accounts Payable will issue payment a minimum of 30 days after receipt of the invoice.
- **Even after a CPS Vendor Number is granted, organizations should not begin work until a PO has been created for the scope of the services.**

RESPONSIBILITIES AND GOAL SETTING

COLLABORATION

Photo by Sophie Cymone Bolla, courtesy of ArtReach

THE ROLE OF INGENUITY, CREATIVE SCHOOLS FUND, AND DEPARTMENT OF ARTS EDUCATION IN PARTNERSHIP COLLABORATION

The DAE and Ingenuity are connectors.

The DAE and Ingenuity are here to support the planning and growth of partnerships by relaying knowledge of the system.

- Through Creative Schools Certification, *artlook*® Map, and "on-the-ground" knowledge, the sector identifies schools who have a need for partnership.
- Through District-wide professional development and partner-wide professional development, DAE and Ingenuity create a shared language for schools and teachers to have the capacity for meaningful partnerships.
- Ingenuity and DAE maintain an up-to-date Arts Liaisons list that can be found on the DAE website and *artlook*® Map. Arts education organizations or teaching artists are tasked with maintaining an up-to-date partner profile and building and maintaining relationships with school partners.

The Creative Schools Fund is a resource.

This fund makes grants directly to schools for programs designed by teachers with the sole purpose of bringing more arts to more CPS students. Successful collaboration calls for partners and schools to reach common goals, with each member contributing their own strengths and expertise.

- Partnerships are most beneficial when all members involved share a sense of ownership toward goals. When considering working with a school on a Creative Schools Fund supported partnership, familiarize yourself with the needs of the school.
- There are several sources to draw from when researching a school partner. When meeting with the Arts Liaison, utilize Creative Schools Certification data, Ingenuity's Summit Data, Tools & Resources books, and the schools' Continuous Improvement Work Plan (CIWP).
- Funds may not be used to support projects that replace arts instruction provided by a certified or endorsed classroom teacher or arts specialist, out-of-school time arts programs (ex. after-school) or CPS teacher salaries.

For more information please see ingenuity-inc.org/csf.

Photo courtesy of Auditorium Theatre

RESPONSIBILITIES DURING THE CREATIVE SCHOOLS FUND PROCESS

The Proposal Process

Do!

- Customize your program model to the unique environment and interests of each school.
- Step back and let the school initiate planning, partnership development, and design.
- Contribute language to populate relevant proposal fields and advise proposal development.
- Get on the same page about program start and end dates and roles and responsibilities.
- Agree to a cost formula (ex. per student or per hour) and negotiate a mutually agreeable program budget with your partner. Remember — schools may need money for planning time, supplies/materials, and field trips too!

Don't...

- Market a program "in a box" to schools without listening to their needs and concerns.
- Take care of everything for the school so they don't have to "lift a finger."
- Write and submit the whole proposal for your school partner — they need to drive the process.
- Enter a partnership that doesn't feel completely clear and mutually agreed upon.
- Charge a flat fee of $10,000 for the program because you know that is the size of the grant.

Grant Implementation

Do!

- Begin the process to attain a vendor number right away, and ask us for help in the process.
- Meet with your partner in January to re-affirm project timeline and nail down the logistics.
- Allow wiggle room in your annual budgeting, timing of CSF payments, and pursue diverse funding streams to supplement your work.

Don't...

- Wait until notice of award to begin the process to attain a vendor number (if applicable).
- Wait until March to re-visit your plan or launch the program.
- Withdraw from a school after the money is awarded — they will lose their grant due to change in partner!
- Allocate CSF funds to time-sensitive needs in your annual budget (ex. payroll) or rely on them alone to sustain your organization.

In the Classroom

Do!

- Become a mandated reporter.
- Ensure Teaching Artists are trained in and able to speak to principles of privilege and oppression before they enter the classroom.
- Ensure the office of the principal is aware and supportive of the program; provide periodic updates directly to school leadership regarding how the program is going.

Don't...

- Ignore the ways in which race, class, and gender may impact the instructor-student relationship.
- Lose touch with school leadership.

1. Photo by Alayna Kudalis, courtesy of Urban Gateways | 2. Photo courtesy of Changing Worlds

THE ARTS PARTNERSHIP PROCESS

The flowchart on the next page provides an overview of the partnership process. Always remember that clear goals and continual communication with the school will be the best way to ensure positive student outcomes!

WHAT IS THE ARTS PARTNERSHIP PROCESS?

Photo courtesy of Smart Museum of Art, University of Chicago.

THE ARTS PARTNERSHIP PROCESS

1. BEFORE YOU MEET

ARTS PARTNER

Tools to Leverage
- *artlook*® Map
- Summit Data

Consider:
- What is our mission?
- What are our strengths?
- What is our expertise?

SCHOOL

Tools to Leverage
- *artlook*® Map
- Creative Schools Certification

Consider:
- What is our school population and culture?
- What are our strengths and expertise?

2. ARE WE A MATCH?

Alignment of Pedagogy
- What are the schools learning priorities?
- Can this partnership support them? How?

Alignment of Logistics
- What spaces are available?
- What resources can we leverage?
- What is our availability to do the work?
- What is our timeline?

Ask:
- Are we a good fit?
- Does a partnership make sense?

No → Find a different school whose needs are better aligned to your strengths

Yes

3. WORK IT OUT

How will you know if you're successful?
- Develop a shared mission for the work.
- What are the values and set of goals specific to this partnership?

Who is involved:
- Arts Partner point person, Teaching Artists
- Arts Liaison, other school staff (Teachers, Principal, Assistant Principal)

Things to consider:
- Roles and responsibilities
- Logistics: (i.e. timeline/ schedule/space)
- Payment structure
- Planning and coordination

4. MAKE IT HAPPEN!

- Check in on goals and projects
- Maintain open communication
- Maintain reflection/ feedback loop
- Meet regularly
- Document your work
- Support school as needs shift
- Provide professional development
- Provide invoices to school

RESOURCES

Photo courtesy of Cool Classics!

artlook® SUITE

artlook® Suite is a set of data collection and dissemination tools with three core components: *artlook*® Partners, *artlook*® Schools, and *artlook*® Map (see visual below). Within the suite, CPS schools and community arts partners, alike, can record arts education information such as staffing, programming, planning, and partnerships. These data are then made publicly available on *artlook*® Map, enabling the constellation of arts education stakeholders in Chicago to form strategic partnerships and bring the arts to every student in CPS.

artlook® Schools

- CPS schools use this portal to share data on arts staffing and instruction, budgeting and planning, and community partnerships.
- Based on these data, each school receives a Creative Schools Certification, which reflects the school's progress along a five-category continuum and serves as a planning tool for school leadership to continually expand arts programs.
- **artlookschools.com**

artlook® Partners

- You can login to this portal at any time to record data on arts programming, disciplines offered, and school partnerships.
- Keeping your profile up-to-date is important because it allows schools to search for available arts programming and resources you provide.
- **artlookpartners.com**

artlook® Suite

How to Create an *artlook*® Partners profile:

Contact Ingenuity for login credentials or to establish a new profile

Login to your *artlook*® Partners Portal

Complete the sections on "Your Organization," "Programs," and "Partnerships"

That's it! You will then be able to **view** your organization's stylized reports and Data Dashboard on *artlook*® Map

Why is *artlook*® important for partnership with CPS?

By gaining a better understanding of the arts programs that currently exist, school leaders, teachers, parents, and arts organizations can better:

- coordinate the distribution of arts resources and services
- identify gaps in arts education and needs in schools
- track and share results to increase the availability of arts programming
- advocate for equitable access to arts education in schools and neighborhoods

WAYS TO USE *ARTLOOK*® SUITE

1 SEARCH FOR SCHOOL PARTNERS

- **Use the search bar** on the *artlook*® Map home page to find a specific school or arts organization. This tool will help you quickly find your own organization to see if your information is up to date.
- **Use the advanced search filters** on the *artlook*® Map home page to browse CPS schools by neighborhood, school type, arts disciplines offered, and more! You can use the same feature to learn more about community arts partners.
- **Get an overview** of the school's arts programming, and the types of arts programs and resources the school is interested in receiving.

2 GET CONTACT INFORMATION

- **Use the School Details page** to get contact information for the school's Arts Liaison, the school's point person for the arts! This is the person to contact about building a strategic partnership (see the Arts Partnership Process on page 23 for pointers on starting these conversations).
- **Access search results** from *artlook*® Map as a downloaded PDF, exported Excel document, or through email.

3 SHARE YOUR ORGANIZATION AND PROGRAMS

- **Use the *artlook*® Partners portal** to update your organization's mission, contact information, programs, and school partnerships. These data will update on *artlook*® Map within 24 hours.
- **Use the *artlook*® Partners Resource tab** to download a stylized PDF of the data you provided. This document will also include a breakdown of student demographics for the schools you serve.
- **Your organization's page provides** a snapshot of your programming, disciplines offered, school partners, and communities served. This page also shows contact information and whether or not your organization has an active CPS vendor number. After you have updated your information in *artlook*® Partners, *artlook*® Map will update within 24 hours.

4 TRACK ANNUAL PROGRAM AND PARTNERSHIP DATA

- **Track progress over time,** as far back as 2012-2013, at both an organization and district level.
- **Level the information playing field** by keeping your information up-to-date. This provides schools with one-of-a-kind database on arts programming.

5 AND MUCH MORE!

- **Visit artlookmap.com**

STANDARDS, FRAMEWORKS, AND PLANS

To work successfully within a large system such as CPS, it is imperative to understand the District's goals and priorities. A strong foundational knowledge of the strategic vision and instructional frameworks that school leadership operate within is also needed. Your program design needs to align and support the goals of the District, the school and most importantly — the student.

Become familiar with the following resources:

- **CPS Vision 2016-2019**
  The mission of CPS' Vision is that every child, in every neighborhood will be engaged in a rigorous, well-rounded public school education that will prepare them for success in college, career, and life. The Vision focuses on high quality, rigorous instruction, the collective impact of strong partnerships, talented and empowered educators, safe and supported learning environments, and financial stability. See cps.edu/pages/aboutcps.aspx.

- **The 2012 CPS Framework for Teaching**
  The 2012 CPS Framework for Teaching is a modified version of Charlotte Danielson's Framework for Teaching. It provides a definition of good teaching practice and gives all educators a common language to talk about teaching.

The CPS Framework for Teaching was modified in collaboration with the Chicago Teachers' Union, Charlotte Danielson, and the Consortium on Chicago School Research to incorporate the shifts in teaching practice required by the Common Core State Standards, such as increased rigor of student work. The CPS Framework for Teaching is a rubric that describes teaching practice across a continuum for each component. This continuum helps teachers and school administrators engage in a continuous improvement process that refines teaching practices by reflecting on specific aspects of current practice and holding conversations with colleagues to gain new strategies and ideas for improving learning for all students. Visit cps.edu to read the framework.

- **CPS Framework for Teaching Companion Guide — Arts Addendum**
  In September of 2013, the DAE, and over 40 arts teachers, created the Arts Addendum to the CPS Framework for Teaching. The purpose of the addendum is to share how important and unique aspects of arts teaching practice align with the CPS Framework for Teaching. Visit cpsarts.org to read the Arts Addendum.

Photo by Sophie Cymone Bolla, courtesy of ArtReach

- **Common Core State Standards**

  The Common Core State Standards (CCSS) describe what students are expected to learn at every grade level in order to be prepared for success in college and careers. Adopted by 46 states, including Illinois, CCSS is designed to be relevant to the real world and help students succeed in a global economy.

  The CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

Both CCSS and the CPS Framework for Teaching emphasize literacy across content disciplines.

- **Illinois Arts Learning Standards**

  The new Illinois Arts Learning Initiative developed by educators, outlines updated arts learning standards for Illinois. These standards will go into effect starting with the 2018–2019 school year and reflect what students should know and be able to do in the arts disciplines. Visit illinoisartslearning.org for more information.

Photo by Joanne Vena, courtesy of Changing Worlds

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Paul leads all organizational oversight, including staffing, program development, planning and finances, board relations, and fundraising. He creates working partnerships and alliances with numerous city departments, the school district, and almost every major cultural institution in Chicago.

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Tom supports the management of Ingenuity's *artlook*® Suite — a proprietary data collection and dissemination system — and the production of annual public-facing data reports. He also works with community arts partners and CPS staff to drive engagement in data-tracking systems and designs ways to integrate data into all of Ingenuity's core program areas.

Christopher Chantson | Director of Development
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Christopher directs fundraising strategies to support Ingenuity's work to ensure that the arts are a critical component of every student's education in the Chicago Public Schools system.

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Tashia supports Ingenuity's four main outlooks: Data, Advocacy, Strategy, and the Creative Schools Fund. She is responsible for the oversight and administration of systems and operations, technology infrastructure, and program logistics.

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Tracy supports Ingenuity's Strategy work stream which includes managing Ingenuity's relationships with arts program providers, and supporting our professional learning opportunities for community arts partners. She also provides support to the Creative Schools Fund.

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Steve directs Ingenuity's research and data collection that sheds light on the value and impact of strong education in the arts. The data collected from CPS, community-based arts organizations around the city, and the Illinois State Board of Education, creates the most complete and accurate picture of arts education in CPS and is available to the public through *artlook*® Map and the annual State of the Arts Report.

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Nicole directs sector-wide strategies to strengthen student learning in and through the arts. She works with both CPS and Chicago's arts and cultural community to build capacity strengthen leadership and create collaboration and knowledge sharing within and among organizations.

CONTACT CHICAGO PUBLIC SCHOOLS DEPARTMENT OF ARTS EDUCATION

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Evan directs policy and implementation of the CPS Arts Education Plan to increase the reach of arts education for all students and all learners; drive the mission and vision of the DAE.

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Jeff manages arts curricular materials and tools that drive achievement for all students in the visual and performing arts, and district-wide students programs.

GLOSSARY

Arts Liaison: A school staff member nominated by the principal to serve as the school's voluntary arts leader and champion. Arts Liaisons help coordinate and plan all school arts instruction and share information via *artlook*® Schools on community arts partners, school budgets, arts staffing, planning, and services. Each CPS Network also has a Lead Arts Liaisons, whose role is to support Arts Liaisons in completing the annual Creative Schools Survey and planning for the arts.

***artlook*® Suite:** The Ingenuity-created data suite of services made up of Schools, Partners, and Map. The *artlook*® Schools system collects each CPS school's number of arts instructors, community arts partnerships, disciplines taught, and relevant budget data. The *artlook*® Partners system collects data from community arts partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook*® Map, an interactive online tool for the public to view all reported arts education-related activities.

Arts Integration: The meaningful connection of essential content in an arts discipline subject and essential content in another subject area such that student achievement in both subject areas increases.

Charter School: A public school open to all Chicago children that is approved by the Chicago Board of Education but operates independently from the Board and from other charter schools.

Chicago Public Schools Arts Education Plan: A three-year plan approved in fall 2012 that made arts a core subject and recommended, among other initiatives, that elementary schools provide 120 minutes of weekly arts instruction and that high schools offer credits in at least two arts disciplines.

Common Core State Standards: New standards adopted by 46 states, including Illinois, that outline a higher bar for what students must know in order to succeed in college and careers.

Community Arts Partner: Any one of a broad spectrum of program providers ranging from an individual teaching artist working with a single school, to grassroots and large nonprofits. Community arts partners might also include providers of arts education resources — mostly in-kind donations or materials and supplies, exhibition space, volunteers.

Contract School: Public schools open to all CPS students and operated by private entities — community organizations, foundations, educators, and universities. Each has a curriculum, calendar, schedule, and admissions procedure that may differ from those of other public schools.

Core Subject: A body of knowledge that all students are expected to learn and is not an elective subject.

Creative Schools Certification: Identifies the level of arts instruction provided in each CPS school based on data regarding staffing, minutes of instruction, budget, culture, and partnerships.

Creative Schools Certification Categories

- **Excelling (Category 1):** Schools that meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Strong (Category 2):** Schools that nearly meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Developing (Category 3):** Schools that occasionally meet the goals and priorities in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Emerging (Category 4):** Schools that rarely meet the goals and priorities in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.
- **Incomplete Data (Category 5):** Schools in which data is incomplete to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Creative Schools Certification Rubric: Each school that participates in the Creative Schools Survey receives a Creative Schools Certification Rubric. This Rubric highlights schools' high-level data points as provided on the Survey as well as their resulting Creative Schools Certification Category. Rubrics can be accessed and downloaded from each school's *artlook*® Map profile page.

Creative Schools Fund: Provides grants directly to schools and supports their progress along the Creative Schools Certification continuum. The Fund does not accept applications for programs designed to replace credentialed arts instructors in the classroom.

Creative Schools Initiative: A partnership between Ingenuity and CPS to ensure every public school student receives a well-rounded education that includes the arts.

Credentialed Arts Instructor: An educator authorized by the state to teach visual arts, music, dance, or theatre. Currently, the State of Illinois issues certification for arts instructors with qualifications in visual arts and music. Credentialed theatre and dance instructors hold Illinois teaching certificates in a subject or grade level as well as a credential in their respective arts discipline.

Dance: A student's dance education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.

Data Dashboard: Ingenuity's *artlook*® Map has a profile page for all schools as well as identified community arts partners. Each profile page contains a Data Dashboard, which provides a snapshot of the school or organization's high-level data points.

District-Run School: A public school managed by the Chicago Public Schools central office. Among other commonalities, these schools share an academic calendar, discipline code, and budgeting procedures.

Field Trip: A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts-related education experience or performance.

Full-Time Equivalent (FTE): A unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

Illinois Arts Learning Standards: Arts standards that reflect best practices and identify what is important for students to know and be able to do in dance, media arts, music, theatre, and visual arts.

In-School Performance: An external arts organization comes into a school to provide a single-day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body.

International Baccalaureate: A continuum of high-quality educational programs that encourage international-mindedness and a positive attitude toward learning.

Local School Council: The body which has been established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of parents, community residents, school staff members, and principals.

Magnet Cluster Schools: More than 100 specialized neighborhood schools that focus their curriculum on one of four subject areas: fine and performing arts, world language, International Baccalaureate, or technology. Fine and performing arts magnet cluster schools integrate the arts into all subject areas.

Music: A student's music education experience may include, but is not limited to, general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) music theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) music, music history, marching band, drum line, multicultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.

Other Services: External community arts partner services not captured in traditional arts programming categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).

Out-of-School Time Program: Any programming in which CPS youth participate outside of the traditional school day.

Professional Development: Training for instructors and/or administrators that enables staff to learn more about developing arts based lessons and best practices; often customized to serve specific classroom interests and goals.

Raw Data Report: Each school that participates in the Creative Schools Survey receives a Raw Data Report. This Report provides a detailed summary of the data provided by the school on the Creative Schools Certification and displayed on *artlook*® Map. Raw Data Reports can be accessed and downloaded from each school's *artlook*® Map profile page.

Residency: An artistic program within a given school in which a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.

Resources: An external provider supplies physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). Does not include grants or granting agencies as partners.

Rubric: A performance-scoring scale that lists multiple criteria for performance and provides values for performance levels, such as numbers or a range of descriptors from excellent to poor.

Selective Enrollment: Chicago public elementary and high schools that require testing as part of the admissions process.

Sequential (in the context of arts education): Occurring year-to-year from grades K–12.

STE(A)M Program: A program that focuses on science, technology, engineering, the arts, and mathematics to guide student learning and critical thinking.

Theatre: A student's theatre education experience may include, but is not limited to, acting, theatre, film acting and film making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) theatre.

Visual Arts: A student's visual arts education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.

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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Thank you to all of our individual donors who support our mission to ensure arts education is available to every child in every Chicago public school.

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