



AMPLIFYING ESSENTIAL VOICES

Arts Professional Learning Catalog
2019–20 School Year





**WELCOME TO
THE 2019–20
SCHOOL YEAR!**



You Asked, We Answered: Innovating Our Professional Learning to Meet Your Needs

A shared priority between Ingenuity and the CPS Department of Arts Education is to design and deliver arts professional learning that is highly responsive to your learning goals, schedules, and interests.

Read on to learn how your direct feedback has helped us improve and refine this year's offerings!



Prioritization of Culture, Equity, and Inclusion Learning



You Asked: Last school year, we prioritized a Culture, Equity, and Inclusion (CEI) learning thread in the catalog. We learned that arts organizations and schools are at varying points in their trajectory towards addressing and applying a framework for CEI. They asked for less compartmentalized learning in this topic because it is embedded in so much of the curricular, advocacy, and partnership work they were already doing.



We Answered: **CEI is now the foundation and central axis point for all learning threads** in this catalog. Three learning threads provide numerous entry points and opportunities to ensure that multiple voices, experiences, and perspectives are represented and amplified through all of the work that we do in arts education across the district: Teaching and Learning, Arts Advocacy and Leadership, and Partnership Practices and Sustainability.

Arts Education Conference 2020 Innovations



You Asked: At last year's conference, *Cultivating Conditions for Growth*, attendees spoke highly of its streamlined organization, inspiring keynote speaker, and high-quality presentations. They requested more time to wrestle with challenging content, more networking time, and more sessions tailored to their professions and/or artistic disciplines.



We Answered: The 2020 Arts Education Conference on April 17 will feature **several longer sessions** that will allow participants to engage in a "deep dive" on complex topics that might include undoing racism, social-emotional learning, or trauma-informed teaching. We'll build in **more opportunities for attendees to network** with one another, and continue to engage **outstanding presenters with a diverse range of disciplinary and professional expertise** so that every attendee has an inspiring and impactful experience that speaks to their needs and interests.

"I was impressed with the diversity and high quality of the sessions. I received great information and resources, and was able to make connections to help my students grow and to fuel my soul. Thank you for putting together a great day!" — *Arts Education Conference attendee, April 2019*

Redesigned Sessions for Arts Leaders and Advocates



You Asked: Last year's Arts Liaison Leadership Development sessions received high marks in terms of the relevant, practical content they provided CPS Arts Liaisons. However, attendees found the timing and number of sessions to be difficult to balance with their regular workload and preferred the previous year's coupling of Liaison sessions with Ingenuity Summits.



We Answered: The Department of Arts Education and Ingenuity will kick off the 2019–20 school year with a combined **Arts Liaison Rally and Fall Mega-Summit**, where Liaisons can network, identify potential arts partnerships, and learn more about increasing their impact and influence when it comes to

the arts in their schools. Additionally, we'll offer two more learning sessions in 2019–20 that will focus on our most-requested and impactful topics: 1) **finding additional funding** for the arts, and 2) **building buy-in** for the arts at the school, community, district, and state level. These sessions will be open to Liaisons as well as other arts teachers and administrators in order to increase arts leadership opportunity and awareness across the district.

"The Arts Liaison role is new for me this year, but it has been very empowering — allowing me to feel like I have the resources and support to do new things." — *CPS Arts Liaison, 2018*

Arts Intensive Innovations for CPS Teachers



You Asked: In school year 2018–19, three full-day Mastering the Standards sessions hosted by the CPS Department of Arts Education laid the foundations for CPS educators to understand and successfully implement the updated Illinois Arts Learning Standards. Participants valued the opportunity to learn with and from their peers, the practical take-aways, and the chance to engage in discipline-specific learning. They asked for increased hands-on, active learning in their grade bands and disciplines, more time to share resources and strategies with peers, and more opportunities to apply what they learned.



We Answered: This year's full-day Arts Intensives will allow CPS educators to dive deeper into standards-based best practices and will feature **more hands-on learning, further differentiation of learning by grade band and discipline**, and an exciting new opportunity for teachers to **work together in Arts Communities of Practice** that will collaboratively address problems of practice during and between the Intensives.

"[I would like] more [sessions] like these — group planning sessions with fellow teachers. Thank you! This was so encouraging and practical!"
— *CPS Arts Intensive attendee, November 2018*

Expanded Demonstration Sites for CPS Teachers



You Asked: CPS teachers who attended last year's Arts Classroom Demonstration Sites were thrilled to see their peers in action and to share ideas, techniques, and tools. Improvement suggestions included expanding site options to include more grade bands and disciplines, and opportunities to see more lessons and classes during a single site visit.



We Answered: With the assistance of a grant from the U.S. Department of Education, the CPS Department of Arts Education will be **increasing the number of demonstration sites per year, adding more grade bands and disciplines**. At certain sites, attendees will be able to **observe for a longer period of time** if they wish to do so.

"It was inspirational to come and visit. This has given me so much to think about for my classroom." — *K–8 Visual Arts Demonstration Site attendee, March 2019*

Deeper Learning Opportunities for Arts Partners



You Asked: Arts partners and teaching artists asked for the opportunity to dig deeper into a particular subject matter or topic beyond one three-hour Ingenuity Institute.



We Answered: Ingenuity has developed **mini-courses** — short format, three week courses taught by trained and vetted Ingenuity Faculty members. The condensed format allows learners to more deeply explore a topic without a long-term commitment. Addressing topics of high visibility and interest to the arts education community, mini-courses will utilize innovative approaches to learning, teaching, and research. In particular, they will provide opportunities to develop a broad range of artistic and professional skills to enhance career growth.

Developing and Supporting Arts Education Leaders



You Asked: Ingenuity's Institutes are designed to allow participants to enhance their education by attending one single topic-focused session. They are introductory and exploratory in nature and meant to spark curiosity, ideas, and thinking around a topic. Attendees asked for opportunities to share their own learning and programmatic knowledge with their peers and the community.



We Answered: Ingenuity believes in supporting the personal growth of all arts educators, and views Institute planning and facilitation as a form of professional learning and development. We also believe that Chicago's arts education community contains a wealth of untapped knowledge and experience of which we can all benefit. We are pleased to invite **Institute proposals from both veteran and emerging arts educators, program managers, and teaching artists.** Anyone who has creative, experiential, and innovative ideas for Institute session content design and delivery will be considered. Additionally, practical experience and real-classroom/program knowledge will be highly valued.

If you are interested in applying to become an Ingenuity Institute facilitator, please contact info@ingenuity-inc.org for information on the application process.



Developing and Supporting Teaching Artists



You Asked: Limited funds and time make professional learning a challenge in spite of an organization's best efforts to connect their teaching artists to learning opportunities. Arts organizations asked for ways to better support their teaching artists in attending Ingenuity professional learning. While free and low-cost professional learning exist, teaching artists still experience barriers to accessing high-quality professional learning.



We Answered: Ingenuity is pleased to offer **a limited number of special professional learning stipends to teaching artists**. These stipends are meant to promote access to high-quality professional learning programs and increase teaching artist knowledge, skill, and impact in classrooms and communities. Stipends of \$50/hour of training are available for most of Ingenuity's professional learning events, including Institutes and mini-courses.

To be considered for a stipend, teaching artists must be affiliated with an arts organization. The organization must act as the lead applicant and commit to a 1:1 stipend match (Ingenuity will provide one stipend for one teaching artist; the organization must provide a matching stipend for another teaching artist).

Teaching artists and organizations wishing to take advantage of this opportunity can access the online application criteria and materials at links listed throughout this catalog.

Customized Professional Learning Plans for Arts Partners



You Asked: Arts partners and teaching artists want access to high-quality professional learning, but sometimes feel overwhelmed by all the Institutes Ingenuity offers. They want a way to more directly and efficiently find the learning opportunities that best align with their needs.



We Answered: Ingenuity has developed **an interactive online tool to help arts partners and teaching artists determine their highest-priority learning needs** and connect them to immediate resources for building knowledge. This customizable resource will help cut through the interference and get to the heart of a learner's needs.

Check out the online Professional Learning tool here:
ingenuity-inc.org/professional-learning/learning-plan

To help us better serve you and be most prepared for who is in the room, **Ingenuity will be collecting a nominal \$5 registration fee** for all of its professional learning mini-courses and Institutes.

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All Audiences



Arts Liaisons



Arts Partners



Arts Teachers



Teaching Artists





TEACHING AND LEARNING IN THE ARTS

Advancing quality arts teaching and learning practices that support the needs of diverse student populations.

- Curriculum
- Instruction
- Assessment
- Student-Centered Learning
- Standards-Based Practices
- Culturally-Responsive Education
- Differentiation
- Educational Pedagogies

Creating Personalized Learning Plans for Program Managers and Teaching Artists



Arts Partners



Teaching Artists



Essential Question

How can program managers, organizational leaders, and teaching artists work together to diagnose, assess, and plan for professional growth and opportunity?

This interactive, solutions-and-resource-focused session is for individuals who seek a framework for building a shared language around professional learning. You will work as a whole group to identify challenges in professional learning, and explore Ingenuity's new interactive online tool for diagnosing and assessing areas for growth and opportunities for staff. You will also work in job-alike breakout groups to mine solutions to identified challenges by leveraging the collective expertise and experience in the room. Most importantly, you will walk away with immediate resources and ideas on how to help launch learning, close knowledge gaps, engage in professional conversations, and advocate for further staff development and professional investment. Organizational teams are encouraged to attend this session together.

Session Objectives

Participants will:

- **Know** the challenges and barriers of professional learning for your team
- **Understand** possible solutions to identified professional learning challenges
- **Create** personalized professional learning plans in Ingenuity's new interactive online tool for diagnosing and assessing areas for growth and opportunities for staff

Alignments

Arts Partner Standards of Practice: ORG 1a, 1b, 4b | INST 1a, 1b, 4b

Framework for Teaching: N/A

Schedule

*This session will be offered twice (choose **one** to attend).*



Friday, September 13, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Friday, September 20, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 2nd Floor



Register

- Registration for the September 13 Institute will open at bit.ly/CreatingPLPlans on July 12, 2019.
- Registration for the September 20 Institute will open at bit.ly/CreatingPLPlans on July 19, 2019.



Arts Intensives: *Powerful Student-Centered Learning in the Arts*



Essential Question

Why is student-centered learning a critical aspect of high-quality arts education?

When we create arts learning experiences that are deeply responsive to student interests, needs, goals, and backgrounds, we spark their curiosity, unleash their imaginations, and plant the seeds for lifelong creative passions and practices. These three full-day, hands-on professional learning sessions, hosted by the CPS Department of Arts Education, will explore how to design powerful arts education experiences that allow students to:

- Develop artistic identities and take ownership of their learning
- Learn in ways that accommodate their individual needs, interests, and learning styles
- Practice self-expression and personal choice while also gaining foundational skills
- Explore content that reflects their cultures, backgrounds, and lived experiences
- Regularly engage in feedback, reflection, and revision processes for artistic growth

Session Objectives

Participants will:

- **Know** the critical components of student-centered learning experiences in the arts
- **Understand** how to apply student-centered learning approaches in their specific classroom contexts
- **Create, share, and practice** with quality tools and techniques that deepen student-centered learning

Alignments

Arts Partner Standards of Practice: N/A

Framework for Teaching: 1a, 1b, 1c, 1d, 1e | 2a, 2b, 2c, 2d | 3a, 3b, 3c, 3d
4a, 4b, 4d, 4e

Schedule



Arts Intensive #1: Developing Students' Artistic Identities

Wednesday, August 28 **or** Friday, August 30, 2019

*(same session; choose **one** to attend)*

8:30 a.m.–3:30 p.m. | Chicago Cultural Center | 78 E. Washington St.

Course code: 47026 | Class codes: August 28: 88419 | August 30: 88420

Clock hours offered: 6.0



Arts Intensive #2: Designing Student-Centered Curriculum

Friday, November 8, 2019 | 8:30 a.m.–3:30 p.m.

Chicago Cultural Center | 78 E. Washington St.

Course code: 47027 | Class code: 88421

Clock hours offered: 6.0

Arts Intensives: *Powerful Student-Centered Learning in the Arts*

Schedule



Arts Intensive #3: Creating Student-Driven Formative Assessments

Friday, January 31, 2020 | 8:30 a.m.–3:30 p.m.

Chicago Cultural Center | 78 E. Washington St.

Course code: 47028 | Class code: 88422

Clock hours offered: 6.0



Register

- **CPS teachers:** Visit learninghub.cps.edu
- **Charter/contract/options school teachers:**
Register via bit.ly/ArtsIntensives

New: Join an Arts Community of Practice (CoP)!

We know that as a CPS arts teacher, it may sometimes feel like you're practicing on an "island," with infrequent chances to learn with and from peers in your discipline and grade band. To offer the kind of deep collaborative learning that will have lasting impact on your professional practice, we're giving you the opportunity to join district-wide **Arts Communities of Practice (CoPs)** of elementary and high school arts teachers in Dance, Media Arts, Music, Visual Arts and Theatre.

Facilitated by our Arts Instruction Specialists, CoPs will convene during full-day Arts Intensives to identify and discuss shared problems of practice to investigate and solve together. Between Intensives, CoPs will meet remotely or face-to-face to set goals around the challenges you're working on, share ideas and resources, and offer each other constructive feedback. You'll also have a chance to share the results of your work with others at Intensives, the Arts Education Conference in April 2020, and possibly even nationwide!

Take your practice to a whole new level by joining an Arts CoP at our first Arts Intensive on Wednesday, August 28 or Friday, August 30! (Note: If you are unable to attend the first Intensive, you will still have the chance to join already-established CoPs at other specific points during the 2019–20 school year.)



Arts Teachers

Arts Classroom Demonstration Sites



Essential Question

What can arts educators learn by observing and analyzing high-quality arts teaching and learning in real time?

Seeing exemplary arts teaching and learning in action — and having the opportunity to discuss it in detail with other teachers — is an invaluable way to discover new techniques and approaches, connect with colleagues, and renew your passion for teaching. At these sessions, Arts Instruction Specialists open their classrooms for other CPS educators to observe them as they lead high-quality, standards-based lessons in music, dance, theatre, visual arts, and media arts. A one-hour debrief after observation allows attendees to analyze the teaching and learning they just saw, ask questions of the host and students, and explore how to transfer and adapt techniques and tools for their own classrooms. The CPS Department of Arts Education funds substitute teachers for all attendees of Demonstration Sites.

Session Objectives

Participants will:

- **Actively observe** exemplary arts lessons in order to grow their understanding of high-quality, standards-based instruction, curriculum, and assessment
- **Use** discussion protocols to analyze observed lessons for alignment to best practices
- **Engage** in action planning to bring tools and techniques back to their classrooms

Alignments

Arts Partner Standards of Practice: N/A

Framework for Teaching: 1a, 1b, 1c, 1d, 1e | 2a, 2b, 2c, 2d | 3a, 3b, 3c, 3d, 3e | 4a, 4d



Arts Classroom Demonstration Sites

Schedule



Demonstration Sites #1

Monday–Friday, September 30–October 11, 2019 (*specific dates TBD*)

Times vary depending on host teacher schedule

CPS schools across Chicago (*specific schools TBD*)

Clock hours offered: 2.5–4.0 (*depending on length of demonstration*)



Demonstration Sites #2

Monday–Friday, February 24–March 6, 2020 (*specific dates TBD*)

Times vary depending on host teacher schedule

CPS schools across Chicago (*specific schools TBD*)

Clock hours offered: 2.5–4.0 (*depending on length of demonstration*)



Register

Registration for Demonstration Sites will open in September 2019 and February 2020 on a first-come, first-served basis. Teachers will be sent invitation emails from cpsarts@cps.edu. Registration details can also be found at cpsarts.org.





Arts Partners



Teaching Artists

So Many Standards, So Little Time: *Navigating Arts Learning Standards*



Essential Question

Why are arts learning standards important and how can they be used to strengthen your organization's unique mission and learning goals?

Keeping up with the Illinois Arts Learning Standards can pose a challenge. While learning standards are very useful for establishing expectations for what students should know and be able to do in each subject at each grade, they can also be complex and overwhelming to navigate. How do you decode standards to get to the heart of what you and/or your arts organization are best suited to deliver through your unique programs? What do you really want students to know, do, and understand? How many standards can your program authentically address? This process-based Institute will help you identify standards that are reflective of you and/or your organization's core professional practices and strategies to ensure your curriculum design leads to the best possible outcomes for students.

Session Objectives

Participants will:

- **Know** the various Illinois Learning Standards sets (with a spotlight on the updated Illinois Arts Learning Standards) and why they are important and useful tools for arts program providers
- **Understand** how to support quality programs by evaluating and identifying the skills/content associated with the standards that most clearly and directly support organizational and program strategy
- **Engage** in hands-on exercises and activities to assist in unpacking identified standards to better support curriculum design and program implementation

Alignments

Arts Partner Standards of Practice: ORG 1a, 2b, 2c | INST 1a, 2b, 2c

Framework for Teaching: N/A

Schedule



Friday, October 11, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-SoManyStandards on July 9, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/Standards2019 on August 9, 2019.

CPS Arts Lesson Labs



Arts Teachers



Essential Question

How does discipline-specific peer-to-peer learning help to advance arts educator practice?

CPS Arts Lesson Labs are learning sessions proposed, planned, and delivered *by* teachers *for* teachers in theater, dance, music, visual art, and media arts. At these gatherings, you'll network, share content, problem-solve classroom challenges, and engage in hands-on artmaking. Lesson Labs in 2019–20 will focus on one or more of the following:

- Student-centered learning experiences
- Culturally-responsive arts curriculum
- Meaningful technology use in arts classrooms
- Robust arts integration practices

Session Objectives

Participants will:

- **Learn** and share innovative techniques, skills, and strategies in and across arts disciplines
- **Participate** in collaborative problem-solving around challenges in arts classrooms
- **Create** connections with arts educators across the district to engage in ongoing peer-to-peer sharing and learning

Alignments

Arts Partner Standards of Practice: N/A

Framework for Teaching: 1a, 1c, 1d, 1e | 2b, 2c, 2d | 3a, 3b, 3c, 3d | 4a, 4d

Schedule



October 2019, November 2019, January 2020, February 2020

(*specific dates TBD*)

4:30 p.m.–6:30 p.m.

CPS schools across the district (*specific locations TBD*)

Course codes: TBD | Class codes: TBD

Clock hours offered: 2.0



Register

Visit cpsarts.org to register on a rolling basis from October 2019–February 2020. Teachers will also receive emails with Lab topic and registration details as they are scheduled.

Propose an Arts Lesson Lab!

Have a lesson, teaching idea, or artmaking technique you want to share with other CPS teachers? We're looking for innovative educators to lead Lesson Labs in school year 2019–20. Hosts receive a selection of discipline-specific arts supplies worth \$100. For more information and to submit proposals, visit bit.ly/LessonLabs.



Arts Partners



Teaching Artists



Arts Teachers

In Their Shoes: *Practicing Radical Empathy in the Arts Classroom* **MINI-COURSE**



Essential Question

How can arts educators practice radical empathy and prioritize their connection with students while also achieving the arts learning outcomes set forth by the program?

Radical empathy requires educators to humanize the experiences of students by developing authentic connections aimed at not only understanding what they are facing, their challenges, and hopes, but to also strive to share their feelings and provide real support. In this mini-course, facilitators will hone in on challenges specific to participants by tailoring the content of sessions to meet immediate needs. Subjects explored in this interactive and practically-grounded mini-course will include a combination of the following topics:

- Exploring the difference between empathy and radical empathy
- Checking our assumptions about students, who they are, and what are they facing
- Meeting the needs of students in authentic and respectful ways
- Impacts of trauma, violence, poverty, and systemic racism on students, arts organizations, and teaching artists
- Choosing culturally-relevant anchor works of art
- Sharing power in the classroom and empowering youth voice
- Creating spaces that support active and engaged learning
- Challenges to practicing radical empathy in the arts classroom
- Balancing empathy with lesson or project rigor

Alignments

Arts Partner Standards of Practice: ORG 2a, 3b | INST 1b, 2a, 3b

Framework for Teaching: 1b | 2a, 2c, 2d | 3e | 4a, 4c, 4d, 4e



In Their Shoes: *Practicing Radical Empathy in the Arts Classroom* **MINI-COURSE**

Schedule

One mini-course of three sessions. Participants are expected to attend **all** sessions.



Monday, November 4, 2019
5:00 p.m.–8:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Monday, November 18, 2019
5:00 p.m.–8:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Monday, November 11, 2019
5:00 p.m.–8:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-InTheirShoes on August 2, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this mini-course will open at bit.ly/InTheirShoes2019 on September 4, 2019.





Arts Partners



Teaching Artists

Creating Culturally-Responsive Arts Curricula



Essential Question

How can educators work to craft arts curricula that reflects the lives of diverse student populations?

Culturally-responsive education (CRE) is an approach that combines pedagogy, curricula, theories, attitudes, methods, and instructional materials that engage students' cultures and identities. The approach has emerged as a leading strategy in increasing student attendance, attitudes, and engagement towards learning. This session will guide arts partners and teaching artists in understanding how to evaluate the cultural responsiveness of arts curricula. Additionally, utilizing tools and resources mined from across the arts education field, participants will engage in assessing the extent to which their own curriculum is culturally responsive while learning new strategies for strengthening current pedagogy.

Session Objectives

Participants will:

- **Know** the significance, key principles, and impact of culturally-responsive education in programming
- **Understand** how to evaluate the cultural responsiveness of curricula
- **Analyze** lesson units and/or plans to determine the extent to which they are culturally responsive, and strategize about next steps to strengthen the cultural responsiveness of your curriculum

Alignments

Arts Partner Standards of Practice: ORG 1a, 2b, 3b | INST 1a, 1b, 2a, 2b, 3a, 3b

Framework for Teaching: 1a, 1c, 1d, 1e | 3a, 3b, 3c, 3d | 4a, 4d

Schedule



Friday, February 14, 2020

9:00 a.m.–12:00 p.m.

Literacenter

641 W Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-CRE-Curriculum on November 13, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/CRE-Curriculum on December 13, 2019.

Are You Up To the Task? *Designing Discipline-Specific Performance Assessments*



Arts Partners



Teaching Artists



Essential Question

How can you measure student growth over time to effectively demonstrate impact?

Performance-based tasks are activities designed to demonstrate student proficiency and can be a useful tool for evaluating progress towards mastery of artistic skills or standards. They are hands-on in nature, narrow in focus, and require students to engage in higher-level and extended thinking. Performance tasks can also help direct and guide instruction. How can you design performance tasks that get to the essence of what students learn in your programs? What kinds of performance tasks are best suited for your artistic discipline? This process-based Institute will help you create performance tasks that are both aligned to your organization's objectives and artistic discipline, and capture student learning and growth in your programs over time.

Session Objectives

Participants will:

- **Know** what performance assessments are, their components, and how they differ from other types of assessments
- **Understand** the process of creating a performance task, including identifying standards and student outcomes, and creating the task activities and scoring rubric
- **Practice** the task creation process through hands-on discipline-specific exercises and activities

Alignments

Arts Partner Standards of Practice: ORG 2c | INST 2c

Framework for Teaching: N/A

Schedule



Friday, February 28, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-Up-To-The-Task on November 27, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/Up-To-The-Task on December 27, 2019.



Arts Partners

Make it Count: *Making Meaningful Use of Program Evaluation* MINI-COURSE



Essential Question

How can arts organizations plan for the future and invite critical feedback to inform future practice?

By continually analyzing internal capacity and programs through experience and data, organizations can reflect on the efficacy of their mission/vision for quality and adapt accordingly. In this mini-course, facilitators will hone in on challenges specific to participants' organizations by tailoring the content of sessions to meet immediate needs. Subjects explored in this interactive and practically-grounded mini-course will include a combination of the following topics:

- Understanding organizational and programmatic strengths, weaknesses, needs, and objectives regarding data, assessment, and evaluation
- Identifying what kind of data to collect to best inform future practice
- Building a shared language and understanding of how to define "good" data, how to determine who data is for, and how data can be shared to best support organizational needs
- Assessing capacity needs for collecting, analyzing, and using data to support organizational objectives
- Identify changes that need to be made to artistic and educational learning outcomes, goals, policies, and practices based on continuous feedback and data results

Alignments

Arts Partner Standards of Practice: ORG 4a, 4b

Framework for Teaching: N/A



Make it Count: *Making Meaningful Use of Program Evaluation* **MINI-COURSE**

Schedule

One mini-course of three sessions. Participants are expected to attend **all** sessions.



Thursday, March 12, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Thursday, March 26, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Thursday, March 19, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Register

Registration for this mini-course will open at bit.ly/Make-It-Count2020 on January 12, 2020.





Arts Education Conference 2020: *Amplifying Essential Voices*

In support of the continued collaborative work between teachers and arts education partners, Ingenuity and the CPS Department of Arts Education are excited to present this year's **Arts Education Conference: Amplifying Essential Voices**. We are thrilled to once again provide an opportunity for Chicago's arts education sector to grow in new understanding, gain and share skills, and develop the vital relationships that allow our individual and shared work to flourish and thrive.

Session Types

Keynote Speaker: A 45-minute address from a soon-to-be-announced inspirational thought leader in the arts education field.

Practice Sessions: 60- or 120-minute presentation and practice sessions that:

- Explore innovative arts educator skills, tools, resources and/or techniques
- Include one or more interactive activities that let participants practice these skills
- Cover one topic in depth, rather than giving an overview of many topics
- Include take-home materials for use and reference after the conference

Art-Making Workshops: 60- or 120-minute highly-interactive demonstration or experiential sessions that:

- Are rooted in participation and active learning
- Cover techniques, skills, and processes in a specific art form or art forms
- Include take-home materials for use and reference after the conference

Arts and Technology Maker Space: An interactive maker space with learning stations where participants can engage in collaborative or individual exploration of a number of tools and resources that promote technology-integrated learning in the arts classroom.

Networking Breaks: 30-minute breaks between sessions to allow participants ample time to build new connections, nurture existing relationships, and spark collaboration.



Arts Education Conference 2020: *Amplifying Essential Voices*

Alignments

Arts Partner Standards of Practice: All focus areas (1–4) will be addressed through Conference sessions.

Framework for Teaching: All domains (1–4) will be addressed through Conference sessions.

Schedule



Friday, April 17, 2020

8:30 a.m.–3:30 p.m.

Location TBD

Clock hours offered: 7.0



Register

Registration for the Conference will open at bit.ly/Arts-Ed-Conference2020 on January 17, 2020.

Propose a Conference Session!

Share your knowledge! This is a wonderful opportunity to inform and inspire your colleagues and community. Ingenuity and the CPS Department of Arts Education are seeking proposals from arts partners, teaching artists, teachers, principals, and administrators that prioritize the representation and amplification of essential voices, experiences, and perspectives within the following threads of learning:

- **Teaching and Learning in the Arts**

Advancing quality arts teaching and learning practices that support the needs of diverse populations.

- **Partnership Practices and Sustainability**

Helping learners build and sustain long-term arts-based and community-centered relationships.

- **Arts Advocacy and Leadership**

Helping arts teachers, arts partners, families, and community members advocate for, develop, and sustain arts-rich policies, programming, and practices at local and national levels.

Proposals will go live at bit.ly/ArtsEdConProposal2020 on January 6, 2020.



Arts Partners



Teaching Artists

Calling ALL Learners: *Engaging Students Through Differentiation*



Essential Question

How can educators deliver arts curriculum and instruction that engages all students in active learning?

Every student has a unique learning style. Customizing the learning experience based on student needs is referred to as *differentiated learning*, and it is key to engaging students in high-quality active arts learning. Developing a differentiated learning curriculum requires educators to shape instruction in ways which support individual student learning styles, unique interests, levels of readiness, and past experiences. In this session, educators will learn the significance of, and challenges to, differentiation in the arts classroom, and explore how to apply instructional strategies that deepen the learning experience for each student.

Session Objectives

Participants will:

- **Know** what differentiated learning is, the challenges of differentiation, and why it's important for engaging students in active learning experiences
- **Understand** various approaches and strategies for offering differentiated learning experiences within an arts classroom
- **Practice** differentiation strategies utilizing hands-on, real-life arts examples, and explore how to apply some of these strategies to your own arts classroom environment

Alignments

Arts Partner Standards of Practice: ORG 2a, 3b | INST 1b, 2a, 3a, 3b

Framework for Teaching: N/A

Schedule



Friday, May 8, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-Calling-All-Students on February 6, 2020. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/CallingAllStudents on March 6, 2020.

The Art of Teaching: *Exploring Educational Pedagogies*



Arts Partners



Teaching Artists



Essential Question

What's your teaching style, and how can you use influential pedagogies to more intentionally build on your current instructional approach?

Most instructional approaches teachers and teaching artists use in the classroom have somehow been influenced, implicitly or explicitly, by a known pedagogical practice. Pedagogy is just a fancy way of saying "the art of teaching." It manifests as both a philosophical and instructional approach in a classroom, and there are countless approaches used by arts educators and arts organizations. This introductory survey-based Institute will provide a general overview of educational pedagogy past and present influencing arts education today and look toward future pedagogical evolution and innovation. Additionally, through interactive activities, participants will discover and build a toolbox of pedagogical practices that best align with their unique identity as artist-teachers.

Session Objectives

Participants will:

- **Know** historic and contemporary educational pedagogies, and their importance in shaping future educational trends
- **Understand** how and why different pedagogical strategies and approaches can best support your curriculum planning
- **Compare and contrast** different pedagogical approaches and explore how to apply or adapt these strategies to your current practice

Alignments

Arts Partner Standards of Practice: ORG 1a | INST 1a, 1b, 3a

Framework for Teaching: N/A

Schedule



Friday, May 22, 2020
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-The-Art-of-Teaching on February 20, 2020. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/The-Art-of-Teaching on March 20, 2020.



PARTNERSHIP PRACTICES AND SUSTAINABILITY

Helping learners build and sustain long-term arts-based and community-centered relationships.

- Collaboration
- Logistics
- Processes and Procedures
- Collective Impact
- Matching
- Capacity-building
- Resources
- Program Evaluation
- Teaching Artist Training and Development

Creative Schools Fund Info Sessions



Arts Partners



Arts Liaisons



Essential Questions

What are the goals and priorities for Creative Schools Fund grants for the 2019–20 year? What does a successful grant-writing process look like? How can arts teachers and partners best collaborate to create programs that address student needs?

These sessions will provide an introduction to the Creative Schools Fund principles, goals, and eligibility criteria, as well as cover expectations for organization for arts partners and grantee schools. Case studies from successful projects will be highlighted to demonstrate how partnerships and strategic planning for the arts can advance sustainable arts education in schools.

Session Objectives

Participants will:

- **Be introduced** to the Creative Schools Fund
- **Obtain** tools for subcontracting arts partners and for building a competitive application
- **Gain** insights from previously funded projects

Alignments

Arts Partner Standards of Practice: ORG 2a, 4b

Framework for Teaching: 4d, 4e

Schedule

*This session will be offered multiple times (choose **one** to attend).*



Chicago Central

August 26, 2019
12:00 p.m.–2:00 p.m.
Literacenter
641 W. Lake St., 2nd Floor



Chicago South

September 24, 2019
5:00 p.m.–7:00 p.m.
Acero-Victoria Soto High School
5025 S. St. Louis Ave.



Chicago West

September 17, 2019
5:00 p.m.–7:00 p.m.
Michele Clark High School
5101 W. Harrison St.



Chicago North

October 7, 2019
5:00 p.m.–7:00 p.m.
Eliza Chappell Elementary School
2135 W. Foster Ave.

No clock hours are offered for these sessions.



Register

Chicago Central: bit.ly/CSF-ChicagoCentral2

Chicago West: bit.ly/CSF-ChicagoWest1

Chicago South: bit.ly/CSF-ChicagoSouth1

Chicago North: bit.ly/CSF-ChicagoNorth1





Arts Liaisons



Arts Partners



Teaching Artists

Arts Liaison Rally and Ingenuity's Fall Mega-Summit



Essential Questions

How can the independent and collaborative work of Arts Liaisons and arts partners impact arts education in the district? What is the role of an Arts Liaison?

New and returning Arts Liaisons are invited to kick off the 2019–20 school year at this event co-hosted by Ingenuity and the Department of Arts Education, which combines an informational and networking session with an opportunity to explore potential arts partnerships (along with a chance to win some well-deserved cash!).

At the **Rally** (4:30 p.m.–6:00 p.m.), Liaisons will (re)connect with peers, develop and strengthen their understanding of their unique role in (and impact on) Chicago's arts ecosystem, and get fired up for the school year ahead. They'll receive comprehensive resources to help them better fulfill the Liaison role ... along with some "thank you" goodies for all the hard work they do to champion the arts!

At the **Mega-Summit** (6:00 p.m.–8:30 p.m.), Liaisons (along with other teachers and school administrators) will connect with community arts partners to identify and fill the most pressing arts needs in their schools. All schools in attendance will be entered into a drawing for cash prizes to be used for the development of arts partnerships in their schools. Dinner and drinks will be served.

Session Objectives

Participants will:

- **Develop** and strengthen their understanding of the Arts Liaison role
- **Understand** their influence and impact on the direction and quality of arts education at their schools, in their communities, and beyond
- **Identify** the strengths and gaps in services for individual CPS schools and their geographic areas
- **Support** new partnerships through relationship-building and strategic connections

Alignments

Arts Partner Standards of Practice: ORG 2a, 2d, 4b | INST 2a, 4b

Framework for Teaching: 1d | 4c, 4d, 4e

Schedule



Tuesday, September 24, 2019

4:30 p.m.–8:30 p.m.

University of Illinois at Chicago – Student Center East, Illinois Room

750 S. Halsted St.

Clock hours offered: 4.0



Register

Registration for the Rally and Summit will open at bit.ly/Summit-Fall2019 on July 24, 2019.

Ingenuity's All-Partner Meeting



Arts Partners



Teaching Artists



Essential Questions

- What is the current state of arts education in Chicago Public Schools?
- What impact does current arts education data have on arts partner programming?
- How does each stakeholder in the Chicago arts education landscape play a role in ensuring all students in CPS have access to a high-quality arts education?

Ingenuity's annual All-Partner Meeting is an information session for all community arts partners to receive updates about the arts in CPS, 2019–20 school year initiatives, services, and programs.

Session Objectives

Participants will:

- **Be given** updates on the arts education sector and our collective impact
- **Preview** Ingenuity's new features, programs, and strategies for ensuring arts education equity in CPS
- **Understand** Ingenuity's vision and priorities for the next 12 months from each of our program areas

Alignments

Arts Partner Standards of Practice: ORG 4b

Framework for Teaching: N/A

Schedule



Friday, October 4, 2019
9:00 a.m.–12:00 p.m.
Auditorium Theatre of Roosevelt University
430 S. Michigan Ave., 7th Floor, Ganz Hall



Register

Registration for the All-Partner Meeting will open at bit.ly/All-Partner2019 on August 4, 2019.





Arts Partners



Teaching Artists

Amplify, Empower, Advocate: *Training and Developing Teaching Artists* **MINI-COURSE**



Essential Question

How can arts organizations build an intentional culture that supports, empowers, and provides high-quality professional learning opportunities for teaching artists?

This mini-course for program managers will explore national and sector-level challenges of supporting teaching artists and provide strategies for furthering teaching artist professional learning. Mini-course facilitators will hone in on challenges specific to participant's organizations by tailoring the content of sessions to meet immediate needs. Subjects explored in this interactive and practically-grounded mini-course will include a combination of the following topics:

- Sector-wide challenges of teaching artist support and development
- Current research and reports on what's happening in the teaching artist field
- Strategies for co-creating an affirmative organizational culture with teaching artists
- Connecting and making teaching artists' work and impact visible to all levels of organization staffing
- Processes and methods of teaching artist evaluation
- Recruiting, retaining, and amplifying a diverse teaching artist roster
- Best practices for teaching artist compensation
- How to best support a teaching artist feedback loop after they are deployed to the classroom

Alignments

Arts Partner Standards of Practice: ORG 1a, 1b, 3a, 3b

Framework for Teaching: N/A



Amplify, Empower, Advocate: *Training and Developing Teaching Artists* **MINI-COURSE**

Schedule

One mini-course of three sessions. Participants are expected to attend **all** sessions.



Thursday, October 10, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Thursday, October 24, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Thursday, October 17, 2019
9:00 a.m.–12:00 p.m.
Literacenter
641 W. Lake St., 3rd Floor



Register

Registration for this mini-course will open at bit.ly/Amplify-Oct2019 on August 10, 2019.





Expand Your Teaching Artist Toolkit: *Teaching and Learning in Chicago's Art Museums* MINI-COURSE



Essential Questions

How is teaching and learning different within an art museum? How can facilitated exploration of art objects from across cultures and time periods provide learners with critical opportunities for shared inquiry, creative response, cross-cultural understanding, and social-emotional growth?

This three-part mini-course for teaching artists will present fundamental approaches to teaching with original artworks in the specific context of some of Chicago's most renowned art museums: The Art Institute of Chicago, The Museum of Contemporary Art, and The Smart Museum of Art at the University of Chicago. Participants will learn strategies for designing culturally-relevant, multimodal engagements for the whole learner and across multiple audiences, applicable in a wide array of gallery or museum spaces. Subjects explored in this interactive and practically-grounded mini-course will include a combination of the following topics:

- An introduction to the possibilities and practices for teaching with art objects within museum spaces
- Familiarity with strategies for engaging a wide-range of learners in culturally-relevant and developmentally-appropriate ways
- Expanded toolkits for artists and art educators which infuse the perspectives and approaches of their personal artistry into effective teaching practice

Alignments

Arts Partner Standards of Practice: INST 1a, 1b, 2a, 2b, 3a, 3b

Framework for Teaching: N/A

Schedule

*One mini-course of three sessions. Participants are expected to attend **all** sessions.*



Wednesday, March 4, 2020
9:30 a.m.–1:00 p.m.
The Art Institute of Chicago
111 S. Michigan Ave.



Wednesday, March 18, 2020
9:30 a.m.–1:00 p.m.
The Museum of Contemporary Art
220 E. Chicago Ave.



Wednesday, March 11, 2020
9:30 a.m.–1:00 p.m.
The Smart Museum of Art
5550 S. Greenwood Ave.



Expand Your Teaching Artist Toolkit: *Teaching and Learning in Chicago's Art Museums*

MINI-COURSE

Extension Opportunity

Up to 15 early career/emerging teaching artists in this mini-course will be eligible for an extension to the course, including a fourth teach-back session on March 25, 2020 to receive feedback on their gallery teaching skills from experienced museum educators. Extension participants will also be required to attend one Ingenuity Institute (from a selection of 2–3 options), observe a guided tour at one of the participating museums, and submit a brief reflection essay. Fulfillment of all requirements will result in a stipend and Certificate of Completion. Participants applying for the mini-course can indicate their interest in the extension on the application form and will be asked to respond to some additional questions.



Register

Applications for the mini-course and extension will open at bit.ly/Mini-Course-Art-Museums on September 30, 2019 and close on November 15, 2019. Participants will be notified of acceptance by December 20, 2019. This mini-course has limited capacity. Applications will be considered in the order they were received and, in the case of the extension opportunity, the quality of the application. Priority for the extension opportunity will be given to early career/emerging teaching artists.





Arts Partners



Teaching Artists

It Takes a Village: *Partnering with Schools and Communities to Further Community Assets*



Essential Question

How can arts organizations establish community connections and garner the necessary knowledge and understanding to implement programs that truly reflect the values of students, schools, and communities?

In order to build meaningful and sustainable arts partnerships and cultivate stronger connections with students, organizations must first work with communities to proactively map and understand the pre-existing strengths, resources, gaps, and needs. What are the local associations, institutions, natural resources, individuals, businesses, and organizations that can be effectively leveraged to cultivate stronger connections with students, and build meaningful partnerships with schools and communities? This session will aid organizations in understanding the programmatic significance of asset mapping and provide both strategies and practical tools to aid in the process of planning alongside communities. As organizations acquire deeper knowledge of communities and schools, they will develop the skills to ground their programs in community and student values by building on existing expertise.

Session Objectives

Participants will:

- **Know** what asset mapping is and why it's important for building meaningful partnerships
- **Understand** how to work with communities to cultivate the necessary knowledge to implement programs that reflect everyone's values
- **Utilize** asset-based planning tools to evaluate your organization's capacity for partnership, and begin to identify a strategy for mapping the existing strengths and resources alongside the communities with which you work

Alignments

Arts Partner Standards of Practice: ORG 2a, 4b | INST 2a

Framework for Teaching: 1a, 1c, 1d, 1e | 3a, 3b, 3c, 3d | 4a, 4d

Schedule



Friday, March 13, 2020

9:00 a.m.–12:00 p.m.

Literacenter, 641 W Lake St., 3rd Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-It-Takes-A-Village on December 10, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this Institute will open at bit.ly/It-Takes-A-Village on January 10, 2020.

Ingenuity's Spring Mega-Summit



Essential Question

How can the independent and collaborative work of Arts Liaisons and arts partners impact arts education in the district?

Ingenuity's Summit Series brings schools, teachers, and community arts partners together to identify and fill the most pressing arts needs in each school. Schools in attendance will be entered into a drawing for cash prizes to be used for the development of arts partnerships in their schools.

Session Objectives

Participants will:

- **Identify** the strengths and gaps in services for individual CPS schools and their geographic areas
- **Utilize** tools for designing and implementing high-quality arts education partnerships in schools
- **Facilitate** partnership through relationship-building and strategic connections

Alignments

Arts Partner Standards of Practice: ORG 2a, 2d, 4b | INST 2a, 4b

Framework for Teaching: 1d | 4c, 4d, 4e

Schedule



Wednesday, May 13, 2020
4:30 p.m.–8:30 p.m.
Malcolm X College
1900 W Jackson Boulevard, First Floor Conference Hall
Clock hours offered: 4.0



Register

Registration for the Spring Mega-Summit will open at bit.ly/Summit-Spring2020 on March 13, 2020.



Arts Liaisons



Arts Partners



Teaching Artists





ARTS ADVOCACY AND LEADERSHIP

Helping arts teachers, arts partners, families, and community members advocate for, develop, and sustain arts-rich policies, programming, and practices at local and national levels.

- Policy
- Data
- Impact Narrative
- Storytelling
- Stakeholder Buy-In
- Spheres of Influence
- Fundraising

The Empowered Arts Educator: *Finding the Funding*



Arts Liaisons



Arts Teachers



Essential Question

How can arts educators strategically increase funding for arts initiatives at their schools?

For just about every school looking to start, grow, or sustain high-quality arts programming, money is always a practical concern. At this workshop, Arts Liaisons and other arts leaders within CPS will learn where and how to obtain additional funds, supplies, and other resources to help turn their arts dreams into reality. Local funders, Department of Arts Education staff, community leaders, and expert teachers will offer practical strategies for:

- Writing successful grant applications
- Generating community and family support via booster clubs, fundraisers, and donations
- Maximizing your \$1,000 Arts Essentials funding
- Stretching your budget with free and cheap arts supplies, materials, and equipment

Session Objectives

Participants will:

- **Know** where to find funding and resource opportunities to expand and/or improve school arts initiatives
- **Understand** key strategies for successfully securing arts funding through grants, booster clubs, donors, and other sources
- **Create** relationships with other educators to increase their collective knowledge base around sources for arts funding and arts materials

Alignments

Arts Partner Standards of Practice: N/A

Framework for Teaching: 4c, 4d, 4e

Schedule



Wednesday, October 16, 2019
4:30 p.m.–6:30 p.m.
Location TBD
Course Code: 47029 | Class Code: 88423
Clock hours offered: 2.0



Register

- **CPS teachers:** visit learninghub.cps.edu
- **Charter/contract/options school teachers:** register at bit.ly/Finding-Funding



Arts Liaisons



Arts Teachers

The Empowered Arts Educator: *Building Buy-In*



Essential Question

How do educators gain critical stakeholder support for the arts at a school, community, state, and national level?

The arts need wholehearted support from a number of key players in order to thrive in our schools, communities, and beyond. How do those who are passionate about arts education obtain that support – whether it’s in the form of money, time, resources, or even a simple “yes?” At this session, Arts Liaisons and other CPS arts leaders will learn to articulate exactly *how* they want to move the arts forward at a local, state, or national level, and determine *who* and *what* they’ll need in order to do so. Department of Arts Education, Ingenuity staff, and other experts will help participants start to hone the critical skills and strategies they’ll need to get others on board to help them achieve their vision.

Session Objectives

Participants will:

- **Identify** potential buy-in opportunities at the school, community, and/or state level
- **Set** critical arts-related goals within their sphere of influence and develop actionable plans for meeting those goals
- **Learn** and practice negotiation, communication, marketing, and presentation skills to gain or increase buy-in from key stakeholders

Alignments

Arts Partner Standards of Practice: N/A

Framework for Teaching: 4c, 4d, 4e

Schedule



Tuesday, February 11, 2020

4:30 p.m.–6:30 p.m.

Location TBD

Course Code: 47030 | Class Code: 88424

Clock hours offered: 2.0



Register

- **CPS teachers:** visit learninghub.cps.edu
- **Charter/contract/options school teachers:** register at bit.ly/Building-Buyin



Tune In: *Ingenuity Advocate Briefings*



All Audiences



Essential Questions

What are effective advocacy strategies? How can you leverage your individual and the collective voice to make change? How can you stay current on important arts education-related policy, advocacy needs, and calls to action?

These periodic webinars are designed to keep stakeholders up to speed on the latest news and information on education policy, arts education, CPS, Chicago Board of Education, as well as state and national initiatives. They will equip you with tools and tips on how to activate your knowledge in your school, organization, and community. Topics may include:

- Closing the Arts Education Gap: Updates from Ingenuity and CPS Department of Arts
- Leveraging the *artlook*® Map to Increase Partnerships and Student Access
- The ESSA Arts Indicator
- The Cultural Bill of Rights
- Briefings on the State of the Arts in Chicago Public Schools
- Making the Case: Engaging and Advocating to Your Local School Council

Alignments

Arts Partner Standards of Practice: ORG 1b, 2a, 4b

Framework for Teaching: 4c, 4d, 4e

No clock hours are offered for these sessions.



Register

Upcoming Advocate Briefings will be posted on ingenuity-inc.org.





Arts Partners



Teaching Artists



Arts Teachers

The Creative Voice as a Tool For Change

MINI-COURSE



Essential Question

How have artists throughout time and place leveraged their collective artistry as a tool to make a change and provide critical perspectives on the world's inequities?

This mini-course for self-identified cultural workers and educators will explore the innovation of merging art with activism. Arts activism can yield memorable experiences that can have a lasting impact on both audiences and students. Mini-course facilitators will hone in on interests specific to participants by tailoring the content of sessions to meet their immediate needs. Subjects explored in this interactive and practically-grounded mini-course will include a combination of the following topics:

- An introduction to the principles of arts activism
- How artists have engaged in various forms of arts activism throughout time on a local, national, and global scale
- How participants can use their own creative voice to advocate for change across artistic disciplines
- Collaborative design of multi-disciplinary projects with the potential to yield innovative practice in the field

Alignments

Arts Partner Standards of Practice: ORG 1a, 2a | INST 1a, 2a, 3a

Framework for Teaching: N/A



The Creative Voice as a Tool For Change

MINI-COURSE

Schedule

One mini-course of three sessions. Participants are expected to attend **all** sessions.



January 16, 2020
5:00pm–8:00pm
SAIC at Homan Square
906 Homan Ave., Nichols Tower, 12th Floor



January 30, 2020
5:00pm–8:00pm
SAIC at Homan Square
906 Homan Ave., Nichols Tower, 12th Floor



January 23, 2020
5:00pm–8:00pm
SAIC at Homan Square
906 Homan Ave., Nichols Tower, 12th Floor



Apply for a Teaching Artist Stipend

Applications for teaching artist stipends will be available at bit.ly/TA-Stipend-Creative-Voice on October 17, 2019. Applicants will be notified of acceptance on a rolling basis until all spots are full.



Register

Registration for this mini-course will open at bit.ly/Creative-Voice on November 17, 2019.





ADDITIONAL LEARNING OPPORTUNITIES

Professional learning and other arts-related events hosted by notable local and national organizations.

Additional Learning Opportunities

National Arts in Education Week

September 8–14, 2019
bit.ly/National-Arts-Ed-Week2019

National Arts and Humanities Month

October 2019
bit.ly/National-Arts-Humanities-Month2019

National Dance Education Organization (NDEO) Annual Conference

October 23–26, 2019 | Miami, Florida
bit.ly/NDEO-Con2019

VSA Intersections: Arts and Special Education Conference

October 25–28, 2019 | Irvine, California
bit.ly/VSA-Arts-SPED-Con2019

National Guild for Community Arts Education Conference

October 30–November 2, 2019 | Austin, Texas
bit.ly/Community-Arts-Ed-Con2019

National Association for Music Education Conference (NAfME)

November 6–10, 2019 | Orlando, Florida
bit.ly/NAfME-Con2019

American Education Week

November 11–15, 2019
bit.ly/American-Education-Week2019

Illinois Association for Health, Physical Education, Recreation, and Dance (IAHPERD)

November 21–22, 2019 | St. Charles, Illinois
bit.ly/IAHPERD-Con2019

Illinois Art Education Association (IAEA) 70th Annual Fall Conference

November 21–23, 2019 | St. Charles, Illinois
bit.ly/IAEA-Con2019

Illinois High School Theatre Festival

January 9–11, 2020
 Illinois State University, Normal, Illinois
bit.ly/Illinois-HS-Theatre-Festival

Illinois Music Education Conference (ILMEA)

January 29–February 1, 2020 | Peoria, Illinois
bit.ly/Illinois-Music-Ed-Con2020

Media and Methods in Arts Education Conference

March 2020 | Eastern Illinois University
bit.ly/EIU-Media-Arts-Ed-Con

National Art Education Association National Convention (NAEA)

March 26–28, 2020 | Minneapolis, Minnesota
bit.ly/NAEA-Con2020

Creativity and the Arts in Healing

April 23–26, 2020 | Los Angeles, California
bit.ly/UCLArts-and-Healing2020

Opera America Annual Conference

May 13–17, 2020 | Seattle, WA
bit.ly/Opera-Con2020

Little Kids Rock Modern Band Summit

July 2020 | Location TBD
bit.ly/Modern-Band-Summit2020



INDEX OF ALIGNMENTS

CPS Framework for Teaching

The CPS Framework for Teaching is a modified version of Charlotte Danielson’s Framework for Teaching. It organizes the work of classroom teachers into four domains. According to The Danielson Group, “The Framework may be used as the foundation of a school or district’s mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.”

1a: Demonstrating Knowledge of Content and Pedagogy

Arts Intensives: <i>Powerful Student-Centered Learning in the Arts</i>	12–13
Arts Classroom Demonstration Sites	14–15
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Creating Culturally-Responsive Arts Curricula	20
Arts Education Conference 2020: <i>Amplifying Essential Voices</i>	24–25
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1b: Demonstrating Knowledge of Students

Arts Intensives: <i>Powerful Student-Centered Learning in the Arts</i>	12–13
Arts Classroom Demonstration Sites	14–15
<i>In Their Shoes: Practicing Radical Empathy in the Arts Classroom</i>	18–19
Arts Education Conference 2020: <i>Amplifying Essential Voices</i>	24–25

1c: Selecting Learning Objectives

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1d: Designing Coherent Instruction

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2a: Creating an Environment of Respect and Rapport

Arts Intensives: <i>Powerful Student-Centered Learning in the Arts</i>	12–13
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Arts Partner Standards of Practice

The Arts Partner Standards of Practice articulate a vision for quality teaching and learning in practice through two lenses: Instructional Quality and Organization Quality. Each Framework describes the unique role and responsibilities of teaching artists and arts partner organizations.

ORG 1a: Integrate Educational and Artistic Practices

Organizations support teaching artists in building the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

Creating Personalized Learning Plans for Program Managers and Teaching Artists	11
So Many Standards, So Little Time: Navigating Arts Learning Standards	16
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ORG 1b: Create a Healthy Organizational Culture

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

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ORG 2a: Seek Understanding

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

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ORG 2b: Design Curricula

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

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Arts Partner Standards of Practice

ORG 2c: Align Assessments

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

So Many Standards, So Little Time:
Navigating Arts Learning Standards 16

Are You Up to the Task? *Designing Discipline-Specific Performance Assessments* 21

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

Amplify, Empower, Advocate:
Training and Developing Teaching Artists 32–33

ORG 2d: Compose the Environment

Organizations ensure the arts education environment is designed to support quality instruction when there is sufficient time allocates, suitable materials available, and a safe, aesthetic physical setting for artistic practice.

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

Arts Liaison Rally and Ingenuity's
Fall Mega-Summit 30

Ingenuity's Spring Mega-Summit 37

ORG 3a: Integrate Educational and Artistic Practices

Quality instruction is grounded in educational and artistic practices when organizations support teaching artists as artists and educators.

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

Amplify, Empower, Advocate:
Training and Developing Teaching Artists 32–33

ORG 3b: Support a Healthy Classroom Culture

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

In Their Shoes: *Practicing Radical Empathy in the Arts Classroom* 18–19

Creating Culturally-Responsive Arts Curricula 20

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

Calling ALL Learners:
Engaging Students Through Differentiation 26

Amplify, Empower, Advocate:
Training and Developing Teaching Artists 32–33

ORG 4a: Conduct Evaluation

Organizations plan for the future by inviting critical feedback to inform future practice.

Make it Count: *Making Meaningful Use of Program Evaluation* 22–23

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

ORG 4b: Strive for Sustainability

Arts learning is expanded within the organization, school, and community to institutionalize what has been learning and build sustainability for future practice.

Creating Personalized Learning Plans
for Program Managers and Teaching Artists 11

Make it Count: *Making Meaningful Use of Program Evaluation* 22–23

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Arts Partner Standards of Practice

INST 1a: Integrate Educational and Artistic Practices

Teaching artists build the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

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INST 1b: Create a Healthy Classroom Culture

Teaching artists are capable of creating a classroom culture that supports quality teaching and learning.

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INST 2b: Design Curricula

Teaching artists design a quality curricula grounded in clear learning objectives.

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Student assessments are aligned with learning objectives and responsive to student needs.

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Navigating Arts Learning Standards 16

Are You Up to the Task? *Designing Discipline-Specific Performance Assessments* 21

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

INST 2d: Compose the Environment

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.

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

INST 3a: Integrate Educational and Artistic Practices

Quality instruction is grounded in educational and artistic practices when teaching artists connect their own artistic practice to the classroom, successfully integrate the artistic process with the artistic product(s) and engage students in active learning. Teaching artists tailor instruction to meet student needs and engage students in reflective practices as part of their teaching style.

Creating Culturally-Responsive Arts Curricula 20

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

Calling ALL Learners:
Engaging Students Through Differentiation 26

The Art of Teaching:
Exploring Educational Pedagogies 27

Expand Your Teaching Artist Toolkit:
Teaching and Learning in Chicago’s Art Museums 34–35

The Creative Voice as a Tool for Change 42–43

INST 3b: Create a Healthy Classroom Culture

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

In Their Shoes: *Practicing Radical Empathy in the Arts Classroom* 18–19

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Calling ALL Learners:
Engaging Students Through Differentiation 26

Expand Your Teaching Artist Toolkit:
Teaching and Learning in Chicago’s Art Museums 34–35

INST 4a: Conduct Evaluation

Teaching artists plan for the future by inviting critical feedback used to inform future practice.

Arts Education Conference 2020:
Amplifying Essential Voices 24–25

INST 4b: Strive for Sustainability

Arts learning is expanded within the organization, school, and community to apply what has been learned and build sustainability for future practice.

Creating Personalized Learning Plans for Program Managers and Teaching Artists 11

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COLLECTIVE IMPACT PANELS, DONORS, BOARD, AND STAFF

Collective Impact Panels

Ingenuity represents stakeholders committed to improving arts education for students in Chicago's public schools. To inform our work, we seek regular input from a variety of stakeholders including arts organizations, funders, and school leadership and personnel. Our goal is to create greater alignment and strategic efficiencies in where and how arts education is provided within CPS.

Partnerships and Professional Learning Panel

Rachel Claff, CPS Department of Arts Education

Ivonne Cruz, SkyART

Sabrina Greig, Lloyd A. Fry Foundation

Barbara Koenen,
Creative Chicago Reuse Exchange

Michelle Kranicke, Zephyr Dance

Sarah Laing, Evanston Arts Education Coalition

Elisheba Fowlkes, CPS Department of Arts Education

Caryn Mele, Open Books

Jennifer Mushynski, Chicago Architecture
Foundation, [panel chair](#)

Lynne Pace Green, CCAP Columbia College Chicago

Margot Toppen, Dancing With Class

Data and Evaluation Panel

Sarah Alvarez, Art Institute of Chicago

Jennifer Benoit-Bryan,
Slover Linett Audience Research, [panel chair](#)

Julia deBettencourt,
CPS Department of Arts Education

Denali Dasgupta, Chapin Hall

Katherine Gean, Slover Linett Audience Research

Richard Graham,
JS Morton HS District 201 (retired)

Joseph Maurer, University of Chicago

Shá Norman, Barrel of Monkeys

Alexios Rosario-Moore, Generation All

Lisa Siciliano

Madeline Smith,
Slover Linett Audience Research

Public Affairs Panel

Kendra Curry-Khanna, 826CHI, [panel chair](#)

Heather Davis

Paul Kassel, Northern Illinois University

Robin Koelsch, Communities in Schools of Chicago

Lauren Sivak, 2nd Story

Laura St. John, Play In A Book

Tracy Strimple, Silk Road Rising

Jonathan Vanderbrug, Arts Alliance Illinois

Jeff Waraksa, CPS Department of Arts Education

Outreach Panel

Diane Chandler-Marshall,
The Jazz Institute of Chicago

Katy Clusen, Chicago Symphony Orchestra,
[panel chair](#)

Ayriole Frost, Shift:Englewood Youth Orchestra

Calvin King, Free Lunch Academy

Monica Perdue,
Providence Englewood Charter School

Melisa Rutkels, CPS Department of Arts Education

Marine Tempels, ArtReach Chicago

Joanne Vena, Changing Worlds



Ingenuity

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Gina Spears
MK Victorson

Music

Frank Cademartori
Kelley Gossler
Jenai Jenkins
Leo Park
Leah Stephens

Theatre

Alison Connelly
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Layne Drinkwater
Krista Motley
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August 2019

August 26 | CSF Info Session

August 28 | Arts Intensive #1: *Developing Students' Artistic Identities*

August 30 | Arts Intensive #1: *Developing Students' Artistic Identities*

September 2019

September 13, 20 | Creating Personalized Learning Plans for Program Managers and Teaching Artists

September 17, 24 | CSF Info Sessions

September 24 | Arts Liaison Rally and Ingenuity's Fall Mega-Summit

September 30 | Arts Classroom Demonstration Sites #1

October 2019

October 1–11 | Arts Classroom Demonstration Sites #1

October 4 | Ingenuity's All-Partner Meeting

October 7 | CSF Info Session

October 10, 17, 24 | Amplify, Empower, Advocate: *Training and Developing Teaching Artists* MINI-COURSE

October 11 | So Many Standards, So Little Time: *Navigating Arts Learning Standards*

October 16 | The Empowered Arts Educator: *Finding the Funding*

October (date TBD) | CPS Arts Lesson Lab

November 2019

November 4, 11, 18 | In Their Shoes: *Practicing Radical Empathy in the Arts Classroom* MINI-COURSE

November 8 | Arts Intensive #2: *Designing Student-Centered Curriculum*

November (date TBD) | CPS Arts Lesson Lab

January 2020

January 16, 23, 30 | The Creative Voice as a Tool For Change MINI-COURSE

January 31 | Arts Intensive #3: *Creating Student-Driven Formative Assessment*

January (date TBD) | CPS Arts Lesson Lab

February 2020

February 11 | The Empowered Arts Educator: *Building Buy-In*

February 14 | Creating Culturally-Responsive Arts Curricula

February 24–28 | Arts Classroom Demonstration Sites #2

February 28 | Are You Up To the Task? *Designing Discipline-Specific Performance Assessments*

February (date TBD) | CPS Arts Lesson Lab

March 2020

March 2–6 | Arts Classroom Demonstration Sites #2

March 4, 11, 18 | Expand Your Teaching Artist Toolkit: *Teaching and Learning in Chicago's Art Museums* MINI-COURSE

March 12, 19, 26 | Make it Count: *Making Meaningful Use of Program Evaluation* MINI-COURSE

March 13 | It Takes a Village: *Partnering with Schools and Communities to Further Community Assets*

April 2020

April 17 | Arts Education Conference 2020: *Amplifying Essential Voices*

May 2020

May 8 | Calling ALL Learners: *Engaging Students Through Differentiation*

May 13 | Ingenuity's Spring Mega-Summit

May 22 | The Art of Teaching: *Exploring Educational Pedagogies*

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