



Slide #: 2 AGENDA // Time to take on this slide: 1 minute

- Introduce yourself and thank everyone for coming
- Review agenda on slide
- Ensure you let the group know:
 - How long the session will be (95 minutes with slides/breaks as provided by Ingenuity)
 - There will be time for questions at the end
- *(If needed)* Additional information to aid this slide can be found on:
 - N/A



Slide #: 3 INTRODUCTIONS // Time to take on this slide: 4 minutes

- Ask each attendee to introduce him/herself and briefly answer the two questions on the slide:
 - Connection/exposure/interest in the arts in CPS
 - One thing you are hoping to learn at today's session

- Keep in mind:
 - If you have a small group (5 people or fewer), have everyone answer the questions
 - If you have a large group, ask people to turn to a partner and share answers to these questions



Slide #: 4 GOALS OF SESSION // Time to take on this slide: 1 minute

- Cover the goals of this session as stated on the slide, namely:
 - Understand what a quality arts education program is.
 - Build a network of stakeholders (parents, community members, etc.) to champion arts education.
 - Provide tools and resources to support arts education in the schools where you work.

- Keep in mind:
 - If people have questions, remind them that you are about to cover these goals in-depth and that you will ensure you allow time for questions at end



Slides #: 5 & 6 LEAD IN TO 'WHAT IS ARTS EDUCATION' //
Time to take on this slide: 30 seconds

- Mention to your group:
 - I am now going to lead you through some information on how arts education functions within Chicago Public Schools in regard to:
 - Teachers and teaching
 - Partnerships, community and culture
 - Budgeting and planning



Slide #: 7 **TEACHERS** // Time to take on this slide: 3 minutes

- Review information on slide
- *(If needed)* Additional information to aid this slide can be found on:
 - What is an Arts Teacher? *Appendix, Page 1*
 - What can an arts teacher do for your school? *Appendix, Page 1*
 - Specific content taught in each arts discipline *Appendix, Page 2*



Slide #: 8 **THE SCHOOL DAY** // Time to take on this slide: 2 minutes

- Review information on slide
- *(If needed)* Additional information to aid this slide can be found on:
 - What are requirements for schools in terms of certified arts instructors? *Appendix, Page 1*



Slide #: 9 ARTS AND STUDENT PERFORMANCE //

Time to take on this slide: 3 minutes

- Review information on slide

- Other points to mention:
 - Arts give students:
 - Creativity and innovation
 - Critical thinking and problem solving skills
 - Practice in communication and collaboration
 - Shows them flexibility and adaptability
 - Gives them social and cross-cultural skills



Slide #: 10 PARTNERSHIPS, COMMUNITY & CULTURE //

Time to take on this slide: 5 minutes

- Review information on slide
- Other points to mention:
 - I am going to define community partners in just a moment
 - Define arts liaison: The CPS Arts Liaison serves as the on-site school arts champion and ensures the successful implementation of the CPS Arts Education Plan. Liaisons coordinate instruction and partnerships with administrators, teachers, parents, students, teaching artists, arts organizations, community groups and others.
- *(If needed)* Additional information to aid this slide can be found on:
 - Arts Experiences vs. Arts Instruction, *Appendix Page 3*
 - Arts Exposure Experiences, *Appendix Page 4*
 - Arts Instruction, *Appendix Page 4*
 - Arts Integration, *Appendix Page 4*
 - Aesthetic Education, *Appendix Page 4*
 - STEM + Arts = STEAM, *Appendix Page 5*
 - Disciplinary Literacy and the Arts, *Appendix Page 5*



Slide #: 11 **ROLE OF ARTS PARTNER** //
Time to take on this slide: 2 minutes

- Review information on slide



Slide #: 12 PARENTAL & COMMUNITY INVOLVEMENT //
Time to take on this slide: 2 minutes

- Review information on slide
- Other points to mention:
 - The arts are a powerful tool for schools to connect to their larger parent and neighborhood communities, creating spaces for healthy dialogue and expressing a positive and engaging identity for a school. Murals, concerts, and public art installations on the school site can help to transform the school and create a sense of pride.



Slide #: 13 BUDGET AND PLANNING //
Time to take on this slide: 5 minutes

- Review information on slide
- Specifics for each point on slide:
 - **School Resources:** The CPS Arts Education Plan recommends that schools maintain a minimum budget for materials and supplies for each art form offered as well as dedicating appropriate space for each art form that is taught.
 - **CIWP:** The arts can be included as a Priority or within another Priority of a schools' Continuous Improvement Work Plan (CIWP). CIWP Priorities can be tied to budget decisions.
 - **Budgeting and Space Considerations**
 - **Dedicated space:** Arts classes typically are material or movement-focused and therefore are optimally scheduled in a dedicated classroom space as traveling may limit effectiveness of instruction.
 - **Programming:** As many arts teachers are receiving students with



a range of K-8 arts experiences, programmers should consult with arts teachers on what's appropriate for specific courses (for example: an entry-level student should not be placed into an Advanced Arts class)

- **Time between classes:** Classes scheduled back-to-back create challenges for cleanup and storage of artwork and art-making, especially when arts teachers are serving multiple grade and ability levels. Even 2-5 minutes of passing time can provide the needed transition time.
- **Production/Rehearsal/Exhibition time:** In addition to arts instruction, many art forms are also valued at schools for what they contribute to the school community such as musical performances and visual art exhibitions. Additional preparation time during or outside of school hours may be needed for the optimum productions.



Slide #: 14 DISCUSSION // Time to take on this slide: 12 minutes

- Ask everyone to turn to a partner (or discuss as a group if it's a small gathering) and discuss: Do you think that the arts are important for students? Why?
- If time allows, after **10 minutes of discussion** between partners, have people report out to the full group what they discussed in pairs for a **few minutes**
- This discussion leads into Creative Schools Certification and artlook Map.



Slide #: 16 & 17 CREATIVE SCHOOLS CERTIFICATION //
Time to take on these slides: 5 minutes

- Review information on slide
- Other points to mention:
 - The Creative Schools Certification (CSC) acts as the blueprint and roadmap for how to use data to build and chart school progress. The CSC is the first-ever arts-focused public-facing accountability measure included on the CPS school scorecard. The CSC is aligned to Pillar One of the District’s Action Plan, “High Standards, Rigorous Curriculum, and Powerful Instruction.”
 - The Creative Schools Certification places schools into categories that describe the level to which they meet the goals and priorities outlined in the CPS Arts Education Plan based on school-reported arts data collected by Arts Liaisons.
 - Use the Creative Schools Certification to help you advocate for:
 - Increasing weekly arts instructional time
 - Increasing student exposure to more arts disciplines
 - Providing dedicated arts teachers and arts leadership in schools
 - Ensuring students have the necessary art supplies and materials
 - Creating more opportunities for art and cultural experiences
- *(If needed)* Additional information to aid this slide can be found on:
 - Creative Schools Certification, *Appendix Page 5*



Slide #: 18 DISCUSSION // Time to take on this slide: 12 minutes

- Ask everyone to turn to a partner (or discuss as a group if it's a small gathering) and discuss: Within the CPS school(s) with which you are familiar, do students go to the arts teacher, or does the arts teacher come to the students? What has been the best art project you've known to come out of CPS? Pick a specific school (your child's, your neighborhood's, etc.) Which category would you put your school in along the continuum?
- If time allows, after **10 minutes of discussion** in partners, have people report out to the full group what they discussed in pairs for **a few minutes**
- This discussion leads into looking at artlook® Map and how to find information on arts in schools.



Slide #: 19 USING DATA TO PLAN //
Time to take on this slide: 5 minutes

- Review information on slide

- Other points to mention:

- Using Data to Plan

- Arts on the CIWP

One step to ensuring high-quality arts programming, both during the school day and during out-of-school time, is to include the arts in a school's Continuous Improvement Work Plan (CIWP).

- How can you advocate for inclusion or expansion of the CIWP goals to include the arts?

- *artlook*® Map

Ingenuity's *artlook*® Map is a first of its kind interactive system where schools, teachers, arts organizations, parents and the community can dynamically search every Chicago public school and neighborhood to find:

- Certified arts instructors on staff at each CPS school
- Community arts partnerships at each CPS school
- Art disciplines being taught in CPS elementary and high schools



- Broader map searches can be carried out across clusters of schools, allowing users to explore arts education by neighborhood, zip code, and type of arts program, and aims to provide actionable information that will hopefully result in greater access to quality arts programs for all CPS students. By gaining a better understanding of the arts programs that currently exist, school administrators, 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



Slide #: 20 DISCUSSION // Time to take on this slide: 10 minutes

- Share schools' Certification categories. Show participants where schools really are along the continuum vs. where they thought they were. Who here is surprised by a score and why? Discuss the disparities.

- Note:
 - Make sure you've prepped the certification categories for the group you are presenting to



Slides #: 22, 23 & 24 WHAT CAN YOU DO //
Time to take on these slides: 10 minutes

- For 5 minutes, review information on slide and go through points regarding, ‘what you can do’

- Linger on discussion for 5 minutes:
 - What kinds of activities would you like to do?
 - How can you best support the arts at your school?
 - How can you support ALL arts disciplines?



Slide #: 26 TELLING YOUR STORY: ADVOCACY //
Time to take on this slide: 3 minutes

- Review information on slide
- *(If needed)* Additional information to aid this slide can be found on:
 - Leadership and Action: Advocacy Story Tips and Building Buy-in, *Appendix Page 6*



Slide #: 28 & 29 ARTS EDUCATION CHECKLIST AND NEXT STEPS //

Time to take on these slides: 10 minutes

- Review information on slides
- Pass out checklists and Advocacy Guides
- QUESTIONS!
- Thank everyone for coming