



Theory of Change: Arts-infused learning opportunities involving classroom partnerships between teachers and artists lead to engaged students and enlivened educational experiences.

Program Goal: Improve teaching and learning in Chicago Public Schools (CPS) classrooms by supporting arts organizations to design, implement and evaluate interactive, multi-week creative processes integral to their core missions that support academic, artistic and social-emotional development goals of students.

While we understand these strategies overlap and inform one another (for instance, any strong arts integration program offers sequential artistic instruction and professional development of teachers), we ask that prospective grantees select the strategy that most aligns with the process and goals of their program. Resources to help support the work outlined here include [The Chicago Guide for Teaching and Learning in the Arts](http://www.cpsarts.org/resources/chicago-guide/) (<http://www.cpsarts.org/resources/chicago-guide/>), the [CPS Arts Education Plan](http://www.cpsarts.org/arts-education-plan/) (<http://www.cpsarts.org/arts-education-plan/>) and the [artlook Map](http://www.artlookmap.com/) (<http://www.artlookmap.com/>).

STRATEGY A

Arts Instruction

Target population: Students in CPS schools with limited arts resources

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and social development
- Offers opportunities for advancement and performance/exhibition as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources
- Provides ongoing training for teaching artists in the art form and effective methods for working with youth

Evaluation criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention over time
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
- The artistic work and documentation of creative process
- Collection/assessment of evaluation data from program participants and staff

STRATEGY B

Arts Integration

Target Population: Students and teachers in CPS schools

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and linkages to curriculum in other subject areas
- Identifies learning goals for students in the academic subject, the art form and age-appropriate social-emotional development
- Develops goals and action steps to help teachers use the arts in other subject areas
- Offers opportunities for advancement and performance as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Provides training for teaching artists in the art form and effective methods to work with youth and teachers
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources

Evaluation Criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention overtime
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
 - Ability to make connections between art form and subject area studied
- The artistic work and documentation of creative process
- Collection/assessment of evaluation data from program participants and staff
- Teachers' use of the arts in other subject areas



STRATEGY C

Teacher Professional Development

Target Population: Teachers and students in Chicago Public Schools

Components

- Teachers receive at least 15 hours of training to design, implement and evaluate arts-infused, student-centered curricula that tie to state, CPS and Common Core learning standards and what they do in their classrooms
- Feedback is given once teachers implement what they learn (from classroom observation and/or examination of student work) to encourage improvement
- Multiple teachers from a school are trained so they may support each other to sustain the changes made and influence other teachers in the school
- When impractical to train multiple teachers in a school, an on-line learning community is used to provide on going support
- Programs also focus on improved access to and understanding of cultural resources

Evaluation Criteria

- Number of teachers trained per school and hours of training provided
- Teacher attendance and active participation throughout the academic year
- Amount and relevance of follow-up support provided
- Teachers demonstrate ability to create and evaluate arts-infused lesson plans
- Mechanisms for teacher input in program planning (advisory councils, web-based discussions, etc.)
- Development of professional learning communities within and across schools
- Documentation of students' creative process and resulting work
- Collection and assessment of evaluation data from program participants

STRATEGY D

Systems Improvement and Innovation

Target Population: Chicago Public Schools leaders and policymakers

Components

- A focus on needs or issues that can most effectively be addressed through a collaboration of engaged arts educators, policy-makers and other key decision-makers
- A clear action plan, developed with stakeholder input, that includes benchmarks for progress, defined goals at the student, school, arts partner and district levels, and anticipated outcomes and timing
- Individualized technical assistance and/or advanced training for staff from schools and arts partners to learn how to build sequential arts education programs and productive collaborations at the school level
- Ongoing data collection to inform system development
- Advocacy activities to increase resources and improve policies and practices

Evaluation Criteria

- Demonstrated progress (including adoption of policies), broad systemic changes that lead to improved resources, practices or provision of arts education in Chicago public schools
- An action plan to improve access to and quality of arts learning opportunities for students
- Increased resources for arts education
- Demonstration of streamlined and enhanced arts education provision
- Better district-wide information on arts education to identify needs, set priorities and improve performance
- Increased student and teacher participation in meaningful arts education experiences
- Stronger alignment within the arts education sector and across other organizations and sectors working to improve the district