

The Framework Components

The Framework consists of multiple sections and components that contribute to designing effective and engaging PD experiences for classroom teachers.

Overview

Below are brief introductions to each Framework Section and Component.

They are not listed in any particular order, nor meant to be applied independently of each other. The components are closely connected to and build from each other. We have separated them for clarity of explanation.

Follow the links in the flip boxes below to pages that offer in-depth information about each (*Definition, Purpose, Application, Examples and Video Links*).

The Components

Click on the flipboxes below to go to the individual component page. Each page includes a definition, a description of its importance in professional development work, and possible ways to consider applying the component within your own professional development work as well as practical arts discipline examples demonstrating how the component might look in actual application.

When *Preparing* to design your workshop, consider these components:

Context

Context refers to the external circumstances that inform the mindsets and motivations of participants in a professional development experience.

How does context influence the design of a professional development experience?

Establishing Purpose

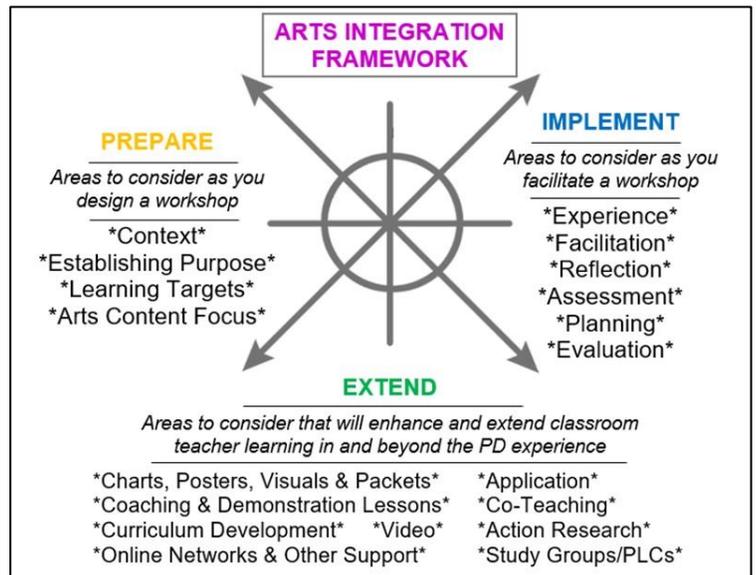
Establishing the purpose of a professional development experience is providing a brief rationale, justification, or evidence to support the work at hand.

How does establishing the purpose of a professional development experience help support focus and motivation of the participants?

Learning Targets

Learning targets are clear statements about what learners will know and be able to do at the end of the lesson(s).

How can clearly articulated learning targets support a teaching artist's focus while designing a PD experience, and the classroom teachers' focus as they engage in the PD experience?



Arts Content Focus

Deeper appreciation and disciplinary understanding of an art form by classroom teachers leads to stronger learning of the art form by students.

What disciplinary-specific art skills, techniques, processes, or understandings are essential for classroom teachers in this PD experience?

Next, to best build classroom teacher understandings and skills, consider how and when to embed these Components as you *Implement* in your workshop:

Experience

Experience consists of the activities that participants engage in during a professional learning experience, including engagement as learners in arts-integrated content, making art, and structured observation of examples of arts-integrated learning.

What types of experiences awaken curiosity, build a sense of agency, and create pathways that will inform implementation?

Facilitation

Facilitation is how an instructor manages and conducts a learning experience.

How will classroom teachers plan and practice facilitating arts integrated strategies, activities, and techniques?

Reflection

Reflection is when participants consider in detail what they've accomplished and how they might improve on their work and apply the learning to future experiences.

How can the teaching artist engage classroom teachers in analyzing and thinking critically about the purpose, function and benefits of an arts integrated approach to teaching?

Assessment

Assessment is the systematic approach to understanding what students have learned as a result of instruction. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to support classroom students' learning and performance.

How can the teaching artist support classroom teachers' assessment practices in arts integration?

Planning

Planning is the phase of a professional development experience during which classroom teachers move concretely toward application and implementation, and begin to sketch out an initial game plan for setting ideas from the PD experience on motion.

How can teachers benefit from the hearing the thinking of their fellow participants, along with the teaching artist, during the planning phase?

Evaluation

Evaluation is the process of obtaining feedback from participants on the clarity, efficacy and relevance of a professional learning experience.

What information from participants will allow the teaching artist to improve the clarity, efficacy and relevance of the PD experience?

To enhance and deepen classroom teachers' understandings and skills, consider ways to *Extend* the PD learning experience:

Extend

Areas to consider that will enhance and extend classroom teachers learning in and beyond the PD Experience. What ongoing resources or services might support teachers as they transform their classroom practice?

- Charts, Posters, Visuals and Packets
- Curriculum Development
- Application
- Coaching & Demonstration Lessons
- Co-Teaching
- Action Research
- Study Groups/PLCs
- Video
- Online Networks and Other Support