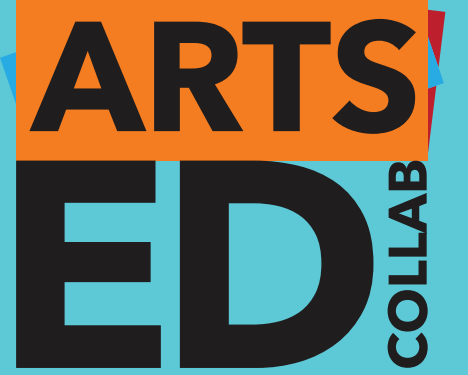


# Activating Arts Learning

A theory of change



Arts Education Collaborative  
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Our vision is a hopeful expression of a future reality that is steeped in our values. Our arts learning actualization framework reflects what our reality can be now if we commit to collaboration and transformation.

## Youth Outcomes

## Elements of Instruction

- Focusing on young people's assets and strengths
- Self-assessment and reflection
- Choice and creative expression
- Access to authentic artistic resources and tools
- Cultural relevance
- Treating young people with care and respect
- Collaboration and sharing
- Real-world connections
- Open-ended inquiry
- Experimentation and risk-taking
- Emphasizing process over product
- Clear and challenging expectations

### Ability to communicate thoughts and feelings

- Artistic understandings and skills
- Relationship building skills
- Self-expression

### Capacity to shape communities

- Creative entrepreneurship and career pathways
- Problem-solving skills
- Civic engagement

### Sense of Self

- Self-awareness and feelings of self-efficacy
- Understanding of culture and heritage
- Motivation to learn

## Environmental Factors

### Values and culture:

- Administrators and teachers view the arts as an essential element of **integrated learning**
- **School culture** values joy, creativity, and humanized learning
- Arts learning is integrated within **broader school planning**
- **Authentic mechanisms** are in place for students to co-create their learning environments and opportunities

### Learning opportunities and outcomes:

- Arts learning **included in measures** of student growth
- **High stakes testing** is phased out
- Assessment practices **focus on student learning** and progress, not grades
- There are sufficient numbers of **full-time arts education specialists** for all grade levels

### Building procedures and operations:

- Principals allocate sufficient funds to a **dedicated arts budget**
- Building **schedules support equitable access** to sequential arts learning
- **Collaborative planning** practices are in place
- **Hiring practices** identify educators with knowledge, skills, and competencies to facilitate meaningful arts learning

## Schools

## School Districts

## Foundations

## Higher Education

## Community Members

## Arts Organizations

## Arts Educators



- **Data regarding arts learning** and opportunities is publicly available
- Central office arts education staff have **decision-making authority** to plan and allocate resources
- School board and administration develop **budgets that support and sustain** strong arts programs
- **Learning opportunities meet or exceed** federal and state arts education mandates for all students
- Feeder patterns support **neighborhood cohesion** and arts programs
- Curricula are aligned to learning standards and a **culturally responsive framework** following youth-driven paths of inquiry
- **A strong arts education policy** is in place that shapes school-level programs



- Funding **invests in historically underfunded** organizations
- **Private/public partnerships** leverage more funding for arts education
- Grants regularly **support multi-year** arts partnerships
- Foundation leaders use their influence to **advocate for arts education** in schools
- Funders offer more **operating support** to arts organizations
- Funding supports **collaborative planning**



- **Programs for certified arts teachers** focus on inquiry-based instruction and culturally responsive practices
- **Teacher preparation programs** incorporate arts learning for all teachers
- **Professional development credits** for recertification include the arts as an area of expertise
- **Faculty invests** in research on the impact of arts education



- Family, non-arts teachers, neighbors, peers, school counselors, faith leaders, and mentors **value the arts as a conduit** for uplifting and better understanding youth
- Arts education advocacy **resources are accessible** and powerful
- Young people are **encouraged to explore** arts professions as viable career pathways
- Supportive peers **share a passion** for the arts
- Young people are encouraged to engage in arts learning as **personally meaningful activity**
- Community members advocate for arts learning as a **human right**



- Teaching artists are **respected and compensated** in a manner that fairly values their worth
- **Diverse network** of arts organizations operates across the region
- Arts partnerships offer learning opportunities for **different skill and commitment levels**
- **Partnerships vary by type** and duration and include long-term collaborations
- Arts partnerships with community orgs and schools **enable youth to explore** beyond their communities
- Materials, tools, and dedicated arts spaces support **authentic participation** in arts disciplines
- Program offerings are **equitably accessible**

### Professional learning around:

- Exploring **teachers' own identities**
- **Student identity** and intersectionality
- **Culturally affirming** and sustaining principles and practices
- **Healing-centered** teaching practices

### Resources:

- Tools and materials are available for educators to **engage all types of learners**
- **Time and space** to integrate professional learning and plan for new practices

### Knowledge, skills, and competencies:

- **Designing for love, justice, equity, and compassion**
- Presenting examples of cultures and **identities that differ** from their own
- Exploring identity with youth; **honoring "who am I"** as an essential question
- Positioning **youth as the subjects vs. objects** in their learning
- **Building personal connections** with students, understanding who they are and their lived experiences
- Building **personal relationships** with the adults in students' lives