

Arts Education Teaching Artist Training Decision-Making Framework

The Arts and Culture program uses the following criteria to assess a project’s alignment with this strategy.

Alignment

ABSENT

Project activities and goals are unrelated to the objective.

EMERGENT

Project activities and goals are vaguely connected to the objective, and contribution to advancing the objective is limited.

DEVELOPING

Project will make a clear but indirect contribution to advancing the objective.

STRONG

Project will make a clear and direct contribution to advancing the objective.

“STRONG” REQUIRED

Program Design

ABSENT

The approach to the work is vague or unclear.

EMERGENT

Outlines an approach that describes one of the following: the organizational capacity to carry out the proposed program, a feasible plan to implement the work, or a detailed plan to track the outcomes and impact on the skills and knowledge of teaching artists.

DEVELOPING

Outlines an approach that describes two of the following: the organizational capacity to carry out the proposed program, a feasible plan to implement the work, or a detailed plan to track the outcomes and impact on the skills and knowledge of teaching artists.

STRONG

Outlines a clear approach that describes the organizational capacity to carry out the proposed program, a feasible plan to implement the work, and a detailed plan to track the outcomes and impact on the skills and knowledge of teaching artists.

“STRONG” REQUIRED

Orientation to Racial Equity and Economic Inclusion

ABSENT

Training/program lacks elements to improve teaching artist practices for reaching students of color or economically disadvantaged students.

EMERGENT

Training/program has limited elements that will improve teaching artist practices for reaching students of color or economically disadvantaged students.

DEVELOPING

Training/program has substantial elements to improve teaching artist practices for reaching and supporting students of color or economically disadvantaged students.

STRONG

Embedded practices throughout training/program that fully center teaching artist practices around meaningfully reaching and supporting students of color or economically disadvantaged students.

“DEVELOPING” OR “STRONG” REQUIRED

Youth-Centered Practice

ABSENT

No evidence of training/program design that centers the needs and/or experiences of youth in a teaching artist’s practicum experience.

EMERGENT

Limited elements of training/program design that centers the needs and/or experiences of youth in a teaching artist’s practicum experience.

DEVELOPING

Training/program design contains multiple elements that support teaching artists in centering the needs and/or experiences of youth they teach.

STRONG

Training/program design fully supports teaching artists employing practices that are deeply youth-centered where young people are drivers of their own learning and outcomes.

“DEVELOPING” OR “STRONG” REQUIRED