

WHAT'S IMPORTANT

- An arts teacher is any teacher of dance, theatre, visual art, or music.
- All teachers, regardless of content area, are members of the school community and as such have a responsibility and commitment to the success of their school's students.
- Every arts teacher's plans should incorporate discipline-authentic methods of reading, writing, and thinking.
- The definition of "text" is broadened in arts disciplines to include works of art, lyrics, scripts, and other discipline-authentic methods of reading, writing, and thinking.

COMMON CORE STATE STANDARDS (CCSS) AND LITERACY ACROSS CONTENT DISCIPLINES

Consider the following:

- CCSS place an emphasis on literacy across content disciplines and our CPS Framework for Teaching highlights the same focus.
- Literacy across content disciplines refers to the ways in which language is used and valued within the context of learning a subject area or discipline.
- Enrichment teachers in content areas, such as the arts (theatre, music, dance, and visual art), should not be offering direct instruction in reading, for example, if they are not endorsed or certified.
- All teachers should develop instructional plans that demonstrate knowledge of appropriate disciplinary ways of reading, writing, and thinking within their subject areas and make an "elegant fit" for teaching literacy *through* their content.
 - ◆ In a music class, for example, students might learn about the kinds of questions that musicians ask when listening to and evaluating a piece of music;
 - ◆ It does NOT mean that the music teacher is teaching a 2-hour reading block.

REACH

Consider the following:

- REACH Students calls for teachers in early grades and "untested" subjects to be evaluated in part on school-wide student growth in Literacy.
- Teachers are only required to administer one task to one section of students at the grade level of their choice.
- Specific guidelines for task selection (elementary and high school), administration and scoring are also available on-line in the district's Knowledge Center at <http://kc.cps.edu>.
- Email reachperformancetasks@cps.edu if you have additional questions.

The CPS FRAMEWORK FOR TEACHING: ELEMENTS ARTS TEACHERS MAY INCORPORATE INTO THEIR PRACTICE

<p style="text-align: center;"><u>DOMAIN 1: PLANNING AND PREPARATION</u></p> <p><i>Make the most of:</i></p> <ul style="list-style-type: none"> • Choosing appropriate standards: <ul style="list-style-type: none"> ◆ Illinois State Standards in the Arts ◆ National Standards in the Arts ◆ Chicago Guide for Teaching and Learning in the Arts ◆ New Core Arts Standards (projected release in early 2013) ◆ Linkages to CCSS Literacy and Math • Arts unit planning templates • Appropriate arts-related texts and works of art • Rubrics and formative assessments in addition to summative assessments 	<p style="text-align: center;"><u>DOMAIN 2: THE CLASSROOM ENVIRONMENT</u></p> <p><i>Make the most of:</i></p> <ul style="list-style-type: none"> • Teacher created routines and procedures for students through the use of charts, logs, records and checklists • Posted student guidelines, activity logs, boards, routines and procedures • Group analysis, revision, and critique through the support of a safe environment for students • Show posters, artwork, graphic organizers and discipline-based visuals
<p style="text-align: center;"><u>DOMAIN 3: INSTRUCTION</u></p> <p><i>Make the most of:</i></p> <ul style="list-style-type: none"> • Student word walls • Posting of outcomes • Student work • Student-to-student questioning and discussion embedded in instruction • Standards based instruction guided by planning • Individual and group work by defining clear roles and responsibilities for students • Student journals and self-assessment tools • Flexibility in and revision of instruction to best support student learning • Student input 	<p style="text-align: center;"><u>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</u></p> <p><i>Make the most of:</i></p> <ul style="list-style-type: none"> • Post-unit reflections • Professional development learning and attendance through keeping consistent records • Communication with families about arts-related activities and events and in multiple languages • Parent volunteers • Teacher's artistic practice outside of the classroom and implications for teaching practice • Attendance at arts events (performances, museum visits, concerts, etc.) and implications for teaching practice • Arts related data

For more information on use of Disciplinary Literacy practices during planning and instruction, please see Appendix B of the CPS Framework for Teaching Companion Guide, which can be found online in the district's Knowledge Center at <http://kc.cps.edu>.