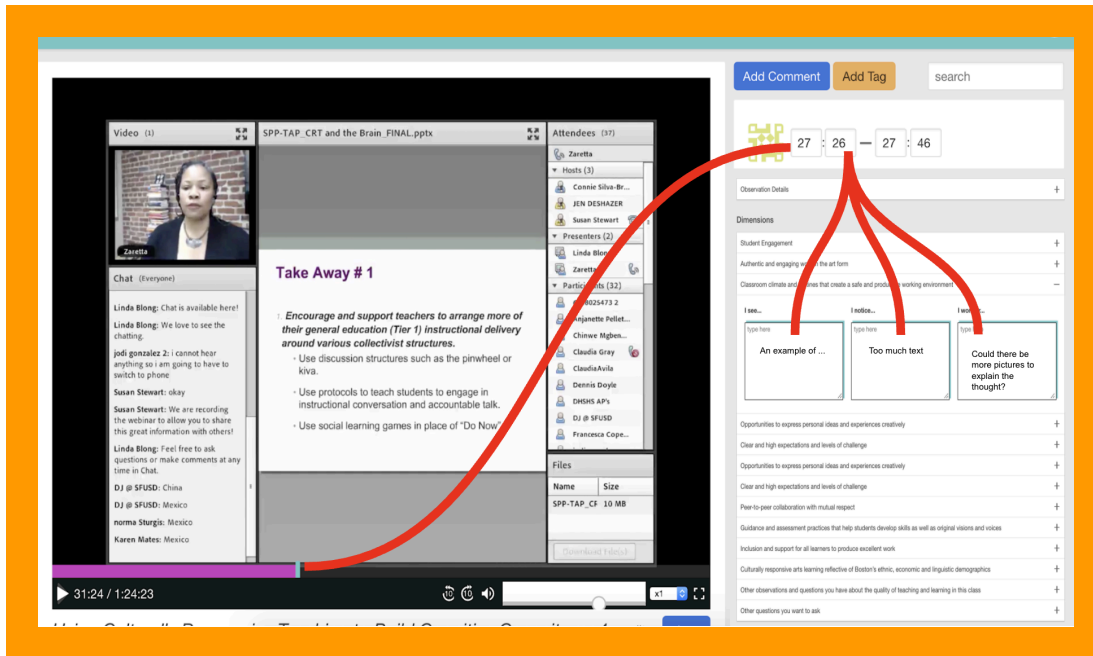


BPS Arts Expansion DIY Peer Learning Visits Overview 2020-2021



As part of BPS Arts Expansion’s goal to expand access to quality arts education for every BPS student, BPS Arts Teachers from all arts disciplines have participated in peer learning visits. Through observations in one another’s classrooms, participants have engaged in a shared exploration of the current quality and future directions for arts education throughout the city. Since 2012, nearly one hundred classroom arts teachers have participated in this process, creating a learning community for arts instructors who **share best practices based on a common understanding of quality arts instruction.**

Structure

The process is based on a shared set of quality dimensions developed and field tested by Boston arts educators, drawing on national research. Ahead of time, individuals being observed discuss a key problem of practice - or challenge to quality that they want to address with their observer(s). During the observation video viewing, participants use that problem of practice, along with the dimensions of quality, to inform their feedback. Following the online feedback session, educators meet online, by telephone, or in person to debrief. The focus is on professional development of arts instructors, identification of areas for improvement or investment, and creation of a shared learning community working toward quality arts instruction. Subsequently, educators in each arts discipline come together to discuss issues they share and brainstorm solutions. Each partner uploads three classroom videos. The experience ends with an online reflection and a meeting of all the peer learning participants.

Dates

November 1st, 2020: Deadline to Register at <https://forms.gle/7Zfc1WqsdAsEgaGt5>

November 15th: Complete 1 Hour ClassForward Video Platform Training

November 2020-January 2021: Each participant uploads three classroom videos and participates in three sets of pre/post observation discussions with team member(s).

March 2021: Program reflection Google Form submissions are due.

Dimensions of Quality Teaching and Learning in the Arts

- Student engagement in their work and interactions during the class
 - Authentic and engaging work in the art form
 - Classroom climate and routines that create a safe and productive working environment
 - Opportunities to express personal ideas and experiences creatively
 - Clear and high expectations and levels of challenge
 - Peer-to-peer collaboration with mutual respect
 - Guidance and assessment practices that help students develop skills as well as original visions and voices
 - Inclusion and support for all students to produce excellent work through differentiated instruction and universal designs for access
 - Culturally responsive arts learning reflective of the Boston's ethnic and linguistic demographics
- Please note that not all dimensions may be observed during a single class. For more detailed descriptions of the above dimensions, including examples, please refer to the [Dimensions of Quality Teaching and Learning](#) document.*

Learning Visit Process

Before the Observation



Observers should have a brief conversation (usually around 20-30 minutes) with teachers before observing the classroom video.

Please discuss the following:

- Context for the class: Describe the school's arts program and how the observed class fits into that.
- Discuss the teacher's problem (or possibility) of practice. What is an area of instruction that the teacher is currently working on to best address the learning needs of this specific group of students?
- How does the lesson being observed fit into a larger unit of study? What are the learning goals?
- What kind of feedback would be helpful to the teacher?

Make sure to document the problem of practice for your future reference on your embedded ClassForward account page.

During the Video Observation



Complete the Profile of Arts Learning and Observation Summary in ClassForward to document what you observed in the video and give specific feedback to the teacher after the observation. This can be as simple as bulleted thoughts or intense as multiple paragraphs.

After the Video Observation



Have a scheduled, candid, in-depth conversation with observed teacher regarding the quality of teaching and learning in the class observed. Focus on the Dimensions of Quality Teaching and Learning and on the individual's problem of practice.

Please discuss the following:

- Teacher reflections on how the observed class went; what stood out as successful; what may have been less successful.
- Observer should share 2 - 3 things that he/she noticed about the teacher's problem of practice, using specific examples from observation notes.

- Observer should share 2 -3 strong practices observed from the class, tying them back to the applicable dimension of quality.
- Share 2 - 3 areas where Observer thinks that teaching and learning might expand or deepen his/her approach or implementation. Engage in conversation about these items, focusing on possibilities for practice (e.g., other strong practices seen in other classrooms, other programs, schools or teachers observer would recommend, books, websites, articles that might be of interest and other resources.)
- Discuss what would support teacher in continuing to develop his/her practice in this area or in other areas and any possible next steps and resources.
- Discuss ways that the school and district can support the teacher in delivering quality arts education in the classroom (i.e. common planning time, professional development, etc).

Final Meeting



All participants must attend a final Zoom meeting in March of 2021.