

## DRAFT FRAMEWORK FOR THINKING ABOUT STRONG PRACTICES

**THIS FRAMEWORK HAS BEEN: REVISED BASED ON OBSERVATIONS AND CONVERSATIONS WITH A NUMBER OF CURRENT GRANTEES. AS WE WORK TOGETHER, GRANTEES WILL EXPAND AND ILLUSTRATE THIS FRAMEWORK BASED ON THEIR CURRENT PRACTICE, SELECTING THE 2 – 3 DIMENSIONS WHERE THEY WANT TO CONCENTRATE THEIR ATTENTION IN UPCOMING OBSERVATIONS AND DISCUSSIONS.**

		1 Beginning	2 Progressing	3 Accomplished	4 Exemplary
<b>Establishing a climate that invites belonging and stresses equity</b> (making time and space for many voices, strategies to build inclusion and to distribute the opportunities to contribute.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				TA promotes and ensures equitable opportunities that encourage all students to contribute, using a range of strategies.
	Young people: Youth, youth mentors, etc.				Many young people participate actively, contributing in different ways (e.g., through actions, language, performing, making, attending to one another's work).
<b>Engaging all learners:</b> Adults address young people as individuals, using specific strategies, differentiated assignments and approaches, making it possible for different learners with different needs to contribute.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				TA uses differentiated approaches and strategies, drawing young people in to being fully present and contributing.
	Young people: Youth, youth mentors, etc.				Young people with different needs and styles can ask for information and support, that allows them to participate in substantial ways.
<b>Offering culturally responsive and relevant knowledge, strategies, and</b>	Adults: Teaching artists, classroom				TA offers repertoire, examples, and role models that place young

<b>understanding.</b> This can take the form of varied repertoire, examples and role models, or approaches that draw on students' and community assets and cultures in their own right and/or in the wider context of human art making,	teachers, paraprofessionals etc.				people's work and performance in a local and/or wider cultural context.
	Young people: Youth, youth mentors, etc.				Young people draw on their personal experience and backgrounds, making connections across what they already know and are learning; they are interested in seeing their work in a wider cultural context.
<b>Promoting discussion and critical dialogue that fosters agency and curiosity:</b> and where their ideas, questions, and possibilities are welcome, Youth are invited to step into the roles of agent, inquirer, and critic.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				Adults promote discussion, makes space for questions, and makes connections between young people's work and other traditions and cultures.
	Young people: Youth, youth mentors, etc.				Young people discuss, inquire, and respond, creating space where they share, listen, and expand on ideas as an ensemble,
<b>Building a community of creators</b> Together adults and young people create a community in which young people are seen as artists 24 x 7 (authors, artists, performers, etc.). young people acquire the knowledge and skills they need and want in order to create their own work, make choices as performers, and respond thoughtfully and generously to what others create.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				Adults address young people as artists and performers, sharing skills and knowledge they need to succeed, inviting them to learn from one another's questions, works, or performance.
	Young people: Youth, youth mentors, etc.				Many young people create original work or make choices about their performance, share ideas they are working on, raise questions, or share where they are having difficulties.

<b>Discussing and sharing expectations; developing shared ideas about quality, recognizing each other's contributions and accomplishments, with an emphasis on growth.</b> This may include rubrics, examples, feedback, and recognitions that promote not only achievement but progress and development.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				Adults offer specific feedback to young people, designed to recognize and promote growth, they build a culture of generous and constructive response to others' work or performance.
	Young people: Youth, youth mentors, etc.				Many young people discuss what makes for quality/interesting work. they undertake practice and revision, and move forward as individuals and/or as an ensemble.
<b>Cultivating a setting where both teaching artists and young people share joy and possibility.</b> This may include acknowledging individuals or the whole group, expressing excitement (spoken, danced, sung) setting next, higher set of goals, planning ways to share the good work, etc.	Adults: Teaching artists, classroom teachers, paraprofessionals etc.				Adults express their delight in young people's commitment, progress, and creativity, the reasons for doing and sharing the work with others.
	Young people: Youth, youth mentors, etc.				Many young people are excited, share what they have tried, realized, or accomplished, they discuss/decide on what they want to be able to do next.