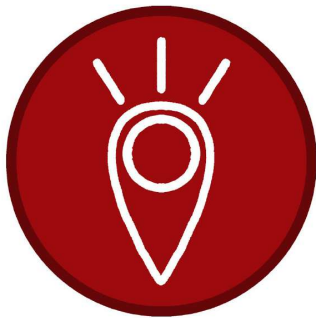




FINE ARTS OFFICE
MD STATE DEPARTMENT
OF EDUCATION

Professional Learning Framework



“Who am I?”

*“Who are my
students?”*

PERCEPTION

Increases **Communication** in Creative Classrooms



METACOGNITION

Deepen the awareness of the personal creative and teaching & learning practice. For oneself and others.



REFLECTION

Develop habits to view and address personal aptitudes, gaps, and views.



SOCIAL-EMOTIONAL LEARNING

With intention, model and develop social-emotional learning competencies.



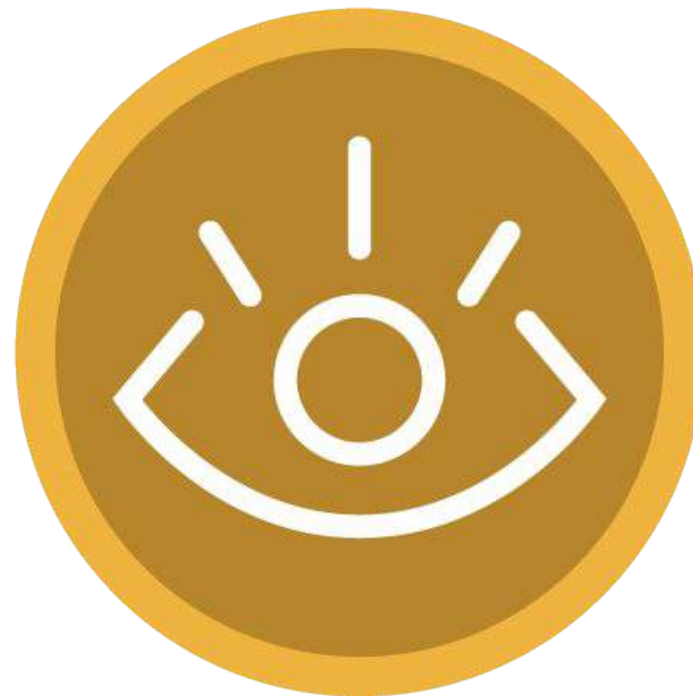
DIFFERENTIATION

Expand the pedagogical approach for and the comprehension of the learning behaviors of diverse participants.



INCLUSIVE REPRESENTATION

Fully integrate models of making that reflects the cultural and lived experiences of the global society.



*“Are you brave
enough to share your
process with me?”*

THE CREATIVE PROCESS

Increases **Critical Thinking** in Creative Classrooms



CRITICAL & CREATIVE ORIENTATIONS

Engage learners in standards-aligned, process-driven teaching and learning.



BIG IDEAS

Guide participants through a creative response to a relevant and exciting point of view or point of inquiry.



DYNAMIC ASSESSMENTS

Braid in assessments to measure content, actions, process, and progress of creative work.



AESTHETIC REPERTOIRES

Gain fluency to shift between different systems that assign standards, expectations, and value.



INTEGRATING OTHER CONTENT

Encourage students to work at the “top of their intelligence” by engaging the totality of their knowledge, skills, and abilities.



“What might they become? What might we become together?”

FACILITATOR ROLE

Increases **Creativity** in Creative Classrooms



ROUTINES AND RITUALS

Ground participants in the experience with regularity in proportion to innovation.



PACING

Design instructional time with a balance of structure and freedom, fast and slow, and inhale and exhale.



ARTIST HABITS OF MIND

Model and cultivate the Artist Habits of Mind.



MANAGE INTERRUPTIONS & CONFLICT

Take responsibility to appropriately disrupt and/or restore students and the learning community.



SETTING NORMS

Share responsibility for the creation and maintenance of a brave learning environment with high expectations for behavior and achievement.



TECHNOLOGY INTEGRATION

Align technology tools to learning goals.



*“Do you see me?
Do you hear me?
Do I matter?”*

ARTIST COMMUNITIES

Increases **Collaboration** in Creative Classrooms



VOICE & AGENCY

Integrate authentic opportunities for participants to share their perspectives and experiences, make choices, and provide and receive peer feedback.



COLLABORATIVE LEARNING STRUCTURES

Adopt collaborative learning structures to deepen learning goals.



COMMUNITY EXCHANGE

Mutually engage with the community (students, families, neighborhood, and social network).



BUILDING RELATIONSHIPS

Demonstrate understanding and empathy while building caring relationships that can be leveraged to increase rigor and risk.





FACILITATOR MAP



INSPIRE

Identify a Concept that equally inspires growth in the Artistry, 21st Century Skills, and Artist Habits of Mind, while being responsive to the assets of the participants.

BIG IDEA

Launching from the Concept, offer a Big Idea to broaden approaches to instruction through a point of inquiry or point of view.

LEARNING GOALS

Identify prior knowledge. Offer preliminary research items. Present an overview of the assignment's content, actions, process and progress.



EXPLORE

DRAFT

Demonstrate higher levels of arts techniques as a deepening of the understanding of the Big Idea, while modeling 21st Century Skills and the Artists Habits of Mind. This leads to the first Draft of an Artistic Response. Develop Success Criteria for the content, actions, process and progress of the Artistic Response.

SUCCESS CRITERIA

Provide descriptive feedback for the Draft by suggesting heightened approaches to arts techniques and a deeper understanding of the Big Idea.



ELEVATE

REFINE

Guided by the Success Criteria, facilitate expanding understandings of the content, actions, process, and progress of the Artistic Response.

REVISE

Hold space for participants to self-assess, share, clarify, reflect and modify their Artistic Response.



ASSESS

YES - NO

Does the Artistic Response demonstrate the highest level of Artistic Response demonstrate the highest level of arts technique and the deepest level of understanding the Big Idea?



PRESENT

SHARE

Display the final edit as evidence of concept-driven art making.

REFLECT

Hold space for the feedback on the content, actions, process, and progress of the Artistic Response, the participants, and the facilitator.

PARTICIPANT MAP



INSPIRE

BIG IDEA

Why does the Big Idea matter to me as an artist? How may I change because of this work?

LEARNING GOALS

What do I know about the Big Idea so far? What resources do I have? What are the boundaries for my artistic response?



EXPLORE

DRAFT

What arts techniques am I learning? How is the Big Idea influencing my artistic choices? What personal habits are being expanded through my artistic response? What are the Success Criteria?

SUCCESS CRITERIA

How did I use the Big Idea to demonstrate personal growth through artistic choices?



ELEVATE

REFINE

How am I demonstrating my expanding technique? How can I communicate more clearly?

REVISE

What will I modify and clarify?



ASSESS

YES - NO

Is this the best demonstration of what I know about the Big Idea and my Artistry?



PRESENT

SHARE

What artistic choices did I make to support the Big Idea?

REFLECT

What have I discovered about myself? What are the strengths and challenges of the Big Idea? How might this experience inspire me in the future?