

# ESP Learning Framework

## ESP Culture and Mission

**ESP1:** ESP supports schools and their cultural organizations partners to plan, implement, and continually improve long-term, in-depth relationships that are focused on teaching and learning in and through the arts.

**ESP 2:** ESP Program goals include building capacity for arts-based teaching and learning, and taking that capacity to scale: from the individual teacher and artist in the classroom, to the entire school, to the school district and to the state.

**ESP3:** In addition to striving for improvement of teaching and learning in schools, the ESP program works toward improvement in the design and implementation of educational programs at the cultural organizations as a result of the partnership.

**ESP4:** Arts-based learning in ESP partnerships is a powerful method for reinventing education and teaching the skills necessary for success in the 21<sup>st</sup> Century.

**ESP5:** ESP Partnership schools are exemplars that demonstrate the potential of the arts to transform teaching and learning:

- They serve as learning labs and offer an array of strategies for other schools to try.
- They possess a commitment to on-going depth and rigor in teaching and learning.
- They develop promising practices of teaching and learning in and through the arts.
- They promote teacher leadership, scholarship and professionalism

**ESP6:** ESP invests in long-term sustainability of arts-based learning and school improvement.

## The Arts

**A1:** High quality arts-based learning experiences allow students to make creative choices and develop their own voices to express their ideas.

**A2:** High quality arts-based learning experiences allow students to participate in, understand, and respect the artistic process (imagining, creative decision making, reflection, practicing mindfully towards mastery, building skills and technique, etc.). High quality arts-based learning experiences also allow age-appropriate use of professional-level materials, tools and practices.

**A3:** Effective arts-based teaching and learning involves teaching processes and skills that are transferable to other areas of learning, such as inquiry and reflection.

**A4:** Effective arts-based teaching and learning involves content integration that respects the standards of both the art discipline and the non-art subject.

**A5:** Effective arts-based teaching and learning promotes critical thinking, such as analysis, interpretation, application, and evaluation

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**A6:** High quality arts-based learning experiences include opportunities for students to showcase their artwork and learning in the school and the community.

**A7:** The arts have the capacity to engage us. They excite intellectual curiosity, inspire personal emotional reactions, ignite the imagination, elicit an aesthetic reaction, and they generate a sense of wonder, ambiguity, and awe.

**A8:** Art is a natural function of humans. We have an intrinsic desire to create

**A9:** The arts provide us with different perspectives and have the capacity to transform our thinking about ourselves and the world around us.

### Teaching and Learning

**TL1:** In order for teachers and teaching artists to be most effective for student learning in and through the arts, they will be able to incorporate one or more of the following:

- inquiry based teaching and learning.
  - project-based teaching and learning.
  - experiential teaching and learning.
  - interdisciplinary teaching and learning.
  - a focus on higher order thinking skills.
  - embedded creative thinking.
  - embedded student assessment by self, peers, teachers and others.
  - a balance between process and product.
  - teaching from an essential question.
  - curriculum that uses “backward design.”
  - teaching for understanding, including teaching for transfer.
  - differentiated instruction that takes into account different learning, styles and multiple intelligences.
  - passion about their area of expertise.
  - assessments to inform future planning .
  - collaborative teaching and learning and shared decision making.
  - shared decision making
- Bloom’s taxonomy of high order thinking skills.

**TL2:** In order for teachers and teaching artists to effectively develop student learning in and through the arts, they will be able to minimize distractions and disruptions and provide an orderly, focused learning environment.

### Community

**C1:** The most effective arts-based learning experiences provide connections to the learners’ lives, experiences, and community.

**C2:** The arts both reflect on and speak to the world. The arts allow students to comment on their own experience, speak to their community, and shape the world around them.

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**C3:** Strong and meaningful connections with parents, families, and the community are essential to the sustainability of ESP partnerships. The community has rich resources (financial, human, material, information, etc.) that can benefit the partnership.

**C4:** Advocating for, documenting, and disseminating the work allows community members to understand, support, and help sustain the partnership.

**C5:** When students are empowered participants in their communities and see themselves as agents for social change, the partnerships, the communities and the students benefit.

**C6:** ESP partnerships benefit greatly from participating in and contributing to AIE networks (RLLNs, roundtables, etc.) and other related communities.

### Planning

**P1:** To be most effective, planning for ESP Partnerships:

- is ongoing and takes place at all levels (school, cultural organization, teaching artist, teacher).
- gives voice to the school-based practitioners and cultivates teacher leadership.
- is based on shared goals and core beliefs.
- provides planning retreats and repeated opportunities for discussion among stakeholders.
- embeds assessment.
- involves all “stakeholders” (anyone who cares about the partnership’s outcome).  
addresses sustainability and long-range goals.

### Partnership Functions

**PF1:** Well-managed partnerships continually improve:

- understanding each other’s language, culture, and values.
- facilitation skills in multiple contexts.
- communication skills in multiple contexts.  
teamwork and collegiality.

**PF2:** Well-managed partnerships design strategies and structures for:

- partnership-wide ongoing communication.
- clarifying people’s roles, responsibilities and resources.
- sharing decision-making.
- building and strengthening relationships.
- sharing ideas and practices.
- sharing responsibility for fundraising and advocacy.
- sharing leadership.
- sharing feedback and accolades of partnership accomplishments.

## Continual Improvement

**CI1:** Regular reflection, assessment, evaluation and research (done by individual or by groups) that inform future work are vital to effective practice for students, teachers, teaching artists, and administrators.

**CI2:** ESP partnerships can improve by providing professional development that:

- is continuous and sequential.
- takes place at all levels (teachers, teaching artists, administrators).
- brings people together to share and to learn in various configurations (all together, artists alone, or other appropriate combinations).
- provides opportunities for partners to benefit from and contribute to each other's skills, knowledge, and understandings.
- is collaboratively designed to meet specific identified needs.
- is embedded in practice.
- incorporates innovative models and best practices for teaching, learning, and leadership.
- inspires participants to refine and improve their practice.
- training others to come forth as leaders.

**CI3.** Successful partnerships take advantage of and contribute to other local, regional and state-wide opportunities for professional development. Including:

- ESP Summer Seminar
- RLLNs
- study groups, conferences, workshops
- Peer to Peer sessions
- research publications
- action research communities
- roundtable meetings
- funding networks
- consultants
- feedback and advice from funders, evaluators and board members
- electronic networks and online resources that develop virtual communities.

**CI4:** The ESP Partnership is essential to the success of the school and student achievement.

**CI5:** Personal renewal for teachers, teaching artists, and administrators supports ongoing learning and partnership improvement.