



Chicago Arts Partnerships in Education

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CAPE Partnership Criteria - Indicators of an effective arts education partnership

- _____ A clear and productive relationship between the activities of the partnership, principal leadership, and the larger vision of curriculum development and school improvement at each school.
- _____ Regularly scheduled partnership planning and professional development time for teachers as well as opportunities for teachers to present their new strategies to their peers and to develop leadership skills.
- _____ Local School Councils (LSCs) having a clear commitment to and involvement in the work of the partnership.
- _____ Significant contact and on-going collaboration between artists and teachers.
- _____ Clear evidence of increased teacher capacity to develop and implement new teaching strategies as a result of their work with the partnership, as well as internalization of arts skills.
- _____ Clear evidence of new and productive collaborations between teachers as a result of their work with the partnership (peer mentoring projects, team teaching, co-planned cross-class curricular projects, etc).
- _____ Clear evidence of innovative, rigorous teaching strategies that actively engage students in their own learning. This will include participatory and hands-on learning as well as reflection and analysis.
- _____ Cultural diversity in artistic content and representation, combining respect for the culture and ethnicity of the students being served with access to the arts of other cultures.
- _____ Clear evidence of rigorous formative self-assessment and on-going planning as a key characteristic of all partnership activities.
- _____ Clear evidence of effectively spreading the program equitably.
- _____ Clear evidence of effective planning to sustain the partnership (such as identifying teacher leaders to maintain integrated units, collaborative planning time scheduled for in-school arts specialists, commitment of school dollars to on-going artist fees, etc.)