“My teaching practice has improved a great deal. I was able to make my lessons more engaging by using the art. I also felt I had great connectivity in my curriculum as I was emphasizing the same thinking strategies throughout. It made my teaching more cohesive.”
—Sue Stone, Chicago Academy Elementary School

“I feel the art brings an excitement and liveliness into the lessons. The students really seem to gravitate to new learning when art is incorporated. They also seem to understand concepts better when they have a visual connection in some way to the content. It is always such a delight to hear them make connections to previous works of art during different units in core curricular subjects.”
—Jackie Doyle, Plamondon Elementary School

“In TEAM, I learned how to observe, connect, inquire, create, and integrate and reflect [on] images. I also use these [skills] to observe books and pictures, textbooks, and buildings and all the things around me. I connect pictures to my past experience and to things I see when I go to a different city or town. I learned how to understand what I see that is complicated for me and other people too.”
—Chicago Academy Elementary School 5th grader, 2015

TEAM: Thinking Experiences in the Art Museum is generously supported by Cari and Michael J. Sacks.

Questions? Please e-mail us at teamprogram@artic.edu. We look forward to talking to you about TEAM!

Elisheba Fowlkes and Kendall Swett, TEAM educators

Karin Jacobson, managing educator, TEAM

The Art Institute of Chicago seeks a new cohort of Chicago Public School 4th and 5th grade classroom teachers to participate in TEAM: Thinking Experiences in the Art Museum, an innovative program that uses works of art to foster creative and critical thinking.
We Invite You

Join with TEAM museum educators and CPS teachers from all over the city in a supportive learning environment for the next two school years, 2016–17 and 2017–18. Through ongoing interactions that grow in complexity, you and your students will become deeply connected to the Art Institute’s encyclopedic collection. Investigate how works of art allow students to practice and hone higher-order thinking skills in both museum and classroom settings and across all subjects. This immersive experience supports teachers’ abilities to recognize and incorporate thinking skills into the subjects they teach and supports students’ flexible use of thinking skills across the curriculum.

“A factor that impacts my use of art is just the pure joy and excitement it brings to my students. Their levels of engagement sky-rocketed with the use of art, so that it was very motivational for me to use it.”
—Kelsey Sobrweide, Deneen School

Learn about the exciting components of our TEAM program.

Year 1: Teachers as Learners First

PROFESSIONAL DEVELOPMENT
During their first year, TEAM teachers participate in professional development sessions with TEAM museum educators to learn about the program’s thinking skills framework. Investigating what it means to “think about thinking,” teachers initially engage with the thinking skills as learners themselves before beginning to scaffold their students’ thinking skills.

CLASSROOM VISITS
TEAM educators visit each teacher’s classroom at least six times during the school year. They work directly with students using reproductions of works of art from the museum’s collection to introduce each of the thinking skills within the TEAM framework. Following these classroom visits, educators and teachers devise prompts that follow up the lesson and provide avenues for transferring use of the thinking skills from works of art to core curricular subjects.

MUSEUM VISITS
Each participating teacher’s class visits the museum twice, once in the fall and once in the spring, for a 90-minute learning experience led by specially trained TEAM museum docents. These interactive experiences enable students to practice their TEAM skills with authentic works of art.

“Many of the students in my class had never been to the Art Institute. It was an awesome, inspiring, and cultural experience for the children. Participation in the program will be a memorable part of the fifth-grade experience. Students loved being guests in the museum. They were treated with respect and care by the docents and museum educators.”
—Lauren Caffarella, Frederic Chopin Elementary School

Year 2: Bridging to Practice

As you become increasingly comfortable using the thinking skills yourself and with students, Year 2 provides expanded opportunities to use these skills in subjects you already teach.

PROFESSIONAL DEVELOPMENT
PD sessions now focus on TEAM educators helping teachers to incorporate works of art and thinking skills in core curriculum flexibly in order to strengthen students’ creative and critical thinking abilities.

CLASSROOM LESSONS
TEAM educators continue to visit each teacher’s classroom to introduce the thinking skill with a reproduction of a work of art from the museum’s collection and participation deepens as teachers work with educators to create extension lessons in the core curricular subjects they already teach.

MUSEUM VISITS
Classes again visit the museum twice per school year for a docent-led learning experience designed to reinforce students’ thinking skills engaging with authentic works of art.

Is TEAM for You?

Although there is no charge to participate in TEAM, all teachers and their principals are asked to sign a Memorandum of Understanding in regard to the requirements of the program and to signify each teacher and school’s active and complete participation. You’ll be a great fit for the program if:

- You are a 4th or 5th grade CPS classroom teacher
- You would like to learn how one of the world’s leading museums can serve as a vital classroom teaching and learning resource
- You are interested in learning how to incorporate higher order thinking skills into core curriculum using works of art
- You seek a collaborative learning cohort.
- You are interested in investigating your own thinking process

Requirements

PROFESSIONAL DEVELOPMENT
- Complete two-year participation in the program
- Four full-day Summer Institute sessions (each summer)
- Five additional full-day sessions throughout each school year

CLASSROOM PRACTICE
- Interest in fitting TEAM lessons and visits into your classroom schedule
- Commitment to bringing students to the museum twice per school year
- Willingness to experiment with new approaches to learning and teaching
- Interest in thinking about thinking—a lot!

Benefits

- Museum visits: schools are reimbursed in full for bus transportation for all TEAM tours
- PD days: TEAM reimburses schools for substitute teacher costs for weekday sessions
- Teachers receive a modest stipend each semester based on their participation and fulfillment of requirements. Graduate credit in lieu of a stipend is also available.
- Teachers receive CPDU’s for all PD sessions
- The best benefit of all is the close relationship you will develop with the Art Institute’s world-class collection, resources, and staff!

Applications for TEAM:

Visit www.teammuseumchicago.org/teacher-application

How to Apply

*Important note: teachers applying from CPS elementary schools with a Creative Arts Ranking of 3 or 4 will be given priority.

- Applications will be considered from all other CPS 4th and 5th grade classroom teachers and everyone is encouraged to apply for places not filled by priority applicants
- Applications will be accepted on a rolling basis, so apply early
- If you are a CPS 4th or 5th grade classroom teachers and would like more information about applying to become a member of the 2016–18 TEAM teacher cohort, we encourage you to attend our information session

Applications for TEAM: Thinking Experiences in the Art Museum will be available online beginning February 29, 2016.

www.surveymonkey.com/r/8H96VCS

INFORMATION SESSION
Thursday, March 24 at 5:00
Ryan Learning Center at the Art Institute of Chicago
RSVP required: e-mail us at teamprogram@artic.edu

Join us to learn more about applications, our pedagogy, and the program in general.
“My teaching practice has improved a great deal. I was able to make my lessons more engaging by using the art. I also felt I had great connectivity in my curriculum as I was emphasizing the same thinking strategies throughout. It made my teaching more cohesive.”
—Sue Stone, Chicago Academy Elementary School

“I feel the art brings an excitement and liveliness into the lessons. The students really seem to gravitate to new learning when art is incorporated. They also seem to understand concepts better when they have a visual connection in some way to the content. It is always such a delight to hear them make connections to previous works of art during different units in core curricular subjects.”
—Jackie Doyle, Plamondon Elementary School

“TEAM, I learned how to observe, connect, inquire, create, and integrate and reflect [on] images. I also use these [skills] to observe books and pictures, textbooks, and buildings and all the things around me. I connect pictures to my past experience and to things I see when I go to a different city or town. I learned how to understand what I see that is complicated for me and other people too.”
—Chicago Academy Elementary School 5th grader, 2015

Questions? Please e-mail us at teamprogram@artic.edu. We look forward to talking to you about TEAM!

Elisheba Fowlkes and Kendall Swett, TEAM educators
Karin Jacobson, managing educator, TEAM

TEAM: Thinking Experiences in the Art Museum is generously supported by Cari and Michael J. Sacks.

The Art Institute of Chicago seeks a new cohort of Chicago Public School 4th and 5th grade classroom teachers to participate in TEAM: Thinking Experiences in the Art Museum, an innovative program that uses works of art to foster creative and critical thinking.