

**Wednesday April 9, 2008 3:00 – 4:30**

**Dr. Leonisa Ardizzone**

***Six Degrees of Preparation: Interdisciplinary Design and the Built Environment***

*Using the Salvadori Center's Interdisciplinary Planning Template, Dr. Ardizzone will demonstrate how the built environment can be used to create lesson plans in math, science, social studies, art, language arts, and technology.*

DESCRIPTION

"Six Degrees of Preparation" uses the Salvadori Interdisciplinary Planning Template to help teachers integrate project-based activities anchored in the built environment into their teaching of math, science, social studies, art, language arts, and technology in ways that enable students to make cognitive "cross-overs" between subject areas.

OUTCOMES

- Educator: Examine alternate methods of interdisciplinary planning to enhance curriculum
- Artist: Examine alternate methods of interdisciplinary planning to enhance curriculum
- Org. Admin: Improve ability to reach curricular objectives via innovative approaches
- Educ. Admin: Extract ideas for planning and curriculum to enhance practice

**Chris Burns**

Jean O'Brien, Rachel Gonzalez

***Soles of the Movement: Using Technology to Support Empathy and Character Development***

*Participants learn how to use Podcasting technology to create short historical fiction pieces to teach empathy and character development.*

DESCRIPTION

During this session, participants will learn how bringing an artist and his provocative installation accompanied by a multi-disciplinary artist residency program into the school setting can engage the whole community and deepen multicultural understanding.

Participants will learn how students and teachers utilized technology to support their school curriculum of empathy and character development. Participants will use Podcasting technology through to create a short historical fiction piece. They will create a piece, edit it and present it to the group. The session will address the following issues: 1. How can a work of art in the midst of a school setting evoke discussion and support a school's character development goals. 2. How can the use of technology increase student learning, teach empathy and support curriculum goals?

OUTCOMES

- Educator: Participants will learn how a work of art in the midst of a school setting evokes discussion and can support a school's character development goals. Participants will learn how to use Podcasting technology through creating short historical fiction pieces.
- Artist: Participants will learn how a work of art in the midst of a school setting evokes discussion and can support a school's character development goals. Participants will learn how to use Podcasting technology through creating short historical fiction pieces
- Educ. Admin: Participants will learn how a work of art in the midst of a school setting evokes discussion and can support a school's character development goals. Participants will learn how to use Podcasting technology through creating short historical fiction pieces.

**Wednesday April 9, 2008 3:00 – 4:30 con't**

**Nancy Kleaver**

***The Role of the Coach***

*Coaching to improve practice - an approach for learning at any age*

**DESCRIPTION**

Participants will briefly be introduced to DY's TA coaching program by our coaches themselves. We will share context for the program and our observations on how the program has impacted TA practice and organizational culture. Through a series of exercises, role plays, and small group discussions, participants will experience the coaching process in action and be guided in thinking how coaching strategies can be used for learners of any age or setting.

**OUTCOMES**

- Educator: - All participants will: Know the optimal conditions for giving and receiving coaching feedback and the characteristics of an effective action plan for achieving personal growth goals.
- Artist: - Understand that all learners have different needs. Coaches must be astute in identifying learner needs and flexible in their approaches to addressing them.
- Org. Admin: - Understand that coaching is a process that takes time and patience. Understand that coaching is a collaboration that requires shared responsibility in order to be successful.
- Educ. Admin: - Be able to give clear and useful feedback, help create a coaching action plan that addresses a specific skill, and apply a coaching process similar to DreamYard's to their own specific context.
- Community/Parents: - (I'm sorry that we didn't observe the rules. But we really are looking to offer this work up to the AIE community as a whole - our outcomes for them all are the same.)

**Richard Lewis**

***The Sometimes and Always of Play: Artists as Players in Teaching and Learning***

*The importance of keeping alive the sources of our play as the basis of imaginative thought and the beginnings of meaningful learning.*

**DESCRIPTION**

We will explore the ways we first used our childhood playing to enter into our own sense of knowing - and how this experience continues to be vital to any art making we wish to share with others. Using examples of the Touchstone Center's Arts and Education projects, we will conclude with a discussion - and a hands-on activity, on why such imaginative playfulness needs to exist within schools - and teaching and learning in particular.

**OUTCOMES**

- Educator: The use of play and imaginative thought within all aspects of learning and teaching
- Artist: The role of the artist to use and make apparent the creative and imaginative possibilities of play.
- Org. Admin: Allowing the creative energies of play to open new possibilities.
- Educ. Admin: The importance of childhood play within every aspect of learning and teaching.
- Community/Parents: The vital role parents play in letting children explore the many dimensions of play and imaginative thought.

**Wednesday April 9, 2008 3:00 – 4:30 con't**

## **Nelle Stokes**

Millie Burns

### ***PICTURE THIS: A Cross-Discipline Approach to Exhibition and Education***

*Co-presenters Nelle Stokes (Exec. Dir., Magic Box Prod.) and Millie Burns (Dir., Hewitt Gallery of Art and Assistant Professor of Art at Marymount Manhattan College) will facilitate a guided exploration of their own process of working between disciplines and institutions, as they created an original museum-quality Manhattan gallery exhibition of student photographs and video.*

#### DESCRIPTION

How do you plan, put together and successfully execute a public exhibition of student multi-media work that succeeds on both an artistic and advocacy level? In this workshop, co-presenters Nelle Stokes (Exec. Dir., Magic Box Productions) and Millie Burns (Director, Hewitt Gallery of Art and Assistant Professor of Art, Marymount Manhattan College) will facilitate a guided exploration of their own process of creating an exhibition for the Gallery at 180 Maiden Lane in Manhattan. They'll cover the nuts and bolts of issues such as curating, funding, publicity and event management. In the second half of the workshop, participants will experience a similar process first-hand, as they combine forces with each other to brainstorm and plan their own interactive and interdisciplinary collaborations. By the end of the workshop, participants will understand how to begin to leverage partnerships and leave with tools for successful design and implementation of their own programs.

#### OUTCOMES

- Educator: - Participants will leave with a greater knowledge of the process of planning and executing a public exhibition in partnership with other individuals and institutions, and a deeper understanding of the process necessary for successful collaborations. Educators will gain insight into the needs and processes of the cultural and exhibition community.
- Artist: - Participants will leave with a greater knowledge of the process of planning and executing a public exhibition in partnership with other individuals and institutions, and a deeper understanding of the process necessary for successful collaborations. Artists will gain insight into the needs and processes of educators, and ways to collaborate in an exhibition setting.
- Org. Admin: - Participants will leave with a greater knowledge of the process of planning and executing a public exhibition in partnership with other individuals and institutions, and a deeper understanding of the process necessary for successful collaborations. Cultural administrators will gain insight into the needs and impacts of exhibition on the educational community.
- Community/Parents: - Participants will leave with a greater knowledge of the process of planning and executing a public exhibition in partnership with other individuals and institutions, and a deeper understanding of the process necessary for successful collaborations.

## **Judith Weiner**

Carol Brown

### ***Making the Case: Public Policy and Advocacy for the Arts***

*Strategies, tools and resources to be strong and convincing advocates to drive arts in ed agendas in the public arena, with legislators and more.*

#### DESCRIPTION

Anyone with a stake in education and/or the arts knows that arts education as well as arts in education are often on the endangered species list! In these times of diminishing budgets, wavering requirements and unfunded mandates, advocacy efforts are more important than ever. Statewide advocacy and public policy initiatives require that educators, administrators, artists, parents, and students become involved in order to build a power base that will influence and advance policy agendas. Behind the scenes advocacy information, along with a variety of innovative advocacy approaches, will focus on: What can be done? How can it be done? What are the tools? What could be the outcome/impact? What are the implications and intersections with shifting demographic power bases? The presenters will set the stage for the first half of the session, followed by audience engagement with debate and discussion where participants will discuss and develop action steps for the issues in their communities. This workshop will give you the tools and resources to be strong and convincing advocates in your communities and beyond.

#### OUTCOMES

- Educator: tools and information to make a compelling case for the importance of the arts for all students
- Org. Admin: tools and ideas for raising the level of awareness of the arts in their community
- Community/Parents: compelling arguments and tools for why the arts are an essential component of every student's education
- Other: - All participants (above) will understand the grass roots advocacy process and the role they can play, and the power they have, to advance policy and funding initiatives.

**Thursday April 10, 2008 9:15 – 10:45**

### **Abbee Bourret**

Geneve Brossard, Hawley Hussey, Emily Shu

#### ***The Evidence of Teacher and Student Learning Template explored by Live Artists and Teachers!***

*Using The Evidence of Teacher and Student Learning Template (ETSL) to plan effective arts integration units of study.*

#### DESCRIPTION

The workshop will explore the use of the Evidence of Teacher and Student Learning template as a planning tool in our partnerships first year of school wide art integration. We will examine how the template can be used as a tool for developing curriculum, fostering communication, tracking progress, creating built in assessment, and documenting action research. We will share our methods for creating time and support for teaching artists and classroom teachers as they learn how to utilize this new tool.

#### Outcomes:

- Educator: The participant will understand how to use the template as a tool to further develop their arts integration unit of study. The educator will get tips on how to prepare for the planning meeting and the process of collaborating with the Teaching Artist
- Artist: The participant will understand how to use the template as a tool to organize interdisciplinary curriculum.
- Org. Admin: The participant will understand how to use the template as a tool to track progress and further develop partnership.
- Educ. Admin: The participant will understand how to use the template as a tool to reach educational goals with in partnership

### **Kelly Good**

Carol Brown

#### ***BOCES Arts-in-Ed 101***

*Nuts and bolts of the BOCES Arts-in-Education service with info on public and private grants and other funding*

#### DESCRIPTION

BOCES Arts in Ed 101. What are the nuts and bolts of the BOCES Arts in Ed service? What are the benefits for schools, teaching artists and arts organizations? Participants will take home a Primer of this BOCES service combined with the latest info on public grants and other funding sources for arts in education. Q&A encouraged.

#### OUTCOMES:

- Educator Participants will understand NYS Education Department's goals for Arts in Education in the schools. Participants will learn about funding sources for Arts in Education programs
- Artist: Participants will understand NYS Education Department's goals for Arts in Education in the schools. Participants will learn about funding sources for Arts in Education programs
- Org. Admin: Participants will understand NYS Education Department's goals for Arts in Education in the schools. Participants will learn about funding sources for Arts in Education programs
- Educ. Admin: Participants will understand NYS Education Department's goals for Arts in Education in the schools. Participants will learn about funding sources for Arts in Education programs. Participants will understand the value of contracting programs through BOCES
- Community/Parents: Participants will understand NYS Education Department's goals for Arts in Education in the schools. Participants will learn about funding sources for Arts in Education programs. Participants will understand the value of contracting programs through BOCES

**Thursday April 10, 2008 9:15 – 10:45 con't**

## **Russell Granet**

Jaehn Clare

### ***Addressing the Needs of Diverse Learners through the Arts***

*The workshop will focus on the many ways in which teachers and artists can adapt existing lessons so all students can be successful in the arts.*

#### DESCRIPTION

This hands-on workshop will explore the different ways in which students with disabilities learn through the arts. The goal is to give participants practical hands-on strategies that can be applied immediately into practice. The workshop will focus on the many ways in which teachers and artists can adapt existing lessons so all students can be successful in the arts. Presenters will focus on dance and theater, but have knowledge of music and visual art.

#### OUTCOMES

- Educator: knowing your students, adapting arts activities for all students
- Artist: adding to your arts toolkit, adapting what you do to address all students
- Org. Admin: Identify a variety of instructional activities, better understanding of students with special needs
- Community/Parents: Able to identify a variety of instructional activities, better understanding of students with special needs

## **Joanna Hefferen**

Farell Diamond & Joelle Worm

### ***Developing English Language Literacy through the Arts: A Professional Development Model***

*ArtsConnection shares the research-based professional development methodologies used to explore their USDOE research question: What is the nature of teaching and learning in dance and theater; and in what ways does it influence language acquisition in English Language Learners?*

#### DESCRIPTION

ArtsConnection begins with an overview of the professional development activities that are part of the DELLTA project that address the action research question. The workshop will include participatory explorations of Observation Protocols and Lesson Study followed by small group discussions. Participants will observe student learning on video tape and practice using the Observation Protocol in dance. Participants will also view video of teachers and artists engaged in the collaborative process of Lesson Study. The workshop will culminate with small group discussions regarding the implications these practices could have for their own teaching and learning processes.

#### OUTCOMES

- Educator: The participant will walk away with methodologies for deepening partnership.
- Artist: The participant will walk away with strategies for designing arts curricula and exploring student learning in the arts.
- Org. Admin: The participant will walk away with knowledge of how to use and facilitate professional development protocols.
- Educ. Admin: The participant will walk away with a deeper understanding of the level of commitment involved in pursuing action research.

**Thursday April 10, 2008 9:15 – 10:45 con't**

**Mariska van Dal'sen**

Rocío Corcuera

***A practical experience: Valuing indigenous heritage and cultural diversity through arts education***

*The design and development of an Arts Education curriculum with intercultural focus for elementary education in Peru.*

DESCRIPTION

We will present through video, music and CD Rom an Intercultural Arts Education Proposal for Peruvian Elementary Education. This proposal is developed by Warmayllu in a participative way, including teachers, children, parents, local artists, university students, arts educators and specialists in curriculum design. The proposal we will present, includes a theoretical part on the diversity of perceiving arts in Peru, a, intercultural curriculum and methodology. Part of the presentation will be the practical experience of intercultural arts education promoted by Warmayllu in rural and underprivileged urban areas in the northern, southern Andes, the Amazon and coastal communities.

Outcomes:

- Educator: How to elaborate an intercultural Arts Education Curriculum
- Artist: The importance of promoting school research projects on local arts
- Org. Admin: The importance of a Arts Education proposal which takes in account the cultural diversity and local identity
- Educ. Admin: The importance of a Arts Education proposal which takes in account the cultural diversity and local identity
- Community/Parents: How to actively participate as parents in the transmitting of local heritage through arts education

**Thursday April 10, 2008**

**11:00 – 12:30**

## **Genève Brossard**

Hawley Hussey, Emily Shu, Abbee Bourret

### ***Collaborative Action: Hands-on Team Planning & Foundation Building***

*Our workshop session will include a case study of planning for school-wide implementation of the partnership as well as hands-on, guided foundation building*

#### DESCRIPTION

We will present a case study and timeline of BRIC'S Rotunda Gallery's partnership with Juan Morel Campos Secondary School 71. This will include discussing each of the steps we have gone through to begin school-wide implementation. We will also discuss methods of tailoring these steps to suit other partnerships. This presentation will be followed by Q and A. The attending partnerships will then be given a worksheet to help them begin planning foundation building and implementation. Presenters will circulate among the groups to offer support and guidance. This small group time will be followed by a sharing and reflection session involving all workshop participants. We will end the workshop with a hands-on art making activity to model possible collaboration techniques to be used during the planning process.

#### OUTCOMES

- Educator: Will understand how arts integration in their subject will work and what part they can play in putting it into effect
- Artist: Will become aware of the expectations and concerns of the educator they are paired with and will begin planning how to approach their arts residency with the educator's needs in mind.
- Org. Admin: Will have a model of planning and implementation to guide their process. They will know how they can best organize their partnership.
- Educ. Admin: Will have a clear view of what they need to do to make school-wide implementation successful.
- Community/Parents: Will be educated about arts integration and will be equipped to be an important part of the planning of their child's arts-integrated education

## **Amy Chase Gulden**

### ***Building the Relevance of the Visual Art Program across the school with VTS***

*Experience Visual Thinking Strategies and hear tales from a school partnership of how it revolutionized teacher participation in the school's art programming.*

#### DESCRIPTION

Visual Thinking Strategies, a classroom-based art-viewing curriculum, has been proven to support growth in aesthetic understanding and critical thinking skills, which transfer to other subject areas. Experience a VTS discussion first hand and learn how this practice has transformed the participation and relationship of classroom teachers to school arts programming.

#### OUTCOMES

- Educator: Will be introduced to the most basic elements of the VTS method and learn how classroom teachers have articulated its relevance to their own practice as well as its ability to support key areas of student learning
- Artist: Will be introduced to the most basic elements of the VTS method and learn how it can become a bridge to involve classroom teachers in their student's art education, including how classroom teachers have articulated its relevance to their own practice as well as its ability to support key areas of student learning.
- Educ. Admin: Will be introduced to the most basic elements of the VTS method and learn how classroom teachers have articulated its relevance to their own practice as well as its ability to support key areas of student learning.

**Thursday April 10, 2008 11:00 – 12:30 con't**

**Julie Kabat**

Susan Griss, Beth Barnes

***Exploring Best Practices of Embedded Professional Development to Develop an Arts-Integrated Curriculum and Differentiated Instruction***

*What are some of the "best practices" for professional development that help teachers incorporate the arts into their own teaching practice and offer differentiated instruction to reach all their students?*

DESCRIPTION

Embedded professional development can serve as a powerful tool for school change. In this workshop, participants will explore what constitutes 'best practices' for professional development, and see examples that show the impact of these practices on teaching and learning. The session will include discussion, experiential learning, and reflection. The three presenters make up a collaborative team of two teaching artists and a first grade teacher.

OUTCOMES

- Educators, Education Administrators: will understand the value of incorporating the arts into teaching and have examples of how professional development can serve this end.
- Artists: will understand how to design a more effective professional development program and collaborate with teachers and other teaching artists to do so
- Cultural Organization Administrators: will understand how to design a more effective professional development program that promotes collaboration between teachers and teaching artists

**Jack Langerak**

Glenn McClure

***Connect! - Arts-in-Education in the Global Village***

*The workshop will focus on the what, how and why of extending arts-in-education practice beyond national borders to advance 21st century learning.*

DESCRIPTION

Why would an AIE project want international connections? How can AIE connect students in any community to the global village? This workshop will present and explore the what, how and why of connecting AIE internationally. We will explore how AIE is uniquely positioned to deliver key 21st century learning outcomes. In break-out groups, Common Ground's international participants (in person and in web-cam hook-ups) will share portions of their work, after which each group will model the impact of global learning through engagement with the fifth of Howard Gardner's Five Minds for the Future, the Ethical Mind.

OUTCOMES:

- Educator will be inspired to connect classroom work to 21st century learning outcomes via AIE.
- Artist: Will recognize the ease and importance of thinking big and thinking bigger in the design of international AIE projects.
- Org. Admin: Will know and understand the importance of international AIE participation as a key element of organizational strategic planning
- Educ. Admin will realize the importance of teaching students for global citizenship as well as the ease with which that agenda can be addressed.
- Community/Parents Will identify the goals of global citizenship as a critical outcome for students in schools Other: Funders: Will be moved to consider global participation as an ingredient in project design and RFP guidelines

**Thursday April 10, 2008 11:00 – 12:30 con't**

**Alice Seeger**

Marcia Eames-Sheavely

***Thinking Outside of the Classroom***

*School Gardens offer many opportunities to integrate Art with academic curriculum and develop environmental knowledge.*

**DESCRIPTION**

Using a Logic Model participants will collaborate in developing an outdoor program integrating academic curriculum with Art and Environmental Education. They will identify situations in the school community that need strengthening, project short and long term outcomes and develop an action plan. Ways of enlisting community and business support will be discussed. Examples of successful School Gardens will be examined.

**OUTCOMES**

- Educator: will learn ways to “think outside of the classroom” to develop school gardens that integrate educational, artistic and environmental learning
- Artist: will learn ways to “think outside of the classroom” to develop school gardens that integrate educational, artistic and environmental learning
- Org. Admin: will learn ways to “think outside of the classroom” to develop school gardens that integrate educational, artistic and environmental learning
- Educ. Admin: will learn ways to “think outside of the classroom” to develop school gardens that integrate educational, artistic and environmental learning
- Community/Parents: Will learn ways to become involved in supporting a school garden
  - Other: Businesses will learn ways to support the school community as a promotional tool

## John Cimino

### ***Creativity, Arts Integration and Interdisciplinary Connectivity: The New High Ground in Higher Education***

The comprehensive application of arts integration principals with a focus on creativity and interdisciplinary connectivity at the university level: a report and reflective analysis of an actual one-year intervention on the campus of Oklahoma City University: lessons learned, successful practices, core content and on-campus strategies.

#### DESCRIPTION

John Cimino offers reflections on a comprehensive arts integration initiative funded by the Priddy Foundation, designed and implemented in partnership with his team from Creative Leaps International on the campus of Oklahoma City University. The initiative seeks nothing less than system-wide cultural change in the university's practices of teaching and learning linked to in-depth training of Faculty Fellows and their creation of new, arts-integrated courses within their specialties. Cimino reviews the project's design, core content, advocacy strategies, organizational challenges, pockets of resistance, lessons learned and stories of transformation, then engages workshop participants in re-design efforts, creative problem-solving and new visioning.

#### OUTCOMES

- Educator: - Insights into the challenges, virtues and core content of arts-integration in higher education
- Artist: - Insights into the challenges, virtues and core content of arts-integration in higher education and potential inroads into that arena of practice
- Org. Admin: - Insights into the challenges, virtues and core content of arts-integration in higher education and the extraordinary importance flexibility and political awareness in this highly charged administrative environment
- Educ. Admin: - Insights into the challenges, virtues and core content of arts-integration in higher education and the crucial role of truly creative leaders in facilitating systemic change
- Community/Parents: - Insights into the challenges, virtues and core content of arts-integration in higher education and the particular benefits of strengthening community both internal and external to the university
- Other: - Insights into the challenges, virtues and core content of arts-integration in higher education: how university faculty and administrators can serve as champions of change in their institutions

## Maureen Kenney

David A. Miller, Director of Education, Roundabout Theatre Company

### ***The New York Theatre Legacy Project: A Cross-Curricular Partnership Project***

*An active introduction to the process of how student interviews with elders in the New York theatre community were transformed into performance through ensemble building and cross-curricular connections in "Listen & Learn: The New York Theatre Legacy Project" by the partnership between Roundabout Theatre Company and Repertory Company High School for Theatre Arts.*

#### DESCRIPTION

Participants will actively engage in the interview to performance of how students created an original musical performance, Listen and Learn: The New York Theatre Legacy Project based on the oral histories of elders from the theatre community. Students researched, interviewed, transcribed, created scenes and constructed a script through an ensemble program developed in partnership between Roundabout Theatre Company and Repertory Company High School for Theatre Arts.

#### OUTCOMES

- Educator: To understand how to construct a performance project steeped in the NY State arts and core academic standards by engaging students in authentic, community building learning.
- Artist: To know how to identify and collaborate with untapped resources in their community
- Org. Admin: To understand how an effective cross-discipline project can unite a team of otherwise disparate individuals from previously disconnected communities.
- Educ. Admin: To understand how an effective cross-curricular ensemble project can build a build community, improve literacy, deepen artistic knowledge and practice.
- Community/Parents: To understand how they can participate in and activate the living history in their communities in support of their student's education
- Other: Elders—youth and practicing professional can draw upon the wisdom of the elders who have contributed to the arts.

**Thursday April 10, 2008 2:15 – 3:45 con't**

## **Glenn McClure**

### ***The Qualities of Teaching Artists***

*A diverse panel will discuss the skills and habits of mind necessary to effective teaching artist practice.*

#### DESCRIPTION

Teaching artists usually develop their knowledge and skills in the field. Their livelihood depends on success in a wide range of educational environments. This panel will explore key questions surrounding the process and results that constitute high quality teaching artist residency work. Our panel will include master teaching artists and representatives from educational and cultural organizations.

#### OUTCOMES:

- Educator: The Educator will gain concrete knowledge of teaching artistry, including how to recognize high quality and how best to support teaching artists in their environment.
- Artist: The Artist will understand the scope of teaching artistry as it applies to multiple environments, and how educators and cultural representatives view their work and make hiring decisions.
- Org. Admin: Cultural Leaders will leave with the skills necessary to recognize high quality teaching artists and will learn new strategies to support teaching artists in their professional development

## **Carol Ponder**

### ***Creative Engagement in 10 Minutes a Day***

*We will work to create 10-minute daily activities that support exploration of and reflection on Eric Booth's "Habits of Mind for Creative Engagement. These activities inspire creative open-mindedness in students for the rest of school work to come. They also foster in students the tools they need for interacting with a constantly changing world in creative and positive ways.*

#### DESCRIPTION

Starting with a few examples, we will explore how Booth's Habits of Mind provide a framework for daily explorations into creative engagement with the world around us, using arts-based activities in the performing and visual arts.

#### OUTCOMES

- Educator: Will be able to enact activities from workshop and understand basic concepts in order to be able to create new activities for and with learners.
- Artist: Will be able to enact activities from workshop and understand basic concepts in order to be able to create new activities for and with learners.
- Community/Parents: Will be able to work with or piggy-back on teacher-led activities at home and in other child-centered settings.
- Other Will be able to teach participants how to use the HOM as a framework for short, effective bursts of arts-based activity in multiple settings.

## **Carol Terry**

### ***Keeping the Arts in Mind: Shifting Cultural Resources***

*The journey toward comprehensive district-wide AIE master-planning through the eyes of the whole community*

#### DESCRIPTION

We will explore "inside-out" community changes that happen when funders, educators, and cultural partners begin school support with the existing school improvement plan and think big about changing whole districts through the arts. Based on the "Arts In Mind" initiative in Syracuse and inspired by Dallas "Big Thought".

#### OUTCOMES

- Org. Admin: - What it looks like when arts partners shape education programming from within the classroom.
- Educ. Admin: - How to consolidate precious time and dollars to meet required AND inspired school goals.
- Community/Parents: - Where the "portals" for true participation and transformation exist beyond the PTO meeting or community event

**Thursday April 10, 2008 4:00 – 5:00**

***Special Session for Teaching Artists***

Russell Granet and Michele Kotler

ATA is looking for your input for the future to find best venues for helping and supporting you and your work. To gather input from you, ATA will be holding an informal input session from 4-5pm.

**Friday April 11, 2008**

**9:15 – 10:45**

## **John Abodeely**

### ***How No Child Left Behind affects the arts and how you can affect No Child Left Behind***

*National experts will share knowledge on NCLB's impact on the arts in schools, including narrowing curriculum and assessments, and will invite participants to join our efforts to reform the law.*

#### DESCRIPTION

The session will begin with a briefing in order to get every audience member up to speed on current research on the impact of NCLB, current policy analysis by arts education experts, and efforts to reform the law in support of the arts in schools. Participants will also learn how NCLB has impacted NYS specifically. Following that information delivery, we'll share anecdotes, answer questions, and get specific about NCLB's impact since its passage (2001) in each of the participant's professional lives.

#### Outcomes:

- Educator: Educators will share how NCLB impacts their classroom experience; will understand how federal policy trickles down to classrooms; and will understand how to support current efforts to change NCLB.
- Artist: Artists will share their experience in changing residency goals and frequency since 2001; will understand intricacies of NCLB that necessitate changes in cultural partnerships with schools; and will understand how to support current efforts to change NCLB.
- Org. Admin: Administrators will share their experience in changing partnerships with schools; will share changes in schools' functioning and perceptions of the arts since 2001; will understand intricacies of NCLB that necessitate changes in cultural partnerships with schools; and will understand how to support current efforts to change NCLB.
- Educ. Admin: Administrators will share their experience in changing partnerships with cultural organizations; will share changes in their schools' use of the arts since 2001; and will understand how to support current efforts to change NCLB.
- Community/Parents: Parents will share their experience in how schools have changed since NCLB; will understand intricacies of NCLB that necessitate changes in cultural partnerships with schools; and will understand how to support current efforts to change NCLB.

## **Philip Alexander**

### ***Creativity, Understanding and Assessment: An Exploration***

*An interactive dialogue looking at how we can define creativity, observe students' understanding, and develop feasible assessments.*

#### DESCRIPTION

What exactly do we mean by creativity in learning situations? If we can identify creativity in student learning, how might we assess it? In this interactive workshop, we will explore these questions, and consider our own practice as arts-in-ed professionals, through a series of small discussion groups. The discussion will be rooted in theories and frameworks of established authors and practitioners (Habits of Mind, Understanding by Design, etc.), and all teachers, artists, and administrators are invited to bring your best practices, your questions, and a spirit of inquiry! We might possibly develop new approaches that can be implemented immediately.

#### OUTCOMES

- Educator: Broadened understanding of how concepts of creativity and understanding overlap, and some practical methods in which they might be assessed.
- Artist: Broadened understanding of how concepts of creativity and understanding overlap, and some practical methods in which they might be assessed.
- Org. Admin: Broadened understanding of how concepts of creativity and understanding overlap, and some practical methods in which they might be assessed
- Educ. Admin: Broadened understanding of how concepts of creativity and understanding overlap, and some practical methods in which they might be assessed

Friday April 11, 2008

9:15 – 10:45 con't

### Liz Hallmark

Lucinda Ingalls, Jack Langerak

#### **Teaching AIE in Higher Education**

*We will present a summary of the AIE teaching approaches we use at the institutions where we work, identify issues of concern related to research literature from the field, and invite a group discussion around broader, cooperative goals for the field.*

#### DESCRIPTION

This session will be a brief report from a group of educators who teach AIE in higher ed. We have been meeting monthly to reflect upon our teaching, and are particularly interested in rethinking the relationships between schools of education, schools of fine arts, and community cultural organizations. Participants will be invited to offer insights about observed themes, and hoped-for goals.

#### OUTCOMES

- Educator: Will understand the value of arts integration in the schools to create 21st century learners.
- Artist: Will learn the importance of partnerships with teachers and administrators.
- Org. Admin: Will learn the value of identifying partnerships (models) that are visible in the community to inform the work of students in higher ed.
- Educ. Admin: Will learn the capacity of visible programs to their districts, parents and potential arts funders.

### Amy Poux

#### **Classroom management strategies for middle & high school arts ed.**

*This course will combine backwards planning and curriculum development to give practitioners strategies for building buy-in from pre-teens and teens in arts education programs.*

#### DESCRIPTION

Practitioners, education leaders and organizational leaders will go through a process of using a curriculum development map that helps teaching artists to plan strategies for student engagement, assessment, arts-integration and presentations all at the same time! A great tool for teaching artists to use for program planning and also for leaders to use when working with teaching artists/classroom teacher teams. This is a completely participatory workshop.

#### OUTCOMES

- Educator: how to plan for all of the elements that make a great arts partnership and arts-integrated unit in the classroom
- Artist: how to plan for all of the elements that make a great arts partnership and arts-integrated units in any school or program.
- Org. Admin: a flexible & reflective strategy for working with teaching artists and classroom teacher arts partnerships.
- Educ. Admin: a flexible & reflective strategy for working with teaching artists and classroom teacher arts partnerships

### Kristin Rapp

Don Bartalo, Dave Rapp, Liz Vaccaro, Chris Morrison

#### **The Birth of an Arts & Technology Integrated School -ArtPeace@East**

*The creation of a new arts and technology integrated school offers both: 1) a chance for deep reflection on curriculum design and 2) an opportunity to explore collaborative problem solving techniques that lead toward school reform.*

#### DESCRIPTION

ArtPeace@East is a new arts/tech-based school in the Rochester City School District in its first year. We will share the milestones of the founding process. We will use small group reflection to engage participants in several foundational questions surrounding arts-based curriculum reform. Participants will gain concrete knowledge of the necessary steps in moving traditional instructional culture toward an arts-based, 21st century learning community.

#### OUTCOMES:

- Educator: The Educator will learn effective techniques of team teaching with teaching artists and will explore movement from traditional to arts and technology integrated teaching.
- Artist: The Artist will learn the skills necessary in working everyday in a collaborative, arts integrated school.
- Org. Admin: The Arts Administrator will gain new insight into the ways in which an arts organization can play a significant role in the instructional design of a school.
- Educ. Admin: The Educational Administrator will see the ups and downs of partnering with an arts organization at the level of school design (not just a short-term residency).

Friday April 11, 2008

11:00 – 12:30

## Mary Liniger

Jaehn Clare, Barbara Romain, Nilea Rhorer-Parvin, Christopher Wolfe

### ***Including Disabilities: Best Practices and Strategies for Success***

*Join the VSA arts' Teaching Artist Fellows in identifying ways to include students with disabilities in the classroom and to position people with disabilities in leadership roles.*

#### DESCRIPTION

The educational programs of VSA arts have been a vital part of building teaching artist collaborations to engage students with disabilities. During 2007, VSA arts launched the Teaching Artist Fellowship to support teaching artists with disabilities in the visual and theater arts. This session, led by VSA arts Teaching Artist Fellows, will explore ways to enhance classroom practice, share techniques for inclusion, and relay the Fellows' personal and practical knowledge.

#### OUTCOMES

- Educator Participants will explore adaptive approaches to arts education, share multiple learning modes for diverse learning styles using the arts, and be able to identify and utilize strategies for developing inclusive arts learning experiences
- Artist: Participants will explore adaptive approaches to arts education, share multiple learning modes for diverse learning styles using the arts, and be able to identify and utilize strategies for developing inclusive arts learning experiences
- Org. Admin: Participants will explore adaptive approaches to arts education, share multiple learning modes for diverse learning styles using the arts, and be able to identify and utilize strategies for developing inclusive arts learning experiences
- Educ. Admin: Participants will explore adaptive approaches to arts education, share multiple learning modes for diverse learning styles using the arts, and be able to identify and utilize strategies for developing inclusive arts learning experiences
- Community/Parents Participants will explore adaptive approaches to arts education, share multiple learning modes for diverse learning styles using the arts, and be able to identify and utilize strategies for developing inclusive arts learning experiences

## Laura Reeder

John Abodeely, Carol Ponder, Lisa Donovan

### ***Teaching Artistry on a National Scale***

What are the trends and movements that must be seized by the arts in education community for 21st century progress?

#### DESCRIPTION

Participants will engage with John Abodeeley from Americans for the Arts, Montalvo Teaching Artist Fellow Carol Ponder, and Lisa Donovan, the Creative Arts in Learning Director from Lesley University. In a series of breakout "workgroups" to raise the NYS profile for teaching artist practice and potential as it relates to other states, the nation, and international communities.

#### OUTCOMES

- Artist: - TAs will increase ownership of their place in the professionalism of the career
- Org. Admin: - Cultural organizations will form some action plans for securing a more consistent body of TA faculty, colleagues, and leaders.

Friday April 11, 2008

11:00 – 12:30 con't

## Kenneth Sider

### ***Transforming the Social Studies through Liberatory Arts Collaborations***

*Participants will consider the social studies classroom as a space to confront, deconstruct, and transform dominant culture via arts integration and artist residencies.*

#### DESCRIPTION

Participants will view the social studies classroom as a space to confront, deconstruct, and transform history. By uncovering subjugated knowledge, teachers and artists will help students interrogate, affirm, and represent what is "known." Immersed in the arts, students will experience cultural recovery and social justice, while educators renew a passion for teaching. Contributions of Dewey, Eisner, and Greene, in addition to critical theories of pedagogy including hooks, Mohanty, and Freire, will be included. Three exemplars will be deconstructed utilizing a critique of pedagogy, curriculum, and methodology. An activist/collaboration model (including service learning) will be introduced in order to encourage an environmental shift via arts integration.

#### OUTCOMES

- Educator: Teachers will leave this experience with not only renewed energy, but a comprehensive plan for an interdisciplinary arts unit, including specific cultural content, collegial partnerships, a desired art form, student learning styles, and identification of appropriate NYS Standards.
- Artist: In order to improve access to educational settings, a teaching artist needs to communicate flexibility and knowledge of strategies for integrating her/his medium in the curriculum. This workshop will provide teaching artists with additional language and strategies for marketing their skills to educators, and supporting and encouraging teachers as they embark on arts in education experiences.
- Org. Admin: Arts administrators will identify unique strategies for supporting teaching artists as they create programs for schools and cultivate relationships with teachers.
- Educ. Admin: Administrators will gain an expanded view of curricula and instructional possibilities lying dormant within the Arts in Education catalog. Administrators will gain an expanded view of curricula and instructional possibilities lying dormant within the Arts in Education catalog. In my experience, administrators who witness the successes of arts experiences (especially culminating events which are open to the public) undergo dramatic shifts as they recognize the myriad benefits of arts education
- Community/Parents: As a parent of an elementary student, I am troubled by teachers' reliance on textbooks, workbooks, and worksheets. Whether in class or as homework, the learning experience is increasingly dominated by a test culture which encourages pencil and paper tasks. Providing students with meaningful arts experiences has obvious benefits including engaged learning through hands-on activities and student excitement and interest. A love of the arts cultivated in the classroom can translate into greater student and family involvement in the community.
- Other: Pre-service teacher education students rarely experience arts-rich learning and require an antidote to four years of socialized silence and sitting in rows. Experiential learning in a constructivist setting offers college students an awakening to the possibilities of arts in education programs.

## Lesley Tillotson

Joan Carlon, Peter Vogelaar, Michelle Jackson

### ***Creating Capacity for Living: The Sharing of Refugee Stories***

*Focusing on the profound shift that occurs when an arts education partnership commits to learning about, meeting and creating opportunities to dialogue with their new neighbors- the refugees in their community.*

#### DESCRIPTION

This workshop will share how a refugee relocation center and an AIE organization collaborated to present an artist's work that focuses on the stories of refugees and created professional development for teachers and arts integrated units of study for K-5 students. Participants will reflect on the roles that cultural awareness, historical context, and art making play in learning as well providing opportunity to share stories, listen and create community.

#### OUTCOMES

- Educator: will be able to deepen their personal awareness of diverse cultures within the student and adult population of our communities
- Artist: reflect on ways to create community and art making experiences with diverse communities.
- Org. Admin: will be able to have a lens to focus on new collaborations in their own community .
- Educ. Admin: will be able to realize the strengths and learning opportunities presented in diverse communities.
- Community/Parents: will increase their understanding of the multitude of cultures and contexts in which educators are teaching today.

Friday April 11, 2008

11:00 – 12:30 con't

**Rob Southworth**

Mike Halverson

***Versatile Intelligence & Assessment (VIA): The Dynamic Practice Paradigm in AIE Partnership***

*Building on multiple intelligence theory, VIA uses continuous observation and authentic performance assessment to reframe the measurement of intelligence, taking the radical position that all humans are robustly intelligent - largely in ways that standardized tests fail to measure.*

DESCRIPTION

This session has two main components. The What: Educator Rob Southworth leads participants to experience the SchoolWorks Lab's vision for the future of education: Versatile Intelligence and Assessment, a new theory that seeks to unify the field of education based on honoring how students learn, demonstrating evidence of progress by the learner, and rigorous assessment that produces evidence which is more explanatory than current narrow views of standardized testing. The How: Mike Halverson of The Center for Arts Education involves both participants and facilitators in an interactive, "network intelligence" dynamic-practice process based on the work of brain researcher Peter Kruse.

OUTCOMES

- Educator: - Educators will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with artists, org administrators, ed administrators, community/parents, researchers and other AIE practitioners.
- Artist: - Artists will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with educators, org administrators, ed administrators, community/parents, researchers and other AIE practitioners.
- Org. Admin: - Org Administrators will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with educators, artists, ed administrators, community/parents, researchers and other AIE practitioners.
- Educ. Admin: - Ed Administrators will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with educators, artists, org administrators, community/parents, researchers and other AIE practitioners.
- Community/Parents: - Community/Parents will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with educators, artists, org administrators, ed administrators, researchers and other AIE practitioners.
- Other: - Researchers/ Other AIE Practitioners will actively explore new points of view on learning and put into use new tools, skills and methods to expand their range of possibilities in partnering with educators, artists, org administrators, ed administrators and community/parents.