

# Educational Leaders as Scholars

## Using Arts Integration to Enhance New Jersey's Student Learning Standards

July 17 - 19, 2017  
On the Campus of Princeton University  
with Guest Speakers and Teaching Artists



Sponsored by the Foundation for Educational Administration, New Jersey Principals and Supervisors Association, and the Geraldine R. Dodge Foundation in Partnership with the Program for Teacher Preparation, Princeton University.



**ARTS ED NOW — Join the Conversation - Room 205**  
**Ennis Carter, Director, Social Impact Studios;**  
**Robert B. Morrison, Founder and CEO, Quadrant Research**



What successes can you share with others about the arts programs in your school? Did you have a great arts teacher or teaching artist in your school who changed the way you think about learning? This summer, New Jersey educators are coming together to share creative ideas for increasing participation in arts education. Active creative learning is good for all students... and good for New Jersey! Join the New Jersey Arts Education Partnership for an Arts Ed Now creative salon, where you will meet with experts to discuss and develop new strategies to promote arts education in your school. As a participant, you will directly contribute to the creation of a statewide "toolkit" for educators, and come away with new tools to advocate for arts education.

**Wednesday, July 19, 2017**  
**(12:30 pm - 1:30 pm)**

*Gallery Walk*

**Wednesday, July 19, 2017 (1:30 pm)**



**Closing - Room 302**  
**Cheryl Hulteen, Author and Master Teaching Artist**

Tapestry of ARTifacts: The arts ecosystem of your school community determines the growth and sustainability of an arts integrated path. Collecting ARTifacts through dance, improvisation, poetry, song, theater, and drawing, we will examine what we experienced this week, and create a community of practice that you may draw upon throughout the coming school year.



**Puppetry and Story Telling: Arts Integration and Narrative Writing - Room 210**  
**Peter LaBrusciano, Teaching Artist, Educational Arts Team**

Children love to do plays and make puppets. Pop-Up Puppet Theater gives students the opportunities to perform plays they have written using puppets and scenery they have designed based on stories told by a teacher. Experience how the arts of puppetry and storytelling can be used as powerful tools for literacy. Participants in this engaging and interactive session will learn simple and effective ways to integrate skills such as story recall, script and narrative writing, detail development, public speaking, and much more, into their classroom curriculum. Experience how this process provides young people with the opportunity to play with language and literacy in ways that foster meaningful and immediate growth and development.



**Using Visual Arts as an Avenue for Engagement - Room 206**  
**Patricia Rowe, District Supervisor Arts and Technology, Moorestown Township Public Schools, and Steve Wills, Arts Integration and Creativity Consultant**



Moorestown Township Public School's Arts Integration Team along with the Museum Educator, Steve Wills, have worked together to create a session that focuses on ways to promote and support arts integration as an avenue for engagement throughout all content areas and grade-levels. This workshop will introduce participants to our team's journey, goals, and process. Participants will explore the resources and development of the MTPS Arts Integration Resource Website as well as an introductory to Artstor — a digital collection of artwork from museums and universities worldwide. All participants will receive a free 4-month trial to Artstor as part of the session.



**Superheroes for Social Justice! - Room 212**  
**Eloise Bruce, Coach and Teaching Artist;**  
**Jenn Savage-Renshall, Teacher and Creative Leadership Team School Facilitator, Trenton Public Schools**



Come with us on a journey through our year of Arts Integration with the Creative Leadership Team at Dr. Martin Luther King, Jr. Elementary School in Trenton Public Schools. Our tour includes empowering artist residencies for storytelling and writing, graphic novel development, Poetry in the Park and more!



**Using Music Listening in Arts Integration Lesson Plans - Room 208**  
**George Marriner Maull, Artistic Director, The Discovery Orchestra**

**Setting the Table: Active Listening - Bach to the Future**  
During this first segment, an opportunity is provided to have an interactive listening encounter with music, featuring Movement III of Bach's Brandenburg Concerto No. 4. Experiencing first-hand the difference between 'hearing' and 'listening' and noticing musical detail is central to developing the ability to 'be present.' A 'listening guide' will be used to establish and maintain focus. Maestro Maull will demonstrate with excerpts played on the keyboard as well as examples from The Discovery Orchestra's recording of this work from its Emmy-nominated public television program, Bach to the Future.

**Resources Available from The Discovery Orchestra and Sample Arts Integration Lesson Plan Using Music Listening**

A review of materials available from The Discovery Orchestra will be covered. These include resources on YouTube, Amazon.com and licensed from the Films Media Group. Portions of the Orchestra's public television program Fall in Love with Music will be used to demonstrate how non-music specialists can integrate them with the study of other non-music subjects in the standards – language arts.



**Bringing Curriculum to Life Through Opera - Level B, Room B**  
**Stuart Holt, Director of School Programs and Community Engagement, Metropolitan Opera Guild; Adrienne Hill, Principal, Hedgepeth/Williams Middle School**



The Metropolitan Opera Guild partners with schools to bring the curriculum to life through opera. In this interactive workshop participants will get a glimpse of the opera creation process as it can be implemented with students and explore a recent partnership with Hedgepeth Williams Middle School in Trenton, NJ. Using a sample text, participants will engage in adaptation, libretto writing, staging, and music composition activities that will help target student learning goals. Opera-based teaching and learning connects to the Danielson Framework for Teaching emphasizing classroom environment, reflection, inquiry and engagement while connecting to the Metropolitan Opera Guild's Comprehensive Arts Learning and Teaching standards. Participants will have the opportunity to stretch their artistic muscles and create something as a group while hearing from teachers about their experience exploring this work in their classrooms.



**Addressing the Middle and High School Writing Standards with Arts Integration - Room 209**  
**Carmine Tabone, Executive Director of the Educational Arts Team**

In this arts integration session participants will experience hands-on activities that develop the imagination and lead to nearly effortless narrative and informative writing. Additionally, the facilitator will engage the group in critical thinking strategies that result in persuasive and argumentative writing.



**Equal Footing: Strategies and Techniques for Creating Art Interdisciplinary Teaching and Learning in and Through STEAM - Room 205**  
**Kate Gugliotta, Moore College of Art and Design and The Gillen Brewer School**

Categorically, the nature of art teaching has been a solitary pursuit, whereby art teachers worked alone in the quietness of the art room, separated from those teachers who taught core curriculum content. With the implementation of STEAM, Art has the opportunity to be integrated with them in the development of a holistic approach to contemporary education. This workshop will include a presentation covering best practices in STEAM from pre-kindergarten to higher education settings. Participants will deconstruct several examples of art collaborative teaching within disciplines such as science, math, technology and acquire new tools for the creation of dynamic lessons for their students in a variety of school settings. Through addressing pre-planned questions, student examples, and a Q&A, the presenter will systematically guide participants through collaboration, pre-lesson planning strategies, documentation of students' work, and evaluation methods for both students and educators in the development of STEAM teaching and learning. The workshop will also engage participants in a hands-on digital storytelling workshop using stop-motion animation.

**Wednesday, July 19, 2017 (9 am - 11:30 am)**



**"All Aboard the Arts Integration and STEAM Train" - Room 207**  
**Shawna Longo, Teacher and STEAM Facilitator and Kurt Zimmermann, Teacher and STEAM Facilitator, Hopatcong Borough Schools**



Arts integration practices have proven to have a positive impact on student development, student achievement, and school climate. This session will provide a contemporary vision of how arts integration can improve school culture and deepen the learning process for students in the 21st century. The workshop will act as a framework for implementing arts integration within diverse educational contexts. Activities will focus on defining qualities, best practices, sample lesson ideas, and professional development strategies. The session will provide participants with background information on arts integration as well as a blueprint for building a quality STEAM program and recommendations for implementation.



**Arts Integration Through Break Dancing - Level B, Room A**  
**Mark Wong, Teaching Artist, Young Audiences**

Bridging fun and history with Hip Hop dance is a fantastic way to engage and empower students as artists and scholars. This session will explore how the study of Hip Hop dance, student-driven choreography, History and Social Studies can inspire student learning. Centered around the American Civil Rights Movement, participants will learn how to guide students to create choreography that is aligned with the academic and emotive content surrounding the historical facts and issues of the U.S. Civil Rights Movement.

[www.njpsa.org/educational-leaders-as-scholars/](http://www.njpsa.org/educational-leaders-as-scholars/)

## Agenda

### Monday, July 17, 2017

(Nassau Inn)

8:30 am - 10 am	Registration
9 am - 10 am	Coaches' Meeting
10 am - 11:45 am	Creative Leadership Team Meeting
11:45 am - 1 pm	Lunch
1 pm - 3:30 pm	General Session
3:30 pm - 4 pm	Framing the Conference
4 pm - 5 pm	Meetings with Coaches
Dinner on your own	

### Tuesday, July 18, 2017

(Frist Campus Center)

7 am - 8:30 am	Breakfast at the Nassau Inn
9 am - 11:30 am	Workshops
11:30 am - 1 pm	Lunch
1 pm - 3:30 pm	Workshops
3:30 pm - 4:30 pm	Meetings with Coaches
6:30 pm	Dinner at the Nassau Inn

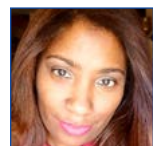
### Wednesday, July 19, 2017

(Frist Campus Center)

7 am - 8:30 am	Breakfast at the Nassau Inn
9 am - 11:30 am	Workshops
11:30 am - 12:30 pm	Lunch
12:30 pm - 1:30 pm	Gallery Walk
1:30 pm	Closing Session

## Presentations

### Monday, July 17, 2017 (10 am - 11:45 am)



**Creative Leadership Team Training (Returning Teams) - Palmer Room**  
**Wanda Gray, Crayola Education Engagement Manager**

**Crafting a School-wide Vision and Charting Your Course with Creative Leadership**

School teams will collaboratively, illustratively craft a school-wide vision. The iterative process builds deeper understanding of colleagues' priorities and helps to establish a universal vocabulary as participants add their voices to the purpose and aspirations of the school. The hands-on art experience uses art elements and principles of design to visually communicate key words, visually express meaning, and build upon shared consensus. Then the groups will translate that vision into a strategic plan that maps out pathways that will help them reach the desired state. Using Calder's mobiles as inspiration, teams will create mobiles that visually demonstrate their priorities. As they plan their mobiles, discussions focus on how creative experiences help to balance and strengthen the overall educational priorities that were articulated in the vision. This session provides participants with Essential Questions and Reflective Prompts, helping them plan next steps, as they prepare to bring these experiences and insights to colleagues in their schools.



**Creative Leadership Team Training (New Teams) - Senior Room**  
**Dominique Young, Crayola Professional Development Leader and James Wells, Crayola Innovative Teaching and Learning Manager**

**Designing a Creative Leadership Team and Coaching Colleagues Along the Journey**  
Participants will use the Design Thinking process, IDEA, to: Identify, Define, Explore, and Assess how a Creative Leadership Team (CLT) can build

creative capacity in their schools. After identifying the benefits and defining the roles of their CLT they will make their thinking visible, exploring the competencies needed on the team. Using fine art inspiration and the color wheel as a metaphor, they will explore how diverse members bring different strengths and unique perspectives, while expanding the spheres of influence needed for an effective team. Participants will share their IDEAs and the visuals that represent their team composition plans. One of the key roles of Creative Leadership Teams is to coach colleagues.

The next hands-on exercise helps participants visualize the journey from where they are today, to the desired state of being an art-infused school and coaching opportunities along the journey. The exercise explores how change is adopted within organizations, recognizing that individuals move forward at a different pace. Using a vehicle metaphor, participants reflect on how they and their colleagues move forward and react to change. This exercise builds empathy and understanding of coaching needs. Essential questions, art metaphors, hands-on experiences, and reflective prompts help participants bring these experiences to their colleagues.

### Monday, July 17, 2017 (1 pm - 3:30 pm)



**STEAM Dispositions - Ballroom**  
**Robert Corbin Ph.D., Director - Global STEM Initiatives, Discovery Education**

Collaboration, Communication, Creativity and Critical thinking do not come easily for any group from Pre-K to Gray. Students rarely describe scientists, technicians, artists, and engineers as "people like me." In this session participants will experience how STEAM dispositions effectively engage students and prepare them to solve the world's most vexing problems.

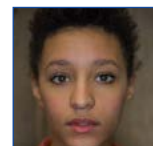
### Monday, July 17, 2017 (3:30 pm - 4 pm)



**Framing the Conference - Ballroom**  
**Cheryl Hulteen, Author and Master Teaching Artist**

ARTifacts: ARTifacts are the tools we create to combine the head and heart of arts integrated teaching practices. The tangible practices of teaching to and through the arts to give meaning, understanding and expression to curricula. What are the ARTifacts of understanding and connection that create the fabric of arts integration? We will work together to create the tapestry of a teacher's perspective, language, and experience that guides their craft, and evolves to their understanding the best practices of an arts integrated school culture. We join together to understand the pARTS of our learning this week. Let the weaving begin! YES YES GOOD.

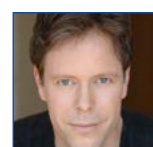
### Tuesday, July 18, 2017 (9 am - 11:30 am)



**Celebrating Culture, Identity, and Dance - Level B, Room A**  
**Myssi Robinson, Teaching Artist, and Michelle L. Marigliano, Special Projects and Assessment Coordinator, Young Audiences**



Celebrating Culture, Identity and Dance will focus on the critical study of dance while deepening an understanding and appreciation of cultural backgrounds. The session will introduce teachers to strategies for including dance as a way to support students' observational skills as spectators of dance and kinesthetic skills as dancers. A focus will be placed on illuminating the influential relationship cultures have on human beings and their dances, and inspiring teachers to include dance as part of arts integration lessons.



**Theatre Arts Integration: Building Empathy and Understanding Through Poetry of Social Change - Room 208**  
**Jim Jack, Director of Education and Outreach, George Street Playhouse**

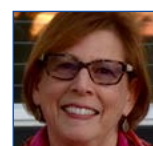
George Street Playhouse's Theatre at the Core residency program cultivates K-12 students' content knowledge, collaboration skills, and expressive language development. This theatre arts integration workshop will illuminate the natural connection between Social Studies and English Language Arts through poetry of social change. Aligned with New Jersey Student Learning Standards, participants will learn creative strategies to integrate theatre to deepen students' engagement and capacity for reading, writing, listening and speaking poetry to elevate understanding and achievement.



**Documenting the Impact of Arts Integration - Room 206**  
**James Wells, Crayola, Innovative Teaching and Learning Manager; Dominique Young, Crayola, Professional Development Leader**



Arts-integration has the power to impact student learning, collaborative school culture, and teacher pedagogy. During this interactive workshop, teams will work together to review and then create art integration project rubrics to assess student artifacts and document evidence of deeper understanding. Participants will also explore coaching protocols and how intentional listening and alignment on the intent and outcome of coaching build trust, while embedding the school-wide vision. Teams will translate their priorities into draft observation guides that they'll use with colleagues to reflect on the impact of arts-integration on: pedagogy, culture, and learning. Teams will plan how they will scaffold this into professional learning experiences for colleagues and plan next steps for implementation.



**Intentionally Weaving Social Emotional Learning into Arts Integration - Room 209**  
**Susan Snyder, Ph.D., President, Arts Education IDEAS, LLC**

When the unique impact of arts integration is described, researchers identify student social emotional learning, teacher satisfaction, enhanced school climate, and positive parent and community connections — all parts of social emotional development. As arts knowledge and skills are developed, some social emotional skills naturally develop. However, to assure social emotional growth without adding a separate program that will fragment our time and effort, we can intentionally weave the social emotional curriculum into our arts integration planning. The results lead to better classroom management, increased self-reg-

ulation, understanding of self and others, personal responsibility for learning, collaboration skills, changes in school and classroom climate, and more positive parent and community interactions. In this session, we will identify the continuum of social emotional skills, and then walk participants through the planning process using an arts-integrated unit, outlining the development of social emotional skills while learning music, visual art, dance and drama skills, and applying those arts skills to other curriculum content. Finally, we'll quickly strip the content from the planning process and structure, to provide a framework participants can use to intentionally plan weaving in social emotional curriculum.



**The Art of Comprehension - Room 205**  
**Trevor Bryan, Teacher and Creator of the Art of Comprehension**

In this presentation, Trevor will share the three components that make up The Art of Comprehension, which is an effective approach to help students engage comprehension strategies. The approach is rooted in visual text, which enables all students, including struggling readers and non-readers, to become active participants and join classroom conversations. Introducing students to the components of The Art of Comprehension also helps them to see the connection between comprehension and craft. This means that not only does The Art of Comprehension help students make meaning of the texts they read, it also helps them to craft texts when they write. Participants will view and respond to art using Trevor's simple approach, transfer this approach to reading written texts and experience how this approach can be used to positively impact the various forms of writing that students need to produce. The presentation is highly interactive so arrive ready to explore and share.



**Achieving Title I Goals: The Role of Arts Education - Room 207**  
**Karen L. Campbell, LPD, NJDOE Director, The Office of Supplemental Ed. Programs; Dale Schmid, Ed.D., NJDOE Visual and Performing Arts Coordinator**

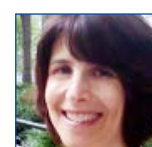


How can we improve educational outcomes for low-income students who are often underserved in public schools? This is the challenge of Title I. Schools and districts receiving Title I funds are charged with using these additional resources to supplement students' regular education programs. Arts education can be an asset to schools and districts in achieving these goals. Studies find that integrating the arts with instruction in other academic subjects increases student learning and achievement and helps teachers more effectively meet the needs of all students. Other studies find that both integrated and non-integrated forms of arts education help to transform the learning environment in schools by fostering student engagement, attendance, and motivation to learn, and improving school culture and climate. These outcomes are leading indicators of student achievement. They are also key ingredients for turning around low-performing schools.



**Digital Storytelling Across the Curriculum - Level B, Room B**  
**Patti Duncan, Discovery Education**

In a STEAM learning environment, helping students develop strong communication skills is critical. Digital storytelling exposes students to a variety of modes of communications that are powerful and engaging. In this session we will investigate the process of digital storytelling, from concept to design to completion. The importance of writing a script, creating a storyboard and choosing the appropriate digital resources and tools will all be discussed. Teams will participate in an example project involving green screen techniques and digital media. Ways to implement digital storytelling in all subject areas will be shared.



**Sewn Circuits - Room 212**  
**Kate Soriano, STEM Professional Development Specialist at CIESE, Stevens Institute of Technology**

Sewn circuits (soft circuits/e-textiles) use conductive thread in conjunction with discrete electronics components (e.g. lights, batteries, switches, and sensors) to make textiles light up! Appropriate for teachers of upper elementary, middle, or high school students, this STEAM (Integrating Art into STEM) workshop will cover basic series and parallel circuits as well as advanced circuits using switches and micro-controllers. The creation of wearable technology will be presented in the context of an engineering design challenge and participants will experience how science learning informs design choices as emphasized in the Next Generation Science Standards. The artistry of good product design will also be highlighted. Participants will take home the wearable technology they design and create.



**Unpacking Arts Integration - Room 210**  
**Keri Sullivan, Director of Arts Education & Outreach, Appel Farm Arts & Music Center**

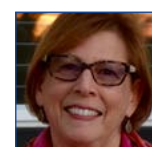
This interactive workshop will have participants literally unpacking arts integration as they engage in a process drama. Process drama is a creative teaching method that allows teachers and students the opportunity to experience the curriculum firsthand. Using a variety of tools (i.e. teacher-in-role, tableaux, thought tracking, mantle of the expert, hot seating, decision alley, role on the wall, soundscape, etc.) students and teacher create an experience for themselves as they explore an issue or topic. This personal experience allows students to form a deep connection to the content. Process drama is a powerful methodology for use in arts integration as it connects to student learning standards in theatre, social studies, language arts, and other areas, and it provides meaningful learning experiences for all ages and abilities. After the process drama experience, workshop participants will reflect and explore applications for their classroom. Come prepared to play!

### Tuesday, July 18, 2017 (1 pm - 3:30 pm)



**Learning to Look: Impressionist and Post-Impressionist Painting**  
**Trevor Bryan and Docents - Princeton Art Museum**

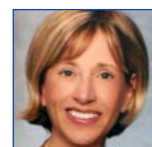
Seminar participants will consider masterpieces by American and European masters in the Princeton University Art Museum's collection. This will provide an opportunity to discover techniques for analyzing critical works of the visual arts. Part of the session will involve problem-solving as groups work together to judge individual works.



**Sequence and Creativity in Music and Movement for the Elementary Grades - Room 209**  
**Susan Snyder, Ph.D., President, Arts Education IDEAS, LLC**

Students and teachers can use music and movement to deepen learning in other disciplines. However, they (students and teachers) must have skills and understandings in music and movement to do this. They also need a creative frame of mind that is ready for critical thinking, making connections, and creative problem solving. This session provides the participant with a roadmap to sequential music and movement learning, with a learning sequence that builds student mastery in the ability to use music and movement concepts and skills as learning tools in non-arts disciplines. The role of authentic assessment in the learning sequence

will be included as an integral part of the learning sequence. This session is hands-on, with model activities illuminating 1) music and movement concepts and skills, 2) the learning sequence for mastery, and 3) integration through application to other classroom curricula.



**Tableaux - Room 208**  
**Peggy Valenti, FEA Consultant**

The tableaux is a powerful tool that will allow your students a creative way to demonstrate their learning and understanding of any given subject. A "strong" tableaux allows learning to come alive! Participants will learn how to create a strong tableaux focusing on the following tableaux components: Expectation, Focus, Levels, Expression, Timing, Clarity, and Placement.



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**Arts Integration for Diverse Learners: Using UDL to Facilitate Open-Ended, Accessible Curricula - Room 206**  
**Amanda Newman-Godfrey, Moore College of Art and Design; Susan Coll-Guedes, Moore College of Art and Design**

Arts education has the ability to not only level the academic landscape for diverse learners, but also integrate subjects such as science, history, math, and ELA. Through the use of a student-centered, open-ended, and materials-focused arts education pedagogy rooted in principles of Universal Design for Learning (UDL), educators can employ hands-on arts-based lessons to provide students with disabilities the opportunity to demonstrate learning in innovative ways. In addition, educators trained in this pedagogy can become valuable partners in developing new curricula, and leading exciting and impactful professional development for their peers. This workshop will include a presentation covering best practices in arts integration, UDL as a means of making arts integration accessible to all learners, best practices in working with students with disabilities in visual arts education, and how those practices are based on research, field experiences, and current trends in art and special education. The workshop will also engage participants in a hands-on visual arts integration lesson that models innovative teaching strategies, and different ways of observing and assessing successful learning outcomes that can be tied back to national and state standards.