

Wed., July 18, 2018 (9 am – 11:30 am)



Learning Lab, Focus on Science and Math - Jadwin, Room A07
Cody Coltharp, Digital Interactive Designer at the Smithsonian Center for Learning and Digital Access; and **Ashley Naranjo, Manager of Educator Engagement at the Smithsonian**

Center for Learning and Digital Access
Participants will use Smithsonian artworks as a pathway to build scientific and mathematical thinking skills and content knowledge. The session will demonstrate museum approaches on how to use digital collections to develop critical thinking and observation skills and address relevant standards. The session will include a tutorial on how to use the Smithsonian Learning Lab, a digital platform that gives users access to millions of museum resources including artworks, specimens, artifacts, media, and lesson plans. The Lab also includes tools for building quizzes and sorting activities, annotating images, and adding text. Participants will have time to build their own teaching collections with coaching from Smithsonian staff.



The Evolution of Teacher Conversation for Arts Integration - McDonnell, Room A01
Shawna Longo, Arts Integration Coach & Music Teacher, Hopatcong Schools; **Kurt Zimmermann, Arts Integration Coach & Music Teacher, Hopatcong Schools;** and **Pamela Brennan, E/LA Teacher, Hopatcong Middle School**

What does arts integration look like when two teachers meet? How does the conversation begin between the art teacher and the content teacher? How does it move forward? How does the end between the two look? This workshop will take you on a journey with arts integration through role-playing. You will experience the content and arts teachers' perspectives (as well as the students, as you experience a hands on activity!) from the beginning to the end of a lesson/unit.



Developing Empathy and Compassion through Music and Puppetry - Jadwin, Room A06
Nick Ellis, Instrumental Music, Scotch Plains/Fanwood, Barbara Prestridge, Art, Scotch Plains/Fanwood and Marcello Velame, Vocal Music, Scotch Plains/Fanwood

It is absolutely essential that children grow in empathy and compassion for all the peoples of the earth. As this digital generation is becoming less connected with one another,

children need lessons in reading body language and social cues. In this workshop, through the teamwork of puppetry, participants will study the subtleties of body language. Through mood specific music, participants will then perform storylines that emote specific and varied emotions through the body of their puppet. During this hands-on workshop, participants will gain knowledge and skills in:

- Building a puppet that will be manipulated by three teammates;
- Evaluating body language and how it expresses one's feelings;
- Listening actively to music for its emotional expressions; and
- Collaboratively performing an expressive storyline with the team-manipulated puppet.



Arts Ed Now: Take Your Advocacy to the Next Level! - Jadwin, Room A08
Ennis Carter, Director, Social Impact Studios; **Robert B. Morrison, Founder and CEO, Quadrant Research**

New Jersey is a leader in arts education and you are already part of the movement! Drop in to learn from success stories and investigate strategies that will help you to promote arts education in your school more effectively. This interactive session will focus on universal challenges arts education programs face, and help you to start an action plan to achieve results. Essential tools from the Arts Ed Now Teacher Toolkit will be reviewed. Participants will work together to identify how these tools can help advance arts ed in their school or community!



Finding Your Center - A Mindful Arts Integration Experience - Jadwin Room A09
Monica Voinov, Charles Olbon Elementary School; **Sherry Toole, Charles Olbon Elementary School;** and **Kate Scavi, Teaching Artist and Creative Consultant, Young Audiences, NJ/EP**

During this hands-on workshop participants will experience how the Creativity Consultant Project at Young Audiences Arts for Learning (YA) inspired an arts integration collaboration between Charles Olbon Elementary School teachers, Sherry Toole (art teacher), and Monica Voinov (second grade teacher) and YA Creativity Consultant Kathryn Scavi. The workshop will highlight the development and implementation of an arts integration mandala residency. Participants will explore how co-creating mandalas offers a health balance for students to engage with math and visual arts standards, while also nurturing positive interactions and responsible decision making.



Adaptive Arts Integration: Using the Arts in a Special Education Environment - McDonnell, Room A02



Ellen Spicer, Media and Technology Specialist, Mercer High School; **Kris Gould, Special Education Supervisor; Mercer High School;** **Julie Braeckman, Music Director, Mercer High School**



This session will provide an overview of our journey, as a high school for students with disabilities, to implement Arts Integration and Enhancement in the areas of Music, Art, Art History, Geometry, and English/Language Arts. The school's culminating event is a student-produced Art Museum. Samples of student art, academics, and processes will be on display.

Participants will take part in a sample lesson, build a musical instrument, complete an artist biography, and create a work of art in that artist's style. These elements are designed to be differentiated for all ages, academic levels, and social abilities and will be presented as so. Strategies for inclusion, differentiation, and the integration of a wide array of academics will be provided.

Wed., July 18, 2018 (1:30 pm)



Closing - Room A02
Make Thinking Visible: Sketch Next Step Plans
Dominique Young, Crayola Professional Development Leader

This closing exercise will help participants reflect on which key insights from the full institute most resonate with them. Each participant will sketch an action plan that identifies at least one aspirational goal and at least one-way arts-integration will help them get there. The process of "making thinking visible" tangibly reinforces the principles of this institute. Visual communication helps participants identify opportunities, define solutions, explore the collaborative creative leadership plan, and assess how next steps will lead to success.

Educational Leaders as Scholars

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

July 16 - 18, 2018

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; Crayola; and Arts Ed NJ.

www.njpsa.org/educational-leaders-as-scholars/

Agenda

Mon., July 16, 2018 (Nassau Inn)

8:30 am - 10 am	Registration
9 am - 9:30 am	Coaches' Meeting
9:30 am - 11 am	Creative Leadership Team Training (for new teams only); Senior Room
	Set up Gallery walk (previous participants)
11:00 am - Noon	Introduction to the <i>Think & Do Workbook</i>
Noon - 1:00 pm	Lunch
1:00 pm - 3:30 pm	General Session
3:30 pm - 4:30 pm	Gallery Walk
4:30 pm - 5:00 pm	Team Time with Coaches
	Dinner on Your Own

Tues., July 17, 2018 (McDonnell/Jadwin Building)

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	Team Time with Coaches
6:30 pm	Dinner at the Nassau Inn

Wed., July 18, 2018 (McDonnell/Jadwin Building)

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	Team Time with Coaches
1:30 pm	Closing Session

Presentations

Mon., July 16, 2018 (9:30 am - 11 am)



Creative Leadership Teams Transform Schools, (New Teams)- Senior Room
Dominique Young, Crayola Professional Development Leader and Billy Colangelo, Crayola Professional Development Manager

Review compelling evidence about how arts integration improves school outcomes. Identify what a Creative Leadership Team could do for your school. Use the Design Thinking process (IDEA) to Identify, Define, Explore and Assess what your school's creative leadership team will do and the skills and mindsets needed on the team. Plan how your team will begin the arts-integration journey and build creative capacity, school-wide.

Mon., July 16, 2018 (1 pm - 3:30 pm)



Arts Integration at the Core: It Ain't Fluff! - Ballroom
Merryl Goldberg, Professor of Music at California State University San Marcos and Director of the ART=OPPORTUNITY campaign

This interactive and hands-on keynote will feature a live musical performance on how quality arts integration makes a difference in engaging learners in the learning process. Participants will also be presented with materials including a deck of "Why Art?" cards. The cards feature tons and tons of research broken into sound bites serving as the foundation for arts integration as a pedagogy, meeting the needs of Title I, Teaching English language learners, and for developing empathy.

Mon., July 16, 2018 (3:30 - 4:30 pm)

Gallery Walk - Senior Room

Tue., July 17, 2018 (9 am - 11:30 am)



The STEAM Sculpture Project - Jadwin, Room A08
Dr. Anne Marie K. Pai, Art Educator, Broad Street School and Molly Johnson, Sculptor, Young Audiences NJ/EP

The presenters will report on findings from a five-day Arts Integration Kinetic Sculpture Residency. The design and implementation of the residency targeted arts integration and STEAM teaching practices while improving student performance on the PARCC. The residency design and implementation team included Visual Art Teachers, a YA Teaching Artist, Middle School Math Teachers and Middle School Science Teachers. The residency was implemented in the month before PARCC and its implementation aligned with the Math, Science and Visual Arts pacing charts for both the arts and non-arts content areas. The participating group of students consisted of twenty-five partially proficient and proficient math students in grades 6 and 8. Students created moving kinesthetic sculptures and a site-specific large sculpture using found and recycled forms. The student experience included planning, designing, co-creating and installation research.



Arts Integrated Units with Administrative, Teacher and Community Collaboration - Jadwin, Room A06
Karen L. Campbell, LPD, NJDOE Director, The Office of Supplemental Ed. Programs; Dale Schmid, Ed.D., NJDOE Visual and Performing Arts Coordinator



Scott Corbett, Principal, Ocean Academy; Eileen Catalano, English/History Teacher, Ocean Academy; Drennen Hayden, Art Teacher, Ocean Academy; and Cheryl Hulteen, Teaching Artist

Ocean Academy continues to develop our arts infused program to reflect our mission statement and vision. We will "Peel Away the Onion" revealing the importance of collaboration between administration, content teachers, and the arts educator. We will take you through an interactive journey in arts infusion, community collaboration, climate shift, engagement, and deeper student learning. Participants will engage, create, and enjoy a hands-on arts integrated unit of study demonstrating co-planning and co-teaching. Participants will develop the confidence to collaborate, create, and integrate units of study.



Student-Led STEAM Game Making - McDonnell, Room A02
Cheri Sterman, Crayola, Director of Education; Dominique Young, Crayola, Professional Development Leader

Use the Design Thinking process with students as they create learning games that focus on cross-curricular STEAM challenges. Participants will dive into a hands-on experience, similar to what they will provide students. See how strategic planning and collaboration skills

develop as game boards, game cards and characters, game mechanics and rules are designed. Start with standards and learning objectives. Sketch prototypes and design a game system. Practice playing and revise based on feedback. Use game making rubrics to assess the stages of the project: preparation, collaboration, implementation and reflection.



The Art of Comprehension - Jadwin, Room A07
Trevor Bryan, Art Teacher and Author of The Art of Comprehension

In this session we will explore the Art of Comprehension (AoC) which is an approach to teaching comprehension and writer's craft starting with visual texts such as paintings, illustrations and plays. Because visual texts are accessible to a wide range of learners, including striving readers and non-readers, all students can engage meaningfully with the skills they need for academic success. This workshop will also show how the skills practiced through visual texts can be transferred to written texts and student writing. AoC is a student friendly approach that fosters comprehension, conversation, writer's craft, confidence and community.



Achieving Title I Goals: The Role of Arts Education - Jadwin, Room A09
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.



Start with a Heartbeat - McDonnell, Room A01
Jeanine Osayande, Teaching Artist, Young Audiences NJ/EP and Dunya Performing Arts Company

Rhythm is all around us. In our heartbeat, our breath, and our words. Join Jeannine Osayande & Dunya Performing Arts Company for a moving, drumming and writing workshop grounded in the diasporic drum and dance traditions of Kakilambe, a Neo-traditional dance and rhythm of the Baga people. Participants

will learn a Kakilambe-Neo Traditional Harvest Dance, as well as vocal and drum polyrhythms, including basic Kakilambe Djembe and Djundjun rhythm. Participants will use their creativity to co-create group haikus inspired by our reflections of home and further exploring how rhythm can be used when working with students. Come ready to move, drum and write!

Tues., July 17, 2018 (1 pm - 3:30 pm)



Get Up and Learn! Using Movement in the Classroom to Deepen Student Learning and Engagement - McDonnell, Room A01
Laura Marchese, Teaching Artist, Young Audiences NJ/EP

In this interactive movement workshop, we will explore the Elements of Dance and strategies for creating original movement studies connected to curriculum content in various subjects. Discussion will include the nuances of Arts Integration and Arts Enhancement, as well as arts experiences as alternative student assessments. Both the **Arts Integration User Guide** and the **New Jersey's Arts Integration Think and Do Workbook** will provide context for our work together.



Learning Lab, Focus on Language Arts and Social Studies - Jadwin, Room A07
Phoebe Hillemann, Teacher Institutes Educator at the Smithsonian American Art Museum; Ashley Naranjo, Manager of Educator Engagement at the Smithsonian Center for Learning and Digital Access, and Tess Porter, Education Support Specialist at the Smithsonian Center for Learning and Digital Access

Participants will use Smithsonian artworks as a pathway to build historical thinking and language arts skills. The session will demonstrate museum approaches on how to use digital collections to develop critical thinking and observation skills and address relevant standards. The session will include a tutorial on how to use the Smithsonian Learning Lab, a digital platform that gives users access to millions of museum resources including artworks, specimens, artifacts, media, and lesson plans. The Lab also includes tools for building quizzes and sorting activities, annotating images, and adding text. Participants will have time to build their own teaching collections with coaching from Smithsonian staff.



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.



Building a STEAM Innovation Lab: Inspiring the Future - Jadwin, Room A06
Emil Binotto, Principal, Hopatcong Borough Schools; Dr. Olga Edgerton, Director of Curriculum/STEAM, Hopatcong Borough Schools

Learning today has become highly social, adaptable, visual, immersive, and mobile. Learning environments need to be supportive of student engagement and need to be constructed to facilitate research, collaboration, and creativity. The high-tech physical and virtual environments found in our Innovation Lab are engineered to support collaborative STEAM projects; humanitarian "design thinking;" and student exploration with virtual, augmented and mixed reality learning tools. Join us in exploring how building our Innovation Lab has enabled us to focus on imagineering, school redesign, ethics, and student growth.



Increase Family Engagement with Art-Integration - McDonnell, Room A02
Cheri Sterman, Crayola, Director of Education; Dominique Young, Crayola, Professional Development Leader

Art draws families into schools. In addition, art is a wonderful way to align home and school learning experiences. Extend the robust benefits of arts integration by sharing insights and opportunities with families. Together, parents and educators champion creatively alive children.

Host Family Conversations on Creativity, discussing how to prepare children with the skills and mindsets needed for the future. Workshop participants will explore ways to deepen family-school collaboration. We will engage in hands-on experiences that can easily be done at home to extend learning through art. These take-home projects engage parents as partners who use the art standards "big ideas": Create-Present-Respond-Connect to deepen student understanding.



Choose Creativity: Integrating Creativity into your Classroom and Curricula - Jadwin, Room A08
Debra Disbrow, Creative Coach, Lulu & Leo Fund & ChooseCreativity.org; Michael Lofton, Creative Coach, Lulu & Leo Fund & ChooseCreativity.org

To make creativity accessible to everyone, we've identified 10 Principles of Creativity, including Authentic, Curious, Unconventional, Inventive & Inspired. These 10 Principles provide a powerful language for children and adults to share, ensuring a supportive creative environment for students, teachers, families and communities. Learn how schools can use these 10 Principles across their curricula to build resilience, creative confidence and social-emotional skills, all while encouraging a positive and engaging classroom environment.