Wednesday, July 20, 2016 (10 am - 12:30 pm)

Achieving Title I Goals: The Role of Arts Education - Room 6
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.

Bringing Curriculum to Life Through Opera - Auditorium
Jamie Kalama Wood, Teaching Artist and Stuart Holt, Director of School Programs and Community Engagement, Metropolitan Opera Guild

The Metropolitan Opera Guild partners with schools to bring curriculum to life through opera. In this interactive workshop, participants will have the opportunity to stretch their artistic muscles and experience the opera creation process as it can be implemented with students. Using sample text from a non-fiction source, participants will engage in adaptation, staging, libretto writing, and music composition activities that will help target student learning goals. Using the Metropolitan Opera Guild's Comprehensive Arts Learning and Teaching standards (www.metguild.org/cobalt), we will explore the emphasis on building teaching strategies through opera to help students make inferences, cite evidence, and analyze text. Opera-based teaching and learning also connects to the Danielson Framework for Teaching emphasizing classroom environment, reflection, inquiry and engagement. Join us to bring opera into the classroom!

Integrating Theater and Art with Writing Standards - Room 108
Carmine Tabone, Executive Director of the Educational Arts Team

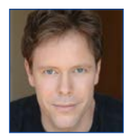
Experience a series of exercises connecting theater and art with the writing standards: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Participants will explore a number of theater and arts strategies to help deepen their understanding of Van Eyck's Giovanni Arnolfini and his Wife and Velasquez's Las Meninas.

Principal Leadership for Successful Implementation of "A" in S.T.E.A.M. - Room 8
Joseph Campisi, Ph.D., Superintendent, Hainesport Township School District

Effective Principal leadership is crucial when integrating the Arts across the curriculum based on the S.T.E.A.M. philosophy. Using basic, intermediate, and advanced technology tools can truly enhance Principal leadership to establish and maintain the Visual and Performing Arts across the curriculum.

Topics:

- What does Principal leadership look like when planning the "A" for S.T.E.A.M. with the students, staff, parents, and community members?
- What are the essential principles of Principal leadership when collaborating with stakeholders for S.T.E.A.M. implementation?
- What does Principal leadership look like when technology is the driving force to intertwine the Arts throughout the curriculum?
- What is the role of self-reflection in Principal leadership when assessing the "A" when technology drives the Arts across the curriculum?



Theatre at the Core: Theatre Arts Integration for Social Studies and Language Arts Classrooms - Room 109
Jim Jack, Director of Education and Outreach, George Street Playhouse

Recipient of a 2015 Citation of Excellence in Theatre Arts Education by NJ State Council for the Arts, George Street Playhouse's Theatre at the Core residency programs strengthen content knowledge, collaboration skills, and expressive language development. This workshop will focus on the theme of conflict in K-12 Social Studies and English Language Arts curricula and demonstrate how theatre arts integration contributes to improved student achievement through creative and sustainable instructional methods.

YES YES GOOD: The HeART of Teaching - Room 4
Cheryl Hulteen, Author and Master Teaching Artist

Join author of YES YES GOOD and Master Teaching Artist, Cheryl Hulteen, for a celebration of the ART of teaching. In this interactive hands on workshop you will exercise and expand your artful teaching practices — understanding how the arts engage you and your students to connect deeply and joyfully to the subject at hand. Using the Multiple Intelligences Theory as guide and improvisation, dance, music, writing and visual arts as practice — engage your students deeply and joyfully. You will gain an understanding of how arts inquiry-based classroom strategies make students' creative voices heard and understood. There will be laughter.
There will be a celebration of the teaching profession. AND there will be chocolate. All teaching should involve celebration, laughter, and chocolate.

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

Educational Leaders as Scholars

Using Arts-Infused Instruction to Enhance New Jersey's Student Learning Standards

July 18 - 20, 2016
On the Campus of Princeton University
with Guest Speakers and Teaching Artists

NJPSAFEA

The Geraldine R. DODGE FOUNDATION IMAGINE A BETTER NEW JERSEY

TeacherPrep PRINCETON UNIVERSITY PROGRAM IN TEACHER PREPARATION

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

Agenda

Monday, July 18, 2016
(Nassau Inn)

9 am - 11 am	Registration
9 am - 10 am	Coaches' Meeting
10 am - 11:30 am	Creative Leadership Team Training (for new participants and their coaches)
11:30 am - Noon	Meet Your Coaches
Noon - 1 pm	Lunch
1 pm - 4:30 pm	Keynote Presentation
4:30 pm - 5 pm	Team Time with Coaches
Dinner	On Your Own

Tuesday, July 19, 2016
(Friend Center)

7 am - 8:30 am	Breakfast at the Nassau Inn
9 am - 11:30 am	Workshops
11:30 am - 1 pm	Lunch
1:15 pm - 3:45 pm	Workshops
4 pm - 5 pm	Team Time with Coaches
6:30 pm	Dinner at the Nassau Inn

Wednesday, July 20, 2016
(Friend Center)

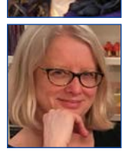
7 am - 8:30 am	Breakfast at the Nassau Inn
9 am - 9:45 am	General Session
10 am - 12:30 pm	Workshops
12:30 pm - 1:15 pm	Lunch
1:30 pm - 3 pm	Gallery Walk
3 pm	Closing Session

Presentations

Monday, July 18, 2016 (10 am - 11:30 am)

Creative Leadership Team Training
Kristen Walter, Central Region Innovative Teaching and Learning Manager, Crayola
In this session two exercises will be presented on how to facilitate transformative creative leadership in schools: Confronting Fears and Designing Creative Leadership Teams. In the first part of this workshop, educators learn to identify what has affected creative confidence and their readiness to embrace school-wide change. Once "fears" have been addressed, leaders are ready to identify the competencies needed on their Creative Leadership Teams. In the second exercise, explore why diverse members are needed — each bringing different strengths, perspectives, and spheres of influence to the team. Learn how to fuse together skills needed before picking who is desired, optimizing creative change.

Monday, July 18, 2016 (1 pm - 4:30 pm)



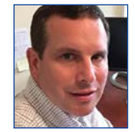
The Effects of Arts Integration on Student Learning: From Research to Practice
Mariale M. Hardiman, Ed.D., Interim Dean, The Johns Hopkins University School of Education; Dr. Ranjini JohnBull, Assistant Professor, The Johns Hopkins University School of Education; and Clare Grizzard, Fine Arts Coordinator and Arts Integration Specialist, Roland Park Elementary/Middle School, Baltimore City
Support for robust arts experiences for students in schools, including arts education and arts integration, has become an area of renewed interest from arts advocates, educators, and policy-makers. Beyond the inherent value of the arts as core subjects, many advocates argue that the arts also provide benefits for learning in non-arts subjects. This presentation will review research from the learning sciences and preliminary findings from recent randomized control trials suggesting benefits of teaching with and through the arts. We will explore how arts-integrated teaching has the potential to enhance students' subject-matter retention, engagement in learning, and creative thinking and problem-solving. Participants will have opportunities to apply learning by designing arts-integrated activities within a chosen content area.

Tuesday, July 19, 2016 (9 am - 11:30 am)

Arts Integration Through Break Dancing - Room 108
Mark Wong, Teaching Artist, Young Audiences
In this session participants will learn how to include the history and aesthetics and techniques of Hip Hop Culture including Graffiti, Rap, and especially break dancing within their school's arts integration projects

Close Viewing, Close Reading, Close Writing - Room 4
Trevor Bryan, Teacher and Creator of The Art of Comprehension
In this presentation, Trevor will share a student and teacher friendly approach to viewing and responding to artwork based on English language arts skills and concepts and show participants how they can use this approach to build a foundation for close reading and close writing. Because illustrations and artworks are highly accessible to most students, this approach can reach a wide range of learners and allow them to engage in the complex cognition needed for academic success. 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. Audience participation will be required!

Engage Actively and Meaningfully with Shakespeare - Auditorium
Gina Voskov, National Teacher Corps, Folger Shakespeare Library
In this workshop, participants will gain hands-on experience in the Folger approach: ways in which all kinds of students at all kinds of ability levels engage actively and meaningfully with Shakespeare. Teachers and students connect with Shakespeare's language head on, so that students really own the plays, then we build on that foundation with more elements of performance (and some scholarship), at a level and in a way that only the Folger can. This work supports all students in reading closely, asking good questions, citing textual evidence, and benefiting from lasting relationships with words and ideas. Working creatively and collaboratively, participants will develop strategies for designing and assessing learning that not only meets New Jersey Student Learning Standards but also gets students on their feet and into complex texts — Shakespeare and others — joyfully and effectively.



More Colorful than Green: Aesthetic Alternative Energy - Room 8
Adam Scribner, Science Professional Development Specialist, Stevens Institute of Technology
Design and build artistic "solar trees" and wind turbines! This STEAM (Integrating Art into STEM) workshop will utilize hands-on activities that engage upper elementary, middle, and high school students in the engineering design process.

Music Listening as Part of Core Curriculum - Room 6
George Marriner Maull, Artistic Director, The Discovery Orchestra
During Part 1: Active Listening - Bach to the Future, an opportunity is provided to have an in-depth, interactive listening encounter with music, featuring Movement III of the Bach Brandenburg Concerto No. 4. In Part II: Perceptive Listening and Creative Problem Solving, Maestro Maull will share and encourage dialogue with attendees on how a course in music listening can foster the development of these two vital life skills — skills that benefit the entire student body. Part III: Peak Experiences will emphasize the importance of having 'peak experiences' as defined by Abraham Maslow and demonstrate this utilizing recorded excerpts from the Finale of Saint-Saëns Symphony No. 3 'Organ.' Maestro Maull will conclude in Part IV: Available Materials by sharing about the specific materials The Discovery Orchestra has created that can help facilitate positive and meaningful experiences listening to classical music. He will highlight the Orchestra's Listening Guide Collection, Discovery Orchestra Chat Videos, and Emmy-nominated Public Television Programs — materials that music specialists and classroom teachers alike can utilize.

Tableaux - Room 109
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.

Tuesday, July 19, 2016 (1:15 pm - 3:45 pm)

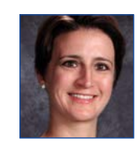
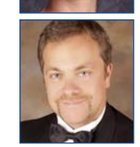
Engage Actively and Meaningfully with Shakespeare - Auditorium
Gina Voskov, National Teacher Corps, Folger Shakespeare Library
(See previous description.)

Learning to Look: Impressionist and Post-Impressionist Painting - Princeton U. Art Museum
Caroline Harris, Ph.D., Associate Director for Education, 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 critically works of the visual arts. Part of the session will involve problem-solving as groups work together to judge individual works.

More Colorful than Green: Aesthetic Alternative Energy - Room 8
Adam Scribner, Science Professional Development Specialist, Stevens Institute of Technology
(See previous description.)

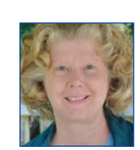
Music, Mindfulness, and Creativity: Keys to Wellbeing and High Performance in Our Schools - Room 6
Anthony M. Scannella, Ed.D and Sharon McCarthy, FEA Consultants
This workshop centers around music and mindfulness as it relates to behavior change. The program is desperately needed for two reasons: First, there has been a dramatic increase in affective disorders among our school population, from pre-K to college. The numbers are staggering. Second, teachers are inadequately prepared to deal with the many problems caused by disorders like depression, obesity, aggressiveness, and other behavioral and psychological disorders. A different kind of workshop experience for our educators is both necessary and urgent in order for our educators to meet the daunting challenges ahead of them.

STEAM: Beyond the Five Letters - Room 10
Jonathan Gerlach, International Consultant for STEM Education Initiatives, Discovery Education
On its surface, "STEAM" is the acronym of science, technology, engineering, arts, and mathematics. However, when you pull that first layer away, you reveal the most elaborate puzzle in the education world. There is a lot more to STEAM than what we envision in education and without looking at the bigger picture, can we really hit the mark? Most educators know what STEAM stands for, but how many really know what it means? During this session we will explore how STEAM is now bigger than its letters and what it looks like as a culture in all content areas.

Successful Content with Creative Collaboration in Mind: The Hopatcong Experience - Room 4
Shawna Longo, Teacher and STEAM Faciliator and Kurt Zimmermann, Teacher and STEAM Facilitator, Hopatcong Borough Schools
Are you looking for ideas to jump start arts integration and collaboration amongst your staff? This workshop will lead you through several examples of successful arts infused projects used at Hopatcong Borough Schools to enhance New Jersey's Student Learning Standards. You'll even get to be a student and experience a Math, Social Studies/History, and Music unit of study from the learner's perspective!

Wednesday, July 20, 2016 (9 am - 9:45 am)



General Session - YES YES GOOD - Teaching Artful Practice/Practice Artful Teaching - Auditorium
Cheryl Hulteen, Author and Master Teaching Artist
Create artful pathways for students to express and explore creative voice by developing the "teaching artist" in you. Defining, exploring and understanding artful teaching creates a more positive exchange of creative process, helping to build understanding and appreciation of subject content through artful connections. Teaching is an art. The legendary cellist Pablo Casals was asked why he continued to practice at age 90. He replied, "Because I think I am making progress."