

California County Superintendents Educational Services Association (CCSESA)
Statewide Arts Initiative in Partnership with Loyola Marymount University

Powerful Arts Teaching & Learning in the Core



creativity
at the Core

SUMMER INSTITUTE

August 4, 5, & 6, 2015

OUR SPONSORS

In depth study of the arts should also strengthen students' abilities to make their own art, beginning by studying arts as rigorously as artists do. A good reader reads as a writer. A core component of reading well is analyzing the choices authors make, and drawing on evidence within the text to explore the impact of those choices. Likewise, a good writer is alert to the impact of his or her own choices. Materials for student work in the arts should therefore help the student look and listen as a maker, and make as a thoughtful looker and listener.

David Coleman
President, College Board
Architect of the Common Core State Standards Initiative



THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

This program is supported through generous funding from the California Arts Council and the William and Flora Hewlett Foundation.

WELCOME



Dear Colleagues:

On behalf of CCSESA and the 58 County Superintendents, welcome to the CREATIVITY AT THE CORE SUMMER INSTITUTE! We look forward to sharing a body of work accomplished by experts from across California. Thank you for being here. Together, we have an opportunity to make incredible impact with different educator and student populations statewide as we continue to grow in our understanding of the Common Core State Standards (CCSS) and the profound interdisciplinary learning that can take place in and through the visual and performing arts.

In Project Zero's Quality of Quality publication, the researchers wrote, "Quality arts education serves multiple purposes simultaneously. The question of what constitutes high quality arts education is deeply linked to the question of why we should be teaching the arts. It is not surprising that when arts educators talk about excellence, they also express ideas about the fundamental purposes of arts education – ideas about what students ought to learn through the arts and why these outcomes are important." We have an opportunity to open wider the doors of understanding of how arts can play a pivotal role in classrooms and share powerful arts learning models of instruction with educators throughout California.

What makes this program particularly monumental is this opportunity to build and deepen partnerships and collaborations as we explore possibilities together about how to best reach the needs of specific populations within regions statewide. Through our collective efforts, we will build on our experiences to move arts learning into a new arena while acknowledging the many roles that make up our complex arts /education ecosystem. You will experience firsthand the outgrowth of profound collaborations. We look forward to the next few days to connect administrators, arts and education leaders, teachers, teaching artists, and arts specialists as they share their practice, and some of our *Creativity at the Core* online tools in hopes that you may be able to customize these tools and use in your own educational and arts settings.

Richard Riley, former US Secretary of Education once said, "I believe arts education in music, theatre, dance, and the visual arts is one of the most creative ways that we have to find the **GOLD** that is buried just beneath the surface. They (the children) have an enthusiasm for life, a spark of creativity, and vivid imaginations that need training—training that prepares them to become confident young men and women." As we think about the possibilities of this 21st Century and what students will need to reach their dreams and aspirations, I can think of no more rewarding **GOLD** than the transformative impact the arts have on the lives of students. We hope you have a great conference!

I want to thank our funders and all of our partners. I would especially like to thank Theresa Lenihan and Loyola Marymount University for hosting this institute. We are grateful to all of the regional arts leads, arts organization leads and presenters. Without all of their support, this would not be possible.

Sarah Anderberg, Director, CCSESA Statewide Arts Initiative and Chair, CREATE CA

Powerful Arts Teaching & Learning in the Common Core



OUTCOMES FOR THE CREATIVITY AT THE CORE SUMMER INSITUTE

Hear from classroom teachers, teaching artists, specialists, and educational leaders from across the state as they provide hands-on learning opportunities focused on a suite of CCSESA's new professional learning opportunities focused on a suite of CCSESA's new professional learning modules developed by County Offices of Education and Arts Partner Organizations from across California.

Learn concrete strategies and approaches that you can immediately take back to your organization that deepen student learning and engagement.

Experience many exciting ways to expand and strengthen arts learning in the classroom aligned to California Standards.

Learn new practices to open doors for creativity and innovation in the classroom and to promote 21st century academic achievement.

Learn strategies to engage English Language Learners.

Engage in processes to integrate the arts across the curriculum and strengthen subject matter knowledge through interdisciplinary learning.

Hear from the California Department of Education on recommended strategies to connect Arts and Common Core State Standards.

TWO STRANDS

ADMINISTRATIVE/LEADERSHIP STRAND

This strand is designed for administrators and leaders who would like to use the Creativity at the Core modules in professional learning opportunities focused on Arts and California State Standards. This interactive strand will prepare participants to use the modules with their staff or others that they serve. Key leadership topics in arts and education will be covered.

TEACHER STRAND

This strand is designed for educators who would like to gather new approaches and strategies for their students. This strand will offer many hands on learning activities that will allow participants to engage with the content so that they will be able to translate new and effective strategies to their students.

Participants are free to choose the strand hat they believe would benefit them most.

PURPOSE



PURPOSE FOR THE CREATIVITY AT THE CORE INITIATIVE

Our purpose in coming together is to respond strategically to the challenge before us:

To make visible and accessible paths to 21st century learning for California's diverse learners through a focus on powerful arts teaching and learning that builds on and supports learning in the California State Standards.

Our response to this challenge involved convening a core group of California's arts leaders represented by the CCSESA regional arts leads, key regional arts organization leaders with expertise in the arts and the Common Core State Standards, and other respected partners knowledgeable about particular underserved student populations, such as English Learners. Regional Arts Leads and Arts Partner Leads have worked for over a year to design, implement, and disseminate professional learning modules for powerful arts teaching and learning aligned to California State Standards as part of a statewide effort to deepen teaching and learning through the arts in K-12 classrooms during this opportune moment of education reform.

These tools are now available online at: www.ccsesarts.org

This process of developing online resources and tools, involved 11 teams from all regions of California as they accomplished the following key goals:

Design customizable professional learning modules for administrators, teachers, and others that demonstrate powerful arts teaching and learning in the Common Core.

Pilot the professional learning modules in all 11 service regions of California.

Contribute to an online repository to house these professional learning modules.

Participate in a statewide Arts convenings and colloquia to share the modules .

This cutting edge work will build on our collective knowledge and research on the power of arts learning to transform lives. In this time when California is making huge reforms in funding and shifting to the Common Core standards, we thank you for joining our efforts to build leadership capacity in providing quality arts professional learning to schools and districts. For years, schools have been restricted in their ability to include the arts in robust ways in all classrooms. As Common Core architects have explicitly determined that the arts play a critical role in K-16 Common Core implementation, this is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to impact California's students.

"Art is the heart's explosion on the world. Music. Dance. Poetry. . . There is probably no more powerful force for change in this uncertain and crisis-ridden world than young people and their art."

-Luis J. Rodriguez



creativity
at the Core

AGENDA

August 4, 2015

Powerful Arts Teaching & Learning in the Common Core

10:00 - 12:00 OPENING SESSION Ahmanson Auditorium

WELCOMES

Sarah Anderberg, Director, CCSESA Statewide Arts Initiative

Terry Lenihan, Director of Art Education, Loyola Marymount University

Laura Zucker, Executive Director, Los Angeles County Arts Commission

Shelly Gilbride, Programs Officer, The California Arts Council

OPENING ACTIVITIES

Patty Taylor, CCSESA

Terry Lenihan, LMU

OPENING PRESENTATION

Carrie Roberts, Director of the Professional Learning Support Division (PLSD)
California Department of Education

The Arts and the New California State Standards

12:00 Noon LUNCH University Hall Atrium

"If students are to fully embrace the rich and diverse cultures of the world; if they are to live up to their full cognitive potential; if they are to be prepared for living and working a technology driven world; and if they are to live a life alive and wide-awake to the possibilities yet to come, this promise of the arts as basic education must be realized."

- Dee Dickinson, New Horizons for Learning



AGENDA



creativity
at the Core

August 4, 2015

1:00 - 2:45 BREAKOUT SESSIONS 1A

Leadership in the Arts and Common Core State Standards

Presenters: **Steven Winlock (Sacramento COE) & Shannon Wilkins (LACOE)**

Room: Center for Teaching Excellence, University Hall 3000

Strand: Administrative/Leadership

Arts education plays a large role in the development of creativity and imagination. Developing arts integration in the curriculum requires leadership. Build knowledge of arts integration and how it happens in the content areas and the integration with common core. The leadership needed to support an integrated arts program will be a focus. This workshop will provide strategies and tools for teaching and leading arts integration.

Arts Integration as a Model of Rigorous Instruction: Connecting Arts Learning with the Common Core State Standards

Presenter: **Robert Bullwinkel (Fresno COE)**

Room: Executive Conference Center, University Hall 1857

Strand: Teacher

Arts Integration as a Model of Rigorous Instruction presents an understanding of arts integration and student learning by connecting the arts processes with Visual and Performing Arts Standards and the Common Core State Standards. Through arts integration processes and performance-based strategies, this module will empower teachers to construct and interpret art that demonstrates understanding of foundational knowledge in the arts.

Creative Inquiry in Your Classroom - Part I

Presenters: **Jean Johnstone (Teaching Artists Guild) & Derek Fenner (Mills College and Alameda COE)**

Room: University Hall 1775

Strand: Teacher

This interactive session will take participants through highlights of a module from Region 4, originally created for Court and Community Schools. The workshop will focus on art-centered integrated learning and will highlight some of the core frameworks out of Harvard's, Project Zero, to deepen student learning for our most underserved students. It will provide concrete strategies for using the arts as an engagement and equity tool for working with all students.

2:45-3:00 BREAK/TRANSITION TIME Atrium

Refreshments will be served. Grab a treat on your way to the next session.

Powerful Arts Teaching & Learning in the Common Core



August 4, 2015

3:00 - 4:45 BREAKOUT SESSION 1B

Creative Inquiry in Your Classroom - PART 2 (See description on page 7)

Presenters: **Jean Johnstone** (Teaching Artists Guild) & **Derek Fenner**
(Mills College and Alameda COE)

Room: University Hall 1775

Strand: Teacher

On Stage: English Language Learners: Theatre Arts and Language Development

Presenters: **Charice Guerra** (Ventura COE) & **Hamish Tyler** (Monterey COE)

Room: University Hall 3320

Strand: Teacher

Apply theory and strategies for integrating theatre and literacy to strengthen skills in both academic disciplines while making connections and intersections among the California Theatre Standards, literacy capacities as described in the Common Core State Standards (CCSS), and 2012 English Language Development (ELD) Standards to create a strong and balanced curriculum for English learners.

Arts Integration: Teacher and Artist Collaboration: Connecting Arts Learning with the Common Core State Standards

Presenter: **Robert Bullwinkel** (Fresno COE)

Room: Executive Conference Center, University Hall 1857

Strand: Administrative/Leadership

Through their mutual commitment to the role of working artists in the schools, the Fresno County Office of Education (FCOE) and the Fresno Arts Council (FAC) provide professional development to facilitate partnerships between K-6 teachers and artists. Through this project, both sets of professionals develop standards-based arts integrated unit plans and materials. As a result, students benefit from an integrated arts curriculum aligned to Common Core State Standards. This project creates a path for other communities to connect working artists to teachers and students in K-6 classrooms. This module will empower teachers to construct and interpret art that demonstrates understanding of foundational knowledge in the arts.

Color is the keyboard, the eyes are the harmonies, the soul is the piano with many strings.
The artist is the hand that plays, touching one key or another, to cause vibrations of the soul.

-Wasily Kandinsky

AGENDA



creativity
at the Core

August 4, 2015

Common Core: Implementing ARTS through Communication, Collaboratiaon, Critical Thinking, and Creativity

Presenter: **Steven Winlock (Sacramento COE)**

Room: Center for Teaching Excellence, University Hall 3000

Strand: Teacher

This module is focuses on the 4 C's as they relate to Common Core State Standards and contains two distinct parts. One aspect of the module focuses on understanding text complexity and the value of teaching students to read closely in ELA and the Arts and will focus on strategies utilizing musical theatre lyrics as a means to close reading. The other aspect of the module expands on how to integrate the CCSS with the arts by analyzing works of art through engaging, artful conversations and collaboration. Come join in this interactive session!

5:00 - 7:00

RECEPTION

University Hall Atrium

Please join us for networking and refreshments!

"Think left and think right and think low and think high. Oh, the thinks you can think up if only you try."
-Dr. Seuss

"There are no shortcuts. Achieving quality involves an ongoing examination of programmatic as well as personal purposes and values, along with a continual examination of what is actually happening in the room. This quest does not end. Arts educators deeply committed to quality know that this search is an essential element of what constitutes quality. It is perhaps one of the greatest lessons we can offer our students -- that the pursuit of quality is both central to the achievement of excellence and a wonderful, challenging, and compelling learning experience as well."

-Steve Sidel, Shari Tishman, Ellen Winer, Lois Hetland, Patricia Palmer
Qualities of Quality: Understanding Excellence in Arts Education
Project Zero, Harvard Graduate School of Education

Powerful Arts Teaching & Learning in the Common Core



August 5, 2015

8:00 - 9:00 **LIGHT BREAKFAST** University Hall Atrium

9:00 - 10:00 **OPENING SESSION** Ahmanson Auditorium

Inspiring Voice through the Arts

Presenters:

Francisca Sánchez, Past President California Association for Bilingual Education (CABE);
CCSESA Consultant; and CEO Provocative Practice

Ana Maria Alvarez, Artistic and Executive Director, Contra-Tiempo

Francisca Sánchez and Ana María Alvarez will each provide a perspective on how the arts can support and even inspire student voice through a focus on access, equity, and social justice.

10:00 -10:15 **BREAK/TRANSITION** Coffee will be provided in the University Hall Atrium.

10:15 - 12:00 **BREAKOUT SESSION 2A**

Artifact Detectives: Building Knowledge in Language, History, and the Arts through Active Inquiry

Presenters: **Charice Guerra (Ventura COE) & Wendy VanHorn (Ventura Museum)**

Room: University Hall 3320

Strand: Administrative/Leadership & Teacher

In order to build disciplinary and arts knowledge, 3-8 educators will develop the skills of inquiry. 21st Century Learning, which includes communication, collaboration, critical thinking and creativity, will be addressed via observation strategies and "reading" artifacts from the Museum of Ventura County including the Chumash culture. The SCOPE protocol was specifically created to guide teachers and students through the inquiry process.

Creativity in Your School

Presenters: **Jean Johnstone (Teaching Artists Guild) & Derek Fenner (Mills College and Alameda COE)**

Room: University Hall 1775

Strand: Administrative/Leadership

This session will take participants through highlights of the Creativity in Court and Community Schools 6-12 module from Region 4. There will be discussion about how we recruit and training teaching artists to conduct weeklong classes or students in Alameda Court and Community Schools and how this model can be used in other areas. The module focuses on using Studio Thinking Frames to deepen student learning for our most underserved students. It also provides concrete strategies for using the arts as an engagement and equity tool for working with these students.

AGENDA



creativity
at the Core

August 5, 2015

10:15 - 12:00 BREAKOUT SESSION 2A, continued

Inspiring Voice: Classroom Strategies for Ensuring Engagement, Equity, & Excellence through the Arts

Presenter: **Francisca Sánchez (Provocative Practice)**

Room: McIntosh, University Hall 3999

Strand: Administrative/Leadership & Teacher

There is ample evidence that the arts help English Learners and students of color develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's 21st century society and economy. By utilizing specific interactive strategies in the classroom that maximize the quality of instruction and interaction, teachers can organize their classroom life to support engagement, equity, and excellence through the arts. The presenter will share a framework for culturally and linguistically responsive education as well as a variety of these interactive strategies, and participants will receive a copy of the handbook *Strategies for Success – Inspiring Voice: Engaging & Motivating Students through Culturally & Linguistically Responsive Arts Education*

Multiple Literacies Draw Upon Art

Presenter: **Linda Parzych (Crayola, LLC)**

Room: Executive Conference Center, University Hall 1857

Strand: Teacher

The objectives of this interactive and hands-on session are to: (1) help teachers implement new language arts, math & visual art standards; (2) engage learners - especially those having difficulty; and (3) improve reading/writing and math skills. Participants will explore links between visual literacy and written literacy as well as visual literacy and math literacy. We'll also explore Principles of Design and Arts Elements and the parallels between art and math literacy tools used to convey meaning. At the end of this workshop, you'll create an alternate ending to a story using the same style as the illustrator in a popular children's book.

12:00 Noon LUNCH University Hall Atrium

"Passion is one great force that unleashes creativity, because if you're passionate about something, then you're more willing to take risks."

-Yo Yo Mah

Powerful Arts Teaching & Learning in the Common Core



August 5, 2015

1:00 - 2:45 BREAKOUT SESSION 2B

Arts Education Advocacy Strategies in LCFF & District LCAPs

Presenter: **Cristina Pacheco (Arts for LA)**

Room: Ahmanson Auditorium

Strand: Administrative/Leadership

This session will present findings from a joint research initiative conducted by Arts for LA and LA County Arts Commission, analyzing all of LA County's 81 school districts' Local Control Accountability Plans (LCAPs). Participants will review the baseline information on the number of districts that include the arts in their LCAPs, which state priority areas are linked to the arts, and the types of arts programs being funded at schools. We will also discuss the trends for how arts education strategies are being used by school districts and the role of advocacy in including arts into LCAPs. Participants will walk away with specific examples of arts education in LCAPs and advocacy strategies for improving arts education access in their LCAP planning.

Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies, and Science

Presenters: **Ikolo Griffin (San Francisco Opera and North Coast Dance) & Nathalie Andr  e Muzac (Dance Specialist)**

Room: Executive Conference Center, University Hall 1857

Strand: Teacher

This module is a training program designed to integrate Common Core State Standards-based lessons with CA Dance Standards. The interweaving of English/Language Arts, Math, ELD, and Next Generation Science Standards with Dance Standards allows learners to engage with curricula from many angles and create relevant choreography to deepen knowledge and breadth. In this breakout session, participants will study one dance standard, learn a dance, and create a dance to support and showcase their learning.

Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Arts - Part I

Presenter: **Crystal Mercado (Old Globe Theatre)**

Room: McIntosh, University Hall 3999

Strand: Administrative/Leadership & Teacher

The Common Core Literacy Standards, which develop 21st Century Skills, demand increased expectations for students at every grade level and in every subject. Learning in and through theatre supports the development of these skills, including creativity, innovation, artistry, and creative thinking. Through this interactive professional learning opportunity, teachers will work with colleagues and students to practice targeted exercises leading to a culminating activity focused on problem-solving in real-world situations using skills developed in theatre.

AGENDA



creativity
at the Core

August 5, 2015

2:45 - 3:00 BREAK/TRANSITION

Refreshments will be served. Grab a treat on your way to the next session.

3:00 - 5:00 BREAKOUT SESSIONS 2C

Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies, and Science

Presenters: Ikolo Griffin (San Francisco Opera and North Coast Dance)
& Nathalie Andrée Muzac (Dance Specialist)

Room: Executive Conference Center, University Hall, 1857

Strand: Leadership/Administrative

This module is a training program designed to integrate Common Core State Standards-based lessons with CA Dance Standards. The interweaving of English/Language Arts, Math, ELD, and Next Generation Science Standards with Dance Standards allows learners to engage with curricula from many angles and create relevant choreography to deepen knowledge and breadth. In this breakout session, participants will study one dance standard, learn a dance, and create a dance to support and showcase their learning.

Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Arts - Part 2

Presenters: Crystal Mercado (Old Globe Theatre)

Room: McIntosh, University Hall 3999

Strand: Leadership/Administrative & Teacher

The Common Core Literacy Standards, which develop 21st Century Skills, demand increased expectations for students at every grade level and in every subject. Learning in and through theatre supports the development of these skills, including creativity, innovation, artistry, and creative thinking. Through this interactive professional learning opportunity, teachers will work with colleagues and students to practice targeted exercises leading to a culminating activity focused on problem-solving in real-world situations using skills developed in theatre.

Great things are done by a series of small things brought together.

- Vincent Van Gough

Powerful Arts Teaching & Learning in the Common Core



August 5, 2015

3:00 - 5:00 BREAKOUT SESSIONS 2C, continued

Distance Learning through the Arts: Equal Access for All

Presenters: Heidi Brahms (Shasta COE) & Keith Wyffels (The Music Center)

Room: University Hall 1775

Strand: Teacher

The module, Distance Learning through the Arts: Equal Access for All, provides district and school leaders and teachers of K-8 students an opportunity to explore integration of arts education through The Music Center's online Artsource®, a series of dance, music, and theatre lessons designed to help teachers engage their students with works of art.

5:00 - 6:30 DINNER ON YOUR OWN

6:30 - 8:30 STUDIO OPPORTUNITY Room: Burns Fine Arts Complex, 157

Drop in for a creative adventure. Join visual artist **Patty Taylor**, Crayola Representative **Linda Parzych**, and your fellow conference participants in exploring a variety of Crayola products to create Common Core inspired "Strip Banners." All materials are provided; you bring your creative and collaborative spirit, with or without experience in art.

"Creativity takes courage."
-Henri Matisse

"Given the freedom to create, everybody is creative. All of us have an innate, instinctive desire to change our environment, to put our original stamp on this world, to tell a story never told before. I'm absolutely thrilled at the moment of creativity when suddenly I've synthesized my experiences, reality, and my imagination into something entirely new. But most people are too busy working on survival to find the opportunity to create. . . I've discovered that the more freedom I have to be creative, the more creative I become."

- William Shatner

AGENDA



creativity
at the Core

August 6, 2015

8:00 - 9:00 **LIGHT BREAKFAST** University Hall Atrium

9:00 - 9:30 **OPENING SESSION** Ahmanson Auditorium

Sarah Anderberg, CCSESA/CREATE CA

Presenter: **Donn Harris**, Executive Director, Oakland School of the Arts
Chair, The California Arts Council, CREATE CA

9:30 **Innovative Leadership in Action**

Moderator: **Terry Lenihan**, LMU

Panelists:

Glenna Avila, Artistic Director, Community Arts Partnership (CAP),
Wallis Annenberg Director of Youth Programs

Yvonne Contreras, Assistant Division Director,
Curriculum and Instructional Services, Los Angeles County Office of Education

Roxane Fuentes, Assistant Superintendent, El Rancho Unified School District

Sam Gronseth, Teacher, Paradise Unified School District

Donn Harris, Executive Director, Oakland School of the Arts
Chair, The California Arts Council

Emiliano Valdez, Education Director, El Teatro Campesino

10:45 **Innovative Leadership in Action:** University Hall Atrium
Participants will move into action groups following the panel for interactive activities to extend the work of the panel. This will be an opportunity to share your perspectives and work in small groups.

12:00 Noon **LUNCH** University Hall Atrium

1:00-2:45 **BREAKOUT SESSIONS 3A**

Sculptural Stories: Dance and Visual Arts Integration

Presenter: **Jessica Bianchi** (Loyola Marymount University and UCLA)

Room: Executive Conference Center, University Hall 1857

Strand: Teacher

In this session participants will create sculptural stories by creating large-scale paper sculptures based on narrative gesture drawings. Incorporating tableau and visual thinking strategies, this session provides multiple means for understanding complex ideas and connecting learning through the arts. Educators will be able to utilize strategies across the curriculum at multiple grade levels.

Powerful Arts Teaching & Learning in the Common Core



August 6, 2015

1:00 - 2:45 BREAKOUT SESSIONS 3A, continued

Connecting Students Through Music

Presenter: **Sam Gronseth (Paradise USD)**

Room: Ahmanson Auditorium

Strand: Administrative/Leadership & Teacher

Music in Sam's classroom helps connect cultures and transport students to other places and times. History and language arts come alive through music. During this session we will discuss strengthening student understanding of themselves and the world around them through folk music, learning to read and understand musical notation, enhancing language arts, and making the most of students with special needs. Sam is known for his work with students who cannot sing in tune, and specializes in identifying students with strong musical potential. A strong music offering develops the entire student and empowers all subjects within the curriculum.

ACTOS: Arts Integration Culturally Responsive Arts Learning across the Curriculum Tied to Common Core

Presenters: **Hamish Tyler (Monterey COE)**

& Emiliano Valdez (El Teatro Campesino)

Room: McIntosh, University Hall 3999

Strand: Administrative/Leadership & Teacher

A.C.T.O.S is an arts integrated instructional pedagogy that is a powerful classroom instruction delivery model designed to increase student engagement and classroom participation at a 21st Century level. The presenters will share how their program provides rich culturally relevant and rigorous learning methodologies to assist and encourage teaching staff to utilize arts integration to bring core academic learning into the 21st Century.

How Do K-5 and 6-12 Teachers Plan Instruction in Literacy Through the Arts? Exploring the Professional Learning Module: Content Literacy for Technical Subjects

Presenter: **Mary Rice (California Department of Education)**

Room: University Hall 1775

Strand: Administrative/Leadership & Teacher

This module is designed to introduce educators to the intent and instructional implications of the California Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and how the standards impact instruction and learning in the technical subjects. Information and activities within the module support educators in integrating literacy instruction into technical subject content, using the VAPA content as an example, to support the learning of all students.

BACKGROUND INFO



creativity
at the Core

Introduction

Creativity at the Core is a result of the leadership roles of CAC and CCSESA in the statewide arts education coalition, CREATE CA. Recognizing that the adoption of the CCSS is a critical change in education policy, this proactive investment in professional learning resources and training for teachers and administrators will positively impact educators and students statewide. Creativity at the Core features the arts as an integral part of a comprehensive curriculum to help teachers and students succeed in 21st century learning. Join the coalition at: www.createca.net. In part, the intent of this initiative is to expand our thinking about how quality arts teaching and learning enhances achievement of the Common Core along with other California State Standards. A central characteristic of both quality arts teaching and learning and the Common Core is the focus on the development of innovation, artistry, and creative thinking, and their application to solve real world problems and issues in novel and imaginative ways. The name of our initiative, Creativity at the Core, was born out of our reflections on this intent. To see the full repository of modules, please go to www.ccsesaarts.org. All materials are downloadable for your use.

Leadership Advisory Committee

The Advisory Committee includes Sarah Anderberg, CCSESA Arts Initiative Director; Mary Rice, CDE Consultant; Carrie Roberts, CDE Administrator; Patty Taylor, CCSESA Senior Arts Consultant; Terry Lenihan, Director of Art Education, Loyola Marymount University; Francisca Sánchez, CCSESA Consultant and Past President of the California Association for Bilingual Education; and Fred Dobb, CCSESA Consultant. The role of the Advisory Committee is to guide implementation and coordination of the Creativity at the Core initiative, delve into organizational considerations, assist in planning initiative events, and provide administration on best practices for the initiative's sustainable success.

Regional Teams

Creativity at the Core will utilize the CCSESA Regional Arts Lead system to establish 11 regional teams to support development and implementation of Common Core-aligned arts learning resources in each CCSESA region. Each team included one county office arts lead and up to three arts organizations. Each region identified a focus, grade level, and target audience for its module. Additionally, modules integrate culturally and linguistically responsive pedagogical practices, address arts assessment, and respond to particular populations such as English Learners, Latino students and families, and adjudicated youth.

Collective Impact

Collective impact is revolutionizing how organizations come together to accomplish their big visions and goals and to solve complex social problems. Traditionally, organizations, including non-profits, have operated in isolation. But today's social problems are resistant to isolated "fixes" and approaches. They require a coordinated, structured, and collaborative approach. Collective impact means creating alignment, commitment, funding, policy, and trust to coordinate the work across sectors. Collective impact efforts typically have five conditions: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and a backbone organization (from www.fsg.org).

Powerful Arts Teaching & Learning in the Common Core



CCSESA ARTS INITIATIVE



The CCSESA Arts Initiative is taking a leadership role in providing support, technical assistance, and services for teachers, administrators, and parents across California. The CCSESA Initiative is designed to provide support to schools and districts by offering a full complement of services utilizing the state-wide county office of education infrastructure. The CCSESA Arts Initiative involves Regional Arts Lead county offices of education for all 11 service regions in the state. Regional county offices of education have produced a toolbox of online arts learning resources to assist school districts with planning and implementation of visual and performing arts programs. County superintendents work with the business community and the arts community to build systemic state (research, resources, support) and local (data gathering, education, courses of study, and professional development) structures with the goal of bringing the arts into the classroom at every grade level.

The Curriculum & Instruction Steering Committee (CISC) initiates collaborative leadership with school districts, the CDE, and other partners to ensure programs, practices, and services that support success for all its students. The Committee identifies statewide curriculum and professional learning activities and assists the CDE in adopting and implementing instructional materials and developing publications such as curriculum frameworks. The CISC Visual and Performing Arts Subcommittee is chaired by Dr. Kathryn Catania, Deputy Superintendent, Fresno County Office of Education and Pam Ables, Assistant Superintendent at San Luis Obispo County Office of Education.

OUR VISION

The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students from every culture, geographic region and level deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.

OUR CORE PRINCIPLES

Based on an extensive review of the professional literature and research, we have identified the following core principles as essential foundations for school reform that results in sustainable student success, as defined in our vision.

Rich & Affirming Learning Environments

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.



Empowering Pedagogy

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

Challenging & Relevant Curriculum

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

High Quality Instructional Resources

Provide and utilize high quality standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid & Comprehensive Assessment

Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

High Quality Professional Preparation & Support

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

Powerful Family/Community Engagement

Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

Advocacy-Oriented Administrative & Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.

CORE PEDAGOGICAL PRACTICES



creativity
at the Core

We support high intellectual performance when we deploy these pedagogical practices, which we intend to support as core CCSESA Arts practices that should be in evidence in every classroom in California:

1. Identify and build on student strengths.

Identifying and building on student strengths means acknowledging that students don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages -- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their intellectual and academic capacity.

2. Establish powerful relationships that nurture success.

Establishing powerful relationships that nurture success requires that teachers know their students and their communities and that students see them as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them. We know that relationships are everything. And we know that many students will refuse to learn from teachers who they don't believe care about them or have their best interests at heart.

3. Elicit high intellectual performance.

Teachers can elicit high intellectual behavior by making sure the curriculum is well-articulated, relevant, and rich. They intentionally invite students into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most importantly, they carefully plan activities that prime or prepare students for cognitively demanding work, they use processes that allow students to engage in meaningful ways with the content, and they organize activities designed to help students retain and retrieve what they learn.

4. Engage students actively in the learning.

We can engage students actively in the learning process by focusing their attention on challenging thinking and requiring that students use oral and written language, as well as nonlinguistic representations (music, dance, art), to communicate and concretize their thinking. We can connect the learning to students' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.

5. Create environments of enrichment, not remediation.

The research is clear on the power of creating environments of enrichment rather than remediation, which teachers can do by treating students as gifted and organizing learning experiences that allow them to behave and produce as gifted students.

Powerful Arts Teaching & Learning in the Common Core



PRACTICES

6. Situate learning in the lives of students.

7. Address the prerequisites for learning.

-Pedagogical Practices Adapted by Francisca Sánchez from Yvette Jackson, Pedagogy of Confidence



Powerful Arts Teaching & Learning in the Common Core

A Report to State Superintendent of Public Instruction Tom Torlakson – 2015

A Blueprint for Creative Schools: A Report to State Superintendent of Public Instruction Tom Torlakson by the Arts Education Task Force, is a summary report culminating over two years of work by over 100 contributors, dedicated to making a creative education possible for all of California's students by making the arts a central component of curriculum.

Two overarching themes run throughout the Blueprint.

- Infusing the 4 C's of 21st Century Learning - critical thinking, communication, collaboration and creativity – into all education policy
- Equity and access are the overriding critical lenses through which to view all policy recommendations

The task force made a series of policy recommendations to embed the arts into the fabric of the educational system. Below are a few of the policy areas included in the Blueprint.

Supporting the Arts Curriculum: *addressing disciplines specific arts education as well as engaging the power of arts learning across curriculum*

- Recommendations include creating a 21st Century model for visual and performing arts standards and curriculum that includes media arts and arts integration as a vital components in a comprehensive arts education, and recognizes culturally and linguistically responsive approaches to instruction.

Enhancing Educator Quality, Preparation and Professional Learning in the Arts:

addressing the continuous improvement of teacher and administrator training programs and requirements, and the inclusion of relevant and current arts content, theory and pedagogy

- Recommendations include restoring dance and theatre single subject credentials, ensuring high quality preparation in the arts in multiple subject credentials, and exploring certification for non-credentialed arts educators.

Producing High-Quality Arts Assessment, Research and Evidence: *addressing a rigorous and well-articulated system of school, district, and statewide performance-based assessments within all arts disciplines and cross-curricular formats*

- Recommendations include the development of an "arts report card" public reporting system for districts, standards-based learning assessments for students, a centralized digital clearinghouse for relevant research, and the continued exploration of a creativity index.

Ensuring Equity and Access: *addressing equitable access to high-quality arts education and culturally responsive pedagogy*

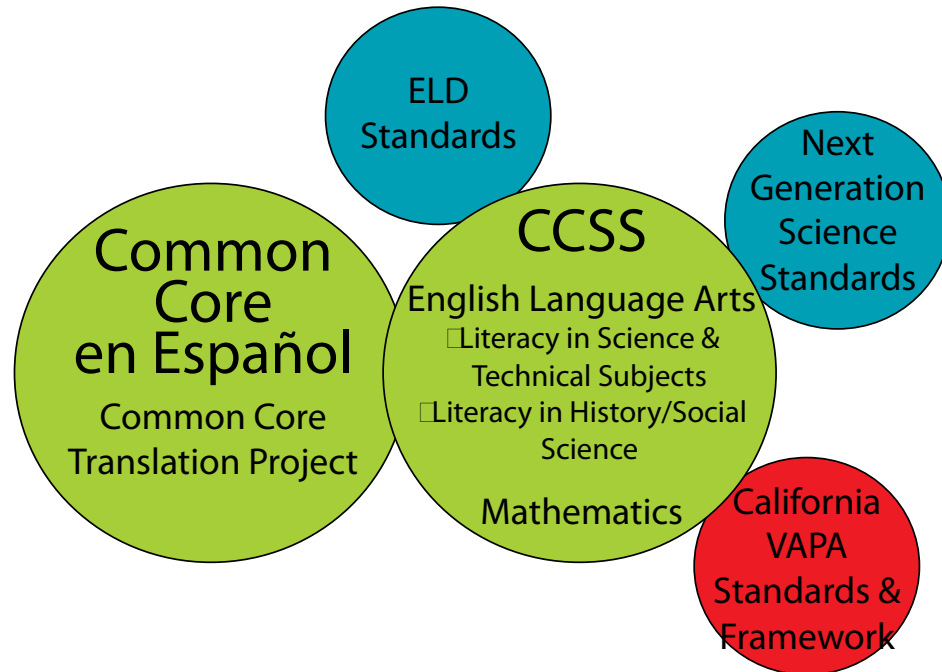
- Recommendations include developing data collection mechanisms to address and improve gaps in access and to consider equity and access when implementing all policy recommendations at the school, district, county, and state levels.



creativity
at the Core

COMMON CORE PLUS

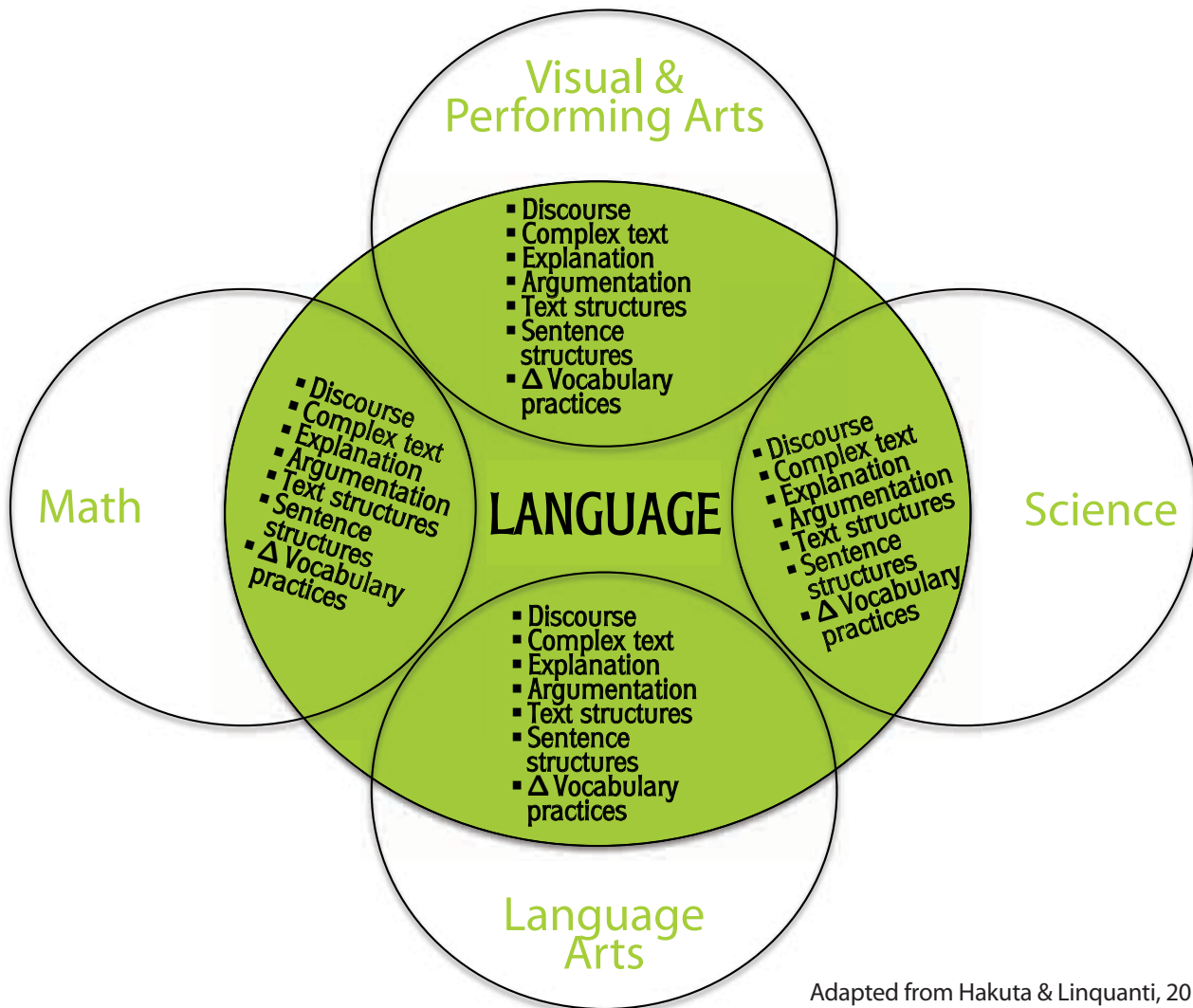
Powerful Arts Teaching & Learning in the Common Core



The CCSS are focused on two areas: English Language Arts and Mathematics. Within the ELA standards, literacy in science/technical subjects and history/social science is also addressed. But these aren't the only standards which have impact on student success. We also have a special Common Core Translation Project sponsored by the Council of Chief State School Officers, the California Department of Education, and the San Diego County Office of Education. Known as the Common Core en Español, this project includes both a translation and linguistic augmentation in Spanish of the CCSS.

We also need to be knowledgeable about the Next Generation Science Standards which are a result of a collaboration between the National Research Council (which is the functional staff arm of the National Academy of Sciences), the American Association for the Advancement of Science, and Achieve, and which have been adopted by the California State Board of Education. Additionally, we have the California Visual and Performing Arts Standards and Framework, particularly important because of their key role in developing students' 21st century creative thinking and innovation capacities. And, of course, we have new CCSS-aligned English Language Development standards developed by the California Department of Education to support our work with English Learners.

Together, these form the Common Core Plus, and the Creativity at the Core initiative intends for regional teams to use this broader interpretation of "Common Core" as we share Creativity at the Core work.



Adapted from Hakuta & Linquanti, 2012

It is important for us to be aware of the significantly higher linguistic demand of all of the new standards. Regardless of the content area, these standards require students, including English Learners, to:

Engage in extended discourse.

Read and understand complex text IN ENGLISH.

Construct explanations and argumentation.

Understand and create diverse text and sentence structures.

Handle very different vocabulary practices.

In this paradigm, language is central to all the academic areas.

SPECIAL THANKS

CREATIVITY AT THE CORE REGIONAL DEVELOPMENT LEADERS			
Region	Regional Arts Lead County Office of Education	Arts Organization	Module topic and Grade Level Focus
1	Humboldt County Office of Education Stacy Young	North Coast Dance Ikolo Griffin	Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies and Science K-6
2	Shasta County Office of Education Heidi Brahms	Music Center Keith Wyffels	Distance Learning through the Arts: Equal Access for All, K-8
3	Sacramento County Office of Education Steven Winlock	Crocker Arts Museum and California Musical Theatre Malorie Marsh & Gina Smith	Common Core: Implementing Arts through Communication, Collaboration, Critical Thinking, and Creativity K-12
4	Alameda County Office of Education Ray Cagan & Derek Fenner	Teaching Artist Guild Jean Johnstone	Creativity in Court and Community Schools 6-12
5	Monterey County Office of Education Hamish Tyler	El Teatro Campesino Emiliano Valdez	ACTOS Arts Integration Culturally responsive arts learning across the curriculum tied to Common Core K-8
6	Stanislaus County Office of Education Cheri Lloyd & Jill Polhemus	Gallo Center for the Arts	Lesson Study as a Sustainable Model for Arts Integration: 2-4 and 6-8
7	Fresno County Office of Education Robert Bullwinkel	Fresno Arts Council Lilia Chávez	Arts Integration: Teacher and Artist Collaboration – Connecting Arts Learning with the Common Core State Standards
8	Ventura County Office of Education Charice Guerra	Museum of Ventura County Wendy VanHorn	Artifact Detectives: Building Knowl- edge in Language, History and the Arts through Active Inquiry 3-5
9	San Diego County Office of Education Russell Sperling	Old Globe Theatre Roberta Wells-Famula	Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Art 6-12
10	San Bernardino County Superintendent of Schools Armalyne De La O	P. L. A. C. E. Performance Sue Roginski	Getting Ready for Performance: Building the Creative Process in Dance Technique 6-12
11	Los Angeles County Office of Education Shannon Wilkins	LA Arts for All Talía Gibas	Assessing Arts Integration in the Common Core K-6

SPECIAL THANKS

Terry Lenihan, Loyola Marymount University and Institute Coordinator

Bryant Keith Alexander, Ph.D. Dean, College of College of Communication and Fine Arts, LMU

Ana Marie Alvarez, Artistic and Executive Director, Contra-Tiempo

Nathalie Andrée Muzac, Dance Educator and Choreographer

Glenna Avila, Artistic Director, Community Arts Partnership (CAP), Wallis Annenberg

Jessica Bianchi, Ph.D., (ATR, MFT-I) Educational Leadership and Social Justice

Yvonne Contreras, Director, Division of Curriculum and Instructional Services Los Angeles County Office of Education

Roxane Fuentes, Assistant Superintendent, El Rancho Unified School District

Sam Gronseth, Arts Specialist, Paradise Unified School District

Donn Harris, Executive Director, Oakland School for the Arts & Chair, The California Arts Council

Garland Kirkpatrick, Associate Professor and Chair of Studio Arts, Department of Art and Art History

Cristina Pacheco, Director of Programs, Arts for LA

Linda Parzych, Education Marketing Manager, Crayola, LLC

Carrie Roberts, Director of the Professional Learning Support Division (PLSD) and Mary Rice, Literacy, History and Arts Leadership & Visual and Performing Arts and World Languages Consultant - The California Department of Education

Francisca Sánchez, CEO Provocative Practice, California Association for Bilingual Education

Ariana Sturr, LMU Program Assistant

Patty Taylor, Senior Consultant, CCSESA

Craig Watson, Executive Director; Shelly Gilbride, Programs Officer; Caitlin Fitzwatter, Public Information Officer - The California Arts Council

Pat Wayne and the CREATE CA Leadership Council

Jessie Kroll-Yoas, CCSESA Program Assistant

Laura Zucker, Executive Director; Denise Grande, Director, Arts for All; and Megan Kirkpatrick, Senior Manager, Arts for All - Los Angeles County Arts Commission



creativity
at the Core

COMMON CORE ARTS RESOURCES

Powerful Arts Teaching & Learning in the Common Core

Guiding Principles for the Arts Grades K-12, David Coleman

<http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf>

The seven Guiding Principles for the Arts are intended to guide development of curricula related to common core standards. Connections to literacy and other areas of study are drawn in these principles, informed by David Coleman's role as a primary writer of the CCSS.

The Arts and the Common Core Curriculum Mapping Project

<http://commoncore.org/maps/resources/art>

This site provides an Arts Guide and highlights K-12 texts where ELA instruction could be enhanced by connecting a genre or particular text, or a theme of a unit, to works of art, music, or film.

Edutopia - Use Arts Integration to Enhance Common Core

<http://www.edutopia.org/blog/core-practices-arts-integration-susan-riley>

Arts Activities Leverage Memory and Address Students' Learning Needs

<http://www.edutopia.org/stw-arts-integration-research#artful>

Lesson Plans and Resources for Arts Integration

<http://www.edutopia.org/stw-arts-integration-resources-lesson-plans>

School Transformation Through Arts Integration

August 29, 2012, Newsletter <http://www.edutopia.org/stw-arts-integration>

Common Core and the Arts - Pinterest

<http://pinterest.com/mikefisher821/common-core-for-art-teachers/>

How Vincent Van Gogh Can Help Teach Common Core

<http://blog.commoncore.org/2012/09/17/how-vincent-van-gogh-can-help-you-teach-to-the-ccss/>

NYSATA – Digital Publication of NY State Art Teachers Association

<http://www.nysata.org/assets/documents/NYSATANews/nysata%20news%202012%20winter%20elec-tronic%20edition%20updated.pdf>

Literacy Design Collaborative (LDC) – Quick Reference Chart

<http://www.literacydesigncollaborative.org/resources/>

ASCD – Quick Start, How the Arts Intersect with the Common Core Standards

<http://www.ascd.org/cache/ascd-express/vol8/808-miller.aspx>

COMMON CORE ARTS RESOURCES



creativity
at the Core

Powerful Arts Teaching & Learning in the Common Core

Visual and Performing Arts Guidance

<http://myboe.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996>

This series is the product of collaborative efforts between the California Department of Education and content and professional learning experts to help educators transition to the Common Core State Standards. The series includes several modules that are available in both online and on-site professional learning formats.

Visual and Performing Arts Resources

http://www.cde.ca.gov/pd/ca/vp/vapa_resources.asp

<http://www.cde.ca.gov/pd/ca/vp/vapaguidance.asp>

This site provides information for implementing and improving visual and performing arts programs including policies, professional learning, and funding opportunities.

California Department of Education My Digital Chalkboard - Common Core

<http://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996> se

This series is the product of collaborative efforts between the California Department of Education and professional learning experts to help educators transition to the Common Core State Standards. The series includes several modules that are available in both online and on-site professional learning formats.

Education Closet

<http://educationcloset.com/start-here-with-arts-integration/>

Education Closet is home to a community of teachers, leaders, artists and learners who strive to bring the creative spirit back to the classroom and to seek out the full potential of each student. Find articles, research, seed lessons and more.

VSA, The International Organization on Arts and Disability

<http://www.kennedy-center.org/education/vsa/>

August 29, 2012, Newsletter <http://www.edutopia.org/stw-arts-integration>

21st Century Skills Map and the Arts

http://www.arteducators.org/research/21st_Century_Skills_Arts_Map.pdf

Arts Education/ Common Core: What are the Possibilities for the Arts?

Webinar, Julie Fry, Hewlett Foundation and Richard Kessler, The Center for Arts Education

https://giarts.adobeconnect.com/_a935673889/p750zb2a0pe/?launcher=false&fcsContent=true&pbMod e=normal



creativity
at the Core

NOTES

"To succeed today and in the future, America's children will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education."

-Arne Duncan, U.S. Secretary of Education

Powerful Arts Teaching & Learning in the Common Core

NOTES



creativity
at the Core

"I'm always thinking about creating. My future starts when I wake up every morning. Everyday I find something creative to do with my life."

- Miles Davis

Powerful Arts Teaching & Learning in the Common Core

Creativity at the Core



California County Superintendents
Educational Services Association



CCSESA Arts Initiative

1121 L Street, Suite 510 • Sacramento, CA 95814

916.446.3095 • 916.448.7801 FAX • www.ccsesaarts.org/