

Program 7

Three Schools, Three Approaches

Description

This program features visits to the schools of each Learner Team during the year following their summer workshop training. It also includes reflective discussions between each team and workshop leader Susanne Burgess.

At Ridgeway Elementary School in White Plains, New York, team members worked all year planning and teaching a sequence of instruction leading to a multi-arts performance piece.

The team from Drew Model School in Arlington, Virginia, invited other interested teachers to work with them on a variety of lessons and units that integrated the arts with other subjects.

The entire faculty at Kingsbury Elementary School in Memphis, Tennessee, participated in schoolwide planning to make good use of community arts resources.

In this session, you will reflect on the work of the Learner Teams and discuss how your school might act similarly or differently. You also will think about specific ways that you and your colleagues might increase the role of the arts in your classrooms.

Learning Objectives

- Examine how different schools expand the role of the arts, based on their culture, priorities, and personnel;
- Discover different ways that teachers collaborate to use the arts in their classrooms.

Guiding Questions

The following are questions for your group to consider as you work through the session.

- How can meaningful arts education change teaching practice?
- What are various ways educators can collaborate to increase the presence of the arts in their classrooms?

Key Concepts/Vocabulary

- *Enduring ideas/understandings*: big concepts about a topic (subject) or theme (idea about the subject) that students should comprehend and retain after they've forgotten many of the details
- *Essential questions*: questions that guide teaching and engage students in uncovering the important ideas at the heart of a topic of study
- *Performance tasks*: activities that allow the learner to demonstrate his/her understanding through a scenario, employing a goal and a role to create a product or performance for a given audience
- *Process-centered learning*: the experience of students actively engaged in exploration and problem solving, learning through firsthand experience
- *Standards of Learning (SOLs)*: criterion-referenced tests in Virginia that compare a student's mastery of specific curriculum against a test standard
- *Team teaching*: an instructional approach in which two or more instructors are jointly responsible for course content, presentations, and grading; they may interact in front of the class, discussing specific topics from divergent perspectives, and take turns presenting material appropriate to their individual areas of specialization
- *Unit objectives*: knowledge and skills necessary for students to demonstrate their understandings of essential questions

Workshop Session (On-Site)

Materials and Resources

- Videotape or broadcast of Program 7—Three Schools, Three Approaches
- Handout: Ridgeway Elementary School
- Handout: Drew Model School
- Handout: Kingsbury Elementary School
- Reading: Roles of Arts Specialists and Classroom Teachers
- Reading: Comprehensive Arts Education

Handouts and readings are available in the Appendix of this guide or on the workshop Web site.

Getting Ready (10 minutes)

The first six programs of this series were videotaped during a summer workshop. During the following school year, a video production team visited each Learner Team's school to document some of the team's relevant activities. In this program, you will see Learner Team members planning and teaching arts-related units. You also will see end-of-year discussions that each team had with workshop leader Susanne Burgess.

- What are the arts?
- What do different art forms have in common with one another?
- What is arts education?
- How are the arts different from and similar to non-arts subjects?

Facilitator: Ask participants to review their understanding of the arts by discussing the following questions.

Watch the Program (60 minutes)

View Program 7—Three Schools, Three Approaches.

As you watch the program, consider the following focus questions.

- How did the three Learner Teams apply what they had learned about the arts?
- How did team members collaborate with each other?
- What problems did they encounter? How did they overcome these challenges? What successes did they achieve?

Workshop Session (On-Site), cont'd.

Suggested Activities and Discussion (50 minutes)

Analyzing the Impact of the Arts (25 minutes)

In your group, examine the profile of your designated Learner Team school. Think about the role of the arts in that school before the summer workshop and what changes occurred after the workshop. Identify similarities with your own school and discuss how some of the strategies employed by Learner Team members might help broaden the role of the arts in your school. Consider the following questions.

- What parallels do you see between the Learner Team school and your school?
- How would you build on what the Learner Team did?

Facilitator: Divide participants into three groups, one for each Learner Team school. Distribute the profile for that group's school to each participant in the group.

The Role of the Arts in Your School (20 minutes)

Divide into small groups and discuss the following questions.

- How do knowledge about the arts and hands-on making of art interact to enhance student understandings?
- How can your planning and instruction focus more on the *why* and *how* of the arts, rather than the *what*?
- What are some challenges to broadening the use of the arts in your classroom?
- How can the role of arts specialists be expanded or changed to enable increased professional collaboration?
- How might you collaborate with your colleagues to evaluate and reflect on your own teaching practice?
- How would such collaborative professional reflection benefit student learning?

Facilitator: Lead a discussion reflecting on the role of the arts in your school.

Share your findings with the group or keep a journal of your own ideas.

Reflection (5 minutes)

- Before viewing *The Arts in Every Classroom* programs and participating in this workshop series, what did you think about arts education?
- What do you think about arts education now?

Facilitator: Use the following questions to focus a closing discussion.

Between Sessions (On Your Own)

Homework Assignment

Talk with other teachers about what is being taught in your school. Look at curriculum maps if they are available. Consider possible connections among and with the arts, and think about how you might collaborate with another teacher to meet common learning objectives.

Explore the *Developing Educational Standards* Web site (<http://edStandards.org/Standards.html>), a repository for information about national, state, and local educational standards and curriculum frameworks.

Optional Activities

Other enrichment activities can boost your learning between workshop sessions. Consider the recommended activities below and choose those that best meet your needs. Time permitting, you might share what you find out before or after your next workshop session.

Learn more about arts education by exploring the *National Standards for Arts Education* (http://artsedge.kennedy-center.org/professional_resources/standards/nat_standards_main.html). The opening paragraphs for each art form provide a snapshot of what successful teaching of the arts looks like at various grade levels.

Examine the *Model Standards for Licensing Classroom Teachers and Specialists in the Arts* (www.ccsso.org/intaspub.html#arts) to learn more about what all teachers—both classroom teachers and arts specialists—should know and be able to do to teach the arts effectively.

Reading Assignment

See the following readings:

- Roles of Arts Specialists and Classroom Teachers
- Comprehensive Arts Education

The following articles can add to your understanding of this material:

- “Fads and Fireflies: The Difficulties of Sustaining Change” (www.ascd.org/frameedlead.html) by John O’Neil, *Educational Leadership*, Volume 57, April 2000. Educator and historian Larry Cuban, co-author of *Tinkering Toward Utopia*, reflects on why reforms are proposed and what happens when they are brought to the complex laboratory of schools.
- “Creating a Knowledge Base for Teaching: A Conversation with James Stigler” (www.ascd.org/frameedlead.html) by Scott Willis, *Educational Leadership*, Volume 59, March 2002. James Stigler discusses how we can improve professional development by helping teachers learn to analyze classroom practices and accumulate professional knowledge. Stigler, author of *The Teaching Gap*, advocates professional development that is site based, long term, and directly related to teacher practice.

To prepare for Program 8, review these readings:

- Factors for Arts Education Success
- Research on Arts Education

These readings can be found in the Appendix of this guide or on the workshop Web site at www.learner.org/channel/workshops/artsineveryclassroom.

Between Sessions (On Your Own), cont'd.

Suggested Additional Readings

- “Sustaining Change: The Answers Are Blowing in the Wind” (www.ascd.org/frameedlead.html) by Cerylle A. Moffett, *Educational Leadership*, Volume 57, April 2000. Highlights of more than 20 years of research on school change suggest implications for leaders and policymakers.
- “Teachers Leading Teachers” (www.ascd.org/frameedlead.html) by Rachelle Feiler, Margaret Heritage, and Ronald Gallimore, *Educational Leadership*, Volume 57, April 2000. Developing teacher-leaders increases the likelihood that a school will realize lasting improvements. A school looks within its own community to discover and develop leaders who can offer readily available, site-specific resources and expertise.