

1	16:00:13:15	16:00:16:13	[upbeat fiddle music]
2	16:00:16:15	16:00:24:12	§ §
3	16:00:49:29	16:00:51:26	[distant street sounds]
4	16:00:54:05	16:00:57:05	(Rodriguez-Torres)
			P.S. 156 IS LOCATED
			IN BROWNSVILLE,
5	16:00:57:07	16:01:00:08	WHICH IS A VERY POOR COMMUNITY.
6	16:01:00:10	16:01:02:16	A LOT OF CHILDREN LIVE
			IN PUBLIC HOUSING.
7	16:01:02:18	16:01:05:09	WE HAVE A LARGE NUMBER
			OF CHILDREN
8	16:01:05:11	16:01:07:05	THAT ARE ACTUALLY LIVING
			IN SHELTERS.
9	16:01:07:07	16:01:09:23	THIS IS NOT A MAGNET SCHOOL.
10	16:01:09:25	16:01:11:19	IT IS A COMMUNITY SCHOOL
11	16:01:11:21	16:01:16:11	THAT IS ATTENDED BY CHILDREN
			THAT ARE ZONED FOR THIS SCHOOL.
12	16:01:16:13	16:01:20:15	I DO HAVE, HOWEVER, STUDENTS
			WHO ARE NOT ZONED FOR ME,
13	16:01:20:17	16:01:24:22	WHOSE PARENTS HAVE REQUESTED
			THAT THEY ATTEND THIS SCHOOL.
14	16:01:24:24	16:01:26:25	<i>BUENOS DIAS, MOSES.</i>
15	16:01:26:27	16:01:27:25	<i>MOSES.</i>
16	16:01:27:27	16:01:28:25	<i>OH, YEAH.</i>
17	16:01:28:27	16:01:30:25	<i>OKAY.</i>
18	16:01:30:27	16:01:32:13	<i>¿COMO ESTAS?</i>
19	16:01:32:15	16:01:34:13	<i>MUY BIEN.</i>
20	16:01:34:15	16:01:36:29	<i>MUY BIEN,</i>
			<i>GRACIAS.</i>
21	16:01:37:01	16:01:38:09	<i>MUY BIEN,</i>
			<i>GRACIAS.</i>
22	16:01:38:11	16:01:39:17	<i>¿Y TU?</i>
23	16:01:39:19	16:01:41:00	<i>YO ESTOY BIEN,</i>
			<i>GRACIAS.</i>
24	16:01:41:02	16:01:44:06	P.S. 156
			IS A PRE-K TO SIX SCHOOL
25	16:01:44:08	16:01:47:09	WHICH CONCENTRATES VERY HEAVILY
			IN THE ARTS.
26	16:01:47:11	16:01:50:12	BASICALLY, WHAT WE DO
			IS WE INTEGRATE THE ARTS
27	16:01:50:14	16:01:52:15	IN ALL OF THE CURRICULUM AREAS,
28	16:01:52:17	16:01:54:03	AND WE USE
			A MULTICULTURAL APPROACH
29	16:01:54:05	16:01:55:21	TO DO SO.
30	16:01:55:23	16:02:01:08	OUR KIDS ARE BEING EXPOSED TO
			NOT ONLY THE ART SUBJECT ITSELF,
31	16:02:01:10	16:02:03:16	BUT TO A VARIETY
			OF PEOPLE,
32	16:02:03:18	16:02:06:29	PEOPLE
			THAT THEY DON'T NORMALLY SEE,
33	16:02:07:01	16:02:09:24	AND THAT'S GOOD,
			BECAUSE IN THIS SCHOOL,
34	16:02:09:26	16:02:12:23	I DON'T HEAR CHILDREN
			REFERRING TO PEOPLE
35	16:02:12:25	16:02:15:11	BY THEIR RACE
			OR BY THEIR COLOR,

36	16:02:15:13	16:02:16:28	AND THAT'S IMPORTANT,
37	16:02:17:00	16:02:19:04	FOR KIDS TO HAVE
			THAT EXPERIENCE,
38	16:02:19:06	16:02:20:26	BECAUSE WHEN THEY GO OUT
			INTO THE WORLD,
39	16:02:20:28	16:02:24:10	THEY'RE GOING TO BE SURROUNDED
			WITH ALL KINDS OF PEOPLE.
40	16:02:24:12	16:02:27:09	SOMETIMES I FEEL LIKE
			A POLITICIAN.
41	16:02:27:11	16:02:28:22	WHO'S THE OTHER PRINCIPAL?
42	16:02:28:24	16:02:30:29	SOMETIMES I FEEL LIKE
			A SOCIAL WORKER.
43	16:02:31:01	16:02:33:01	SOMETIMES I'M A PARENT.
44	16:02:33:03	16:02:34:21	LET'S CLOSE THIS
			BACK UP.
45	16:02:34:23	16:02:37:00	WHAT
			IS ON YOUR HEAD?
46	16:02:37:02	16:02:39:18	AND SOMETIMES I FEEL LIKE
			A POLICE OFFICER AS WELL,
47	16:02:39:20	16:02:42:24	DEPENDING ON WHAT
			THE SITUATION IS.
48	16:02:42:26	16:02:48:27	THERE'S THE PRESSURE
			OF STUDENT ACHIEVEMENT,
49	16:02:48:29	16:02:52:16	MAKING SURE
			THAT THE TONE OF THE BUILDING
50	16:02:52:18	16:02:55:19	IS WHAT IT SHOULD BE
			SO THE CHILDREN CAN LEARN,
51	16:02:55:21	16:03:03:04	THAT TEACHERS ARE HAPPY
			DOING THE WORK THAT WE'RE DOING,
52	16:03:03:06	16:03:06:01	THAT THEY STAY FOCUSED
			ON WHAT THE MISSION IS,
53	16:03:06:03	16:03:09:09	OKAY?
54	16:03:09:11	16:03:12:26	KEEPING EVERYBODY GOING,
			TO A LARGE DEGREE,
55	16:03:12:28	16:03:19:25	BUT ALSO, UM, KNOWING
			THAT YOU NEED TO SHARE
56	16:03:19:27	16:03:21:14	AND YOU NEED TO DELEGATE,
57	16:03:21:16	16:03:24:20	AND YOU NEED TO USE
			THE TALENTS AND RESOURCES
58	16:03:24:22	16:03:29:22	OF YOUR STAFF
			TO KEEP EVERYTHING GOING.
59	16:03:29:24	16:03:34:03	RESPONSIBILITIES OF A PRINCIPAL
			IN ANY SCHOOL ARE GREAT,
60	16:03:34:05	16:03:36:09	BECAUSE
			A PRINCIPAL'S RESPONSIBLE
61	16:03:36:11	16:03:39:06	FOR EVERYTHING AND ANYTHING
			THAT OCCURS IN THE SCHOOL.
62	16:03:39:08	16:03:40:12	IN SCHOOL SUCH AS THIS,
63	16:03:40:14	16:03:43:05	WHERE OUR FOCUS
			IS ARTS EDUCATION,
64	16:03:43:07	16:03:47:07	THE RESPONSIBILITY
			NOW ENCOMPASSES
65	16:03:47:09	16:03:49:11	BEING ABLE TO PROVIDE
			THE TEACHERS
66	16:03:49:13	16:03:51:01	WITH THE RESOURCES
			THAT THEY NEED

67	16:03:51:03	16:03:52:27	IN ORDER TO FULFILL THE PROGRAM.
68	16:03:52:29	16:03:55:04	THEY HAVE AGREED TO DO THE TRAINING,
69	16:03:55:06	16:03:56:07	STARTING SEPTEMBER--
70	16:03:56:09	16:03:57:21	THAT'S WONDERFUL.
71	16:03:57:23	16:04:00:17	MY ASSISTANT PRINCIPAL AND I WORK VERY CLOSELY.
72	16:04:00:19	16:04:04:15	WE DON'T DIVIDE THE SCHOOL IN TERMS OF GRADES
73	16:04:04:17	16:04:05:27	OR ANYTHING LIKE THAT.
74	16:04:05:29	16:04:07:26	WE BOTH SUPERVISE ALL OF THE TEACHERS,
75	16:04:07:28	16:04:10:02	AND WE BOTH SUPERVISE ALL THE GRADES.
76	16:04:10:04	16:04:12:09	SATURDAY, WE'RE HAVING A LEADERSHIP TEAM MEETING
77	16:04:12:11	16:04:13:09	IN THE MORNING.
78	16:04:13:11	16:04:15:04	SOMETIMES IN A SCHOOL,
79	16:04:15:06	16:04:17:12	IF THE PRINCIPAL HAS THE LOWER GRADES
80	16:04:17:14	16:04:20:00	AND THE ASSISTANT PRINCIPAL HAS THE UPPER GRADES,
81	16:04:20:02	16:04:21:26	THERE'S A DISCONNECT
82	16:04:21:28	16:04:24:12	WITH THE GRADES THAT YOU DON'T HAVE,
83	16:04:24:14	16:04:25:24	AND I DIDN'T WANT TO HAVE THAT.
84	16:04:25:26	16:04:28:24	I WANTED TO BE ABLE TO KNOW ALL MY TEACHERS
85	16:04:28:26	16:04:32:16	AND FOR THEM TO KNOW ME AS WELL AS THE A.P.,
86	16:04:32:18	16:04:35:05	AND TO SEE US, UM, BASICALLY--
87	16:04:35:07	16:04:37:03	ALTHOUGH WE'RE TWO DIFFERENT PEOPLE,
88	16:04:37:05	16:04:38:03	TO SEE US AS ONE.
89	16:04:38:05	16:04:39:19	WE MEET EVERY DAY,
90	16:04:39:21	16:04:41:25	TALK ON THE PHONE AT HOME SOMETIMES, YOU KNOW,
91	16:04:41:27	16:04:44:24	SO IT'S A GOOD RELATIONSHIP.
92	16:04:44:26	16:04:47:21	IT'S HARD TO DESCRIBE WHAT MY DAY IS LIKE,
93	16:04:47:23	16:04:51:12	BECAUSE EVERY DAY IS SO DIFFERENT.
94	16:04:51:14	16:04:54:04	YOU KNOW, YOU'RE DEALING WITH ALMOST 800 CHILDREN
95	16:04:54:06	16:04:57:24	AND THEIR PARENTS, AND ISSUES THAT TEACHERS HAVE,
96	16:04:57:26	16:04:59:24	SO THAT EVERY DAY IS DIFFERENT.
97	16:04:59:26	16:05:02:04	BUT FOR THE MOST PART, I'M UPSTAIRS,
98	16:05:02:06	16:05:05:25	GOING THROUGH THE BUILDING, WALKING INTO CLASSROOMS,
99	16:05:05:27	16:05:09:25	DOING INFORMAL OBSERVATIONS, DOING FORMAL OBSERVATIONS,

100	16:05:09:27	16:05:12:00	AND THAT'S REALLY PRETTY MUCH WHAT MY DAY--
101	16:05:12:02	16:05:14:16	I'M IN THE CLASSROOMS,
102	16:05:14:18	16:05:19:27	DEALING WITH TEACHERS AND DEALING WITH THE CHILDREN.
103	16:05:19:29	16:05:22:21	WHILE I'M LOOKING AT THIS, I WANT YOU TO TELL ME
104	16:05:22:23	16:05:26:17	WHAT IT IS YOU WANT THE KIDS TO GET OUT OF THIS LESSON.
105	16:05:26:19	16:05:29:25	I SEE YOU'RE GOING TO BE DOING A SEMANTIC MAP WITH THEM
106	16:05:29:27	16:05:32:27	AROUND THE TIME OF DAY.
107	16:05:32:29	16:05:35:26	[faint chatter]
108	16:05:35:28	16:05:37:14	TELL ME HOW YOU'RE GONNA DO THAT.
109	16:05:37:16	16:05:39:22	UM, I WAS FIRST GOING TO ASK--
110	16:05:39:24	16:05:41:23	YOU KNOW, MAKE THE MAP, "TIME OF DAY,"
111	16:05:41:25	16:05:44:06	AND ASK THEM FOR DIFFERENT TIMES OF THE DAY.
112	16:05:44:08	16:05:46:15	WHEN THE-- AFTER I COMPLETE THAT,
113	16:05:46:17	16:05:49:25	I HAVE SENTENCE STRIPS WITH THREE DIFFERENT SENTENCES
114	16:05:49:27	16:05:51:22	THAT HAVE CLUES ABOUT THE TIME OF DAY.
115	16:05:51:24	16:05:53:08	I WAS GONNA LET THEM READ THEM
116	16:05:53:10	16:05:54:14	AND THEN PUT THEM IN ORDER,
117	16:05:54:16	16:05:56:29	AND ASK THEM FOR THE CLUE WORDS.
118	16:05:57:01	16:05:58:15	NOW, YOU WANT THEM
119	16:05:58:17	16:06:01:02	TO BE ABLE TO THEN DO THEIR OWN PRINT?
120	16:06:01:04	16:06:03:28	YES, THEY'RE GOING TO THINK ABOUT TIME OF DAY,
121	16:06:04:00	16:06:06:20	DECIDE ON THAT, AND PAINT IT SO THAT IT SHOWS--
122	16:06:06:22	16:06:08:13	AND IN THE IMPRESSIONIST STYLE AS WELL.
123	16:06:08:15	16:06:09:23	IN THE IMPRESSIONIST STYLE.
124	16:06:09:25	16:06:11:05	YES.
125	16:06:11:07	16:06:13:08	OKAY, NOW, WHEN WE TALK ABOUT TEACHING CHILDREN
126	16:06:13:10	16:06:14:29	CRITICAL THINKING SKILLS,
127	16:06:15:01	16:06:16:16	WE WANT THEM-- YOU KNOW,
128	16:06:16:18	16:06:19:28	MOST PEOPLE WILL THINK ABOUT IT IN TERMS OF THE READING PIECE
129	16:06:20:00	16:06:24:25	AND, UM, ASKING QUESTIONS AROUND A PIECE OF LITERATURE

130	16:06:24:27	16:06:26:28	OR SOMETHING, OR A POEM, OR SOME OTHER FORM--
131	16:06:27:00	16:06:30:18	OR SOME OTHER GENRE THAT THEY'VE READ, UM,
132	16:06:30:20	16:06:34:03	AND HAVING KIDS THINK CRITICALLY THAT WAY,
133	16:06:34:05	16:06:37:18	BUT THAT-- THAT WE CAN USE ART
134	16:06:37:20	16:06:40:05	FOR CHILDREN TO THINK CRITICALLY,
135	16:06:40:07	16:06:41:19	BECAUSE THOSE ARE SKILLS--
136	16:06:41:21	16:06:44:07	ONCE THEY'VE DEVELOPED THE SKILL OF CRITICAL THINKING,
137	16:06:44:09	16:06:49:00	IT'S A SKILL THAT THEY CAN APPLY TO EVERY OTHER CURRICULUM AREA
138	16:06:49:02	16:06:50:20	OR EVEN ASPECTS OF THEIR LIVES,
139	16:06:50:22	16:06:52:20	SO <i>THAT'S GOOD,</i> <i>BECAUSE THESE ARE QUESTIONS</i>
140	16:06:52:22	16:06:55:05	<i>THAT ARE GOING TO REQUIRE</i> <i>THAT THEY DO SOME THINKING,</i>
141	16:06:55:07	16:06:57:09	YOU KNOW, AND COME UP WITH SOMETHING.
142	16:06:57:11	16:06:59:06	ALL RIGHT.
143	16:06:59:08	16:07:02:23	UM, I MEAN, JUST LOOKING AT THIS,
144	16:07:02:25	16:07:05:00	IT'S GONNA BE-- I THINK IT'S GONNA GO VERY WELL.
145	16:07:05:02	16:07:08:08	(<i>Eckles</i>) <i>THERE ARE SOME SPECIAL WORDS</i> <i>IN EACH SENTENCE</i>
146	16:07:08:10	16:07:11:06	<i>THAT TELL US</i> <i>ABOUT THE TIME OF DAY.</i>
147	16:07:11:08	16:07:13:05	STEPHANIE, <i>SHOW ME ANY WORD</i>
148	16:07:13:07	16:07:14:28	<i>THAT TELLS YOU</i> <i>ABOUT TIME OF DAY.</i>
149	16:07:15:00	16:07:17:07	[softly] AFTER SCHOOL?
150	16:07:17:09	16:07:19:06	YES. <i>AND THEN YOU COULD CIRCLE THAT.</i>
151	16:07:19:08	16:07:23:08	"AFTER SCHOOL"-- CIRCLE THEM BOTH TOGETHER.
152	16:07:23:10	16:07:25:28	GOOD.
153	16:07:26:00	16:07:30:14	CAN YOU SEE ANYWHERE ELSE <i>IN THE OTHER SENTENCES</i>
154	16:07:30:16	16:07:31:19	<i>WHERE THERE ARE WORDS</i>
155	16:07:31:21	16:07:33:21	THAT MIGHT TELL YOU ABOUT TIME OF DAY?
156	16:07:33:23	16:07:35:23	JUST BEFORE SUNSET?
157	16:07:35:25	16:07:37:01	OKAY, WHICH WORD, THOUGH?
158	16:07:37:03	16:07:39:01	JUST BEFORE SUNSET.
159	16:07:39:03	16:07:42:27	AND SUNSET-- CIRCLE SUNSET, OKAY?
160	16:07:42:29	16:07:45:05	AND I'M GONNA CALL ON

ONE OTHER PERSON TO COME UP.

161 16:07:45:07 16:07:46:20 LYNDELL.

162 16:07:46:22 16:07:48:21 IN THE FIRST SENTENCE,

163 16:07:48:23 16:07:50:05 AND SEE IF THEY CAN FIND
ANY WORD

164 16:07:50:07 16:07:52:27 THAT TELLS US
ABOUT TIME OF DAY.

165 16:07:57:16 16:08:01:04 WHICH WORD DO YOU THINK TELLS US
ABOUT THE TIME OF DAY THERE?

166 16:08:01:06 16:08:02:27 YES,
THAT IS OUR CLUE WORD.

167 16:08:02:29 16:08:06:25 CIRCLE IT,
PLEASE.

168 16:08:06:27 16:08:10:12 OKAY, BREAKFAST,
AFTER SCHOOL, AND SUNSET

169 16:08:10:14 16:08:13:11 ARE ALL CLUE WORDS
THAT TELL US ABOUT TIME OF DAY.

170 16:08:13:13 16:08:20:05 ARTISTS CAN ALSO TELL US
THE TIME OF DAY.

171 16:08:20:07 16:08:22:23 IF AN ARTIST
IS NOT USING WORDS,

172 16:08:22:25 16:08:25:21 HOW COULD THEY POSSIBLY TELL US
ABOUT THE TIME OF DAY?

173 16:08:25:23 16:08:29:16 WHAT COULD THEY DO TO TELL US
ABOUT THE TIME OF DAY?

174 16:08:29:18 16:08:30:27 MALCOLM?

175 16:08:30:29 16:08:32:00 (Malcolm)
THEIR PAINTINGS.

176 16:08:32:02 16:08:33:13 HOW?

177 16:08:33:15 16:08:35:14 HOW COULD THEY USE A PAINTING
TO TELL US TIME OF DAY?

178 16:08:35:16 16:08:36:23 THEY COULD USE
THE SKY.

179 16:08:36:25 16:08:38:18 WHAT WOULD THEY DO TO THE SKY
TO MAKE YOU KNOW?

180 16:08:38:20 16:08:41:03 THEY'LL PUT LIGHT BLUE
IF IT'S MORNIN'

181 16:08:41:05 16:08:42:17 AND DARK BLUE
IF IT'S NIGHT.

182 16:08:42:19 16:08:44:01 VERY TRUE.

183 16:08:44:03 16:08:47:00 I HAVE A NEW PAINTING THAT
WE'RE GOING TO LOOK AT TODAY.

184 16:08:47:02 16:08:49:00 AND WE'RE GOING TO LOOK AT IT

185 16:08:49:02 16:08:51:07 AND SEE IF WE CAN FIGURE OUT
THE TIME OF DAY.

186 16:08:51:09 16:08:53:22 OKAY, THIS IS OUR NEW PRINT
FOR THE WEEK.

187 16:08:53:24 16:08:56:15 [students together]
OOOHH.

188 16:08:56:17 16:08:57:19 BEAUTIFUL,
ISN'T IT?

189 16:08:57:21 16:08:59:10 OH, WELL,
YOU WANNA KNOW WHAT ARTIST?

190 16:08:59:12 16:09:03:01 THIS WAS DONE
BY A MAN NAMED PAUL SIERRA,

191 16:09:03:03 16:09:05:19 AND PAUL SIERRA

IS FROM CUBA.

192 16:09:05:21 16:09:10:16 I WANNA KNOW, WHEN PAINTING--
WHEN A PAINTING LOOKS LIKE THIS

193 16:09:10:18 16:09:14:04 AND THE BRUSH STROKES
ARE VERY SHORT AND BROKEN,

194 16:09:14:06 16:09:16:17 DO YOU KNOW WHAT STYLE
OF PAINTING THAT IS?

195 16:09:16:19 16:09:18:24 SHORT BROKEN BRUSH STROKES,
MALCOLM?

196 16:09:18:26 16:09:19:27 DABS?

197 16:09:19:29 16:09:21:16 THEY DID DAB.
THEY DEFINITELY DABBED.

198 16:09:21:18 16:09:23:25 YASMINE?

199 16:09:23:27 16:09:26:09 (*Yasmine*)
*THE STYLE OF THE PAINTING
IS CALLED IMPRESSIONISM.*

200 16:09:26:11 16:09:28:12 IT IS CALLED
IMPRESSIONISM.

201 16:09:28:14 16:09:33:11 I WANT TO KNOW
IF ANYONE CAN GIVE ME A SENTENCE

202 16:09:33:13 16:09:37:22 *THAT COULD TELL US
THE NAME OF THE ARTIST,*

203 16:09:37:24 16:09:40:15 *THE TITLE, AND THE ART FORM,
ALL IN ONE SENTENCE.*

204 16:09:40:17 16:09:42:10 YASMINE?

205 16:09:42:12 16:09:44:20 (*Yasmine*)
THREE DAYS AND THREE NIGHTS
IS A PAINTING

206 16:09:44:22 16:09:46:18 DONE BY PAUL SIERRA.

207 16:09:46:20 16:09:50:05 I THINK THE ARTIST
USED LOTS OF PATTERNS AND COLORS

208 16:09:50:07 16:09:52:26 BECAUSE HE WANTED TO--
IT TO LOOK COLORFUL

209 16:09:52:28 16:09:56:02 AND HE WANTED IT TO LOOK
SYMMETRICAL.

210 16:09:56:04 16:10:00:05 *I THINK THIS PAINTING
IS FULL OF ACTION AND MOVEMENT.*

211 16:10:00:07 16:10:05:05 *THE RIVER AND FIREWORKS
AND THE GRASS--*

212 16:10:05:07 16:10:08:11 THE SOUNDS THAT WILL FIT PERFECT
WITH THIS PAINTING

213 16:10:08:13 16:10:11:08 IS "KABOOM"
AND THE WHISPERS OF THE WIND.

214 16:10:11:10 16:10:14:11 THE PAINTINGS MAKE ME FEEL
EXCITED

215 16:10:14:13 16:10:16:08 BECAUSE OF THE BEAUTIFUL COLORS.

216 16:10:16:10 16:10:17:28 THIS PAINTING REMINDS ME

217 16:10:18:00 16:10:20:21 OF SPENDING THE FOURTH OF JULY
WITH MY FAMILY.

218 16:10:20:23 16:10:22:16 I FELT EXCITED.

219 16:10:22:18 16:10:23:17 (*Eckles*)
WONDERFUL.

220 16:10:23:19 16:10:25:07 [busy chatter]

221 16:10:25:09 16:10:28:29 I'M USING BROKEN BRUSH STROKES
TO MAKE SOMETHING REALLY PRETTY,

222 16:10:29:01 16:10:31:28 AND IT'S CALLED

223 16:10:32:00 *IMPRESSIONIST PAINTING.*
 16:10:33:13 THE CHILDREN
 224 16:10:33:15 ARE COMING FROM HOME
 16:10:36:21 AND GOING INTO
 225 16:10:36:23 THEIR SCHOOL.
 16:10:39:17 HOW DID YOU FEEL
 226 16:10:39:19 THE LESSON WENT?
 16:10:42:04 UM, I FEEL
 227 16:10:42:06 THAT THE LESSON WENT WELL.
 16:10:43:23 MM-HMM.
 228 16:10:43:25 16:10:48:04 THAT THE CHILDREN WERE ABLE
 TO DESCRIBE THE PRINT
 229 16:10:48:06 16:10:51:13 AND RECOGNIZE
 SOME OF THE VOCABULARY WORDS,
 230 16:10:51:15 16:10:52:28 AND I THINK
 THEY WERE INTERESTED,
 231 16:10:53:00 16:10:54:27 VERY MUCH INTERESTED
 IN THE LESSON.
 232 16:10:54:29 16:10:58:02 I WAS QUITE IMPRESSED
 233 16:10:58:04 16:11:02:02 WITH THE DESCRIPTIONS
 OF THE PAINTING
 234 16:11:02:04 16:11:04:11 THAT THE CHILDREN
 WERE GIVING.
 235 16:11:04:13 16:11:07:02 WHEN YOU ASK
 THE STUDENTS,
 236 16:11:07:04 16:11:09:17 IN TERMS
 OF THE GUIDED QUESTIONS
 237 16:11:09:19 16:11:12:05 THAT YOU HAVE FOR THEM
 FOR THEIR WRITING,
 238 16:11:12:07 16:11:19:08 HOW THEY COULD TAKE AND ANSWER
 THREE OF THE QUESTIONS
 239 16:11:19:10 16:11:22:15 IN ONE SENTENCE ALONE--
 240 16:11:22:17 16:11:26:07 THAT'S NOT AN EASY SKILL,
 OKAY?
 241 16:11:26:09 16:11:27:26 AND CERTAINLY,
 FOR SECOND GRADERS,
 242 16:11:27:28 16:11:29:06 IT'S NOT AN EASY SKILL,
 243 16:11:29:08 16:11:34:16 AND YET...THE--THE--
 THE LITTLE GIRL WHO ANSWERED--
 244 16:11:34:18 16:11:35:27 YES.
 245 16:11:35:29 16:11:38:23 I WAS LIKE--
 I WAS AWED.
 246 16:11:38:25 16:11:40:27 I COULD NOT BELIEVE HOW--
 I MEAN, HOW QUICKLY--
 247 16:11:40:29 16:11:42:07 [snaps]
 248 16:11:42:09 16:11:44:14 UM, A SENTENCE
 THAT WAS JUST BEAUTIFUL.
 249 16:11:44:16 16:11:47:06 AND I MODELED THAT,
 A SIMILAR SENTENCE,
 250 16:11:47:08 16:11:49:25 WITH ALL OF THE REFLECTIONS
 THAT WE'VE DONE SO FAR--
 251 16:11:49:27 16:11:51:19 WELL, YOU KNOW,
 ABOUT THE FIRST FIVE,
 252 16:11:51:21 16:11:53:22 AND NOW THEY CAN DO IT
 ON THEIR OWN.
 253 16:11:53:24 16:11:55:06 OKAY.

254 16:11:55:08 16:12:00:08 *I'D BE INTERESTED*
 255 16:12:00:10 16:12:06:11 *IN HEARING FROM YOU,*
 256 16:12:06:13 16:12:09:13 WHAT KINDS OF THINGS DO YOU FEEL
 257 16:12:09:15 16:12:11:14 YOU WOULD HAVE NEEDED TO DO
 258 16:12:11:16 16:12:12:19 TO MAKE THE LESSON BETTER,
 259 16:12:12:21 16:12:14:29 IF THAT COULD POSSIBLY BE,
 260 16:12:15:01 16:12:16:21 'CAUSE I THINK
 261 16:12:16:23 16:12:19:28 IT WAS AN EXCELLENT LESSON.
 262 16:12:20:00 16:12:21:17 IT'S DIFFICULT
 263 16:12:21:19 16:12:23:29 TO PAINT
 264 16:12:24:01 16:12:26:26 WITH THE WHOLE CLASS
 265 16:12:26:28 16:12:29:04 AT ONE TIME.
 266 16:12:29:06 16:12:31:21 HOWEVER,
 267 16:12:31:23 16:12:33:16 THE CHILDREN ARE SO MOTIVATED
 268 16:12:33:18 16:12:35:05 AFTER THEY WRITE
 269 16:12:35:07 16:12:38:07 THEIR REFLECTION,
 270 16:12:38:09 16:12:39:07 THEY'RE REALLY READY
 271 16:12:39:09 16:12:41:10 TO PAINT.
 272 16:12:41:12 16:12:42:10 I WAS THINKING
 273 16:12:42:12 16:12:43:10 THAT MAYBE I WOULD PAINT HALF
 274 16:12:43:12 16:12:44:10 OR REVISE REFLECTIONS
 275 16:12:44:12 16:12:45:10 WITH ONE HALF
 276 16:12:45:12 16:12:47:01 AND THEN SWITCH GROUPS,
 277 16:12:47:03 16:12:48:16 AND THAT MAYBE--
 278 16:12:48:18 16:12:51:01 THAT WOULD HELP
 279 16:12:51:03 16:12:53:04 IN TERMS OF, YOU KNOW,
 280 16:12:53:06 16:12:55:26 JUST KEEPING IT
 281 16:12:55:28 16:12:58:07 PRETTY SMOOTH.
 282 16:12:58:09 16:13:02:07 IT WENT WELL,
 283 16:13:02:09 16:13:03:23 BUT I THINK THAT THAT AREA
 284 16:13:03:25 16:13:06:03 COULD HAVE BEEN A LITTLE BETTER.
 285 16:13:06:05 16:13:08:18 OKAY.
 286 16:13:08:20 16:13:10:12 THANK YOU.
 287 16:13:10:12 16:13:12:10 KEEP UP
 288 16:13:12:10 16:13:14:10 THE GOOD WORK.
 289 16:13:14:10 16:13:16:10 THANK YOU.
 290 16:13:16:10 16:13:18:10 I'M GONNA CLONE YOU.
 291 16:13:18:10 16:13:20:10 [chuckling together]
 292 16:13:20:10 16:13:22:10 OKAY, BUH-BYE.
 293 16:13:22:10 16:13:24:10 HAVE A GREAT WEEKEND.
 294 16:13:24:10 16:13:26:10 IN THIS PARTICULAR SCHOOL,
 295 16:13:26:10 16:13:28:10 I DO WHAT I DO,
 296 16:13:28:10 16:13:30:10 KNOWING
 297 16:13:30:10 16:13:32:10 THAT I CAN MAKE A DIFFERENCE,
 298 16:13:32:10 16:13:34:10 BECAUSE I WAS BORN AND RAISED
 299 16:13:34:10 16:13:36:10 IN THIS COMMUNITY,
 300 16:13:36:10 16:13:38:10 SO I CAME FROM HERE.
 301 16:13:38:10 16:13:40:10 I KNOW
 302 16:13:40:10 16:13:42:10 WHAT I DIDN'T HAVE AS A CHILD,
 303 16:13:42:10 16:13:44:10 AND I KNOW
 304 16:13:44:10 16:13:46:10 WHAT I HAVE NOW,
 305 16:13:46:10 16:13:48:10 AND I KNOW WHAT IT TAKES
 306 16:13:48:10 16:13:50:10 TO GET THERE,
 307 16:13:50:10 16:13:52:10 AND I FEEL I CAN GIVE THAT
 308 16:13:52:10 16:13:54:10 TO THE KIDS.
 309 16:13:54:10 16:13:56:10 BYE-BYE,
 310 16:13:56:10 16:13:58:10

287 16:13:10:14 SWEETIE.
 288 16:13:15:08 16:13:13:11 [train chugging and clattering]
 16:13:18:24 (McGary-Ervin)
 I WISH I COULD SAY,
 "I NAMED THE SCHOOL,"
 289 16:13:18:26 16:13:20:15 BUT I HAD NOTHING TO DO WITH IT,
 290 16:13:20:17 16:13:23:07 BUT THE SCHOOL
 IS OVER 50 YEARS OLD,
 291 16:13:23:09 16:13:26:29 SO WHO WOULD HAVE THOUGHT
 THAT SO MANY YEARS LATER,
 292 16:13:27:01 16:13:30:05 WE'D BE A FINE ARTS SCHOOL,
 TYING IN WITH *HARMONY*?
 293 16:13:30:07 16:13:33:05 [hand drums pounding]
 294 16:13:35:12 16:13:39:20 THERE WAS SOME DIALOGUE ABOUT
 SELECTING A SCHOOL OF THE ARTS,
 295 16:13:39:22 16:13:43:05 AND HARMONY LELAND'S NAME
 CAME OUT,
 296 16:13:43:07 16:13:46:15 AND WE WERE SELECTED
 TO BE THE SCHOOL OF THE ARTS.
 297 16:13:46:17 16:13:47:29 AND WE BELIEVE
 298 16:13:48:01 16:13:51:16 THAT IF WE INTEGRATE
 THE ARTS PROGRAM INTO EDUCATION,
 299 16:13:51:18 16:13:55:16 IT WILL BRING A NATURAL DESIRE
 FOR MORE LEARNING.
 300 16:13:55:18 16:13:57:20 OUR GOAL IS LITERACY,
 301 16:13:57:22 16:14:01:12 AND THE ARTS
 AND ALL OUR INITIATIVES
 302 16:14:01:14 16:14:03:06 ARE SIMPLY TOOLS
 303 16:14:03:08 16:14:06:11 THAT WILL ACCOMPLISH
 THE MAIN GOAL OF LITERACY.
 304 16:14:06:13 16:14:07:29 (*Perkerson*)
 OKAY, BOYS AND GIRLS,
 305 16:14:08:01 16:14:09:29 *THE BELL MEANS*
THAT IT'S D.E.A.R. TIME.
 306 16:14:10:01 16:14:11:18 *EVERYBODY SHOULD HAVE*
THEIR BOOK.
 307 16:14:11:20 16:14:14:03 *THEY SHOULD BE QUIETLY READING.*
 308 16:14:14:05 16:14:16:25 WHEN STUDENTS ARE IN ART CLASS
 AND IT'S D.E.A.R. TIME,
 309 16:14:16:27 16:14:18:27 WE DROP EVERYTHING AND READ,
 310 16:14:18:29 16:14:20:16 JUST LIKE
 THE REST OF THE SCHOOL.
 311 16:14:20:18 16:14:24:24 WE HAVE A LOT OF DIFFERENT TYPES
 OF DRAWING BOOKS, AND THEY--
 312 16:14:24:26 16:14:27:10 SOME OF 'EM ARE JUST ART BOOKS,
 313 16:14:27:12 16:14:30:23 AND SOME OF THEM ARE
 "HOW TO DRAW THINGS" BOOKS.
 314 16:14:30:25 16:14:33:13 AND THE STUDENTS
 ARE EITHER READING THE STEPS
 315 16:14:33:15 16:14:35:07 ON HOW TO DRAW A PICTURE,
 316 16:14:35:09 16:14:38:26 OR THEY ARE READING
 ABOUT VARIOUS FAMOUS ARTWORKS.
 317 16:14:38:28 16:14:40:10 HERE,
 WHAT ARE WE WORKIN' ON?
 318 16:14:40:12 16:14:44:21 THE COMMUNITY WANTED
 A NEW VISION FOR THE SCHOOL.

319	16:14:44:23	16:14:47:29	THE TEACHERS WERE STRIVING FOR A NEW VISION.
320	16:14:48:01	16:14:49:06	IT WAS INCREDIBLE.
321	16:14:49:08	16:14:50:27	NOW, HOW DOES THIS COMPARE WITH LAST YEAR?
322	16:14:50:29	16:14:53:28	(McGary-Ervin) I MET WITH PARENTS, TEACHERS, AND CHILDREN
323	16:14:54:00	16:14:56:00	TO TRY TO GAIN THEIR TRUST
324	16:14:56:02	16:14:59:17	AND REALLY LISTEN TO WHAT THEY FELT LIKE THEIR NEEDS WERE.
325	16:14:59:19	16:15:00:19	GOOD MORNIN'.
326	16:15:00:21	16:15:01:19	HAVIN' A GREAT DAY?
327	16:15:01:21	16:15:03:04	YES.
328	16:15:01:21	16:15:03:04	YES.
329	16:15:03:06	16:15:04:23	[faint chatter]
330	16:15:04:25	16:15:07:20	IS EVERYTHING GOING WELL AT HARMONY LELAND THIS WEEK?
331	16:15:07:22	16:15:08:20	[indistinct chatter]
332	16:15:08:22	16:15:10:00	ALL RIGHT, SOMEBODY SAID YES.
333	16:15:10:02	16:15:11:00	YOU GOTTA SPEAK UP.
334	16:15:11:02	16:15:12:00	THAT WAS WENDY.
335	16:15:12:02	16:15:13:00	WHAT'S GOING WELL?
336	16:15:13:02	16:15:14:00	EVERYTHING.
337	16:15:14:02	16:15:15:10	[chuckles]
338	16:15:15:12	16:15:18:02	WE DID TOOTH FAIRY BOXES TODAY, AND IT WAS FUN.
339	16:15:18:04	16:15:20:03	WE USED PAPIER-MACHE AND MILK CARTONS
340	16:15:20:05	16:15:21:17	AND MADE BOXES TO PUT OUR TEETH IN
341	16:15:21:19	16:15:23:16	WHEN THEY FALL OUT-- FOR GOOD REASONS.
342	16:15:23:18	16:15:24:16	[stifled laughter]
343	16:15:24:18	16:15:26:01	(McGary-Ervin) GREAT.
344	16:15:26:03	16:15:27:19	SECOND GRADE.
345	16:15:27:21	16:15:29:10	WE GOT THE COMPUTERS TO WORK.
346	16:15:29:12	16:15:30:29	THAT WAS MAJOR.
347	16:15:31:01	16:15:32:03	MAJOR.
348	16:15:32:05	16:15:34:15	(McGary-Ervin) SPECIALISTS.
349	16:15:34:17	16:15:36:16	AWESOME TODAY-- TWO WEEKS TO GO
350	16:15:36:18	16:15:38:25	UNTIL WE HAVE OUR FIRST REHEARSAL WITH THE SYMPHONY.
351	16:15:38:27	16:15:39:25	[awed muttering]
352	16:15:39:27	16:15:41:09	WOW, GREAT JOB.
353	16:15:41:11	16:15:43:00	ONE OF THE BIGGEST CHANGES THAT I SEE
354	16:15:43:02	16:15:47:11	THAT SANDRA HAS BEEN ABLE TO, YOU KNOW, HELP BRING ABOUT
355	16:15:47:13	16:15:49:23	IS THAT THE CHILDREN HAVE--
356	16:15:49:25	16:15:52:22	THEY'RE JUST GIVEN

357 16:15:52:24 SO MUCH MORE HOPE, I THINK.
 16:15:54:22 THEY'RE TOLD
 358 16:15:54:24 THAT THEY'RE EXCELLENT,
 16:15:56:21 AND THEY BELIEVE
 359 16:15:56:23 THAT THEY'RE EXCELLENT,
 16:15:58:07 AND THEY ARE EXCELLENT.
 360 16:15:58:09 16:15:59:20 WHAT DO I EXPECT
 FROM YOU TODAY?
 361 16:15:59:22 16:16:00:23 EXCELLENCE.
 362 16:16:00:25 16:16:02:05 ALL RIGHT--
 363 16:16:02:07 16:16:04:09 ALL THE TIME, SOME OF THE TIME,
 OR MOST OF THE TIME?
 364 16:16:04:11 16:16:05:09 ALL THE TIME.
 365 16:16:05:11 16:16:06:27 OKAY,
 EXCELLENT.
 366 16:16:06:29 16:16:12:08 [together]
 § YOU KNOW THAT WE ARE
 THE B-E-S-T. §
 367 16:16:12:10 16:16:15:03 [together]
 THIS IS CALLED THE--
 368 16:16:15:05 16:16:16:14 GOOD MORNING.
 369 16:16:16:16 16:16:19:22 [together]
 GOOD MORNING--
 370 16:16:19:24 16:16:22:28 [staggered mumbled greetings]
 371 16:16:23:00 16:16:25:23 OKAY, ARE YOU ALL HAVING
 A GREAT DAY?
 372 16:16:25:25 16:16:27:19 [together]
 YES, MA'AM.
 373 16:16:27:21 16:16:29:21 DO YOU MIND
 IF I ASK YOUR TEACHER
 374 16:16:29:23 16:16:30:29 JUST A COUPLE
 OF QUESTIONS?
 375 16:16:31:01 16:16:31:29 CAN YOU SIT
 AND--
 376 16:16:32:01 16:16:33:10 [together]
 YES.
 377 16:16:33:12 16:16:34:28 OKAY, NICE AND QUIET--
 EVERYONE'S QUIET.
 378 16:16:35:00 16:16:36:05 MY HAND IS UP.
 379 16:16:36:07 16:16:37:27 [together]
 OUR MOUTH IS CLOSED.
 380 16:16:37:29 16:16:39:11 OKAY, LET ME SEE
 IF YOU CAN DO IT.
 381 16:16:39:13 16:16:42:03 IF YOU HAVE TROUBLE,
 PUT YOUR FINGER ON YOUR LIP.
 382 16:16:42:05 16:16:43:04 OKAY.
 MISS WILLIAMS.
 383 16:16:43:06 16:16:45:06 YES, MA'AM?
 384 16:16:45:08 16:16:47:20 THEY TELL ME THAT
 KINDERGARTENERS COULD NOT WRITE.
 385 16:16:47:22 16:16:51:18 NOT ONLY ARE THEY WRITING,
 THEY'RE MAKING PARAGRAPHS.
 386 16:16:51:20 16:16:54:26 (McGary-Ervin)
 I'M ACTUALLY SEEING CHILDREN
 DO RESEARCH PAPERS
 387 16:16:54:28 16:16:56:21 ON FAMOUS ARTISTS.

388	16:16:56:23	16:17:01:06	I'M WATCHING CHILDREN BECOME SO DISCIPLINED WITH THE VIOLIN
389	16:17:01:08	16:17:04:20	THAT IT TRANSFERS OVER INTO THE REGULAR CLASSROOM.
390	16:17:04:22	16:17:07:14	I'M SEEING COMMITMENT TO LEARNING,
391	16:17:07:16	16:17:11:06	BECAUSE THEY ARE COMMITTED TO THEIR EDUCATIONAL DAY.
392	16:17:11:08	16:17:13:05	(Hardaway) MRS. McGARY CAME
393	16:17:13:07	16:17:18:10	NOT ONLY WITH A VISION, BUT SHE CAME WITH TOOLS,
394	16:17:18:12	16:17:19:23	AND WITH THE ARTS AND THE MUSIC,
395	16:17:19:25	16:17:23:15	IT PULLS THE CHILDREN AND THE COMMUNITY
396	16:17:23:17	16:17:25:14	AND THE PARENTS ALL TOGETHER,
397	16:17:25:16	16:17:28:25	SO WE'RE ALL WORKING FOR COMMON GOOD,
398	16:17:28:27	16:17:31:02	AND THAT IS TO ENJOY LEARNING,
399	16:17:31:04	16:17:33:19	(teacher) MAKE SURE YOUR FINGERS ARE EXACTLY ON THE TAPE
400	16:17:33:21	16:17:35:12	WHERE THEY'RE SUPPOSED TO BE.
401	16:17:35:14	16:17:38:07	[violin repeats single note]
402	16:17:38:09	16:17:41:06	[violin plays chromatic scale]
403	16:17:41:08	16:17:46:12	§ §
404	16:17:46:14	16:17:48:29	[playing together]
405	16:17:49:01	16:17:52:16	(McGary-Ervin) THIS SCHOOL TRULY BELONGS TO THE COMMUNITY,
406	16:17:52:18	16:17:55:15	AND SINCE I'VE BEEN HERE, I'VE NOTICED
407	16:17:55:17	16:17:58:17	THAT THE MORE WE DO,
408	16:17:58:19	16:18:01:17	THE EXPECTATIONS ARE EVEN HIGHER FROM THE PARENTS.
409	16:18:01:19	16:18:06:15	THE CHILDREN ARE ON TASK AND RESPECTFUL AND QUIET
410	16:18:06:17	16:18:09:13	AND GOING TO THEIR CLASSROOMS, AND THEY'RE LEARNING SOMETHING.
411	16:18:09:15	16:18:11:11	YOU CAN JUST SENSE IT, AND YOU JUST KNOW IT.
412	16:18:11:13	16:18:12:17	NOT BAD.
413	16:18:12:19	16:18:14:08	WE'RE GONNA DO THAT ONE LINE OVER AND OVER.
414	16:18:14:10	16:18:16:07	YOU READY? NOPE, NOT ALONE--YOU READY?
415	16:18:16:09	16:18:18:05	I'M GONNA STAND IN THE MIDDLE. I WANNA HEAR.
416	16:18:18:07	16:18:19:08	WHO CAN DO IT?
417	16:18:18:07	16:18:19:08	I CAN DO IT.
418	16:18:19:10	16:18:21:05	LET ME HEAR IT.
419	16:18:21:07	16:18:23:11	(McGary-Ervin) I WATCH CHILDREN WHO WERE AFRAID
420	16:18:23:13	16:18:26:04	TO SPEAK UP IN CLASS

421 16:18:26:06 TO GIVE AN ANSWER
 16:18:28:19 STANDING UP NOW,
 422 16:18:28:21 RECITING.
 16:18:30:26 I CAN SEE THAT GROWTH,
 423 16:18:30:28 16:18:34:24 AND I CAN SEE
 THAT MY CHILDREN ARE READY
 424 16:18:34:26 16:18:36:15 WITH THEIR SOCIAL SKILLS
 425 16:18:36:17 16:18:41:16 TO GO OUT AND TACKLE THE ISSUES
 THAT WILL COME THEIR WAY.
 426 16:18:41:18 16:18:44:26 (Pullen)
 WE'RE IN NORTHEAST PARK HILL--
 427 16:18:44:28 16:18:49:09 ETHNIC BALANCE
 OF ABOUT 65% AFRICAN-AMERICAN,
 428 16:18:49:11 16:18:51:27 ABOUT 28% HISPANIC,
 429 16:18:51:29 16:18:56:11 AND THE BALANCE--A HODGEPODGE
 OF EVERYTHING ELSE.
 430 16:18:56:13 16:18:57:25 THE NEAT THING IS, THOUGH,
 431 16:18:57:27 16:19:00:25 OUT OF THE--OH,
 ABOUT 500 STUDENTS WE HAVE,
 432 16:19:00:27 16:19:05:09 ABOUT 80 OF THE CHILDREN HERE
 ARE HERE BY SCHOOL OF CHOICE,
 433 16:19:05:11 16:19:08:29 WHICH MEANS, THIS IS *NOT*
 THEIR NEIGHBORHOOD SCHOOL.
 434 16:19:09:01 16:19:12:27 THEY ARE HERE BECAUSE
 THEY LIKE WHAT'S BEING OFFERED,
 435 16:19:12:29 16:19:14:12 AND THE PARENTS
 WANT THE CHILDREN
 436 16:19:14:14 16:19:15:20 TO PARTAKE OF THAT.
 437 16:19:15:22 16:19:17:05 EXCELLENT.
 WHAT ELSE, TRENT?
 438 16:19:17:07 16:19:19:06 WHAT COULD BE
 IN YOUR ILLUSTRATION?
 439 16:19:19:08 16:19:21:12 (Pullen)
 WHEN WE CONVERTED
 TO A SCHOOL OF THE ARTS,
 440 16:19:21:14 16:19:27:21 OVER 50% OF THE TEACHING STAFF
 ACTUALLY LEFT.
 441 16:19:27:23 16:19:31:22 NOW, SOME PEOPLE WOULD SAY,
 "THAT'S--THAT'S HORRIBLE.
 442 16:19:31:24 16:19:33:27 HALF YOUR STAFF WAS GONE."
 443 16:19:33:29 16:19:38:01 BUT THE STAFF THAT REMAINED
 HAD A TRUE INTEREST, PASSION,
 444 16:19:38:03 16:19:39:22 AND COMMITMENT
 TO THE ARTS,
 445 16:19:39:24 16:19:43:13 AND IT OPENED UP
 OPPORTUNITY
 446 16:19:43:15 16:19:46:27 TO BRING IN MORE STAFF
 WITH LIKE MIND.
 447 16:19:46:29 16:19:48:28 OH, THANK YOU
 VERY MUCH.
 448 16:19:49:00 16:19:51:20 I SPEND, LIKE,
 THE FIRST TWO HOURS OF THE DAY
 449 16:19:51:22 16:19:53:24 ACTUALLY VISITING
 THE CLASSROOMS,
 450 16:19:53:26 16:19:56:29 ONE, TO HAVE
 A GOOD UNDERSTANDING

451	16:19:57:01	16:19:59:13	OF WHAT IS TAKING PLACE IN THE CLASSROOM,
452	16:19:59:15	16:20:03:24	TWO, TO ACTUALLY BE ABLE TO PROVIDE SOME DIRECTION
453	16:20:03:26	16:20:05:16	OR SUGGESTIONS TO TEACHERS
454	16:20:05:18	16:20:08:01	ABOUT WHAT ELSE COULD BE INCLUDED
455	16:20:08:03	16:20:09:26	IN THEIR INSTRUCTIONAL PLAN.
456	16:20:09:28	16:20:11:14	MICHELLE, YOU HAVE A GOOD DAY, HON.
457	16:20:11:16	16:20:12:28	OKAY.
458	16:20:11:16	16:20:12:28	ALL RIGHT.
459	16:20:13:00	16:20:15:28	[classical music playing]
460	16:20:16:00	16:20:19:19	§ §
461	16:20:19:21	16:20:22:19	YOU GUYS ARE DOING A MASS REHEARSAL--WHATEVER?
462	16:20:22:21	16:20:23:21	UH-HUH.
463	16:20:23:23	16:20:26:01	AND YOU WANT TO JUST DO A--
464	16:20:26:03	16:20:29:20	MAYBE A LITERACY PIECE ON COSTUMING.
465	16:20:26:03	16:20:29:20	YES.
466	16:20:29:22	16:20:31:19	YOU COULD ACTUALLY TAKE THEM TO THE LIBRARY,
467	16:20:31:21	16:20:32:21	GO ON THE INTERNET,
468	16:20:32:23	16:20:34:12	AND RESEARCH--
469	16:20:32:23	16:20:34:12	OKAY.
470	16:20:34:14	16:20:36:26	WHAT KIND OF CLOTHING THEY WORE IN THE RENAISSANCE PERIOD,
471	16:20:36:28	16:20:38:16	AND THEY CAN WRITE THAT STUFF DOWN,
472	16:20:38:18	16:20:40:23	MAYBE WRITE OUT A PARAGRAPH OR A SHORT ESSAY,
473	16:20:40:25	16:20:42:23	SO THEN THEY WON'T BE SO APT
474	16:20:42:25	16:20:44:15	TO JUST WEAR THE REGULAR TENNIS SHOES
475	16:20:44:17	16:20:45:28	OR WHATEVER--
476	16:20:44:17	16:20:45:28	RIGHT.
477	16:20:46:00	16:20:47:17	BUT THEY'LL UNDERSTAND THE PERIOD.
478	16:20:46:00	16:20:47:17	OKAY.
479	16:20:47:19	16:20:50:07	AND THAT TIES IN WITH THAT RENAISSANCE THING.
480	16:20:47:19	16:20:50:07	YEAH.
481	16:20:50:09	16:20:51:13	OKAY, YEAH, THAT'S COOL.
482	16:20:51:15	16:20:53:02	OKAY, ALL RIGHT.
483	16:20:53:04	16:20:54:02	VERY GOOD!
484	16:20:54:04	16:20:55:12	[clapping]
485	16:20:55:14	16:20:58:15	NOW IT'S TIME FOR US TO GO.
486	16:20:58:17	16:21:00:04	SO YOU NEED TO GET YOUR SHOES ON,

487 16:21:00:06 16:21:03:08 WALK QUIETLY AND SLOWLY
DOWN THE STAIRS.

488 16:21:03:10 16:21:07:06 (Pullen)
THE ARTS IS SUCH A DYNAMIC
AND EXCITING PART OF THE PROGRAM

489 16:21:07:08 16:21:08:24 THAT OFTENTIMES,
490 16:21:08:26 16:21:11:11 THE KIDS ARE AT A PRETTY HIGH
ENERGY LEVEL,

491 16:21:11:13 16:21:13:27 AND SO TEACHERS
HAVE TO BE MORE FLEXIBLE

492 16:21:13:29 16:21:15:21 IN DEALING WITH GROUP DYNAMICS

493 16:21:15:23 16:21:19:16 AS OPPOSED TO A MORE REGIMENTED,
"I'M SITTING IN THE CLASSROOM,

494 16:21:19:18 16:21:22:19 JUST TRYING TO GET THIS READING
AND ARITHMETIC DONE."

495 16:21:22:21 16:21:25:08 (Hewett)
GO TO DESKTOP.

496 16:21:25:10 16:21:28:28 WE ARE FOLLOWING THE PROCESS
OF MAKING A SLIDE SHOW,

497 16:21:29:00 16:21:32:18 AND I'M HAVING THEM PICK THINGS
OUT OF PLACES FROM, LIKE,

498 16:21:32:20 16:21:33:29 WASHINGTON, D.C.--

499 16:21:32:20 16:21:33:29 RIGHT.

500 16:21:34:01 16:21:36:04 AND OTHER HISTORICAL PLACES
WE CAN FIND ON KID PIX

501 16:21:36:06 16:21:38:07 SO *THEY'RE FAMILIAR*
WITH IT.

502 16:21:36:06 16:21:38:07 *RIGHT, RIGHT.*

503 16:21:38:09 16:21:40:06 *HOW LONG HAVE YOU GUYS*
BEEN WORKING ON THIS?

504 16:21:40:08 16:21:42:26 (Hewett)
THIS IS OUR S--
THIRD WEEK.

505 16:21:42:28 16:21:44:25 *AND WE ONLY ARE IN HERE*
TWO DAYS A WEEK.

506 16:21:44:27 16:21:48:24 *AND THESE KIDS HAVE SLIDE SHOWS*
COMING ALONG PRETTY WELL.

507 16:21:48:26 16:21:50:21 *THEY'RE CATCHING ON REALLY FAST*
TO THIS.

508 16:21:50:23 16:21:52:24 (Pullen)
YOU HAVE TO BE
EXTREMELY FLEXIBLE.

509 16:21:52:26 16:21:55:04 I MEAN, WHEN YOU TALK
ABOUT AN ARTS PROGRAM

510 16:21:55:06 16:21:57:21 AND YOU TALK
ABOUT THE CREATIVE SPIRIT,

511 16:21:57:23 16:21:59:04 YOU TALK ABOUT PERFORMING,

512 16:21:59:06 16:22:01:18 YOU TALK
ABOUT GETTING KIDS EXCITED

513 16:22:01:20 16:22:04:26 ABOUT THOSE HIGHER-LEVEL
THINKING SKILLS,

514 16:22:04:28 16:22:09:15 THINGS AREN'T ALWAYS DEVELOPED
IN THAT 40-MINUTE PERIOD.

515 16:22:09:17 16:22:12:26 YOU OFTENTIMES NEED
EXTENDED PERIODS OF TIME

516 16:22:12:28 16:22:15:06 TO COMPLETE A PROJECT.

517 16:22:15:08 16:22:18:03 WHEN WE FIRST BEGAN
 THE ARTS PROGRAM,
 518 16:22:18:05 16:22:19:26 YOU HAD THE ART STAFF,
 519 16:22:19:28 16:22:23:12 AND YOU HAD
 REGULAR CLASSROOM TEACHERS,
 520 16:22:23:14 16:22:27:10 AND IT WASN'T A UNIFIED TEAM
 INITIALLY,
 521 16:22:27:12 16:22:29:02 BECAUSE
 THE CLASSROOM TEACHERS FELT,
 522 16:22:29:04 16:22:31:09 "WELL, THOSE ARTS PEOPLE
 ARE ON THEIR ARTSY THING,
 523 16:22:31:11 16:22:33:02 "AND THEY'RE DOING SOMETHING
 OVER HERE
 524 16:22:33:04 16:22:37:03 UNRELATED TO WHAT WE'RE DOING
 IN THE CLASSROOM."
 525 16:22:37:05 16:22:38:28 AND ARTS TEACHERS
 OFTENTIMES FEEL,
 526 16:22:39:00 16:22:41:08 "WELL, WE'RE NOT GETTING
 THE KIND OF SUPPORT WE NEED
 527 16:22:41:10 16:22:42:22 "FROM CLASSROOM TEACHERS,
 528 16:22:42:24 16:22:44:04 "BECAUSE
 THEY'RE IN THE CLASSROOM.
 529 16:22:44:06 16:22:46:23 THEY DON'T UNDERSTAND
 WHAT WE'RE DOING."
 530 16:22:46:25 16:22:48:27 AND SO WE ACTUALLY SPENT,
 531 16:22:48:29 16:22:52:11 THROUGH NUMEROUS IN-SERVICES
 AND STAFF DEVELOPMENT PIECES,
 532 16:22:52:13 16:22:55:11 BRIDGING TOGETHER
 THIS UNDERSTANDING
 533 16:22:55:13 16:22:56:24 OF WHAT
 EACH OTHER DOES
 534 16:22:56:26 16:23:00:13 AND HOW,
 IN AN ARTS-INFUSED PROGRAM,
 535 16:23:00:15 16:23:05:02 YOU ACTUALLY WORK TOGETHER
 FOR THE SAME COMMON GOAL.
 536 16:23:05:04 16:23:07:01 AND I THINK
 IT REALLY HELPS KIDS
 537 16:23:07:03 16:23:08:21 WITH THE CONCEPT
 OF THE ARTS.
 538 16:23:08:23 16:23:10:04 AND WHAT I'VE BEEN DOING IS,
 539 16:23:10:06 16:23:11:26 I'VE BEEN TALKING TO TEACHERS
 INDIVIDUALLY,
 540 16:23:11:28 16:23:14:17 BUT I'VE BEEN TARGETING
 SECOND GRADE THIS YEAR.
 541 16:23:14:19 16:23:17:12 THAT'S MY GRADE,
 AND MY MENTEE IS ANDREA,
 542 16:23:17:14 16:23:19:24 SO I'VE BEEN TARGETING HER
 AND LOOKING IN.
 543 16:23:19:26 16:23:23:14 SHE'S A NATURAL KIND OF CREATIVE
 ARTSY PERSON.
 544 16:23:23:16 16:23:24:28 (Pullen)
 RIGHT.
 545 16:23:25:00 16:23:26:03 SO SHE JUST NEEDS
 A LITTLE GUIDANCE
 546 16:23:26:05 16:23:27:07 IN WHAT WE'RE DOING.
 547 16:23:27:09 16:23:28:17 FOURTH GRADE

548 16:23:28:19 IS PRETTY EASY,
 16:23:30:03 BECAUSE THERE ARE JUST
 549 16:23:30:05 TWO PEOPLE,
 16:23:35:16 SO THE PEOPLE INFUSING WITH THEM
 550 16:23:35:18 ARE KELLY AND...KELLY.
 16:23:37:15 KELLY'S INFUSING
 551 16:23:37:17 WITH FOURTH GRADE,
 16:23:39:13 SO TALK ABOUT
 16:23:42:18 *(Harbolt)*
 552 16:23:39:15 UM, THEY'RE WORKING ON
 PRODUCING MUSIC VIDEOS
 553 16:23:42:20 16:23:46:03 SO THEY'RE HAVING TO USE
 MATH SCORING SYSTEMS
 554 16:23:46:05 16:23:47:19 FOR THEIR AUDITIONS.
 555 16:23:47:21 16:23:49:23 *(Pullen)*
 I OVERSEE THE ARTS PROGRAM.
 556 16:23:49:25 16:23:51:18 I WORK CLOSELY
 WITH THE ARTS COORDINATOR
 557 16:23:51:20 16:23:53:00 AND THE ARTS TEAM
 558 16:23:53:02 16:23:56:14 IN TERMS OF PROVIDING
 THE ARTS CURRICULUM
 559 16:23:56:16 16:23:59:18 AND MAKING CERTAIN
 THAT THAT'S INFUSED
 560 16:23:59:20 16:24:01:15 THROUGHOUT THE ENTIRE BUILDING
 561 16:24:01:17 16:24:03:11 AND IN EACH
 INDIVIDUAL CLASSROOM.
 562 16:24:03:13 16:24:06:15 WHEN YOU'RE NOT
 IN THE ARTS CLASS, UM,
 563 16:24:06:17 16:24:08:21 ARE YOU GETTING ANY TIME
 564 16:24:08:23 16:24:11:05 TO BE ABLE
 TO GET INTO THE CLASSROOMS
 565 16:24:11:07 16:24:14:21 WITH THE TEACHERS
 TO INFUSE SOME THINGS WITH THEM
 566 16:24:14:23 16:24:16:28 OR COMMUNICATE
 OR ANYTHING LIKE THAT?
 567 16:24:17:00 16:24:19:07 *(Bookhardt)*
 SOME TEACHERS HAVE BEEN
 MORE RECEPTIVE WITH IT,
 568 16:24:19:09 16:24:20:23 BUT EVEN THOUGH
 569 16:24:20:25 16:24:22:18 THERE HASN'T BEEN
 A GREAT RECEPTION WITH SOME,
 570 16:24:22:20 16:24:26:01 WE GO IN THERE ANYWAY
 AND TRY TO DO WHAT WE CAN.
 571 16:24:26:03 16:24:28:24 *(Pullen)*
 WHEN WE TALK ABOUT INFUSION,
 572 16:24:28:26 16:24:32:23 WE'RE TALKING ABOUT
 THE CLASSROOM TEACHERS
 573 16:24:32:25 16:24:35:27 TAKING WHAT IS HAPPENING
 IN THE ARTS CLASSES
 574 16:24:35:29 16:24:38:13 AND ACTUALLY INTEGRATING
 THOSE COMMON THEMES--
 575 16:24:38:15 16:24:40:13 SOME OF THAT CURRICULUM--
 576 16:24:40:15 16:24:43:00 INTO THEIR DAY-TO-DAY
 INSTRUCTION,
 577 16:24:43:02 16:24:47:07 SO EACH ASPECT OF THE PROGRAM

IS COMPLEMENTING EACH OTHER.

578 16:24:47:09 16:24:50:13 THE CLASSROOM TEACHERS
ARE REINFORCING

579 16:24:50:15 16:24:52:28 WHAT'S BEING DONE
IN THE ARTS CLASSES,

580 16:24:53:00 16:24:55:10 AND THE ARTS CLASSES
ARE REINFORCING

581 16:24:55:12 16:24:57:12 WHAT'S BEING DONE
IN THE CLASSROOM.

582 16:24:57:14 16:24:59:09 (Hewett)
WHEN TEACHERS
DROPPED OFF THEIR KIDS,

583 16:24:59:11 16:25:02:02 IF THEY SAID, "BY THE WAY,
THIS IS WHAT WE'RE STUDYING,"

584 16:25:02:04 16:25:04:18 'CAUSE WE COULD CREATIVELY SAY,
"OKAY,

585 16:25:04:20 16:25:06:08 WE'RE GONNA PUT THIS
INTO OUR PLAN."

586 16:25:06:10 16:25:08:06 THEY'RE DOING IT SOMEWHAT,
BUT NOT ENOUGH.

587 16:25:08:08 16:25:09:19 WE'RE THE ONES GOING AND ASKING.

588 16:25:09:21 16:25:11:22 I THINK THEY NEED TO GIVE US
MORE FEEDBACK.

589 16:25:11:24 16:25:13:11 I THINK
IT WOULD BE VERY HELPFUL.

590 16:25:13:13 16:25:17:02 (Pullen)
I DON'T THINK
THE "AVERAGE PERSON"

591 16:25:17:04 16:25:18:23 REALLY UNDERSTANDS,

592 16:25:18:25 16:25:20:26 WHEN YOU TALK ABOUT
A SCHOOL SETTING,

593 16:25:20:28 16:25:24:15 JUST HOW MUCH TAKES PLACE
BEHIND THE SCENES

594 16:25:24:17 16:25:26:17 SO THAT KIDS CAN HAVE

595 16:25:26:19 16:25:30:27 AN ENJOYABLE, PRODUCTIVE
EDUCATIONAL EXPERIENCE.

596 16:25:30:29 16:25:32:18 DID YOU HAVE
A GOOD DAY TODAY?

597 16:25:32:20 16:25:33:17 YEAH.

598 16:25:32:20 16:25:33:17 OKAY.

599 16:25:33:19 16:25:35:03 AT THE END OF THE DAY,

600 16:25:35:05 16:25:37:00 I USUALLY TAKE TIME
TO BE IN THE LOBBY.

601 16:25:37:02 16:25:38:10 WE HAVE A STUDENT STORE

602 16:25:38:12 16:25:39:27 WHERE WE'RE SELLING THINGS
TO THE KIDS.

603 16:25:39:29 16:25:42:09 IT'S OUR CHANCE
TO SAY GOOD-BYE TO THE KIDS,

604 16:25:42:11 16:25:43:27 AND WE TRY
TO TAKE SOME OPPORTUNITY

605 16:25:43:29 16:25:46:10 TO SAY GOOD-BYE
TO THE PARENTS AS WELL.

606 16:25:46:12 16:25:47:26 THEY PARK
NEAR THE BACK PARKING LOT

607 16:25:47:28 16:25:49:12 BY THE PLAYGROUND,

608 16:25:49:14 16:25:52:01 AND THEN, AFTER THAT,

609	16:25:52:03	16:25:54:14	WHEN ALL THE KIDS ARE GONE, I CAN FOLLOW UP ON SOME OF THE PAPERWORK
610	16:25:54:16	16:25:56:15	THAT I HAD NOT YET COMPLETED,
611	16:25:56:17	16:25:59:26	SO THE DAY USUALLY ENDS ABOUT 6:00.
612	16:25:59:28	16:26:01:05	BYE-BYE.
613	16:26:01:07	16:26:03:15	WE'LL SEE YOU GUYS LATER.
614	16:26:03:17	16:26:05:03	MAKE SURE YOU DO YOUR HOMEWORK TOO.
615	16:26:05:05	16:26:07:18	ALL RIGHT, SOUNDS GOOD.
616	16:26:07:20	16:26:12:12	WHEN I SEE CHILDREN WHO OTHERWISE,
617	16:26:12:14	16:26:17:02	IN A TRADITIONAL CLASSROOM SETTING,
618	16:26:17:04	16:26:19:09	KIND OF STRUGGLE
619	16:26:19:11	16:26:22:14	WITH, YOU KNOW, WHETHER IT BE MATHEMATICS OR SOCIAL STUDIES,
620	16:26:22:16	16:26:24:25	AND WHEN I SEE THE SMILE ON THEIR FACES
621	16:26:24:27	16:26:28:04	FROM THE POSITIVE REINFORCEMENT AND FEEDBACK
622	16:26:28:06	16:26:30:06	THAT THEY GET FROM ARTS TEACHERS,
623	16:26:30:08	16:26:34:02	IT LETS ME KNOW THAT THE ARTS MAKE A DIFFERENCE,
624	16:26:34:04	16:26:37:07	BECAUSE, IF EDUCATION CAN BE CREATIVE,
625	16:26:37:09	16:26:39:28	IF EDUCATION CAN BE SOMETHING
626	16:26:40:00	16:26:43:16	WHEREBY CHILDREN ARE MORE APT TO REMEMBER WHAT THEY STUDY,
627	16:26:43:18	16:26:46:16	THEN THAT'S THE ROAD WE WANT THEM TO TRAVEL.
628	16:26:46:18	16:26:49:14	IT'S NOT SOMETHING THAT SHOULD BE EXTRA FOR KIDS.
629	16:26:49:16	16:26:55:00	THE ARTS ARE WHAT DEVELOPMENT OF A CHILD IS ALL ABOUT.
630	16:26:55:02	16:26:58:01	[upbeat fiddle music]
631	16:26:58:03	16:27:06:02	§ §