



TOP TEN ARTS-IN-ED PROGRAMS

Favorite programs among Suffolk school districts for November 2009



<u>Title</u>	<u>Artist / Art Organization</u>	<u>Website</u>	<u>Target Audience</u>
The Rainbow Fish	Artpower	www.artspower.org	PreK-2
Be Smart about Your Health	Babylon Breast Cancer Coalition	www.babylonbreastcancer.org	K-6
Balance of Power	Camfel Productions	www.camfel.com	4-12
Pumpkin Picking and Farm Tour	Cornell Cooperative Extension		K-2
Black Violin	Di Versatile	ice@a-listagency.com	8-12
Ancient Egypt: A Multi-Cultural Journey	Michael Harrold	www.jambopro.com	K-12
Stop the Bullying!	Hip Pickles	www.hippickles.com	K-8
Halloween Spooktacular	Prismatic Magic	www.prismaticmagic.com	PreK-8
Colonial Life & Technology	SC Archaeological Association		
Storytelling, Fall Exhibits and Education	Woodside Nursery	woodside134@yahoo.com	PreK-5

DISTRICT STARS

Seasonal appeal... Patchogue/Medford and Lindenhurst students learned about "Bats" with Long Island Science Center. King of Themes presented a "Fall Harvest" for Middle Country students. Sachem and Middle Country students went to Potential/Benner's Farm to learn about "Fall on the Farm: History and Harvest." Middle Country students heard Lou Del Bianco tell stories about "Monsters I have Known." At the Cornell Cooperative Extension, Middle Country, Patchogue/Medford and Sachem went "Pumpkin Picking and Farm Tour." Cleveland Museum of Art uncovered "Scary Art" for North Babylon students. Sachem students took a "Pumpkin-Vegetable Field Trip" to F & W Schmitt Brothers. Lou Del Bianco presented "Thanksgiving Show" in Half Hollow Hills. Harvey Heilbrun presented "Tell Me a Story" in Mount Sinai and Michael Carbonaro retold "The Tales of Poe" in Sachem. Broadhollow Players asked "Who Took Tom Turkey" in Lindenhurst and Sachem.

Native life... Journeys into American Indian Territory presented "Arts and Lifeways of New York's Native Americans" in Connetquot; "Buffalo Cultures and Tipi Lifeways of Plain Indians" in Commack, and "Native American Cultures of the Eastern Woodlands" in Hauppauge and West Babylon. Commack and Sachem students uncovered "Long Island Native Americans" with LI Center of Arts and Sciences. Wilderness Traveling Museum described "Wigwam Life on Long Island" in Sachem.

Telling tales... Story Arts presented "Heather Forest: Storyteller, Nature Tales" in Commack and Middle Country. TheatreworksUSA presented "Stories and Songs of Latin America" by Felix Pitre" in Commack and Riverhead. Patchogue/Medford and Sachem students went to Woodside Nursery for "Storytelling, Fall Exhibits and Education." Lou Del Bianco led a "Storytelling/Writing Workshop" in Commack.

DISTRICT STARS *(continued...)*

Healthy habits... Bierko Productions introduced "Beth and Scott's Nutrition Mission" in **Central Islip**. **Connetquot** and **Sachem** students took the "Brain Challenge: The Game Show" with Allen Strauss. Long Island Science Center built a "Food Pyramid" for **Lindenhurst** students. King of Themes talked about "Healthy Lifestyles for Kids" in **Islip**. **Copiague** and **Smithtown** students learned "It's Alive: How Our Organs Work" with PetraPuppets. "The

program was an extension to many of the grade's current curriculum," noted Whitney Reyes, assembly coordinator and PTA co-vice president. "The students remembered the information clearly through the entertaining presentation. [We got] such great positive feedback from the staff! [Everyone] loves Steve and Petra Puppets!" **Brentwood** students learned how to "Make Your Own Cell Model" at Brookhaven Science Associates.

Be a District Star...

Your school can be part of our newsletter's District Stars section. Please send us a paragraph or two and perhaps a photo about how a recent Arts-In-Ed program impacted student learning and connected with curriculum. We'd like to share your experience with other schools!

AIE NEWS

Future of Arts on Long Island

LI Arts Alliance hosted the Future of Arts on LI forum on Oct. 14 at Pt. Washington's Landmark Theatre. The panel was comprised of Regent Roger Tilles, Usdan Executive Director Dale Lewis, and directors of the LI Philharmonic, the Huntington Arts Council, the Staller Center and Airmid Theatre. The audience was comprised of cultural organization directors, teaching artists, artists, and in the educational arena, Joe Sugar and Carol Brown.

Diana Cherryholmes, Executive Director of the Huntington Arts Council implored the audience on the need to pay artists, not to expect their talent and expertise free of charge.

Regent Tilles spoke about how [his] "life has been made whole with the arts." He further noted that there is a gap of a generation in access to the arts – a lost generation that doesn't understand or appreciate the arts. Therefore, there is a need to increase the advocacy base. His conversations with Commissioner Steiner lead him to state that Dr. Steiner has a positive perspective on the role of arts education. Regent Tilles thinks we're going to see positive changes in this area. He sees the arts as a turn-around program for high needs schools. This is a component of the NYSED's Race to the Top grant proposals. Both Joe Sugar and Carol Brown made statements regarding the alignment of 21st century skills, the creative workforce and arts education. More info at: www.longislandartsalliance.org.

Arts Education Boost Graduation Rates, Says New Study

High schools that offer the greatest access to arts education have the highest graduation rates, according to a recent study conducted by the Center for Arts Education (CAE) in New York City. By the same token, those schools offering the least access to arts education and fewest resources have the lowest graduation rates. The findings, culled from over 200 New York City schools in a 2-year period, make a strong case for considering the benefits of arts education when addressing the dropout crisis and struggling high schools, stressed the Center's researchers.

Not surprisingly, the study also found the schools with the best graduation rates also had 40% more certified arts teachers and offered 40% more classrooms dedicated to arts instruction than the schools with the worst graduation rates. "Strategies that rely on intervention only when students are on the verge of dropping out are insufficient," suggested the researchers. "Relying on a credit recovery process or 'discharging' the habitually truant to mask a portion of systemic failure does not contribute to school improvement."



These findings reinforce President Obama's view that arts education should be an integral part to K-12 education. "Every American deserves an opportunity to study, understand, and contribute to the arts and the humanities," declared the President in a proclamation created in recognition of National Arts and Humanities Month in October. "In an ever-changing world, we must prepare our students with the knowledge, creative skills, an ability to innovate so they can compete and succeed on the global stage. Creativity and a thirst for understanding are the fuel that has fed our Nation's success for centuries, and they will continue to be well into our future."

To read the entire report by the Center for Arts Education, including recommendations for New York City, visit http://www.cae-nyc.org/sites/default/files/docs/CAE_Arts_and_Graduation_Report.pdf

Learning on Your Feet

Recent research supports what educators have known for some time: many students learn better by doing than from simply seeing and hearing. In addition to promoting retention, physical experiences

appears to boost creativity, motivation and social intelligence, according to Scott T. Grafton, MD, professor of psychology and director of the Brain Imaging Center at the University of California, Santa Barbara. Grafton's team has conducted several studies, including one with dancers, to measure the impact of physical activity on the brain.

From their research, Grafton and his colleagues hope to gain insight into how the brain's action observation network (AON), which is triggered by both our own performance of a particular action and by watching someone else perform an action, impacts learning. In one recent study, a troupe of modern dancers learned two new dance activities over a 10-week period. While their brains were being scanned by MRI equipment, the dancers watched short video segments of their instructor performing a dance activity that they had been rehearsing daily as well as a video of a dance activity they hadn't rehearsed. The researchers found that the combination of watching and doing the dance activity increased the AON. Next, the researchers looked at whether the AON was affected by physical activity without the aid of observing the action. They found that some dancers learned the dances through physical practice and others solely by observation. "Follow up tests showed that the benefit from learning by observing was never as strong as advantages derived from physical practice," notes Grafton. He concluded that AON is a "general-purpose observational learning network for simulating actions, and it is cued by both physical and symbolic models."

Another benefit to the physical experiences inherent to the arts—dance as well as music and drama—is that the physical knowledge gained tends to stimulate passion. "The hunger to learn arts-related skills is a source of profound motivation that can spread to all aspects of a learner's life," stresses Grafton. However, research on how the brain creates positive motivation has been preliminary at best. Grafton's team is trying to uncover the brain systems that are driven by passionate interests, physical skills and how the two interact with the AON. In one experiment, the California researchers have tested motivation by flashing letters on a computer screen in front of participants and asking them to decide whether the letters form a real word (ie, world) or a nonword (ie, owrdl). Prior to seeing each word/nonword, another word was flashed that described either an activity the participant was passionate about, such as 'guitar,' or an activity of little interest. This word was flashed so rapidly that the person wasn't conscious of it. Still, the participants were faster and more accurate at completing the word/nonword task when their "passion" word appeared.

Finally, the California researchers have observed that physical learning experiences aids social intelligence. "The emotional scaffolding that supports empathy and perspective is linked in part to how we perceive and interpret others' action," notes Grafton. In recent work, the researchers have shown that the AON is triggered not only by the act of doing something or watching someone doing something, but also by how we feel when we perform an activity and what we think the person performing an action is feeling. Further research is needed to determine the degree to which the AON can change as emotional intelligence develops as well as the potential for education in the arts to accelerate this process.

Ultimately, Grafton hopes that the research being conducted by his team and others around the country will inform education policy and practices. "Our society places great emphasis on academic success within a narrow set of areas (math, reading or higher IQ)," stresses Grafton. "Physical knowledge need not be subordinate to cognitive training for a child to receive the best education. Experiential knowledge is essential for creating great surgeons and truck drivers alike. It drives creativity and innovation in the sciences, as anyone who has ever built a novel measurement device, developed a new laboratory assay or handled a sample of any kind can attest." To read the full paper, visit <http://www.dana.org/news/cerebrum/detail.aspx?id=23500>

Economic Crisis: Education to the Rescue?

The economic crisis of the past year has shaken up just about every industry—from banking and real estate to media and car manufacturing. While Wall Street has taken most of the heat for the crisis, a recent *New York Times* editorial suggests that our current education system should accept some of blame. According to Thomas L. Friedman, the editorial's author, while Wall Street was experiencing an ethical breakdown, Main Street suffered an educational breakdown. Our education system has not prepared Americans for the new global economy and, consequently, many people are finding it harder to get and hold onto jobs. Friedman's solution: Provide students with the necessary skills to make them "untouchable" by workforce excising and outsourcing.

"Our education failure is the largest contributing factor to the decline of the American worker's global competitiveness, particularly at the middle and bottom ranges," Todd Martin, a former global executive with PepsiCo and Kraft Europe and now an international investor, recently told Friedman. "When the Great Recession wiped out all the credit and asset bubbles that made [our] over-consumption possible, it left too many American workers not only deeper in debt than ever, but out of a job and lacking the skills to compete globally."

The 'average Joe'—the average accountant, lawyer, contractor, assembly line worker and so on—isn't going to get very far in the new global economy, predicts Friedman. Lawrence Jatz, a labor expert at Harvard University, calls these average workers 'substitutable.' What's needed is for the educational system to train future workers to be 'untouchable,' to have the skills to "imagine new services, new opportunities and new ways to recruit work," says Friedman.

Exactly who is getting the 'ax' these days? Jatz breaks it down as follows:

- "The top half of the college market, those with the high-end analytical and problem-solving skills who can compete on the world market or game the financial system or deal with new government regulations, have done great."
- "The bottom half of the top, those engineers and programmers working on more routine tasks and not actively engaged in developing new ideas or recombining existing technologies or thinking about what new customers want, have done poorly. They've been much more exposed to global competitors that make them easily substitutable."

- “Those at the high end of the bottom half—high school grads in construction or manufacturing—have been clobbered by global competition and immigration.”
- “But the high end of the bottom half who have some interpersonal skills—the salesperson who can deal with customers face-to-face or the home contractor who help you redesigned your kitchen without going to an architect—have done well.”

If students are to be ‘untouchable,’ they must receive the ‘right education,’ concludes Friedman. Daniel Pink echoes this sentiment in his book, *A Whole New Mind*. “In a world in which more and more average work can be done by a computer, robot or talented foreigner faster, cheaper ‘and just as well, vanilla doesn’t cut it anymore,” Pink writes. “It’s all about what chocolate sauce, whipped cream and cherry you can put on top. Our schools have a doubly hard task now—not just improving reading, writing and arithmetic but entrepreneurship, innovation and creativity.” The editorial can be found at <http://www.nytimes.com/2009/10/21/opinion/21friedman.html?scp=1&sq=The%20New%20Untouchables&st=Search>

Raising the Bar on Arts Education

A recent Harvard Graduate School of Education report, *Project Zero*, was developed to address the challenge of creating and sustaining high quality formal arts learning experiences for K-12 students, inside and outside schools. “Access and quality are the two great challenges for arts education,” stresses Steve Seidel, lead principal investigator on the study. “In the study, we found that while quality is a persistent challenge, many arts educators demonstrate that, with thoughtful, careful analysis, constant dialog, and dogged persistence, it is possible to achieve and sustain high quality arts learning experiences for young people in and out of the school setting.”

The study’s findings are based on a review of published literature; interviews with leading arts practitioners, theorists and administrators; and visits to high quality arts programs. Based on their research, the investigators concluded that high quality arts instruction requires:

Reflection and Dialog. The report offers dialog tools to help arts educators develop their own visions of high quality arts education.

Passion and Persistence. Ideas about quality are deeply tied to issues of identity, meaning and the personal values of artists, educators and citizens.

Ability to Serve Multiple Purposes. Though arts programs vary widely, high quality arts programs engage the learner on many levels and help them grow in a variety ways.

Seeing the Arts through Four Different Lenses. Looking at an arts program through four lenses—learning, teaching, classroom community and environment—can help focus attention on what is excellence in arts programming.

Making Program-Defining Decision. Important questions to ask: 1) who teaches the arts, 2) where are the arts taught, 2) what is taught and how, and 4) how is arts learning assessed?

Decisions and Decision-makers at All Levels. Decision-makers should include those who are far away from the classroom (ie, administrators, funders), those who are just outside the classroom (ie, program staff and parents), and those who are in the room (ie, student, teachers, and artists). To learn more about Project Zero, visit <http://www.pz.harvard.edu/QoQPressRelease.pdf>

Long Island Scholar Artist Awards

Have your high school students participated in the *Scholar Artists* awards? In the coming year, the application process will be easier than ever. New, easy-to-follow guidelines and a streamlined application form will be available in February 2010. Look for more information in coming issues of *The Star*.

STATEWIDE AIE NEWS

NYS Education: Time for Change

New York State Department of Education is entering a new era, announced NYS education commissioner David Steiner and Board of Regents chancellor Merryl Tisch at a recent meeting of the NYS School Board Association. The two leaders outlined their vision for future education, which includes the re-vamping of testing to assess real knowledge and skills, updating curriculum, and incorporating

technology more widely into the classroom and teacher training. Specifically, Steiner criticized the state assessments, saying “they give undue weight to reading and math over other vital subjects like economics and the arts.”

“Since the early 1990s, there’s been this continued emphasis on regulation and compliance,” stressed Tisch. “Now we’re moving to innovation and collaboration.” Among Tisch’s goals is to halt to the

unnecessary regulating of school districts. "We spend an enormous amount of effort regulating districts that frankly would do very well without us."

Steiner also emphasized the need for better teacher training as well as assigning the best teachers to classrooms that need them the most as

a first step to closing the gap between academic performance among the neediest and wealthiest students in NYS. Finally, he wants to see new technologies, such as inexpensive flip cameras, used in both teaching and teacher training. You can read the full report at <http://gothamschools.org/2009/10/16/steiner-and-tisch-the-times-are-achanging/>

PROGRAM PROFILES



Black Violin performed for William Floyd, Central Islip, South Huntington and Cold Spring Harbor students the last week in October. Along with their high energy performances, they also offered master string classes for these high school and middle school students.

CALL FOR REVIEWS OF RESIDENCY PROGRAMS

Residencies offer some of the most valuable Arts-in-Education experiences, giving students ongoing, sustained learning with artists and specialists in the arts fields. To honor the value of residencies, ESBOCES Arts-in-Ed will highlight these types of experiences in this monthly newsletter. Please send us a few paragraphs, photos (if available, and always w/ releases, please) to help us herald the residencies you are offering your students. Email Carol Brown at cbrown@esboces.org

MARK YOUR CALENDAR...

Nov. 3 Balanced Mind Conference (Marriott, Uniondale) <http://www.balancedmind.org/>

Nov. 10 Tips and Strategies for Inclusion Students in the Performing Arts Classroom

Nov. 17 Tips and Strategies for Inclusion Students in the Visual/Media Arts Classroom

Nov. 19 SEL Forum: Diffusing Problematic Behavior. ESB Sherwood Center

Dec. 4 SEL conference (Adelphi University) www.sel.eboard.com

Dec. 11 AIE Advisory Council Meeting. Westhampton Beach Performing Arts Center with performance by Mayhem Poets at 9 AM

WEB VIEWS

READING WITH THE ARTS

San Diego teachers are being trained to use visual arts and theater activities in the classroom to hone 3rd and 4th graders' reading and writing skills. *Dream Project*, a joint venture between the San Diego County Office of Education, the North Country Professional Development Federation, and the Center ARTES programs, is being funded by a \$1 million grant from the US DOE. For more, visit <http://www.csusm.edu/centerartes/dream.html>

LITERACY THROUGH POETRY SLAMS

The success of the *Poetry Slam*, a New York City educational staple for many years, is described in the latest issue of *Edutopia*. For a slam, students write poetry and then perform it in a live competition. The process builds confidence and literacy skills. To read more, <http://www.edutopia.org/poetry-slam-global-writes>

WEB VIEWS *(continued...)*

DON'T FORGET THE RIGHT-BRAIN

Experts say an educational system that focuses too much on left-brain skills is lopsided. There must be a balance of left- and right-brain skill-building, if we're to bring back a thriving economy. For details, visit http://www.usatoday.com/life/lifestyle/2009-07-13-right-vs-left-brains_N.htm?loc=interstitialskip

ANY GIVEN CHILD INITIATIVE

The Any Given Child initiative, created by the John F. Kennedy Center for the Performing Arts, is designed to bring access, balance, and equity to arts education in grades K-8. The Center's staff plans to work with community leaders and school administrators to tailor a specific plan for each community. Read more at <http://www.kennedy-center.org/education/anygivenchild/>

Quote of Month

"My life has been made whole with the arts."

- Roger Tilles, member of the New York State Board of Regents

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