



The Arts in Education office is offering to provide a crosswalk between the NYS Common Core Standards for ELA and Literacy for your district arts faculty at a regularly scheduled faculty meeting.

*Call the Arts in Ed office to schedule.*



## TOP TEN ARTS-IN-ED PROGRAMS

Favorite programs among Suffolk school districts



<u>Title</u>	<u>Artist/Art Organization</u>	<u>Website</u>	<u>Target Audience</u>
Winter Holiday Celebration	Prismatic Magic, LLC	<a href="http://www.prismaticmagic.com">www.prismaticmagic.com</a>	PreK-8
Dicken's A Christmas Carol	Theatre Three Productions	<a href="http://www.TheatreThree.com">www.TheatreThree.com</a>	4-12
Frosty the Snowman	Broadhollow Players	<a href="http://www.broadhollow.org">www.broadhollow.org</a>	PreK-2
Ancient Egypt: A Multi-Cultural Journey	Michael Harrold	<a href="http://www.jambopro.com">www.jambopro.com</a>	K-12
Happy Holidays Around the World	Bierko Productions	<a href="http://www.bethandscott.net">www.bethandscott.net</a>	PreK-6
Frosty The Snowman	CM Performing Arts Center	<a href="http://www.cmpac.com">www.cmpac.com</a>	PreK-5
The Nutcracker	Ballet Ambassadors	<a href="http://www.balletambassadors.org">www.balletambassadors.org</a>	K-5
The Nutcracker Suite	Ovations Dance Repertory Company	<a href="http://www.ovationsdance.com">www.ovationsdance.com</a>	K-12
The Nutcracker Clara's Dream	American Dance Theatre Of LI	<a href="http://www.Adtli.com">www.Adtli.com</a>	K-12
Cirque du Jour	Cirque du Jour	<a href="http://www.cirquedujour.com">www.cirquedujour.com</a>	K-8

## DISTRICT STARS

Here is some of the feedback we've received for arts-in-education and exploratory enrichment programs during fall 2011. Your online evaluations are an invaluable resource for Eastern Suffolk school districts. Thanks so much to the following 'district stars' for sharing their views.

### Looking and Learning I – Nassau County Museum of Art

This program allowed students to practice using critical and analytical thinking, utilizing the vocabulary and artistic experiences they have had over the last five years in my program. This was a great indicator that students have learned and are anxious to learn more about art and the creative world around them. – *Nora Farnese, art teacher, Canaan ES, Patchogue*

### A World of Stories – Thomas Lee Jr.

They learned what a fairy tale is and what its components are. Tom always does a nice job and the children are on the edge of their seats waiting to hear the rest of the story. Thanks as always, Tom and see you next year. – *Marcia Zatulskis and Marsha McLeod, 3rd gr teachers, Boyd ES, Elwood*

My students are looking very forward to having Mr. Tom Lee in our classroom to complete the program. We are currently working on characters, setting, problem and solutions in our classroom. Mr. Lee engages the students with his storytelling, but also includes them in the process of building a story with these elements. He encourages them to make mind pictures and facilitates their ability to retell a story in the correct sequence. As always, a wonderful job. I have enjoyed Mr. Tom Lee for the past 11 years. Thank you! – *Kristine Cornwell, Grade 3 teacher, James H. Boyd ES, Elwood*

### **Power of One – Soren Bennick Productions Inc.**

The “Power of One” cast was amazingly entertaining! They successfully delivered an empowering message using role playing, colorful masks and stage props to help our children understand the signs of bullying and learn the techniques to end it. Because the presentation was wonderfully creative, the children were able to understand the message and visually connect with the different characters. The cast also presented the school with a beautiful poster for the entire student body to sign as a pledge not to engage in any bullying activity and to report any bullying activity they may experience or be a witness to. By the end of the performance, everyone understood that the power to make a positive change in this world is within oneself. Teachers raved about this performance. – *Celine Brandstetter, Arts in Ed Committee, Chestnut Hill ES, Half Hollow Hills*

This program was also presented in **Commack, North Babylon, Sachem, South Huntington, and West Babylon**. For additional feedback, see the **Program Profile** in this issue of *The Star*.

### **Native Life and Archaeology – S.C. Archaeological Association**

Hoyt Farm provided my students with a great amount of knowledge of the Native Americans. We started our unit shortly after the field trip, so they have a decent amount of background knowledge! Thank you! – *Juliann Rapczyk, teacher, Hiawatha School, Sachem*

Our students learn best with small group instruction and hands-on activities. This program offered both. It correlates perfectly to the fourth grade curriculum. – *Mrs. Victoria Corso, Special Education Teacher, Hiawatha ES, Sachem*

**Bay Shore** and **Middle Country** students also experienced this presentation.

### **The Book: From Writer to Reader – Ballyhoo Bookworks**

The program helps students understand the process of writing and enables them to apply skills in their own writing.

– *C Hayes, 5th gr teacher, Commack*

This program was also given in **Elwood**.

## **Be a District Star...**

Your school can be featured in *District Stars*. Just submit an online evaluation for recent arts-in-education and exploratory enrichment programs. In addition, we encourage schools to send us a summary paragraph, describing the program’s impact on student learning and curriculum connection, and/or a digital photo to Carol Brown at [cbrown@esbooces.org](mailto:cbrown@esbooces.org)

### **Artists’ Feedback**

The most dynamic performances occur when there is a successful collaboration between the artists and the school’s staff. To help foster positive artist-school collaborations, ES BOCES AIE encourages both schools and artists to submit program evaluations. Periodically, The Star shares feedback from artists that might benefit future school-artist collaborations. Below is some of the latest artist feedback. Kudos to the schools and districts mentioned.

#### Southeast ES – Brentwood

We found it very helpful and productive to confer with a Grade 3 teacher to insure the content was the best suited for the audience of third graders. Staff at the school was very helpful setting up the gym for the assembly. The students were very well behaved and wonderful participants throughout the program. Even the kids not selected to join on stage were supportive of those who were—a very good reflection on the school environment. – *PetraPuppets*

#### Hampton Bays MS – Hampton Bays

We were very impressed with the conduct of the kids and their response to both the performance and the talk-back following the performance. This piece was held in our theatre and the student behavior throughout was excellent. Because of the preparation among the teachers and our performance, we feel we achieved a wonderful collaborative educational experience, bringing Harper Lee’s classic American story, *To Kill A Mockingbird*, to life for the students. – *Bay Street Theatre Festival*

#### Burr IS – Commack

We would have liked a little more access to the stage lighting controls. Having a printed guide available for visiting artists to quickly set up and run the light board could be a good solution. Either that or having someone available during setup would be helpful. We had some incredible reactions from the students at Burr [during the post-assembly writer’s workshop]! Before I began, Mrs. D’Allesandro, a teacher, introduced a student who’d been so inspired by the assembly that she had written her own story. I was amazed at the 8-year-old student’s creativity and skillful diligence...I hope that everything will be done to nurture this student’s natural talent. – *Philip Pelletier, Frogtown: Diversity Through Music*

## Upcoming Workshop from ESBOCES Arts-in-Education: Common Core for the Visual and Performing Arts Teachers

The Common Core State Standards require that teachers of the visual and performing arts include the four modes of language—reading, writing, listening, speaking—as an integral part of learning the skills and content. Many teachers feel that they need to know more about what this literacy integration is expected to look like, what they are already doing to meet the standards, and how they can embed literacy skills without sacrificing rehearsal and production time in the classroom. This workshop will focus on applying the Common Core to the arts with an emphasis on reading about the arts to deepen understanding of them, writing definitions of key technical terms, and building academic vocabulary.

*Date in late January and early February to be announced.*

## APPR and SLOs: Impact on NYS Evaluation of Arts Teachers

*By Dr. Joel Ratner*

You are probably aware of the new teacher and principal evaluation system in New York State. The **Annual Professional Performance Review (APPR)**, mandated under the terms of NYS Education Law 3012-C, has already taken effect for ELA and Math teachers (grades 4 – 8). All other teachers will receive their APPR assessment during the 2012-13 school year upon the expiration of local school district contracts.

The terms of the new APPR calls for teacher and principal ratings of *Highly Effective, Effective, Developing or Ineffective* based on a formula that combines state and local student test scores with more traditional classroom evaluation criteria.

Many arts educators have been concerned with the possibility of the APPR forcing creation of standardized paper/pencil tests for both student and teacher assessment in music, art, theatre and dance courses. While written tests remain a school district option, the **Student Learning Objective (SLO)** selection will allow for authentic performance assessment in the arts and other classes.

A SLO is an academic goal set at the beginning of the school year for a teacher's students. The teacher collaboratively sets one or more goals with his or her Principal and/or other administrators. The SLO represents important, rigorous work based on state, national or common core standards with focus on local district goals and must include the following elements: content, interval of time, evidence of learning, baseline, scoring rubric (HEDI) and rationale.

The NYS Education Department has determined that arts teachers can utilize SLOs to satisfy the **20% State Assessment** component. SLOs can also be incorporated in meeting the **20% Locally Selected Measures** criterion if these objectives do not merely duplicate the State Assessment

component. In other words, a teacher can employ different SLOs, offer assessment to different students or shift the focus for this second evaluation piece. The final **60% Other Measures** component will be predominantly based on classroom evaluations.

For more information, visit the NYSED at <http://www.nysed.gov/> to review the APPR and SLO guidance documents. The new APPR system will surely take time to develop on both the state and school district levels with training and additional information to follow soon. In the meantime, educators are encouraged to stay informed and to remain patient and calm through the natural stresses of the implementation of the new evaluation system.

*Dr. Joel Ratner is District Music Coordinator, Brentwood UFSD, and a member of the "Regents Task Force on Teacher and Principal Effectiveness."*

## The Wonder Room: Another World within a School

When British students at the Nottingham University Samworth Academy are good, they are rewarded with a visit to the *Wonder Room*. When the students need to calm down or meditate, they are sent to the *Wonder Room*. Teachers go to the *Wonder Room* for inspiration. In the *Wonder Room*, which is located in the school, students and faculty discover and manipulate a wide variety of objects, from pre-war typewriters and obscure puzzles to unusual specimens from Nature. The room is designed to stimulate curiosity and exploration. "Research suggests that providing hands-on experiences raise questions, answers some, then raises more among inquiring young minds," Dr. Mathew McFall, the *Wonder Room's* architect, recently told the *Guardian*, a British publication.

Most of the *Wonder Room's* curiosities have come from McFall's personal collection, but school staff has donated objects as well. On one table, students find a Brazilian interlocking metal device from the 1980s as well as a wooden solitaire set with marbles. On the next table, there is a microscope through which children can examine a bee's tongue. "Making part of the school another world means that you always have somewhere to visit," explains McFall, who is working on a second doctorate in "wonder and learning" at Nottingham's Learning Science Research Institute.

"You can't pin down with any precision what the [*Wonder Room's*] value is, but anybody who's been here knows that it is valuable," notes Alan Dewar, the Academy's vice principal. For English teacher Clare Barlow, the room is a place to stimulate stories and provide props. Barlow once brought low-ability students into the room and used the Drake Language Master—a 1970s recording device—to stimulate their imagination. She used the machine to record the witches' prophecies from the opening scene in *Macbeth*.

“I think every school should have a place where wonder can be celebrated,” concludes McFall. The sense of wonder can “empower the children rather than having them feel they are stupid because they don’t yet understand everything they encounter in life.”

Read more at <http://www.guardian.co.uk/education/2011/may/31/wonder-room-nottingham-university-academy>

**Educating Future Information Worker**

We’ve all heard it before: the American public school system is the product of the Industrial Revolution, when there was a need for industrial workers—those who can turn raw materials into products. However, that revolution has been replaced by the Information Revolution, which needs information workers—those who can “find and create meaning from the previously unseen,” says David Gray, CEO of XPlane, a visual thinking company. Gray explores the difference between the two types of work (see box) and makes suggestions for education reform in a recent Education News article entitled “Creativity in the Classroom.”

<b>INDUSTRIAL WORK vs. INFORMATIONAL WORK</b>	
<b>Industrial Work</b> <i>involves...</i>	<b>Informational Work</b> <i>involves...</i>
<b>Specialization.</b> Work is divided into tasks for easy learning by lower-skilled workers.	<b>Generalization.</b> Finding opportunities comes from examining a wide range of information.
<b>Mechanization.</b> Making each task simpler, making it easier to design machines with specialized function.	<b>Humanization.</b> Seeing the world in new ways, making connections. This requires imagination, creativity and intuition.
<b>Centralization.</b> Specialized tasks can only increase efficiency when they are coordinated by a centralized control.	<b>Decentralization.</b> Cross-disciplinary, creative work gains strength from multiple points of view and collaboration, rather than control.

Information is currently doubling every two years and is predicted to double every week by 2015, according to Gray. “We can’t teach facts anymore. Facts change too fast.” Instead, Gray recommends moving away from simply teaching students how to problem-solve and putting more emphasis on creativity. “While creativity may help in problem-solving, it’s a fundamentally different activity,” he explains. “Problem-solving is a repair activity...Creativity is not about fixing things that are broken, but about bringing new things into being.” He also points to the importance of self-directed learning as seen in Montessori schools. He notes that the Montessori method alumni include Larry Page and Serge Brin, co-founders of Google, Jeff Bezos, founder of [www.amazon.com](http://www.amazon.com), and Jimmy Wales, founder of Wikipedia. Not surprisingly, the CEO of a visual thinking company supports Visual Thinking Strategies (VTS) as well. Gray points to Leonardo da Vinci’s bicycle sketch as the reason why he supports VTS. He notes that we didn’t have the words and different parts (pedals, brakes) for the first bicycle until the 1860s. However, Da Vinci was able to visualize

the futuristic mode of transportation long before.

Read more at [http://www.educationnews.org/ed\\_reports/52488.html](http://www.educationnews.org/ed_reports/52488.html)

**EL Sistema-Inspired Resources**

In the May 2010 issue of The Star, we reported about El Sistema, a music education program that was developed in Venezuela to expose impoverished children to music at an early age. In this program, which has been successfully adopted by communities around the United States, young children use paper instruments and their voices to learn and perform music. Here are a few updates from the El Sistema Movement:

**Helpful blog.** Jonathan Govias (conductor and Abreu Fellow 2010) has a blog that tackles El Sistema topics. Find the blog at <http://jonathangovias.com>

**Online program tools.** Find the program’s Paper Orchestra Cookbook, video, plus much more at [www.laphil.com/yola/yola-resources.cfm](http://www.laphil.com/yola/yola-resources.cfm)

# ARTS ADVOCACY

## The Stars Come Out to Support Arts Ed

School arts programs in the United States aren't the only ones being threatened these days. Teachers, parents as well as celebrated artists have recently joined together to keep the arts in schools across "the pond" in England, too. The British group supports *ImagineNation: The Case for Cultural Learning*, a report created in response to growing evidence of a shift away from the arts in British schools. Among those who've joined the effort are Kevin Spacey, artistic director at London's Old Vic Theatre; Michael Boyd, artistic director of the Royal Shakespeare Company; and Lord Hall, chief executive of the Royal Opera House, Sir Nicholas Serota, director of the Tate, and musician Nick Hornby.

A recent survey by the National Association of Schoolmasters Union of Women Teachers suggests that "one in eight schools is planning to

reduce provision of arts, drama and music," reports *The Guardian*, a British publication. The poll of 2,500 teachers showed that 13% had already cut those subjects. According to *ImagineNation*, there is evidence to support that:

- Students who pursue an arts subject have a higher rate of employability
- Students from low-income households who engage in arts activities are three times more likely to get a degree.
- Students exposed to a broad mix of culture experiences from a young age perform better in all subjects.
- Students who take part in arts activities demonstrate increased cognitive skills.

Read more at <http://www.guardian.co.uk/education/2011/nov/05/arts-education-defended-by-campaign>

## PROGRAM PROFILES

### Power of One

By Vanessa Newman

On October 31, Soren Bennick Productions visited Paumanok Elementary School to perform "The Power of One," an anti-bully assembly. And what an impact the performance made! The production included skits about different types of bullying, including "bystander" bullying. The performers sent a strong message to be an "upstander" and report what you see. This production was interactive, enabling the children to see first-hand the problems and resolutions. The program's message was well received by all. In addition to the assembly, the performers brought "pledge" posters with an Anti-Bullying Oath for all of the students to sign. The posters will be proudly hung throughout the building. The students also brought home a follow-up activity to review and sign with their parents, giving parents the opportunity to take an oath as well. After the performance, second graders in Mrs. Smith's class drew pictures to depict what they learned.

#### Teacher feedback included:

— "This assembly was enjoyable and very worthwhile. A very strong message was sent to the children in a simple but highly effective manner. The program did not need or use fancy props, costumes, or bells and whistles" – Mrs. Engelthaler

— "I thought the skits were very realistic and I felt that the children came away with some real tools to positively deal with this growing epidemic" – Mrs. Marder

#### Student feedback included:

- "I learned that even a bystander is guilty if they don't get help from an adult." – Grade 5 student in Mrs. Engelthaler's class
- "Don't be a bully or a bystander! It is very bad!" – Grade 5 student in Mrs. Engelthaler's class
- "If you are watching the bully be mean to others, tell a teacher" – Grade 2 student in Mrs. Smith's class
- "I was glad to hear the police can help if you are bullied on the computer" – Grade 3 student in Dimeglio/Raft's class
- "You should let people join in on games or activities you are doing." – Grade 3 student in Mrs. Marder's class

*Vanessa Newman is first vice president of Paumanok PTA, Paumanok ES.*

## 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](mailto:cbrown@esboces.org)

## MARK YOUR CALENDAR...

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- December 1-4.** NYSSMA Winter Conference. Rochester. [www.nyssma.org](http://www.nyssma.org)
- Jan/Feb.** date TBA Common Core Literacy for Arts Educators. East Islip.
- March 20.** Long Island Media Arts Show. Five Towns College. [www.esboces.org/aie](http://www.esboces.org/aie)
- April 2.** Nassau PTA Arts in Education Showcase. Cradle of Aviation Museum. [www.nassaupta.org](http://www.nassaupta.org)

## WEB VIEWS

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### AMP SUPPORTS MUSIC-MAKING

The National Association of Music Parents (AMP) has been launched to help parents, students, educators and the music product industry support and promote music-making and arts education nationwide. NYSSMA will launch AMP January 2012. Learn more at <http://www.prweb.com/releases/2011/10/prweb8848775.htm>

### SAY 'GOOD NIGHT,' NCLB

It's time to give No Child Left Behind (NCLB) the heave ho, according to Deborah Ravitch, historian of education at New York University. In a recent Education Week blog post, Ravitch admonishes politicians who are trying to "patch" NCLB's problems when they should be "ditching" it. Read Ravitch's opinion at [http://blogs.edweek.org/edweek/Bridging-Differences/2011/10/dear\\_deborah\\_have\\_you\\_been.html](http://blogs.edweek.org/edweek/Bridging-Differences/2011/10/dear_deborah_have_you_been.html)

### THE ARTS: MAKING EXERCISE FUN

Can the arts encourage people to exercise? A project supported by Volkswagen found that adding music made exercise fun. Watch what happened at [http://www.youtube.com/watch?v=Qx\\_8gxh76iM](http://www.youtube.com/watch?v=Qx_8gxh76iM)

### Quote of Month

If we fail to offer our young people the opportunity to participate in the arts and culture, then we fail to support them in becoming the leading thinkers, innovators, creative business and community leaders of the future.

– David Puttnam, chairman, Cultural Learning Alliance, United Kingdom

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