



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2006
FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Learning Powered by the Arts

**List of group members: Renee DeSantis, Suzanne Brigham, Peg Gates , Lisa Reiger,
Laura Crouse, Emilie Blabac**

**The final report must be word-processed and submitted both in print and on disk using this form.
Include information under each of the following headings.**

The Teacher Center of Broome County is requesting that two members of each study group funded as of July 2006 share the information gained through their study with other consortium members by presenting a workshop during the 2006 - 2007 school year. Please indicate on your final report who we should contact to make arrangements for your presentation.

Name	School/District
Renee DeSantis	Binghamton
Suzanne Brigham	Binghamton

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

- One goal of our study group was to a variety of methods of arts integration through reading and discussing the latest research. Through our readings we found two of the resources to be extremely useful and meaningful: Renaissance in the Classroom & Creating Meaning Through Literature and the Arts. We used the information in these books to help us formalize our thoughts of arts integration for the upcoming year.
- As a group we also planned to look at the district curriculum maps and new reading series to develop arts integrated activities that made the arts a learning tool for our students. We ended up l looking at the new reading series for guidance mare than the curriculum maps. The curriculum maps were going to be modified over the summer to align with the new reading series. We adjusted and used the themes of the reading series in our planning.
- We discussed the needs of our whole school community and of our first and second graders. We designed arts integrated units and activities based on our readings, the direction of the new reading series, and our school needs.

Describe the ACTION PLAN that the group followed.

- Read selected books / current research about arts integration in the schools.
- Several group members presented overview of each book.
- Looked at needs of school community and developed a school wide yearly plan to promote good habits and social skills as taught through the arts.
- Develop a format to help us formalize our arts integrated unit plans.
- Looked closely at new reading series at the first and second grade level to determine themes, big ideas, and access points for arts integration.

Describe how the action plan was implemented.

- Out of the readings we found two of the books to be very informative and useful.
- We used the format for planning found in one of the books to develop our own form.
- After looking at the new reading series we chose access points to integrate the arts.
- Created an arts integrated unit based on the theme of “Changes” for 1st grade. (To be implemented in February.)
- Created an arts integrated unit based on the theme of “Working Together” for 2nd grade. (To be implemented beginning in November.)
- Created an artist in residence/ performance of “Galumph” for the entire school. Andy Horowitz from “Galumph” will work with students during a three day residency prior to the students seeing the performance.
- Discussed future plans for an arts integrated ethnic festival and photography project.
- School wide plan for good habits and social skills learned through the arts will begin in September. There are four bulletin boards planned to promote the idea. Students can earn the chance of attending a “Privilege Party” if they exhibit the qualities being focused on during that semester. Information for this will be given to the teachers at the beginning of the school year.
- We will disseminate arts integrated unit plans to the first and second grade teachers. Teachers from the study group will discuss/ support colleagues in the implementation of the units.

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

The study group created a comfortable, productive, and “arts-minded” collaboration between classroom and “specials” teachers. We are eager, excited and looking forward to bringing the rest of our school on board and working toward creating more arts collaborative projects in the future.

- What evidence do you **expect** to see of student achievement improving as a result of your participating in this study group?

The research we looked at shows we should see academic improvement in our students most “at risk”. We expect to see a greater variety of students achievements celebrated as we integrate the arts school wide.

- What evidence is there that the goals of the study group has/has not been met?

- I feel we have met all of our goals of the study group.
- We produced units of study grade level and school wide.
- We found great resources about the arts that can be made available for our staff to access in regards to arts integration.
- We have improved relationships and collaborative “arts minded” efforts between classroom and special area teachers.
- We have a clear, concise and exciting arts integrated plan to be implemented this year.

Comment on the value of the study group process? Did it work for you?

YES !!! The opportunity afforded us a reasonable amount of planning time to look over the curriculum and new reading series and develop some rich and meaningful arts integrated projects. We appreciate the time that would be hard to come by during the regular school year.

How can we make this study group program better?

Nothing