IN-SCHOOL PD MENU

FOR MORE INFORMATION VISIT KIDSMART.ORG OR CALL (504) 940—1994

FALL 2015

KIDSMART

IN-SCHOOL PROFESSIONAL DEVELOPMENT MENU
Arts Integration is an **APPROACH** to **TEACHING** in which students construct and demonstrate **UNDERSTANDING** through an **ART FORM**.

Students engage in a **CREATIVE PROCESS** which **CONNECTS** an art form and another subject area and meets **EVOLVING OBJECTIVES** in both.

- The Kennedy Center for the Performing Arts

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# WORKSHOP LENGTH

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<td>90 minute workshop for up to 50 faculty members.</td>
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<td>Four sessions</td>
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<td>4, 60-90 minute sessions for teams of up to 15 teachers.</td>
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<td>Four sessions w/Coaching</td>
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Additional fees may apply for out of town travel and customized workshops.

**TO BOOK A WORKSHOP, CONTACT:**

KID smART Program Director
Elise Gallinot Goldman
elise@kidsmart.org
504-940-1994 phone

www.kidsmart.org
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Arts Integration 101

**GRADES PreK - 8**

Arts integration is a research based approach to teaching that connects learning in arts and non-arts curriculum areas. This workshop will demystify the practice of arts integration, demonstrate the outcomes of integration practice for students, and offer a portfolio of resources. Participants will explore best practices from KID smART and other model programs such as the Kennedy Center’s Changing Education through the Arts (CETA) program and Harvard’s Project Zero.

Arts Objectives and Assessment

**GRADES PreK - 8**

When developing our skills as arts integration practitioners, we often focus our training more on how to teach through arts integration than how to assess arts integrated learning; but how do we know if we are teaching effectively if we are not assessing effectively? In this workshop, participants will learn processes to clarify expectations for what students will learn in the art form, and identify ways to capture that learning authentically.

**ERIN BARNARD** Visual Arts

Picturing Poetry: Comprehending Texts Through Image Making

**GRADES 3 - 8**

Explore strategies to deepen engagement and enhance students’ learning comprehension in English Language Arts through visual literacy and visual storytelling. Learn steps for translating written imagery into visual imagery using basic photography techniques. Participants will complete three connected learning activities covering the process of planning, creating, and presenting a visual poem of a short text. This creative engagement technique can be used with all kinds of texts across the curriculum.
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BONNIE GABEL  Theater Arts

History Personified

**GRADES 3 - 8**

Bring history to life for your students through character building performance and design activities! Learn theater strategies designed to help students develop a closer personal relationship with history by embodying fictional historical characters of their own creation. A series of exercises will explore costume design, embodying character traits, and scriptwriting to foster a deeper understanding of ELA and social studies concepts.

Making Story Problems Come Alive

**GRADES K - 3**

Demystify the word problem for your students through tableau, pantomime, storyboarding, and scripting exercises. These strategies give students a deeper understanding of addition, subtraction, multiplication, and division and their real world application. Creative exercises encourage students to make sense of problems and persevere in solving them, as required by Common Core Math standards.

Theater Games!

**GRADES 1 - 8**

Theater Games are fun engaging ways for you students (and teachers!) to create positive peer relationships and connections to content. Participate in a series of games that connect to the National Core Arts Standards and Common Core Standards in ELA, as well as Social Studies and Science curriculum.

Many Sides To A Story:
 Theater as a Framework for Learning

**GRADES 2 - 5**

Help your students develop as stars on stage and in the ELA classroom. Teachers will learn a process where students work in groups to create and perform stories that connect to Common Core ELA standards in literature and writing. Help your students develop and apply the 21st Century skills of creativity, critical thinking, communication, and collaboration while they hone their tools as actors and writers.

Sound it Out!
 Reading and Radio Drama

**GRADES PreK - 2**

Create deeper engagement with phonics through soundscapes and audio story creation. Learn procedures for integrating vocal performance into your classroom in a safe collaborative studio environment. Facilitate students in constructing performances of understanding linking vocal performance, Common Core ELA standards, and nonsense word creation. Leave with a learning structure that will create joyful engagement with language and ideas about how use basic audio recording to enhance student learning.
**AMINISHA FERDINAND**  Theater Arts & Dance

**Dance through Processes of Change**

**GRADES 3-8**

Story arc, past-present-future, life cycles, lines-angles: we teach about change almost every day. Help your students understand these processes through dance while developing body awareness and appreciation for their individual expression. In this workshop, you will learn how to facilitate whole class movement, identify essentials of dance integrated teaching, select appropriate objectives and assessments, and develop a safe, creative learning environment.

**Let’s Work Together:**
**Ensemble Theater & Scientific Systems**

**GRADES PreK - 8**

Discover how teaching students to collaborate in theater reflects how systems work in science. Develop innovative approaches to creating community in your classroom as your students role-play parts of the digestive system, solar system, layers of the earth, and much more! The 3-hour workshop concludes with an opportunity for teachers to create their own integrated science lesson with feedback.

**Prove Your Point by Persuasive Playwriting**

**GRADES 3-8**

Persuasive writing is often taught through letters and essays, which may not fully develop students’ creative writing skills. In this workshop, teachers learn to personify almost any curriculum they teach through the theatrical form of playwriting. Leave with a written monologue or scene from within the viewpoint of a topic you’re teaching this week! (90-minute workshop focuses on essential qualities of an engaging monologue. 2-3 hour workshop include 2-person scenes and how to facilitate constructive peer feedback.)

**You Don’t Say! Communicating Learning through Pantomime**

**GRADES PreK -2**

Increase student-voice during read-aloud by teaching students how to pantomime with the story. Nonverbal and verbal students find success as actors and readers as they communicate understanding through pantomime. Teachers assess the whole class simultaneously instead of relying on individual responses to questions. Once you learn essential theater vocabulary, how to give instructions, and plan in alignment with comprehension goals, your class will never read the same way again! The 2-3 hour workshops also include vocabulary pantomimes across curriculum.
ZEB HOLLINS III Theater Arts

Creative Dramatics: Tableau/Pictures to Life

GRADES PreK - 8

Using drama in the classroom fosters an environment where learning is published, shared and processed. In this workshop, learn how to help students build skills integral to their development as creative, collaborative learners. Participants will deepen connections to historical or fictional characters, joyfully engage in a cooperative learning environment, and retell stories through Tableau (frozen pictures), and Pictures to Life (enacting frozen pictures with minimal dialogue). Explore theater ensemble-building activities that promote positive, pro-social behaviors and use these techniques as a catalyst to teach across curriculum.

Creative Dramatics: Improvisation in the Classroom

GRADES PreK - 8

Improvisation is about spontaneous creation and flexible thinking built on the concept of accepting and enhancing others' ideas. In this workshop, learn how to use improvisational activities to help students build and retain knowledge in English Language Arts. Participants will experience how improvisation in the classroom can improve students' focus and behavior, increase rapport between teachers and students, and unlock a class’s full creative potential. Use improvisation in the classroom as a fun, flexible, powerful, and collaborative teaching strategy.

Creative Dramatics: Reader’s Theater

GRADES PreK - 8

Reader’s Theater is a collaborative approach to engaging students in reading, writing, listening, and speaking. This simple technique requires no costumes, sets, props, or memorized lines. In this workshop, learn how to use Reader’s Theater strategies and techniques to help students build and retain knowledge that correlates to Common Core Anchor Standards for English Language Arts. Help students increase comprehension, develop fluency, and improve reading motivation and confidence.
CHRIS KAMINSTEIN  Theater Arts

Reading Theatrically:
Improving Reading Comprehension through Theater

This workshop is designed to offer practical and fun classroom tools that can deepen student engagement with writing. Using a variety of theatrical exercises, this session explores how to make creative writing more... well, creative through the use of unique brainstorming techniques, interesting and dynamic visual prompts, and the rules of basic character development.

JENNY SARGENT  Theater Arts

Time Flies When You’re Having Fun:
Telling Time through Process-Drama and Play

How can we utilize our students’ creativity and imagination to help them gain skills in math? In this workshop, participants will learn to use drama and their natural instincts for play to spark student engagement in numerical estimating and telling time. The workshop will give teachers tools to empower their students’ confidence in their own unique, creative voices while activating math skills in new, enriching ways. Young students learn innately through child-centered play, and this workshop proposes ways to facilitate imaginative play safely and comfortably in the math class and beyond.
LAURA STEIN  Dance

Words in Motion: Bringing Non-Fiction Writing to Life through Dance

GRADES PreK - 4

Enhance your students’ ability to read, write and comprehend nonfiction texts through dance! Three foundational movement concepts – shapes, gestures and phrases – are introduced to increase student engagement with a variety of texts. Each step of the ELA-dance integration process will be explored: interpreting nouns, verbs and adjectives through movement, pairing a text phrase with a movement phrase, and expressing the meaning behind a nonfiction passage through dance. This arts integration technique is both effective and joyful, allowing students to connect their mind and body in a structured environment. Teachers will leave with a CD of kid-friendly music they can use in their classrooms.

LESLIE GOLDBERG  Music

Come Together, Drum Together

GRADES K - 8

Explore how to develop a supportive and collaborative classroom community through creating music together! Weave opportunities for authentic student voice and leadership into your daily schedule and give your “pencil percussionists” a time to shine. A series of drum circle foundational experiences will build your own musicianship and your comfort with and enthusiasm for leading musical integration in your classroom.
HEATHER MUNTZER  Visual Arts

Making Artful Connections in Math

GRADES K - 5

In this hands-on workshop, discover a variety of ways to demonstrate and explore Common Core math standards through the visual arts. Explore the visual arts elements and practice using them to illustrate math concepts. Experience strategies for using art supplies in the classroom and for reflection and assessment of arts integrated lessons. As a part of the workshop, participants will leave with a Math Art Portfolio to use when planning and sharing lessons.

Creative Composure

GRADES K - 8

Enhance students’ ability to understand and apply knowledge in reading and writing through the visual arts elements. This workshop will teach you how to create links between core reading and writing concepts and the arts, procedures for using art supplies in the classroom, and strategies for meaningful student reflection on the creative process. Leave with a portfolio of art making and lesson planning ideas as well as the practical know-how to bring the visual arts into your classroom!

Interdisciplinary

Documenting Student Learning

GRADES PreK - 8

Documentation has the power to illuminate student voice and deepen learning. It is an essential component to any educator’s practice. This workshop is grounded in the work of Project Zero’s Making Learning Visible project and is guided by the question: How can I make student learning visible to the student, teacher and learning community? Participants will engage in documentation practices, study artifacts of learning, and consider audiences and methods for capturing learning experiences.
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ERIN BARNARD
specializes in teaching and curriculum development in photography and youth media. She is a founding director of Exposures, a photography-based arts and cultural program facilitating creative dialogue between youth from diverse communities across the country. Erin has coached and taught alongside teachers in arts integration programs in Chicago Public Schools and has presented professional development and studio workshops for educators with programs including the Art Institute of Chicago’s Teacher Workshops. She studied Literature and Photography at Marlboro College and Arts Management in the Arts in Youth and Community Development program at Columbia College, Chicago.

AMINISHA FERDINAND
is KID smART’s Arts Integration Instructional Coach, she is the key staff in the Model Schools and Teacher Leader Projects. She joined the KID smART team as an Arts Coach in 2009, facilitating arts integration workshops for classroom teachers, coaching KID smART teaching artists and serving as artist-in-residence. She performed in theater venues across the country for ten years before entering the field of arts education. Her teaching experience includes work in Atlanta, the Very Special Arts program in Jefferson Parish and the Upward Bound program at Tulane University. Aminisha also studied at the Center for the Theater of the Oppressed in Rio de Janeiro and worked with Invisible Children in Gulu, Uganda. Aminisha received her BFA in Theater Performance from the University of Miami. She has an MA in Educational Theater from NYU and has completed the Kennedy Center’s Artists as Educators track.

BONNIE GABEL
is an Arts Coach, director, theater maker, and arts educator. She teaches acting, creative movement, acrobatics, digital storytelling, radio drama, puppet making, and costume design and construction to children and adults of all ages. Bonnie leads arts integration workshops for teachers on using theater techniques to reach different learning styles in the classroom. Her original work is at the intersection of dance, theater, and visual arts and has been presented in galleries and at regional festivals. She is a company member of Lux et Umbra, the resident company in The Old Marquer Theater and has toured nationally and internationally with The Conciliation Project. She holds a BFA in performance and a BA in Political Science from Virginia Commonwealth University, and studied acting at the Moscow Art Theater in Russia, the DAH theater in Belgrade, Serbia, and in South Africa.

LESLIE GOLDBERG
has been working as a music educator for the past 14 years, teaching students aging from PreK through college. Since 2012, she has been teaching elementary general music at ReNEW Cultural Arts Academy in New Orleans, a Turnaround Arts school designated by the President’s Council on Arts and Humanities. While there, she has received training in arts integration from KID smART and participated in the KID smART teacher-leader program and has led her school’s Arts Integration committee. Leslie is Level II certified in World Music Drumming and has studied with Master Drummers Sowah Mensa and Josh Ryan. Leslie holds a Bachelors in Music Education from the University of Illinois at Urbana-Champaign.

ZEB HOLLINS III
studied Speech/Theater at Southern University and worked and studied with New York University’s Creative Arts Team as a Master Actor/Teacher for six years. While in New York, he performed in numerous productions at The Billie Holiday Theater, The Negro Ensemble Company, and Woody King’s New Federal Theater. He conducted violence prevention and arts in education workshops in NYC public schools with The Bedford Stuyvesant Corporation, and The Leadership Program Inc. He has worked with several New Orleans arts organizations including The NOLA Project, Southern Rep, and Goat in the Road Productions.

CHRIS KAMINSTEIN
is an actor, writer, director and arts instructor. Chris is co-artistic director of Goat in the Road Productions, a theater company devoted to creating new work, fostering the growth of local theater artists, and educational outreach. He has premiered work at the New Orleans Fringe Festival and State of the Nation. He holds a BA from Wesleyan University in theater studies, and has experience teaching improvisation, writing, acting, and movie making to students of all ages.

HEATHER MUNTZER
is a KID smART Arts Coach, she facilitates arts integration workshops for teachers, coaches teaching artists, oversees educational documentation and visibility design. Heather has been a resident teaching artist with KID smART for the past 6 years. She is practicing visual artist with a background in traditional fine art, social practice, community art and design. She is co-founder and Board Member of New Orleans’ based youth creative writing non-profit, Big Class. She holds a BFA from California College of the Arts, with a minor in Art Education. Heather received her certification in Secondary Teaching in the Arts from Mills College’s Graduate Program in Education and is entering her eleventh year working in public schools.

JENNY SARGENT
is a physical theater creator and has been an arts educator for fifteen years. She has taught physical theater, clowning, circus, and play-infused academic subjects to students of all ages. In New York, she worked on innovating creative learning with the New Victory Theater and taught for six years with the Bronx’s Women’s Housing and Economic Development Corporation. For KID smART, she has been a theater Artist-in-Residence at McDonogh City Park Academy. She directs the theater company, Vagabond Inventions, holds a BA from Oberlin College and a graduate diploma from the Ecole Lecoq in Paris.

LAURA STEIN
is a dancer, teacher, choreographer and nonprofit administrator. She has taught Hip Hop dance and Creative Movement to children and adults for over ten years. Since 2012, Laura has taught in afterschool programs across New Orleans through KID smART and Community Works. Laura is the co-founder and Executive Director of Dancing Grounds, a community arts organization that brings high-quality dance education and performance programs to New Orleanians of all ages. Laura holds an M.P.A. from NYU’s Wagner School of Public Service and a B.A. from Wesleyan University.

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TEACHING ARTIST TRAINING

The Artist to Teaching Artist training is a select series of workshops developed and presented by KID smART staff that can combined for partial, full or multiple day trainings. This training is ideal for teaching artists who are seeking to build on training, as well as teaching artists who are interested in transitioning to work in the classroom. Select workshops are also ideal for traditional classroom teachers interested in deepening their arts education practice. Participants will leave these workshop with new skills, strategies, and confidence.

INDIVIDUAL WORKSHOPS

Crafting an Effective Lesson Plan
Being able to write an effective lesson plan is one of the keys to being a successful teaching artist and a critical factor in achieving positive student outcomes. Workshop participants will explore what goes into creating an effective lesson plan and gain an understanding of currently accepted best practices in lesson generation, structure, and execution. Drawing on work by Benjamin Bloom, the research from the Project Zero at Harvard University and the Stanford Graduate School of Education, this experiential course seeks to equip artists with the structures, protocols, and theory needed to craft a strong lesson.

The Artist As Educator
Teaching artists work in a disparate range of settings—schools, community centers, museums—the list goes on. This session provides an overview of the many roles and job opportunities that teaching artists can fill in the community, as well as introducing participants to the standards that help to professionalize the field. Participants will develop a scope and sequence for a unit or residency plan, begin drafting a personal Teaching Artist Philosophy, and prepare to assemble a Teaching Artist Portfolio.

Safe Studio
Teaching artists occupy a unique position as educators—whether teaching in an afterschool program, a summer camp, or the classroom, teaching artists must be prepared to meet the challenges of student behavior. In this segment, participants will focus on how to execute proven strategies for managing the classroom while still maintaining a joyful, safe studio environment.

Differentiated Learning
What is the process taking place in our brains when we learn something? Does this process change in students as they age? This workshop will focus on the practical implications of research into childhood development and Multiple Intelligences theory. As teaching artists working with students of different ages and abilities, how do we alter our approach when we adapt our lessons from a 1st grade class to a 5th grade class or when we teach students who learn through different modalities?

Arts Integration 101
Arts integration is a research-based approach to teaching that connects learning in the arts and non-arts curriculum areas. This workshop will demystify the practice of arts integration, demonstrate the outcomes of integration practices for students, and offer a portfolio of resources. Participants will explore best practices from KID smART and other model programs such as Kennedy Center’s Changing Education through the Arts (CETA) program and Harvard’s Project Zero.

Assessing the Arts
In order to teach effectively we must be able to effectively assess our students. In this workshop, participants will take the original root word “assess”, which means to “sit beside”, and explore how to make assessment a natural, creative component of each lesson plan by utilizing the Studio Habits of Mind as a lens and inspiration.

Documenting Student Learning
Documentation has the power to illuminate student voice and deepen learning. It is an essential component to any teaching artist’s practice and portfolio. This workshop is grounded in the work of Project Zero’s Making Learning Visible Project and is guided by the question: How can I make student learning visible to the student, teacher and learning community? Participants will engage in documentation practices and study learning artifacts, audiences and methods for capturing learning experiences.

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WHO WE ARE

Arts integrated learning is creative, evolving, and catalytic. KID smART works to transform schools into vibrant learning communities where young people are empowered to fully realize their academic, creative and personal potential. KID smART’s research-based, arts-driven education has demonstrated substantial impact on student learning and teacher efficacy.

The KID smART Model of arts integration impacts students in five outcome areas:

- Increasing depth of learning in targeted curriculum area and art form
- Improving critical thinking and problem solving
- Developing creativity and imagination
- Enhancing student social/emotional growth
- Improving student engagement through “joyful learning”.

KID SMART PROFESSIONAL DEVELOPMENT

KID smART builds the arts integration capacity of participating educators through a comprehensive professional development program.

On Site Workshops
Teaching artists present full-faculty or select small group workshops to schools.

Arts Experiences in Schools (AXIS)
AXIS is a comprehensive, full-year professional development program in arts integration theory and practice for teams of classroom teachers in KID smART schools.

Arts Integrated Coaching
Leaders of AXIS small learning groups provide classroom observation and coaching to reinforce the transfer of new knowledge and skills.

Teacher Leaders
Selected teachers participate in advanced training to learn to peer coach, facilitate PD, develop on-site professional learning communities and enhance arts integration knowledge in their schools.

Teaching Artist Professional Development
Planned in conjunction with the John F. Kennedy Center for the Performing Arts, this training includes formal seminars in design and implementation of impactful arts integration residencies, effective professional development workshops for classroom teachers and embedded coaching in the classroom.

ARTS INTEGRATED INSTRUCTION

The KID smART Model creates classrooms where learning comes alive for students and teachers through the arts. The model uses the power of the arts to form habits of mind in children that lead to success in life and work, reform instructional practice across the curriculum, and transform classrooms and school culture through an inclusive, inquiry-focused process.

Artist in the Classroom:
Long term collaborative residencies are the heart of KID smART programs in school classrooms. KID smART works with school leadership to identify the grade levels, classrooms, and curriculum areas where residencies are likely to have the most transformative impact. Classroom teachers and professional teaching artists co-create and co-teach instructional units, using Common Core Standards for both arts and academic content. In addition, residency plans target age-appropriate social and emotional growth objectives for students, creating joyful learning communities in classrooms.