The Creative Journey
Blazing an Arts-Integrated Pathway to Educator Capacity And Instructional Innovation

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EDWEEK/CRAYOLA WEBINAR: THE CREATIVE JOURNEY
Blazing an Arts-Integrated Pathway to Educator Capacity & Instructional Innovation: The Prince George’s County Public Schools Story
The Creative Journey: *Blazing an Arts-Integrated Pathway to Educator Capacity & Instructional Innovation*

**Presenters**

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Arts Integration Officer, Prince George’s County Public Schools

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Director, Crayola Education
Making Learning Accessible for All Students

- Student engagement, motivation, and academic achievement.
- Builds Comprehension
- Builds Cross-Cultural Understanding
- Art Opens a Window—to See Thinking
Transformation is a journey...

“My staff and I were able to dialogue and authentic arts integration. We are leaving with a plan of action as leaders and with resources and ideas to grow our staff and our students.”

“Art integration moves students to achieve. All teachers can do it”
John Ceschini: Arts Integration Officer
Prince George’s County Public Schools

One Educator’s Journey
Prince George’s County Public Schools: A Profile

- The nation’s 25th largest school district
- 208 schools
- 130,000 students
- 19,000 employees
Goals of the Arts Integration Program

- Provide alternative instructional strategies through Arts Integration
- Use Arts Integration as a proven strategy to improve student achievement, behavior and engagement
- Improve student’s opportunity for creativity, imagination, collaboration, communication, and critical thinking skills
Goals of the Arts Integration Program

- Increase the proficiency of teachers to utilize Arts Integration approaches
- Assist teachers with the mind shift towards new pedagogical approaches that place students at the center of the learning process
- Build community awareness, knowledge, engagement, and commitment to education and to the arts
Goals of the Arts Integration Program

- Develop partnerships to promote community strategies that enhance and support opportunities for students

- Increase family involvement in the education process
The Arts Integration Continuum:
A Framework that Works

Arts integration evolves:

- Emerging
- Developing
- Accomplishing
- Practicing
The Arts Integration Continuum: A Framework that Works

At each stage, arts integration encompasses these people and components:

- Stakeholders
- Foundational Elements
- Integration Processes
- Instructional Approaches
- Assessment & Data Collection
Arts Integration
Prince George’s County Public Schools

- A pilot program of 15 ethnically and geographically diverse schools representing all grade levels
- Principals had a strong interest in the Arts Integration pilot
- Enlisted community partners to assist those schools
- Targeted Professional Development
- Arts Integration Professional Learning Community at every school
- Today: 65 schools participate
Prince George’s County
Lessons Learned from District’s Commitment to Arts Integration

Some key elements in the district story that inspire others:

- Seek District Office commitment by sharing results, action plans and sustainability
- Secure Principal support to drive school change
- Build a Network—gathering principals strengthens implementation
- Obtain guidance and alignment of goals from district office and stakeholders
- School Arts/Creative Leadership Teams—Building a cadre of teacher leaders
- Partnership with Crayola—PD focused on building creative capacity
Creative Leadership Transforms Schools
Preparing 21st Century Learners—the 4 Cs

CREATIVITY
Discovering novel ways to think, learn and do

CRITICAL THINKING
Using original ideas to solve problems

Arts experiences create memorable, engaged learning.

Collaboration
Working in partnership with others toward a common goal

COMMUNICATION
Expressing thoughts and feelings effectively
Principals believe art integration improves student engagement and learning

% Principals Who Completely Agree

- Improves student engagement: 92%
- Improves learning in the other subjects (math/reading) taught with art: 86%
- Improves family engagement/parental involvement: 66%
- Is a key component of literacy skill building: 64%
- Improves reading test scores: 63%
- Closes the achievement gap for high-risk students: 63%
- Improves math test scores: 58%
- Improves attendance rates: 58%

National Arts Infused Education Study, Crayola LLC, July 2012
Understand the process of change…

Leverage Teacher Leaders as Catalysts to Transform Schools

Help Teachers Implement Innovative Teaching Strategies

Engage and Empower Learners as Decision Makers
Grants to help elementary & middle schools Build Creative Capacity

- Applications accepted December to June each year.
- Innovative ideas including Professional Development
- Share promising practices in Principal magazine supplement
Creative Leadership Teams

• What does being a Chief Creative Officer mean?
• How would a Creative Leadership Team, a group of teacher leaders and administrators help embed innovative teaching strategies and build creative capacity school-wide?
Creative Leadership Teams
Teacher Leaders help their schools EXCEL

✓ **E**mbed innovative teaching strategies, school-wide.
✓ **eX**plain compelling research— “why” and “how” these teaching strategies improve outcomes.
✓ **C**ollaborate—co-plan, co-teach, and coach to increase colleagues’ confidence and capacity.
✓ **E**nrich the school culture by cultivating a growth mindset and creative collaboration.
✓ **L**ead professional learning—redeliver workshop sessions for colleagues.
Confronting Fears

Professional Development & Classroom Application
Confronting Fears
Classroom Application

“Entering the Unknown”

• How do leaders make decisions when they enter areas they do not know?
• How do the decisions leaders make impact self and others?”

• Draw a scene that illustrates something you were afraid of and how your decision built confidence.
• Create art that shows students at the center. What did they know and what was unknown? What leadership skills did they champion?
• Draw an elder or historic leader that illustrates wisdom. What did the leader know and not know when a major decision was made?
Confronting Fears
Classroom Application

“Overcoming Challenges”
How do leaders face challenges and solve problems?

• Sketch a picture of a challenge a leader faced and several ways it could be solved.
• Draw a picture of how you and a friend worked together to solve a problem.
• If you were crowned queen or king for a day, what problems would you try to solve for others?
Change Management

Patterns to how people respond to change:

1. **Champions**
2. **Convincibles**
3. **Complacent**
4. **Critics**
Journey Metaphor

1. Airplane Flyers
2. Bus Riders
3. Train Passengers
4. Walkers/Hikers
Journey Metaphor

Make Thinking Visible
Drawing metaphors helps to self-reflect, acknowledge where people are and show school leaders who is ready for coaching or to be a coach.

“As the Art Teacher, I see myself as the jet-propelled airplane heading to the AIE destination. My colorful jet streams inspire classroom teachers to join the journey.”

Kathy Kokoll
Art Teacher
H. W. Mountz School
Spring Lake, New Jersey
Journey Metaphor

Visualizing our journey is insightful and therapeutic. A sketch can start courageous conversations that wouldn’t have occurred...

“Our school has all 4 types of travelers—including plenty of hikers who just look up at us. They wonder how we could do such a scary thing as flying in the AIE airplane when storms and lightning could harm our flight.

But our bus riders and train travelers are seeing the sun shine and looking for ways to reach out and join us. It is the art-literacy link that attracts them to join the flight.”

Andrea Luna, Gardens Elementary
Literacy Specialist,
Pasadena, Texas
Chart Strategic Course
Balance Priorities
Classroom Application

“Students’ Visualizing their Priorities and Making Mobiles”
Leadership—Rooted in Belief

We believe:

• creative experiences provide robust, memorable learning
• students are highly engaged when they’re decision-makers who shape projects
• a visionary leadership team transforms a school’s creative, collaborative culture

“One person with a belief is equal to a force of 99 who have only interests.”

—John Stuart Mill (1806–1873) philosopher, economist and civil servant
Creative Leadership Teams Lead School-Wide Journey

Convince Others: Articulate shared beliefs & share compelling evidence.

Confront Fears: Help colleagues build creative confidence & plan next steps.

Recognize & Respect: Each teacher’s journey is unique, influenced by growth mindset & culture.

Intentional Collaboration: Co-plan and coach to help teachers embrace the art-integration journey.
PG County Case Study, Partnering with Crayola

Prince George’s County Public Schools, Maryland

Case Study

D.C.-AREA DISTRICT SPURS ARTS REVOLUTION WITH CREATED PROFESSIONAL LEARNING

Prince George’s County Public Schools focuses on arts-integration to enhance student achievement, cater to diverse learning styles and encourage creative leadership.
Crayola’s Commitment To Education

- Professional Development
  - Lesson Plans
  - Webinars
  - Workshops

Rooted in Education

Programs that Inspire Creativity

Ongoing Thought Leadership

Crayola’s Commitment To Education

Crayola’s Commitment To Education

Professional Support for Educators

Creativity

Crayola’s Commitment To Education
Increasing Creative Capacity in Schools

In-depth Training to Build Educators’ Creative Capacity

Online Community for Continued Support

Program Resources

Project Based Learning for K–8 Students
Results that Matter

Creativity and Increase Student Engagement

Student-Centered Learning Environments

Engaged, Involved Teacher Leaders

Joyful, Creative, Collaborative School Culture
Reflect & Plan Next Steps

How will you share insights regarding arts integration?

What from the Prince George’s County school district story inspired you and might help your district/school deepen the commitment to arts-integration?

How do you visualize your journey towards art-integration?
Contact Us

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