

Research and Practice Sessions

at the the Fall 2014 Conference of the California Council on Teacher Education

Concurrent Research and Practice Presentations

Thursday, October 23, 3:15 to 4:30 p.m.

One-Hour Presentations or Two Half-Hour Presentations in Six Locations, with Question & Answer Time

Session 1 –

Point Loma II Room

“Unlocking My Creativity: Research Findings about Teacher Professional Development in Art Integration”

Patti Saraniero (Principal, Moxie Research)

Description: Integrating the arts into other areas of the curriculum has been found to be an impactful teaching strategy. This presentation will share identified best practices, lessons learned, and benefits to teachers and students from several major research projects about teacher professional development in arts integration.

Session 2 –

Point Loma III Room

“Music Integration with Guitars in the Classroom: Song Leading for Learning and Literacy”

Jessica Baron (Executive Director, Guitars in the Classroom)

Description: Guitars in the Classroom (GITC) is a well-established non-profit organization that offers a process for supercharging language and academic learning through music that is extended into the general classroom and led by classroom teachers. Using ukuleles, participants in this workshop will have a chance to sing, strum, and write simple songs for learning. No prior experience is necessary to discover how collaborative student songwriting, along with strumming/singing to learn, brings the Common Core to life, as it fires up the whole brain, eases musical access, heightens engagement, and increases teacher and student success, while empowering teachers to feel, think, and practice their profession more authentically and artistically. To learn more about the work of GITC before the workshop, please visit www.guitarsintheclassroom.org

Session 3 –

Coronado Room

“Deepening Pre-Service Practice of Arts Integration for Academic Language Development in a Summer School Context”

Elisa Salasin (University of California, Berkeley)

Description: The New Highland Arts and Academic Language Summer School in Oakland, California, is an integral part of the Developmental Teacher Education Program at UC Berkeley. This project is designed to deepen graduates’ experience with arts-integrated instruction and academic language development in urban communities. The summer school experience precedes and follows two semesters of formal student teaching, and thus is an introduction to arts-integrated, content-based instruction, as well as a powerful bridge to their first year of teaching. In this presentation we will share the project’s goals around arts and language development, working structures, and successes/challenges.

“Arts Integration in the ELA/ELD Framework”

Carrie Roberts (Director, Professional Learning and Support Division, California Department of Education)

Description: Vignettes and Snapshots contained in the new ELA/ELD Framework, which illustrate application of the visual and performing arts and the ELA/.EVD Standards, will be shared by the presenter and discussed in small groups. Participants will have an opportunity to read one or two of the vignettes and work with a group to see how to best use these resources in a teacher preparation program or a professional learning situation.

Session 4 –

LaJolla Room

“The Golden Ratio: STEAMing up Teaching and Learning at the Watts Learning Center”

Jim Cantor and **Dennis Dulyea** (California State University, Dominguez Hills)

Description: The *purpose* of this presentation is to provide an interactive model of planning and implementation of arts-based, integrated instruction that is aligned with the 21st Century Skills called for by the Common Core Curriculum. The *objective* is for participants to learn by doing, explore the power and possibilities of arts integration, and come away from this 30-minute session feeling committed and empowered to incorporate the arts into their teaching and learning. Although this presentation is geared towards Multiple Subjects classroom teaching, all teacher educators, as well as teachers who are involved in Single Subjects classrooms, can incorporate the main ideas and modify them to suit their particular contexts.

“Resilient Mindful Teachers and Students: Lessons from a Demonstration Project”

Leslie Young (Claremont Graduate University)

Description: School-related stress is estimated to afflict six to ten million children a year and may be the most prevalent, untreated cause of academic failure. The purpose of this presentation is to share the practices and evaluation results of a stress management program for K-8 teachers and students that was created as a demonstration project by the Orange County Department of Education (OCDE) and funded by the California Mental Health Services Authority (Cal MHSA). A variety of relaxation practices, including mindfulness and breath work, will be discussed and demonstrated.

Session 5 –

Del Mar Room

“Building and Bridging Perspectives: College and Career Readiness, the Arts, Literacy, and Common Core”

Betina Hsieh (California State University, Long Beach)

Description: In this session the presenter will discuss and show models of performance-based assessments in which prospective VAPA educators (Dance, Music, and Visual Arts) collaborated with other prospective secondary content area educators. The integration of literacy, content knowledge, career connections, and multiple disciplinary perspectives impacted the course and teacher candidates in powerful ways, making a clear case for the relevance and importance of arts education in a 21st century college and career pathway setting.

“Integrated Learning through Art-Centered Inquiry.”

Julia Marshall (San Francisco State University)

Description: This session explores how creative investigation into a topic builds deep understandings of the topic and the academic disciplines that study and frame it. Here, integration is student-centered and metacognitive; learners pay attention to their learning and they make it visible. Integration is also multi-dimensional, playful, and substantive. Learners explore concepts through the lens of art while playing with the forms, tools, and methods used in academic domains. Examples of student work are presented.

Session 6 –

Bay Room

“Establishing the Music and Literacy Connection in Teacher Credential Programs”

Cynthia Geary (California State Polytechnic University, Pomona)

Description: Do you ever wonder how to reach that child that is always humming or whistling a tune? This presentation showcases a literacy credentialing course, *Language, Literacy and the Music Learner*, that demonstrates the link between music and literacy instruction. The course syllabus, instructional/internet resources, and application to Teacher Performance Assessment Focus Students accommodations will be a part of the presentation.

“Jazzy State of Mind: Using the Concept of Jazz to Improve Science Professional Development, Teacher Practice, and the Implementation of the NGSS”

Antoinette Linton (California State University, Fullerton)

Description: This session discusses inservice teacher responses to a well-planned professional development experience, given over the course of one year, focused on the Next Generation Science Standards (NGSS) using the concept of jazz performance as a conceptual framework for infusing best teaching and learning practices. Examples of inservice teachers planned learning experiences are included.

Friday, October 24, 2:35 to 3:50 p.m.

Two Presentations Each in Six Locations, One-Half Hour Each, Plus Questions & Answers

Session 7 –

Coronado Room

“Exploring the Role of the Visual and Performing Arts in Teacher Education: Phase I Preliminary Results”

Maureen Lorimer (California Lutheran University) & **Eric Engdahl** (California State University, East Bay)

Description: Results from Phase I of a study that examines the role of the visual and performing arts in teacher education will be shared. Following a brief overview of the three overarching themes uncovered from the survey data, participants will be guided through an interactive visual arts experience designed to enhance their understanding of the preliminary findings revealed through this investigation.

“Closely Reading Visual Texts: Visual Thinking in Upper Elementary Classrooms”

Marva Cappello (San Diego State University) & **Nancy T. Walker** (University of La Verne)

Description: This interactive presentation explores the ways the Visual Thinking Strategy (Yenawine, 2013) scaffolds teaching and learning in upper grade elementary classrooms. Specifically, we focus on the ways teachers used the visual arts to support the close reading of complex information text across the disciplines. Teachers used VTS to introduce major themes or big concepts as well as to focus on academic discourse across disciplines. This research adds to the current conversations around the Common Core State Standards as it addresses close reading processes, text complexity, and the increased requirements of information texts.

Session 8 –

Del Mar Room

“Moments of Activity, Patterns of Writing”

Ryan Dippre (University of California, Santa Barbara)

Description: This session explores the process of writing development as a social, situated phenomenon in one teacher’s two seventh grade, language arts classes through a theoretical framework based in Cultural-Historical Activity Theory, Phenomenology, and Ethnomethodology. Drawing off of a methodological framework based on grounded theory, this session explores how students and teachers work together in classrooms to construct understandings of writing and goals for that writing in both explicit and tacit ways. Specific theoretical, methodological, and practical implications of these results for education researchers and teacher educators will be discussed.

“Preparing Teachers for Transitional Kindergarten: Instructional Modules for Supporting Young Learners”

Kim Norman, Sharon Verner Chappell, Lisa Kirtman, Janice Myck-Wayne, Hallie Kay Yopp, & Ruth Helen Yopp (California State University, Fullerton) & **Shelia Arnold** (Orange County Department of Education)

Description: Explore modules that enhance how credential programs prepare multiple subject candidates for TK classrooms. Easily integrated into courses, the activities engage candidates with high-quality instructional materials, standards and frameworks, videos of classroom practice, and key readings to support learning across the curriculum. Critical elements (e.g., the role of play and exploration, inclusion, integrated curriculum, social-emotional development, and developmentally appropriate practice) are integrated throughout. In this session, participants will explore the modules, engage in activities (including art-based experiences), and discuss current and pending TK legislation and the implications for preservice and inservice education. Resources are available at http://teachingcommons.cdl.edu/tk/modules_teachers/index.html

Session 9 –

La Jolla Room

“Photography as Pedagogy: Where Art and Academics Unite”

Jeff Share (University of California, Los Angeles)

Description: This presentation combines theory from visual literacy and critical media literacy with practical applications that explore the unique qualities of photography that make it an ideal tool to use in classrooms for teaching all different subject matter as well as an important device to teach about. Based on years of experience as a photojournalist, elementary school teacher, and university teacher educator, the presenter will provide examples and demonstrate new possibilities for cell phones.

“Using Photovoice to Identify Sociocultural Factors Affecting Barrio Students for Influencing Academic and Social Change”

Francisco Solis (University of San Diego)

Description: How well do we really know our students aside from the typical academic competencies? More specifically, how well do educators know the socioeconomic and cultural factors affecting achievement in students from the barrio? As educators, we have the responsibility of knowing our students and using all available data to modify our instructional approach for optimal student achievement. This presentation will discuss how Photovoice methodology was utilized as an instructional strategy aimed at providing educators with access to such factors that would have otherwise been unknown. Through Photovoice, students became the “expert researchers” by providing educators with insight into the lives of students and its implications for our instructional approach.

Session 10 –

Point Loma II Room

“Fostering the Oral Language of K-2 English Learners through the Arts”

Christa Mulker Greenfader (University of California, Irvine)

Description: Early oral language plays a critical role in the future literacy of all students, and especially for English learners

(ELs). We examined the impact of a K-2 professional development program that utilized performing arts activities (dance and theatre) to foster the oral language development of ELs. Our results indicate that: (1) K-2 EL students who participated in the program outperformed control children in speaking assessments, as measured by the California English Language Development Test (CELDT); and (2) EL students with the most limited English speaking abilities appeared to benefit the most from the program.

“Creating Space for Possibility: Transformative Practice in an Elementary Visual Arts Studies”

Debora Joy Nodelman (Chapman University)

Description: In this session, the presenter will discuss her study on how learners describe their experiences and their process of meaning-making as they engage in the visual arts. Her research demonstrates that disrupting traditional practice by transforming the space of a regular classroom into a visual arts studio provided space for possibility. We may not all be artists or art teachers, but by engaging with our own creativity in artistic work with students we create possibilities for new meaning-making, for developing community, for making a difference, and for transformative experiences to occur.

Session 11 –

Point Loma III Room

“The Play’s the Thing: Integrating the Theatre Arts into Teacher Preparation”

Carrie Birmingham (Pepperdine University) & **Elizabeth Tobias** (Will Geer’s Theatricum Botanicum)

Description: This interactive presentation begins with a rationale and an organizing structure for integrating arts into teacher preparation. We propose four purposes for including arts in teacher education: to prepare teachers to teach the arts, to prepare teachers to integrate the arts into other content areas, to teach education concepts, and to strengthen teachers’ professional identity. The authors will lead multiple interactive examples of arts integration that they have used in teacher preparation and professional development. Although the examples will focus on theater arts, the rationale and organization is applicable to other arts as well.

“The Calling Canvas, Weaving together Words and Images: A Narrative Inquiry into the Creative Voice of Students with Autism Participating in a Creative Lunchtime Program”

Kelly Ann Kotowski (California State University, Los Angeles)

Description: The story of the Lunch Bunch, a group of four high school students on the autism spectrum and one with a specific learning disability who participated in creative lunchtime sessions, will be shared by their visual art teacher/researcher. This story was co-constructed with the participants bringing their voices forward in words, art, or a combination of both and describes their collective and individual journeys illuminating from their perspectives what they desire from creative experiences in school.

Session 12 –

Bay Room

“Latina/o Preservice Teachers’ Community Cultural Wealth”

Diane Mendoza Nevárez (University of Southern California)

Description: The presentation describes a proposed multi-case study centering on Latina/o pre-service teachers (PSTs) whose voices and teacher preparation experiences are generally marginalized in the literature. The researcher aims to identify cultural and linguistic resources, or funds of knowledge, held by a group of Latina/o PSTs which can potentially be developed as pedagogical tools. This work expands on Yosso’s (2005) model of community cultural wealth and applies it to Latina/o pre-service and in-service teachers.

“Digital Education: Igniting Creativity in Literacy Education to Address Individual Student Needs”

Janine Fisk (University of Wisconsin, Eau Claire)

Description: This session presents the Digital Storytelling Project that examined the scaffolds for pre-service teachers to develop a means for integrating the arts and multiple intelligences in literacy development. This project included hybrid literacy learning environments, offering opportunities to develop web blogs, movie trailers, digital arts, and face to face collaboration at school sites. Data was collected regarding student motivation, engagement, and success in digital projects while meeting individual student needs.

Concurrent Research and Practice Poster Sessions

Friday, October 24, 5:15 to 7:15 p.m. - Point Loma II & III Rooms
One Double Room, 18 Posters, Plus Complimentary Wine & Cheese

Poster 1 – “Arts-Based Teacher Education at the Preservice and Graduate Levels”

Sharon Chappell, Andrea Guillaume, & Kristine Quinn (California State University, Fullerton)

Description: Our poster session describes arts-rich teacher education practices in the Department of Elementary and Bilingual Education at California State University, Fullerton. We will describe the rationale for arts- and creativity-rich practices at our university for teacher education at the preservice and graduate levels. We will also share the development and evolution of the arts-rich multiple subject credential cohort at our university, and share the development of arts-rich courses in the graduate program, including in a critical arts practice course and applied research courses. Finally we will also share our conclusions for the successful development of arts-rich teacher education.

Poster 2 - “Using Arts to Intervene for Math Deficits (Dyscalculia)”

Nasa Cole (University of San Francisco)

Description: Mathematics learning difficulties are worthy of pedagogical attention in both special education and regular education classes, as students with deficient math skills often respond to repeated failure with withdrawal of effort, lowered self-esteem, and avoidance behaviors. More so, mathematics deficits can significantly impede personal and professional prospects. One element of practice is to teach mathematical skills through the arts by incorporating the technique of Concrete-Representational-Abstract (C-R-A) into learning. Another element entails being intentional about integrating various art forms (e.g., visual, performing, creative) into daily instructional practices. Musical mnemonics and movement are examples of such memory-enhancing tools.

Poster 3 - “Collaborations: Teachers and Artists—Research, Practice, and Implications”

Dennis Doyle (Executive Director, Collaborations: Teachers and Artists)
& **April McBride** (Lead Artist, Collaborations: Teachers and Artists)

Description: Participants will engage with representatives of Collaborations: Teachers and Artists (CoTA), an arts integration program with a long history and proven track record in teacher professional development. Evaluation results from a three-year U.S. Department of Education project will be shared by external evaluators from UC San Diego. Attendees will experience hands-on engagement to deepen their understanding of the approach and visualize its application in classrooms. Future implications for this work will be shared including a resource list for similar initiatives throughout California.

Poster 4 - “Six Easy Strategies to Embed Creativity in Teacher Education Programs”

Suzanne Evans and **Denise Hexom** (National University)

Description: Embedded in the CCSS is a focus on the 4 Cs of learning; communication, critical thinking, collaboration, and creativity. Often overlooked or minimized, knowing how to continuously create and innovate is a requirement for candidates to be prepared for the challenges of teaching. In this presentation, the models and attributes of creativity, three techniques that have been successful in teacher education courses, and ten exercises designed to promote creative thinking and innovation will be highlighted.

Poster 5 - “Transforming Teacher Education through the Use of Restorative Justice Practices”

Whitnee Garrett (Madison Park Business & Art Academy, Oakland Unified School District)

Description: This poster presentation seeks to inform educators and teacher educators who are new to the practice of Restorative Justice about the ways in which RJ practices can be used in the classroom to support positive learning environments, enhance academic discussions, and foster creativity, regardless of subject or grade level. The presentation will introduce participants to a brief history of RJ, its relevance to the classroom, supportive research, and time to implement RJ practices in their work as teachers, teacher educators, and administrators. RJ can be utilized as an innovative and creative tool to transform classroom environments into places where students and teachers feel safe, supported and engaged in the learning process

Poster 6 - “Arts in Education: A Patchwork of Expression”

Susan Grasse (Chapman University)

Description: The presenter will provide samples of student work while demonstrating how the arts support learning and can engage all students in an academic content area. Work samples represent the work of students with Individual Education Plans (IEPs) and students without IEPs.

Poster 7 - "Studying Learning through Mixed Media Journaling: CSUF's Mixed-Media Partner Journaling Assignment"

Andrea M. Guillaume & Kimberly A. Norman (California State University, Fullerton)

Description: Conducting case studies of student learning fosters teacher candidate inquiry skills and understanding of learning theory and students, moving beyond generic categories related to learning (e.g., language learning, identity, SES, ability/disability status and categories). This poster presents an assignment that shows great promise in supporting candidates in moving from the "teaching intervention mindset" to the "observing for learning and advocating for students as learners" mindset through the visual arts. We will present the need for change from the traditional version of the case study assignment, describe the Mixed-Media Partner Journaling Assignment, and share anecdotes of candidate perspectives on the assignment.

Poster 8 - "Incorporating the Visual Arts into Diversity Courses for Pre-Service Secondary Teachers"

Laurie Hansen (University of California, Irvine)

Description: In this interactive poster session, conference attendees will have the opportunity to create (a) their own skin tone portrait based upon the work of Byron Kim and (b) a thesaurus-style drawing based upon the work of Mel Bochner. This presentation includes a slideshow that describes the incorporation of these two art projects into diversity courses for middle and high school pre-service teachers and ways that visual art can be used as a springboard to discuss issues of race, culture, language, and equity in K-12 schools.

Poster 9 - "Creative Thinking Abilities in Graduate Students of Education, Arts, and Sciences"

Stephanie Hartzell (Concordia University Irvine) & **Eunsook Hong** (University of Nevada, Las Vegas)

Description: This poster session seeks to describe the differences in creative-thinking abilities between graduate students from different academic disciplines. The graduate students were assumed to demonstrate a relatively high level of potential talent, given the prerequisite expertise required to be accepted into their respective programs. Students from the areas of science, art, and education were compared using their scores on the Abbreviated Torrance Test for Adults. The differences found between the groups support the concept that students who demonstrate potential talent in different areas may need alternate foci in their creativity training.

Poster 10 - "Dispositions and the Pre-Service Teacher"

Michelle Hughes (Westmont College)

Description: This case study examined the pre-service teacher's dispositional development in one undergraduate preparation program. The study revealed four distinct expressions that functioned in tandem to foster dispositional development in the pre-service teacher. The research also revealed that the dispositional focus, embedded and integrated throughout the program, increased the pre-service teacher's dispositional awareness from the program into the first professional teaching position. This conclusion validated the increasing burden and responsibility for pre-service programs to prepare highly qualified teachers with dispositions and heart for career longevity.

Poster 11 - "School Choice and the Creative Class"

Lisa Longoria (Claremont Graduate University)

Description: Teachers are artists, performers, managers of student creativity, and directors of technology to create 21st century learners. Whether entering the teaching field after college or as a second career, the arts play a large role in the profession. By examining arts colleges, teachers can benefit in two ways: (1) guiding students to pursue higher education in the arts fields, and (2) using higher education in the arts for professional development. This poster illustrates the correlation between small class size and graduation rates to serve the creative economy.

Poster 12 - "Active Collaborative Transformative Learning and Teaching (ACT): Mutually Reinforcing Theatre Arts and Content Area Instruction to Increase Student Learning"

Michael McCambridge (California Lutheran University)

Description: Active Collaborative, Transformative Learning and Teaching (ACT) is an arts integration approach to learning and teaching. Foundational work from The John F. Kennedy Center for the Performing Arts (2009) provides an excellent basis for Arts Integration, which supports ACT pedagogy. To achieve an arts Integration approach teachers and students must participate in a creative process allowing them to imagine, examine, perceive, explore, experiment, develop craft, create, reflect, assess, revise, and share. It is through this process teachers and students construct and demonstrate understanding through an art form. This understanding can be achieved visually, aurally, and kinesthetically, separately or in combination. When teachers and students teach and learn with the ACT approach, the results support the value of arts integration and active learning.

Poster 13 - "Cultivating Teacher Leadership and Learning Communities"

Louise Music (Department of Integrated Learning, Alameda County Office of Education)
& **Julia Marshall** (San Francisco State University)

Description: The Alameda County Office of Education's Department of Integrated Learning aims to make learning accessible and meaningful for all learners through integrating the arts. This presentation explains the ACOE's substantive approach to arts integration (art-centered integrated learning), its strategies and models for building networks of supportive, collaborative learning communities, and its professional development program: The Integrated Learning Specialist Program, a certification program for teachers, administrators, and teaching artists.

Poster 14 - "The Odd Couple: Making Connections between the Arts and Sciences"

Huong Tran Nguyen, Emily View, & Allyson York (California State University, Long Beach)

Description: Twenty-first century teachers will need to become culturally competent as they will likely have ELL students in their classrooms at some point in their career. They must also be ready and able to meet the complex and diverse academic and social needs of their students, especially in urban contexts. The advent of the Common Core State Standards (CCSS, 2013) and the Next Generation Science Standards (NGSS, 2013) initiative across the nation has added another dimension to secondary teachers' knowledge base: proficiency in a specific content area; understanding of and ability to make connections of concepts and skills within and across content areas (e.g., language is context-specific and embedded in texts across all disciplines); and in turn, help students identify authentic links in an intra- and interdisciplinary approach.

Poster 15 - "Examining the Role of Language, Culture, and Heritage in Shaping Teachers' Personal-Professional Identities"

Huong Tran Nguyen, Lucia Rovetta, & Sinatra Yeng (California State University, Long Beach)

Description: A way to transform teacher education is to examine the meaning of language, culture, and heritage in teachers' lives and pedagogical practice with the aim of advancing justice in urban school contexts and society. Using racial identity development as a theoretical and analytical framework and narrative inquiry as a methodology, the authors chronicle their journey by discussing the influential role socialization (language, culture, and heritage) play in shaping their personal and professional identities. In so doing, they explore how their individual and collective values, beliefs, and experiences influence those with whom they interact, including how knowledge is shared, contested, and co-constructed among themselves and others across multiple contexts (U.S. and international).

Poster 16 - "Embedding Mural Making across the Curriculum"

David Rago (National University)

Description: The purpose of this session is for teachers who work with middle school students who have ED and are educated for the majority of the school day in an inclusive setting to learn how to embed the visual arts (i.e., mural making) across the curriculum in order to help the students who have ED develop basic social skills (i.e., taking turns, sharing ideas and supplies, following directions, cooperation). Strategies for integrating an activity like mural making into teacher education programs will also be discussed.

Poster 17 - "Graffiti Walls: Migrant Students and the Art of Communicative Languages"

Fernando Rodriguez-Valls (California State University, Fullerton)

Description: Following the concept of creating communication across difference, three teachers and a faculty member designed an interdisciplinary curriculum that combined various artistic expressions—poetry, photography, drawing, painting, tagging, and graffiti—with Language Arts skills. They designed this curriculum to de(fence) the voices, often silenced by schools, of 42 sophomore high school migrant students. In this poster presentation, we analyze the common-core assignments of this project and how those provided a place to construct communicative spaces between students and teachers.

Poster 18 - "Roots and Wings: A Look at How Performing Arts Integration Can Help Students Soar into the 21st Century"

Sarah Seibert (Santiago Elementary School, Santa Ana Unified School District) & **Kate Scorgie** (Azusa Pacific University)

Description: This presentation describes how the integration of a 6-week performing arts activity into a 5th grade social studies unit enhanced the development of students' 21st Century Learning Skills, such as communication, collaboration, critical thinking and creativity (the "4 Cs"), which are essential for college and career readiness. Student growth was assessed using an original teacher-constructed rubric, student journal reflections, as well as the teacher's informal observations.