Opening remarks were delivered at the Hartford Hilton hotel on the morning of Monday, July 11, 2016.

Welcome to the 23rd Annual Higher Order Thinking (HOT) Schools Summer Institute! Storytelling ~ An Artful Journey.

There are some important people in the house today! We have participants from all across Connecticut as well as from Nevada, Virginia, and Japan! And on behalf of Amy, Christopher, Kim and myself I’m thrilled to welcome each and every one of you.

Also joining us today are Council Members of the Connecticut Office of the Arts. These are the folks who make decisions about how the great state of CT invests its public dollars in the arts and we are so fortunate and thankful for their commitment to continue investing in you – the educator who believes in the HOT Approach to transform teaching and learning. On behalf of all of the educators here today, and the students we serve, I extend sincere appreciation (Arts Council Members) for your steadfast support.

This year I am so pleased to introduce to you – for the second year in a row – Kristina Newmann-Scott, The Director of Arts and Culture. She’s with us. She gets us. Art is a focal point of her life’s story. And we are Oh, so fortunate to have Kristina’s support.

I begin my remarks by formally introducing our first performer - L’Ana Burton. L’Ana is a dancer, choreographer, and a highly sought Connecticut Office of the Arts teaching artist who has conducted many HOT Schools Teacher Artist Collaborations across the years.

Thank you L’Ana for engaging our ears and eyes, and hearts and minds with your incredible connectedness. We all have a story – at least one good one that, when we tell it, draws a predicted emotion from those we tell it to: laughter, tears, fear, disgust, longing, warmth. Or maybe not. If our storytelling doesn’t draw the emotion we intend – maybe we need a new way of telling it. Maybe just a
An Eye Opening Experience for All

—Jahan G., Student, American School for the Deaf

This past summer I had the wonderful opportunity to work with some amazing individuals. Some of my classmates from the American School for the Deaf and students from the Higher Order of Thinking school Integrated Day Charter School (IDCS) collaborated.

The collaboration was to take an original piece of music and have both hearing and deaf students work together to change the English lyrics and create what is called the American Sign Language (ASL) Gloss. It’s very similar to someone taking an English passage and translating it to Spanish. In ASL we call that changing the English to ASL Gloss.

In conjunction with ASL specialist Francis Phiri and performance director Brandon Kazen-Maddox my classmates and I worked laboriously for one morning looking at the lyrics and learning how to convert them to ASL gloss. This was an entirely new experience to me. Most of us deaf students use ASL but we had no idea that our language had rules for syntax and structure very much like English or Spanish. This was eye-opening experience for all of us.

On day two students from IDCS and the musicians came to ASD to rehearse with us. Brandon who is a professional dancer led the rehearsal and scripted the choreography of the performance. In most performances like this we are led by a hearing instructor who knows little or no sign or understanding of Deaf culture. With Brandon it was different. His grandparents are Deaf so he understands Deaf culture and was able to guide all the students in a very comfortable and inclusive environment.

During the rehearsal we had to partner up with hearing students. Some of them knew a few

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American School for the Deaf collaborates with Integrated Day Charter School

—Terri Woronecki, Music Teacher, Integrated Day Charter School

Students from the Integrated Day Charter School (IDCS) in Norwich, CT had an amazing opportunity to work with students from the American School for the Deaf (ASD) in West Hartford, CT during the 23rd Annual HOT Schools Summer Institute. We were all fortunate to have singer/songwriters Chuck Costa & Mira Stanley perform with us their original HOT Schools theme song, Creating Our Community, along with instruction by Artistic Director Brandon Kazen-Maddox and Assistant Director Francis Phiri of Body.Language.Production.

On the first day of this collaboration Brandon and Francis spent the day with the students from the ASD prior to combining the children from both groups. They took the HOT Schools theme song and analyzed the lyrics that they then translated into American Sign Language.

The next day when the IDCS students arrived at the ASD in the morning, there was some uneasiness on how to interact with each other, but those feelings were soon put to rest as the children were warmly welcomed.

“We would all like the opportunity to learn more sign language to increase our ability to communicate with people who are Deaf.”

—Kiera, Samira and Mason, students, Integrated Day Charter School

The students from the American School for the Deaf were paired with IDCS children so they could

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Hello everyone, my name is Elena Tipton and I am Connecticut's first Kid Governor!! I live in East Hartford and graduated from Dr. Thomas S. O'Connell Elementary School. I am now entering 6th grade at East Hartford Middle School!

I was elected by 5th graders across Connecticut in a statewide election in fall 2016 based on my campaign for kindness. Some people have asked how I chose kindness as my campaign platform. Well, actually it wasn’t always kindness! My platform was originally bullying but then my teacher and I sat down and had a conversation. We thought that bullying was too negative and we thought “Why give the bullies the negative attention they want? Instead, let’s give the kind kids the positive attention they deserve!!” So that’s how my kindness platform came to be!! For my Connecticut’s Kid Governor campaign, I had to run on a three point platform and here is all about it!!

My first point was to make the thirteenth of every month Kindness Day!! I chose the 13th to be Kindness Day because it’s known as such a negative day. I wanted to turn it around and be positive!!! I want people to go out and make sure they do one kind act on the 13th!

The second point was to get ten schools to have this thing called a Buddy Bench. What is a buddy bench you ask? Well, a Buddy Bench is a bench that is at your school or community playground that says “Buddy Bench” on it. When a student does not have anyone to play with they can go sit on the bench and another student can go up and say “Hey, why don’t you come play with me??” And by saying those simple words it can change someone's whole day!! The Buddy Bench was not my idea. It was the idea of a superstar kid named Christian Bucks and his principal! So far, I have reached my goal thanks to the Rotary Club of East Hartford who is donating 11 buddy benches to East Hartford schools, Pleasant Valley 5th graders in South Windsor and Reynolds School in Newington. I hope more schools and communities will get Buddy Benches before the end of my term in November!

On to my third point!! It was to hear what all the amazing kids all across Connecticut are doing and want to do to be kind!! To do this, I have asked

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MOMENTS FROM THE 23rd ANNUAL HOT SCHOOLS SUMMER INSTITUTE
This is the story of one brilliant idea and the child who helps to bring it into the world. As the child's confidence grows, so does the idea itself. And then, one day, something amazing happens. This is a story for anyone, at any age, who's ever had an idea that seemed a little too big, too odd, too difficult. It's a story to inspire you to welcome that idea, to give it some space to grow, and to see what happens next. Because your idea isn't going anywhere. In fact, it's just getting started.

www.amazon.com

Gold medal winner of the Independent Publishers Award, the Washington State Book Award, and the Moonbeam Children's Book Award.

Enriching Arts Integration with Technology

—Amy Traggianese, Art Teacher, Site Coordinator, Samuel Staples

This article is formatted for digital and print viewing. If you are reading this on a device click an underlined word to access the link. If you are reading a printed version you may access the links by typing the “goo.gl/” URL into a browser.

Educators know that all students need strong reading, writing, speaking and listening skills [goo.gl/vUPwrd] to be able to perform in all curricular areas. This is why arts integration is so awesome! Students can strengthen their English Language Arts skills through the use of the arts and technology to create digital stories. They can speak or write about them. Combining art, technology and choice is a great motivator for students of all ages.

Student created stop motion movie features phases of the moon.

I had the opportunity to present a workshop, Take a Digital Spin on Arts Integration, at the 23rd Annual HOT Schools Summer Institute in July. My favorite professional development occurs when I can learn hands-on, so I led a workshop for educators where they had time to create. Learning something new is so important for teachers! Educators who are continually learning can fully remember and understand the learning process that their students go through. I call it a magic circle of learning! The teacher learns and makes mistakes. Then the teacher teaches, remembers how they learned, modifies the lesson and then teaches and guides their students.

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Coming Full Circle
15 Years of HOT Schools for Mother and Son

—Yin Kahler, Teacher and HOT Schools co-Coordinator, Columbus Magnet
and Charlie Kahler, Teacher Aide, Columbus Magnet

PART 1 by Yin Kahler

While writing a memoir of our family’s involvement with HOT Schools, I thought, “What’s so special about us? And how do I begin?” But as I thought about it more, I realized that the integration of the arts was an important component of what I had wanted for my child in his educational experience. Looking for inspiration, I pulled out the binder from the summer institute of 2001 and the poem “Every Child Lies a Promise” was on the first page. Though paraphrased, it was so evocative of the HOT school’s focus. So, our journey begins when Charlie entered the two-story brick school building on Concord Street in South Norwalk known as Columbus Magnet. The school’s theme, “...a wonderful place where we all learn and grow.” He experienced first hand the core components of HOT Schools with writing and the Magical Mailbox, connections-creating Rocking Rainbow Restaurant, a musical opportunity performing in “Charlie and the Chocolate Factory”, (He got the lead role as Charlie.) All School Meetings, shares and so much more. His gift for writing and art making potential was recognized and supported by his teachers and staff. He thrived and loved going to school. I felt Columbus Magnet’s integration of the arts with academic learning was the best choice for our son. During his first year, I was fortunate that I could support him and the school as a parent volunteer.

In the summer of 2001, our principal at the time, Marilyn Liberatore, invited me to attend the Summer Institute at Connecticut College. Wanting to immerse myself with the HOT Schools philosophy, I said, yes! The wonderful part of this particular institute was a summer camp in place for the participants’ children. I was thrilled that Charlie could experience a weeklong camp centered around the arts. We were immersed in experiential workshops, art-making, creative performances and great food. What more could you want in summer?

As I reflect on that summer institute I believe it was the catalyst that motivated me to say yes to the job offer Marilyn presented me shortly thereafter. So I got to experience all things "HOT" as part of the teaching staff. My journey continues today at Columbus Magnet, as a HOT school co-site coordinator.

Fast forward fifteen years, Charlie has graduated from Susquehanna University, and like many grads is looking for long-term employment. His major was creative writing, then political science...the job search went long and unanswered. A long-term substitute position opened up at -where else- Columbus Magnet. His role was working with children with special needs. His experience working with young children was limited, but, his involvement with the local Boy Scout troop and Sunday school was his continued on page 14
I came to Worthington Hooker School in 2010, unaware it was a HOT school. Honestly, I didn’t know what that meant. My experience was in an inner-city middle and then small urban inter-district alternative high school. Neither were afforded many outside resources; we were on our own. Nonetheless when I came to Hooker I immediately understood what being HOT meant, you see any successes achieved in my previous schools, either as a teacher or building leader, any real student learning, was due to creative thinking, democratic practice and arts integration.

For example, at the middle school, collaborating with my bilingual colleagues, we created a unit on building kites which incorporated mathematics, art, cross cultural collaboration, creative writing and a kite flying excursion!

At the high school, courses were developed to engage students in their learning; the Food, Film and Literature, Real World Math applications, along with experiential learning opportunities, Town meetings and team-taught interdisciplinary courses designed by teachers and driven by students.

The difference at Hooker? Through the structure of HOT Schools, the purpose was clearly defined, identifiable, measurable and most importantly, duplicable.

Here is what I experienced at Hooker; 3rd and 4th grade students carefully drew up plans for a schoolyard habitat, selected indigenous plants and created the space to build a garden where birds, butterflies, and other creatures could live. The students designed an outdoor learning environment for the school utilizing their math skills, biology and botany research, design esthetics, and group decision-making.

Eighth grade students designed and built model bridges in science class to test properties of continued on page 15
Where has Your HOT Schools Bag Gone?

Educator and visual artist Jason Deeble of Integrated Day Charter School emailed us this photo of his HOT Schools tote bag, in a restful repose, by a Hawaiian beach. Thanks Jason!

Jason’s email got us thinking. We wonder how far and wide your HOT Schools bags have travelled? To every congressional district in Connecticut? Niagara Falls? New Orleans? Newfoundland? Whether your bag has travelled to your neighborhood grocery or sailed the Thames we’d like to know.

We invite you and your colleagues to email us pics of your HOT Schools bags out and about. We can’t wait to see where your HOT Schools bags have been! And we look forward to sharing your photos with the HOT Schools community in upcoming newsletters.

Share your pics with us at hotschools@wesleyan.edu
tweak here and there...or maybe a total overhaul.

When L’Ana began preparing her story for this session, she started to tell it through words, and she struggled. Because L’Ana is a dancer. A choreographer. She experiences life through movement. She connects her feelings and thoughts through movement the way Michelangelo did through paint and Mozart through music. L’Ana makes meaning through her kinesthetic intelligence. But she wanted to share this story through words. And so she went through the process of moving through her story to help her put into words – what she experienced, what she felt and understood, and knew – and has come to know. To share it in words – for you.

What do stories do for us? Are we connected through story? Can we communicate through story? Do stories help us to understand? Do they help us to be better listeners?

Amy Goldbas and I noting the death – life really, of political activist, Nobel Laureate and Holocaust survivor Elie Wiesel were talking about the profound impact of his story on so many. Paraphrasing, Amy said “If there isn’t a witness willing to tell the story then history can be co-opted in any way.”

Craig Carr, in a letter to the LA Times Editor honoring Elie’s story legacy writes “My grandfather used to say, “Memories not shared are history lost forever.”

This sent me down a road of ‘storythinking’ - of 911 calls, vest or car cam, cell phone and surveillance videos, rendering horrific present day atrocities in real time – to be interpreted in hundreds of ways by people with different points of view on the matter at hand. Different skin in the game. We all saw the same thing – or did we? If we listen with an open mind – our perspective on what we see may change. Yes?

I thought about the Underground Railroad, and messages hidden in story quilts –whether you believe the code concept or not, the stories of these still bring us to a time when it was legal for human beings in our country to own other human beings and demand them to do...whatever...stories of a culture and a time - memorialized in fabric and thread. How do those stories make you feel? Would seeing or touching a famed quilt make the story richer? What is the present day connection? Slavery is abolished here but is it gone? Who is the Elie of this story?

This past school year 8 teaching artists led by Leslie Johnson worked with 8 schools – some participating HOT Schools and some not – to bring the story of the CT Freedom Trail to Life Through the Arts. This was a partnership initiative of the State Historic Preservation Office, the Office of the Arts, the Amistad Committee, and the Department of Education. Combining social studies, writing, research, dance, music, theater, visual arts and movement - content and skills building - these educators collaborated to develop new ways to engage students in experiential learning about their past. To make connections between the past and the present. And the outcome for students and adults alike was profound.

“Students learned an immense amount about writing...how to incorporate sensory details, the importance of research in writing, and strategies for editing and revising.”

“...it required my students to improve their attention to details visually and with texts as they developed a historically accurate depiction, both in the mural and their poems...elements essential to meeting the requirements of the Common Core.”

“...my students engaged in authentic, self-directed, and purposeful problem solving!”

continued on page 15
An Eye Opening Experience... continued

words but for the most part they did not know any ASL. What I found very comforting was that all the students’ willingness to learn and by any means communicate with us. When they struggled or when we had a hard time communicating we gestured with each other and sometimes we got our phones and used them to communicate.

For most people they don’t understand that Deaf people just want to be included in what’s going on. This opportunity to work with hearing students and Brandon and Francis on a song provided us an environment where we were included and people tried to communicate with us. I like music and performing so this was something I enjoyed working on. I was really impressed with how fast some of the hearing students picked up on ASL in just one day!

One girl in particular from IDCS, Emma, was especially kind and made lots of effort to communicate with me. She made me feel like I was part of a bigger family. Her interaction with me proved to me that we can work together to create something fun and enjoyable.

In just two days we rehearsed, worked with musicians, performers and peers. On the third day we went to a hotel in Hartford to perform in front of a live audience. I really love performing in front of people, especially hearing audiences. I know for many people in the audience this might be their first exposure to ASL, so I see it as a way to expose them and educate them at the same time. When performing for a hearing audience I want them to leave knowing that Deaf people can do anything!

Click here and follow @HOTSchools on Twitter

ASD and IDCS Collaborate... continued

teach Creating Our Community, the HOT Schools theme song, in American Sign Language.

It was wonderful to watch the kids interact, collaborate and be creative in finding ways to communicate with each other. By lunchtime if someone new had walked into the room they would never have thought that these kids had just met that morning. It was inspiring to watch two groups of children that did not speak the same language come together so quickly and easily. Respect towards everyone, as well as an eagerness to learn from each other and teach each other their language and culture was evident.

American School for the Deaf students rehearse ASL Gloss of Creating Our Community, the HOT Schools theme song.

On the third day we all met for a quick rehearsal at the Summer Institute followed by a live performance. Everyone’s hard work paid off, it was a beautiful performance! The students were then brought together to debrief about how they felt about the experience and the process. A clear theme emerged through these conversations, all students expressed an interest to work together again. Hopefully this will be the first of many HOT opportunities The American School for the Deaf and The Integrated Day Charter School will have together.
HOT Schools 2016-2017
Professional Development Calendar

Events in red are open only to HOT Schools participants. Events begin at 9:00 and conclude at 3:30 unless otherwise noted.

Registration is required for all events.

To register and for additional event details click on “2016-17 Calendar” at higherorderthinkingschools.org or visit the calendar directly at goo.gl/2pmPhH.

THU, SEP 29  Principals, Site Coordinators and Coaches’ Meeting
THU, OCT 13  Fall TAC PLanning
FRI, OCT 14  Leadership
THU, OCT 27  HOT Orientation Leadership
TUE, NOV 8  Professional Development
THU, NOV 10  Coaches’ Meeting
THU, DEC 8  Leadership
THU, JAN 12  Site Coordinators’ Meeting
THU, FEB 9  Leadership
THU, MAR 2  Coaches’ Meeting
FRI-SAT, MAR 3-4  HOT Schools Mini Institute 9:00-4:00
THU, MAR 9  Principals’ Meeting
THU, APR 13  Leadership
THU, MAY 11  Site Coordinators’ Meeting
THU, MAY 18  Coaches’ Meeting
THU, JUN 8  Principals’ Meeting
MON-FRI, JUL 10–14
24th Annual HOT Schools Summer Institute

A Campaign for Kindness... continued

kids to send me their kind acts at CKGE-le@kidgovernor.org and to visit my blog at www.KidGovernor.org.

So that is all about my kindness platform!! I hope you and your students will email me about YOUR acts of kindness and what you are doing to support my campaign for kindness!

Connecticut’s Kid Governor (CKG) is a national award-winning, statewide civics program for 5th graders created by the Connecticut Public Affairs Network. To learn more about CKG Elena Tipton, the CKG program, and how your 5th grade class can participate in the fall 2016 statewide election for the next CKG, please visit www.KidGovernor.org. You can also email Head of Education Brian Cofrancesco at Brian.Cofrancesco@kidgovernor.org or follow the program on Facebook, Twitter and Instagram.
As an art teacher, I love using nonlinguistic representations [goo.gl/LD7TfN] for my own learning and student learning. Visual images help us to remember. It is best if students can create their own images. During the Summer Institute workshop, I provided some examples, very brief instruction, some play-doh and other assorted materials. The participants dove right in with others or by themselves. Here is a link [goo.gl/X2sLVV] to the videos that were created in about one hour.

You can get a free stop motion app like iMotion [goo.gl/jBhtnz] or PicPac [goo.gl/AMXnIq] to create this type of video. You can also use the camera on any device to snap a photo or take a video. Doesn’t every mobile device have a camera these days? Another useful app for language practice is ChatterPix Kids [goo.gl/i7Njji]. You can make objects talk! This app is tons of fun for teachers and students, and another great way to incorporate art and technology into different lessons.

Incorporating art, technology and choice within lessons is motivating and exciting for students. My fifth grade colleagues and I put this to the test when we co-taught lessons during our HOT Block. During a HOT Block, classes work with an art essentialist and their classroom teacher for nine weeks to learn reading, writing, math, social studies or science concepts through art.

I have worked with fifth grade teachers in the past, but I had never taught the phases of the moon. The fifth grade teachers explained that year after year, many students get confused with the order of the phases. When I first thought about teaching this, I got a wee bit nervous because I really did not know much about it! I did have one thing going for me: I did know the concept of waxing and waning, but that’s about it!

During our first session, I worked with each class in their classrooms during their moon phase lab. This was a great learning experience for me to see how the students are taught and what they are expected to know. It also gave me some time to really think about how we could teach this effectively through the arts. At last I had an idea: groups of students in each class could show what they know about the phases with a digital (or not) story. They could create skits, (live or on video), flip books, or stop motion video.

The first class decided to do one live action play together. They needed to brainstorm ideas, write a script and create all of their props. They included facts about the moon phases, two aliens and facts about our solar system.

The second class created green screen videos. I covered one wall and floor of an empty classroom green, shot the video with my iPad, saved it to Google Drive and shared it with the students. They edited it in the Do_Ink [goo.gl/AsTxN5] green screen app and iMovie [goo.gl/7tHSqZ]. The results were very creative videos where students were stepping on the moon and acting as newscasters reporting about moon phases. It was pretty awesome, and they did all of the editing themselves.

Phases of the moon flip books and a stop motion video were created by the third class. Both of these ideas were a challenge. The flip books required many drawings (more than the students anticipated needing!) and the stop motion video group needed to create all of their props and solve problems while they were working together. You can watch the Phases of the Moon video here [goo.gl/n8W3Sc].

One of the best parts of this arts integration unit was that the students took control of their own creation and learning. Here are some

Enriching Arts Integration... continued

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PART 2 by Charlie Kahler

This summer, I attended the Hot Schools program for the first time as an adult. I remember tagging along with my mother fifteen years ago at the age of eight - a product of Columbus Magnet School's partnership with HOT, although I understood little of what that meant. Now, having seen what goes on at the annual HOT program, I can look back on my experiences as a Columbus student with newfound appreciation.

My track, Hearing ALL the Stories: Integrating the Arts in Inclusive Settings, was led by Louise Pascale and Sue Fisher. It focused primarily on engaging children with special needs and disabilities within the classroom. Having worked at Columbus for the last five months of the school year as a special education aide, this track was relevant to my experience, and I was eager to see what I could learn.

Pascale and Fisher worked with us through a range of different mediums, intended to involve special education students with the rest of the classroom. These ranged from visual arts, to music, dance and movement. One project was to create a visual representation of emotions, while another was using art materials to create masks and take on the persona of favorite literary characters. Another activity involved teams of individuals using instruments and found objects to accompany the characters and setting of a storybook, and later, we used these same tools to create an audible atmosphere, or scene.

These lessons were especially useful in providing accommodations for differently abled, while also bringing them into the spotlight by engaging them in fun, rewarding activities. What is really...
physics, created watercolor representations of bridges they saw in their community, and wrote poetry inspired by the same.

Second graders performed a song of their making after reading Roald Dahl’s book, “Matilda” and then when a grant money was secured, attended the theater to see the award winning musical.

Kindergarteners hosted author’s parties, sharing their writing and illustrations with their classmates and families.

Seventh graders designed mosaic panels with iconic representations of the cultures studied in their social studies classes. These mosaic panels are now a permanent installation in their school building.

Eighth grade students use algebraic equations to create a mural for the cafeteria wall in the style of Sol Lewitt.

Each of these examples showcase the three pillars of HOT schools, Arts Integration, Strong Arts, and Democratic Practice. HOT schools are alive with creativity, inspired by the humanity in each individual, where the joy of learning is there for everyone to embrace. Students own their learning. As I leave for other endeavors I wish to say thank you to my HOT School colleagues for your inspiration and the opportunity to learn from each of you. Stay HOT my friends.

Opening Remarks... continued

“...students were able to write a piece of poetry from the perspective of one of the major players (from the Amistad). Some of their poems brought tears to my eyes, because I could see the potential of my students in their words. They knew about the Amistad inside and out. I have never had a group so engaged in a topic of history as I did with this one. I could see my students becoming very reflective about historical events through our discussions and the conclusions they were drawing...”

“I could see the ability to think critically and reflect on real-life issues, such as racism, freedom, and empathy, grow within every student. In the end, students felt empowered in their ability to voice their opinions and thoughts on such real topics still prevalent in today’s society.”

Storytelling plays an important role in increasing student engagement and skills development in verbal and written expression. What might a story look like? What form can a story take? Iconic images, songs, movies and plays embed stories past and present deeply in our souls. If you will – close your eyes for a moment and let this resonate:

Raising the flag on Iwo Jima
Neil Armstrong’s first step on the moon
Martin Luther King delivering his speech “I have a dream...”
We shall overcome someday
We are the World, we are the children
What the World Needs Now is love, sweet love
Romeo, Romeo, wherefore art thou Romeo
Love means never having to say you’re sorry
Life is like a box of chocolates
Frankly Scarlet, I don’t give a damn

Do you see it? Do you hear it? Do you feel it?
Storytelling integrates visual imagery, move-
Enriching Arts Integration... continued

reflective comments by students:

“This project was fun but challenging. The most challenging part was when we had to agree to what to put in it.”

“I think overall it was a fun experience. But I think it was a lot of work and effort. It took a lot of teamwork and perseverance.”

“I liked working the lighting, taking photos and drawing the pictures. I learned all of the phases of the moon.”

“We took more than 200 pictures and it was a 40 second video! Doing this helped me memorize and understand the moon phases better.”

I was struck by how engaged all of the students were during this entire collaboration. The fifth grade teachers reported that a greater percentage of their students really understood the phases of the moon, as shown in formative and summative assessments. Incorporating art, technology and choice within these lessons really helped motivate students and increase their learning.

Art, technology and choice can be great motivators for students of all ages. Teachers can create powerful and engaging lessons after having time to learn and create digital stories during hands-on professional development. All educators need to keep learning to stay in touch with current trends and their own learning process. Let students have some control. We must still guide students, but allowing some choice gives them control over their own learning. Let students show what they know through the arts!

To learn more about creating stop motion video with students visit Amy’s article Learning Moon Phases through the Arts! at EducationCloset.com [goo.gl/FNghVu].

Coming Full Circle... continued

successful about these lessons, is that children with varying degrees of abilities can be involved at multiple levels, and it gives them the opportunity to interact with other students, even shining on their own.

Thinking back on the content of this track, Louise and Sue provided me with many tools to use, to stimulate the energy and minds of students, wherever I might find myself teaching. Hearing ALL the Stories, combined with the other activities and lessons during the five day HOT Schools Summer Institute, made me appreciate the investment Columbus has given the program. I hope that the school continues to foster this bond, so children can grow and engage themselves in the same way I did during my years as a Columbus student.
Opening Remarks... continued

ment, music, emotional, verbal and written communications into fundamental tools for artistic and social expression.

Common Core State Standards expect that children across the grades can write for three specific purposes:

- Opinion pieces that persuade a reader and make an argument
- Informative writing that explains an idea and relays information
- Narrative stories of real or imagined events

Jon Thomas, an expert in content marketing identifies 7 reasons why storytelling is important:

- Stories produce experiences
- Stories reveal what makes your message unique
- Stories are the emotional glue that connects us to our customers (audience, each other)
- Can shape information into meaning
- Can motivate an audience toward your goal
- More likely to be shared
- Stories are less likely to be resisted

Writing for a specific purpose:

- Content marketing
- 21st Century learning
- College and career readiness

Storytelling ~ An Artful Journey.

Last year we kicked off the Institute sharing The Arts Education Partnership’s four state level priority areas in which arts and education leaders can situate their work

- Raise Student Achievement and Success;
- Support Effective Educators and School Leaders;
- Transform the teaching and Learning Environment; and
- Build Leadership Capacity and Knowledge.

We identified key areas of success for HOT Schools in achieving these lofty goals. We have data that shows improvement in fluency rates when students are engaged as narrators in a play. We have evidence connecting increased attendance, writing and math scores to HOT Practice. Our arts teachers, who once felt disenfranchised, are leaders in their buildings and the go-to people for innovative unit design. Classroom teachers lead workshops on arts integration—teachers teaching teachers. Experienced principals coach new principals and advance to positions of curriculum directors and superintendents (and HOT Coaches). Parents become board of education members and community activists. Teaching artists collaborate with classroom teachers to help them bring the curriculum alive so that teachers and students alike WANT to come to school. And the school becomes an innovation hub—a place where behaviors shift toward less office referrals and greater joy in a climate of respect, contribution, and responsibility. And a hot off the press (no pun intended) “Analysis and program evaluation study of the Connecticut HOT Schools as an approach to whole school improvement” by Louise Stevens of Arts Market confirms these successes hold true across rural, urban and suburban elementary, middle, and high schools that implement the program with fidelity. We rock! You rock!

Other accomplishments of this year include:

Engaging over 200 educators from across the state in a full day workshop with Dave Burgess, author of Teach Like a Pirate followed by studio experiences with Wesleyan University arts professors.
Opening Remarks... continued

We developed and conducted a STEAM Science, Technology, Engineering, Arts and Mathematics workshop for arts teachers of CT’s technical high school system. And I’m pleased to announce that STEAM Integration will be the focus of our professional development for the coming year.

We have sharpened our relationship with the President’s Committee on Arts and Humanities Turnaround Arts Program. We welcome new Bridgeport Turnaround Arts School educators to your first HOT Schools Institute.

We’ve added 2 new coaches, Dan Hansen, former principal and Assistant Superintendent for curriculum of South Windsor Public Schools, and Sheryl Hershonik, former principal of Worthington Hooker in New Haven which she successfully led through the Blue Ribbon School Recognition process.

And the beat goes on...

Throughout this week you will journey through an exploration of the many ways in which stories can be developed, shared and celebrated, why it’s important to do so, and how the essential skills of story promote critical-thinking, problem-solving, and analytical skills that are required for students to be successful in college, career, and life.

This year’s theme gives us the opportunity to highlight incredible poets such as Gayle Danley who never leaves a dry in the place, and Vanessa German who will knock your socks off in just a few moments; innovators, storytellers and teachers of storytelling in a variety of genre, from Connecticut’s own Storytelling Center in New London, headed by Ann Shapiro; to Gerald Richards from 826 Valencia, an incredible community based non-profit dedicated to helping children and young adults develop writing skills, and to helping teachers inspire their students to write; and others from Pennsylvania, California, Ohio, Maryland, Georgia and more. On Wednesday Isabelina Rodriguez, Interim Chief Academic Officer at the State Department of Education will welcome language arts directors from school districts across the state and she will introduce Dr. Erick Gordon Founder of Teacher’s Press Initiative, Columbia Teachers College. The State Troubadour and Poet Laureate will perform on Thursday and...there’s so much more.

According to Dr. Stanley Pogrow, one of the foremost national experts of school reform and education policy, “The key to making this (school reform) work is a terrific teacher who is trained to teach differently.” In HOT Schools we accomplish this through a magical mix of strong arts, arts integration, and democratic practice. This week is all about that.

We have a phenomenal core faculty and cadre of workshop and plenary presenters who have designed their sessions to give you, the terrific teacher, new tools to add to your kit. I’m so honored to work with you.

Enjoy your Artful Journey!

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www.higherorderthinkingschools.org