

ArtsLit

The ArtsLiteracy Project
at Brown University



PROFESSIONAL DEVELOPMENT DESIGN

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ArtsLiteracy offers a range of professional development possibilities for your school or organization from presentations, to daylong workshop, to year-long or multi-year literacy initiatives. We present here a portrait of different possibilities for helping you and your staff develop ArtsLiteracy work in your school, community or arts organization.

All of the “durations” listed below are general estimates and vary depending on the needs of teachers, schools, and/or school districts.

If you have questions or would like to talk with us directly feel free to contact us at [*info@artslit.org*](mailto:info@artslit.org).

Interactive Talks & Presentations

All talks are given by the cofounders and codirectors of the ArtsLiteracy Project Eileen Landay and/or Kurt Wootton. All presentations involve the use of multiple media: photography, video, audio, and performance. Landay and Wootton inspire the audience to enter the world of the learner through interactive experiences.

Duration: One to Two Hours

Topics might include:

ArtsLiteracy Models Around the World:
Inspiring Portraits of Teaching and Learning

Crossing Fields: Why Link the Arts and Literacy?

A Reason to Read: Teaching Literacy Across the Curriculum

Across the Border: Lessons from Mexico, Brazil, and the United States for teaching diverse learners



Workshops & Teacher Education

Workshops and teacher education typically last at least a day and can run up to ten days. ArtsLiteracy staff will take participants through an active process of experiencing the different components of the Performance Cycle that include numerous approaches for teaching reading and writing in dynamic ways in the classroom. Particular emphasis is placed on how the performing and visual arts can be linked to processes of reading and writing. Workshops include an overview of the research and theory behind the approaches, direct hands-on experience of the methods, and finally a facilitated process for backwards planning ArtsLiteracy experiences in the classroom. Appropriate for initial teacher preparation, in-service teaching programs, and community and arts organizations.

Duration: one day to two weeks

Topic might include:

Linking Literacy and the Arts:
Introducing the Performance Cycle

Literacy Across the Curriculum:
Dynamically Teaching Texts in all Disciplines

Multiliteracies in the Classroom:
Linking Various Forms of Meaning Making in the 21st Century

Text, Motion, and Image:
Fusing Literacy and the Arts in the Elementary School
Classroom

Teaching Difficult Texts from Nabokov, to Cisneros, to Shakespeare: Building Literacy Skills Necessary to Comprehend Complex Texts



Leadership Education & Facilitation

Duration: Varies

ArtsLiteracy staff will work with administrators and teacher leaders to develop a shared vision and implementation of dynamic literacy projects for your school or district.

This program involves:

- designing a clear, unique, and shared vision across the school/ organization
- developing clear progress goals for change
- effectively using protocols to facilitate meetings to include the voice of all personnel
- creating structures affording teachers opportunities to share their best and most inspirational classroom work.





Dynamic Documentation of Learning

Duration: One to three days

At the ArtsLiteracy lab school, Habla, and in other settings ArtsLiteracy has been piloting ways to document student and teacher learning—using video, photography, writing, and performance—in a way that truly reveals the scope of learning in the classroom. We help schools and districts design innovative ways to document student and teacher growth for purposes of reflection, measuring development over time, and for dissemination to the larger community.



School Reform

In-Depth School Change Initiatives

Duration: Varies

The ArtsLiteracy Project has designed and implemented multi-year literacy initiatives for school districts including Boston, MA, St. Paul and Minneapolis, MN, Providence, RI, and Central Falls, RI. These initiatives involve a variety of components including:

- developing teacher leaders in the district
- designing curriculum to align with district, state, and core standards
- teaching courses and workshops that implement ArtsLiteracy methods and activities
- documenting and reflecting on classroom learning
- developing and sharing best literacy practices across the district.

These initiatives generally involve a diverse mix of administrators, teachers, students, and teaching artists in the district. Please contact us for more information and for specific models we've implemented in different cities and schools.

Clients and Partners

ArtsLiteracy has led initiatives and offered workshops and talks for the following school systems, universities, and organizations.

Annenberg Institute of School Reform, Providence, RI
Arts Education Partnership, Washington DC
Association for Supervision and Curriculum Development
(ASCD), San Diego, CA
Blackstone Charter School, Pawtucket, RI
Boston Public Schools, Boston, MA
Bread Loaf School of English, Middlebury College
Brown University Education Department, Providence RI
Casa Daros, Rio de Janeiro Brazil
Central Falls School District, Central Falls, RI
Chicago Arts Partnership in Education, Chicago, IL
The Cultural Agents Initiative at Harvard University
Education Alliance, Brown University, Providence, RI
Habla: The Center for Language and Culture, Merida, Mexico
Harvard Graduate School of Education, Cambridge, MA
Minneapolis Public Schools, Minneapolis, MN
National Council of Teachers of English
Plan Estratégico, Merida, Mexico
Plan International, Warwick, RI
Providence School District, Providence, RI
Sandra Feinstein Gamm Theatre, Pawtucket, RI
Senac University in Sao Paulo, Brazil
The Sheridan Center for Teaching and Learning, Brown University,
Providence, RI
SmART Schools, Newton, MA
St. Paul Public Schools, St. Paul, MN
University of Southern Maine, Portland, ME
Young Audiences of Northeast, Ohio, Cleveland, OH



Results

In 2005, The ArtsLiteracy Project was invited to the White House to receive the prestigious Coming Up Taller Award from the President's Committee on the Arts and the Humanities for "extraordinary work in making a remarkable difference to youth." In addition the Arts Education Partnership (AEP) identified the ArtsLiteracy Project as one of the ten highest quality arts education organizations in the country. *The New York Times* writes, "federal officials say, ArtsLiteracy has done well because of qualitative evidence that it has raised students' interest in reading and improved their public-speaking skills." Furthermore an extensive three-year research project led by Dr. Rob Horowitz at the Center for Arts Education Research at Teachers College, Columbia University found that ArtsLiteracy:

- develops students' abilities to understand and comprehend written texts;
- helps students gain confidence in their ability to read, express themselves, and perform in front of others;
- develops a "sense of community" in classrooms;
- engages students through active, experiential learning;
- gives students a sense of ownership of the learning process.

In the case of students with lower literacy levels, ArtsLiteracy helps them to "become more fluent readers" as well as "helped fluent readers . . . improve their reading." Horowitz found that "ArtsLit was particularly effective in engaging and motivating English Language Learners."



ArtsLiteracy Project Co-Directors

Over the years we've gathered specialists from the fields of arts, literacy and language development, and school reform. Please contact the ArtsLiteracy Project directors at info@artslit.org for more information.

KURT WOOTTON is the co-founder of the ArtsLiteracy Project in the Education Department at Brown University. As the ArtsLiteracy's Project co-director, his work in urban schools with diverse populations led him to work in different countries in Latin America, particularly Brazil and Mexico. He is also the co-director of Habla, ArtsLiteracy's lab school in Merida, Mexico. With a specialty in creative literacy pedagogies, teacher professional development, and organizational change, Wootton works with teachers and administrators helping to design schools and organizations that are creative, meaningful, and welcoming places.

Previously he worked as an urban school reform consultant for the Providence School District and has led literacy initiatives for the Boston Public Schools, the St. Paul Public Schools, the Central Falls School District, and Plan Estratégico de Mérida, Mexico. Wootton has been called on to offer keynote speeches and workshops in a variety of settings, including Harvard University, Middlebury College, SmART Schools, Chicago Arts Partnerships in Education, Florida Atlantic University, the University of Maryland, Senac University in Sao Paulo, the Arts Education Partnership, as well as at numerous conferences.

EILEEN LANDAY was the Clinical Professor of English Education at Brown University, Director of Brown's MAT Program in English Education and Brown Summer High School. During that time, she co-founded and was faculty director of the ArtsLiteracy Project. Currently, she holds an appointment as Adjunct Senior Lecturer at Brown where she continues to teach.

Landay also teaches and consults regionally and nationally on adolescent literacy development, arts integration and English education. Before coming to Brown, she was a teacher of secondary and elementary English, the English Language Arts Consultant for the Maine Department of Education, Chief Reader, Maine Educational Assessment as well as a poet in the schools funded through the Maine Arts Commission. She holds an M.A. from the Bread Loaf School of English, Middlebury College and an Ed.D. from Harvard Graduate School of Education.