

20 Innovative IDEAS

From the 2016–2017 Champion
Creatively Alive Children
Grant Winners

Access to Art-Infused Active Learning

**Melrose Elementary School,
Roseburg, Oregon**

Tamara Rasmussen, Principal
This rural, Title I school's Creative Leadership Team provided teachers with art-integrated professional development focused on Da Vinci's model of merging academics, action, and art.

Artists as Inventors: Exploring Form and Function

**Public School 174—William
Sidney Mount, Rego Park, New
York**

Karin Kelly, Principal
Teachers join inquiry teams for common planning, collaboration, and reflection across and within grade levels. In partnership with the Cooper Hewitt Design Museum and the Museum of Modern Art, teachers and students study design thinking to create and curate inventions.

Bridging the Gap With Art Sheridan Arts Spanish Dual Immersion, Minneapolis, Minnesota

Yajaira Guzman, Principal
Leveraging teacher leaders' expertise and resources from the Walker Art Museum and Minneapolis Institute of Art, this grant provided professional development for teachers. Their focus was integrating art across the curriculum, especially visual and written literacy.

www.naesp.org

Building Thinkers

**Wolf Canyon Elementary, Chula
Vista, California**

Debra McLaren, Principal
Project "Design Time!" provided teachers with professional development and students with resources to merge art, engineering, and creative problem-solving processes. They developed a "FAST Track: Fine Arts, Science, and Technology" art integration program.

Contemporary Voices on Teaching Art

**Chabot Elementary School,
Castro Valley, California**

Vivienne Paratore, Principal
Professional development and an Art-Infused Lesson Planning Guide, developed by the school's Creative Leadership Team, focused on highly relevant contemporary art-integration strategies so teachers make informed aesthetic and pedagogical decisions.

Creating a Cohesive Community With Art

**Perry Drew Elementary School,
East Windsor, New Jersey**

Robert Dias, Principal
What if students became producers of knowledge, not just consumers of content? What if learning extended beyond classrooms as students curated galleries that inspire and document learning? They used interactive cross-curricular experiences, gallery walks, and monthly professional development

to strengthen their student-centered practices.

Design Thinking With Community Coaches

**Monett Intermediate School,
Monett, Missouri**

Cherie Austin, Principal
The Creative Leadership Team collaborated with the district's regional technology center and local industries to address students' needs as future designers and problem-solvers.

Embracing Partnerships Vandyke Elementary School, Coleraine, Minnesota

Sue Hoeft, Principal
Art integration deepens collaboration and cultural understanding. Vandyke educators partnered with other schools to share insights and cross-curricular lesson plans.

Expanding Professional Learning to the Broader Community

**Los Berros Elementary School,
Lompoc, California**

Heather Anderson, Principal
To align art-infused pedagogy practices within their feeder schools and deepen their collaborative relationships, they included the local day care center and other schools in their weekly art-integration training sessions.

Priorities and Promising Practices

Henry Kaiser Elementary School, Oakland, California

Dennis Guikema, Principal

Hosting listening tours, art-in-education networking meetings, and walk-through observations for others to observe their promising practices, these educators learned from others while sharing insights on the power of art integration.

Observational Rounds Transform a Vision Into Practice

Powder Springs Elementary School, Powder Springs, Georgia

Debbie Broadnax, Principal

Cobb County School District's "Investing in Educational Excellence" vision is focused on innovation.

Art integration that involves teacher training cohort groups, multiday professional development, collaborative planning sessions, and observational rounds has delivered positive results for Powder Springs.

Natural Rhythm of Art and Written Words

Dover Sherborn Middle School, Dover, Massachusetts

Scott Kellett, Principal

The "power of an image as reliable text" helped students read images as original source material. Collaboration among this middle school's English, science, and art teachers helped colleagues teach the parallels among science, art, and written words as they blended their three disciplines with a shared multiliteracies purpose.

"PERKS" of Student Growth Atwater Elementary, Shorewood, Wisconsin

Kayla Russick, Principal

The acronym PERK stands for perseverance, empathy, responsibility, kindness, and self-

discipline—the elements of this school's character code. Their grant focused on using visual representations as metaphorical thinking about citizenship and character traits to build students' personal sense of efficacy.

Power of Art to Persuade Ocean Knoll School, Encinitas, California

Jennifer Bond, Principal

Teachers and students used art to explore social justice issues and consider the power of art to persuade, build awareness, and inspire activism. In conjunction with book studies and history stories, students visually expressed thoughts on injustice themes.

Scaffold Steps to Success Brooklyn Park Elementary School, Baltimore, Maryland

Rodney Walker, Principal

Just as experienced teachers know how to scaffold learning for students, this Creative Leadership Team used scaffolds to layer the depth of understanding robust art integration in their professional development. They outlined a multiyear "train-the-trainer" model, in which cohort groups of teachers share insights and lessons.

Bringing Art to the Community Increases Family Engagement Creedmoor Elementary, Creedmoor, North Carolina

Nancy Russell, Principal

This rural school has a deep commitment to art integration and community engagement. Using ideas they gathered from Crayola webinars, they took art experiences into the community center, trailer park, and housing complex, sparking fruitful conversations with families about children's creativity.

Sketching Science

Bush Elementary School, Idaho Falls, Idaho

Joshua Newell, Principal

Inspired by Leonardo Da Vinci, this school's Creative Leadership Team integrated art and science instruction. Science sketch journals documented observations of ecosystems.

STEAM Ignites Learners' Energy

Bagdad Elementary School, Milton, Florida

Daniel Baxley, Principal

This rural, high-need school was eager for art to energize their STEM program. "Project LITE (Lightbulbs Ignite—Teachers Excite)" provided professional development for teachers and illuminated their progress.

Tinkering Teachers Explore Design and Creativity

Roosevelt Elementary, Keego Harbor, Michigan

Dennis Rapal, Principal

Partnering with local university architecture departments and engineering and design firms helped teachers and students see that building a culture of creativity involves collaborative problem-solving and risk-taking. Real-world engineering challenges, with engineers and designers as coaches, made their project-based learning come to life.

What Adults Learn From Children

Acmetonia Primary School, Cheswick, Pennsylvania

Gregory Heavner, Principal

This school's Creative Leadership Team provided professional development on mixed media storytelling so teachers learned about animation, moviemaking, and art integration for multimedia content creation. Their best discovery was how much teachers learn from children. **P**