

# Workshop 3

## How Do We Collaborate?

This workshop session focuses on a key element of arts integration: collaborative partnerships between teachers. In the program, you'll see teachers collaborating with fellow teachers, partnering with visiting artists, and drawing on community resources.

### Learning Goals

The goals of this workshop are for you to:

- Understand how collaborative partnerships can aid curriculum planning and instruction
- Plan ways to incorporate teaching partnerships into your practice

### Featured Classroom Examples

- A visual art specialist and a language arts teacher team-teach using visual symbolism to deepen students' understanding of characters.
- A group of eighth-graders are guided in creating and performing original scripts by a language arts teacher and a visiting theatre artist.
- A sixth-grade teaching team uses a trip to an art museum to help students prepare their own archaeological exhibits.

# Workshop Session (On-Site)

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## Get Ready

**Read and discuss the following quotation:** (10 minutes)

“Properly conceived, the arts constitute a great integrating force in the school curriculum. To achieve such an end they must be viewed as a component of every discipline, for their subject matter is as broad as life itself.”

—Charles Flower, *Strong Arts, Strong Schools*, 1996

**Discuss:**

- How true does this statement seem to you?
- Where have you seen elements of this at your school?
- Is this a worthwhile and achievable goal to strive for? Why or why not?

## Watch the Workshop Program (60 minutes)

Consider the following questions as you watch the program—they will appear as discussion prompts on the screen. If you are part of a professional development group, consider stopping the video to discuss each question with your colleagues.

- How can you find ways to collaborate with other teachers?
- How can you collaborate with outside artists?
- How can resources in your community provide stimulating arts experiences for your students?

## Activities and Discussion

### Activity: Workshop Discussion

**Discuss what collaboration looks like in your school.** (10 minutes)

Be sure to talk about the challenges, realities, and logistics of collaborative planning and teaching, as well as the benefits.

**Apply what you’ve seen in the program to your own teaching.** (40 minutes)

Break into discussion groups, with each group concentrating on a particular segment of the program. Have groups report the highlights of their conversations to the group as a whole.

**Questions for Segment One:**

- What strengths did you notice about the partnership that exists between the two teachers in the first segment (language arts teacher Kathy Adams and visual art teacher Cindy Ellis)? What problems?
- Describe a teaching partnership you or colleagues have been involved in. What were some similarities and differences between your partnership and the one that Kathy and Cindy had?

# Workshop Session, cont'd.

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## **Questions for Segment Two:**

- In this segment, how successful did the collaboration appear to be between the language arts teacher, Martha Morenstein, and the visiting artist, Nelle Stokes?
- Describe an experience you have had collaborating with a visiting artist. Was it a positive experience for you? Your students? The visiting artist? Why or why not?
- What skills, preparation, or resources does one need to make collaboration with a visiting artist successful?

## **Questions for Segment Three:**

- How can a visit to a community institution, such as the museum visit referred to in this segment, extend the learning environment beyond the school?
- What are some cultural institutions that play a role in your own teaching practices? Do you consider these "collaborations"? Why or why not?
- There were a lot of teachers working on the project in this segment. What challenges would arise at your school in managing such an extensive collaboration?

# Between Sessions (On Your Own)

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## Additional Resources

### Web Resources

Integrative Curriculum in a Standards-Based World  
[http://www.nmsa.org/research/res\\_articles\\_integrated.htm](http://www.nmsa.org/research/res_articles_integrated.htm)

An article suggesting how middle schools can reap the benefits of genuine student-centered, integrative curriculum and instruction

National Board for Professional Teaching Standards  
<http://www.nbpts.org/>

The National Board's influential teaching standards, including early adolescent generalist standards

What Makes Interdisciplinary Teams Effective?  
[http://www.nmsa.org/research/res\\_articles\\_march2000.htm](http://www.nmsa.org/research/res_articles_march2000.htm)

An article identifying the practices that teams engage in and how those practices influence instruction and student learning

### Print Resources

Buckley, Francis. *Team Teaching: What, Why, and How?* London: Sage Publications, 1999. ISBN: 0-76190-744-0

This book covers the nature, purpose, types, history, and evaluation of team teaching, as well as the resources needed and the roles of teachers, students, and administrators.

Burnaford, Gail, Aprill, Arnold, & Weiss, Cynthia. (Eds). *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. Mahwah, N.J.: Lawrence Erlbaum Associates, 2001. ISBN: 0-80583-819-8

This book is a nuts-and-bolts guide to arts integration across the curriculum in grades K-12, describing how students, teachers, and artists get started with arts integration, and then go beyond the typical "unit" to engage in the arts throughout the school year.

Danielson, Charlotte. *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, Va.: Association for Supervision & Curriculum Development; 2002. ISBN: 0-87120-691-9

Using the four critical criteria for successful school improvement, Danielson outlines everything that educators have to do to ensure optimum student learning, including school organization, team planning, and teaching practices.