



PROFESSIONAL DEVELOPMENT FOR TEACHERS

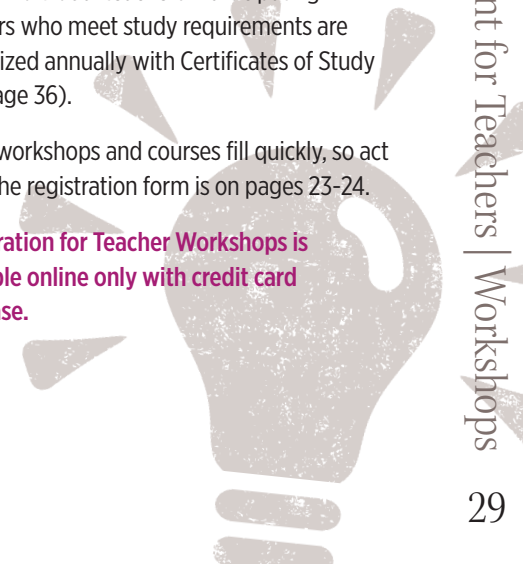
Changing Education Through the Arts® (CETA)

The professional development opportunities listed in this section of the brochure are part of the Kennedy Center's Changing Education Through the Arts (CETA) program. The Kennedy Center recognizes that both teaching the arts and integrating the arts with other subject areas are important ways the arts are taught in schools. Therefore, the Kennedy Center offers professional development workshops and courses in both areas.

The Kennedy Center encourages participation by teams of teachers from the same school as well as individual teachers. Participating teachers who meet study requirements are recognized annually with Certificates of Study (see page 36).

These workshops and courses fill quickly, so act now! The registration form is on pages 23-24.

Registration for Teacher Workshops is available online only with credit card purchase.



Changing Education Through the Arts® (CETA) Best Practice Series

For Administrators, Arts Specialists, and Teachers of All Grade Levels
(Required for the Certificate of Study, except for Session 3: Creating Digital Narratives Using PowerPoint)

Laying a Foundation: Defining Arts Integration

What is arts integration? This session unpacks the Kennedy Center’s definition and gives you the opportunity to uncover the characteristics of quality integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice.

Select One:

October	18	Monday	4:30–7:30 p.m.
January	6	Thursday	4:30–7:30 p.m.

FEE: \$20

Documenting the Power of Learning Through the Arts

SESSION 1: Introduction to Documentation

Communicating what students have learned through arts-integrated instruction can be complex and challenging. How do we share the learning process or the depth of student understanding when a product or performance only shows a part of it? In this session, explore purposes, components, and formats for communicating arts-integrated instruction and student learning, and consider ways to align them to the needs of various constituencies such as school administrators and parents. Join **Melanie Layne**, National Board Certified Teacher and arts integration consultant, as she shares a wealth of experience and authentic examples of documentation that demonstrate student learning in a variety of art forms and subject areas.

January	11	Tuesday	4:30–7:30 p.m.
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FEE: \$20

SESSION 2: Creating Publications Using Microsoft Word

This follow-up session provides a wonderful opportunity for you to begin implementing your own ideas for documenting your students’ learning. The workshop begins with an examination of ways to organize information into a structure that tells a clear and concise story about the lesson’s objectives, process, and outcomes. Continue by developing your technology skills through a hands-on exploration of common techniques used in documentation such as speech bubbles, text shading, and cropping pictures. **Melanie Layne** makes this process accessible and stress-free for all ability levels! Attendance at “Session 1: Introduction to Documentation” is required to attend this session. Select the most convenient date from those listed and bring your laptop!

Select One:

February	9	Wednesday	4:30–7:30 p.m.
	28	Monday	4:30–7:30 p.m.

FEE: \$20

SESSION 3: Creating Digital Narratives Using PowerPoint

(Not required for the Certificate of Study)

If you are familiar with PowerPoint, attend this session led by **Melanie Layne** to consider how to develop a digital narrative that uses music, photos, and words to communicate the impact of arts integration on student learning. Learn how to include effects such as slide transitions, audio files, and animation to create a moving and profound PowerPoint presentation that can be shared with large audiences through meetings, conferences, and Websites. Attendance at “Session 1: Introduction to Documentation” and “Session 2: Creating Publications Using Microsoft Word” is required to attend this session.

March	2	Wednesday	4:30–7:30 p.m.
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at Kenmore Middle School, Arlington, VA
FEE: \$20



FAYE STANLEY



ERIC JOHNSON



MELANIE LAYNE

“How fortunate we are as educators to be able to take workshops and learn while moving, dramatizing, writing, singing, and looking at the world of the arts in new ways.”

Tellin’ Tales: Taking Stories to the Next Level in the Early Childhood Classroom

For Teachers of Grades Pre K-2

Are you looking for new ways to share stories in the classroom so students are actively engaged? During this workshop with **Faye Stanley**, storyteller and teaching artist from North Carolina, discover how to add participatory techniques, such as sounds, rhymes, chants, songs, and movement, to stories so that students are active contributors to the story experience. These strategies help develop your storytelling skills that support your efforts to target a range of learning objectives, including emergent literacy, social, motor, and cognitive development in the early childhood classroom.

November	15	Monday	4:30–7:30 p.m.
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FEE: \$20

Lines, Shapes, and Patterns: Integrating Math, Movement, and Visual Art

For Teachers of Grades K–1 and Math Specialists

Lines, shapes, and patterns, concepts central to Kindergarten and 1st grade mathematical understanding, are also building blocks of creative movement and visual art. Join **Eric Johnson**, Seattle dance educator, and **Melanie Layne**, arts integration consultant, during this four-session course that explores how students can construct and demonstrate their mathematical understandings with movement and visual art. Learn how to employ patterns of directional movement to identify, create, and extend repeating mathematical patterns with large and small group choreography; represent movement patterns with Unifix Cubes, letters, shapes, and colors; identify various types of lines and shapes in works of art; and create works of art that integrate geometric understandings with the basic elements of art while refining students’ fine and gross motor skills.

October	25	Monday	4:30–7:30 p.m.
December	6	Monday	4:30–7:30 p.m.
January	10	Monday	4:30–7:30 p.m.
February	7	Monday	4:30–7:30 p.m.

October 25 at Kenmore Middle School, Arlington, VA
FEE: \$80

Back by Popular Demand!

Books in Motion: Exploring Literature Through Movement

For Teachers of Grades 2-5

Are you looking for new ways to engage students with books and make your read-alouds more interactive? Using *The Legend of the Bluebonnet* as a sample text, explore how to create, revise, and perform a “book dance” that draws upon sensory images to help students gain deeper meaning. Also experience how to prepare students for a read-aloud through movement experiences that build vocabulary and understanding of the book’s characters and setting. Join **Karen Bernstein**, professional dancer and teaching artist from Maryland, for this workshop that inspires, engages, and challenges all students as they build personal, emotional, and kinesthetic connections to the text.

October 27 Wednesday 4:30-7:30 p.m.

FEE: \$20

One Class: Strengthening Classroom Communities Through Theater

For Teachers of Grades 2-5

In this workshop, discover how team-building exercises used by theater directors can be implemented in the classroom, creating a community where all students are respected. Explore several theater exercises that develop students’ abilities to concentrate, work together collaboratively, lead and follow without judgment, solve problems creatively, and communicate non-verbally. You don’t want to miss this opportunity to join **Kassie Misiewicz**, professional director and teaching artist from Arkansas, as she shares her expertise with forming mutually supportive classroom communities in which students feel they belong.

December 9 Thursday 4:30-7:30 p.m.

FEE: \$20

“Each Kennedy Center course has broadened my understanding of how children learn best when they are engaged in some form of creativity.”

Singing the Words: Lyric Writing in the Classroom

For Teachers of Grades 2-5

Music is a central part of most students’ lives: they listen, they sing, they dance. Teachers can use this natural affinity to motivate and engage students in the classroom. In this workshop with **Stuart Stotts**, songwriter and author from Wisconsin, explore three different song structures and patterns that students can use to write, sing, rehearse, and perform original song lyrics. This creative process helps students demonstrate their understanding of any content area while experiencing the joy of music. No musical training is necessary; only an interest in singing is required.

January 5 Wednesday 4:30-7:30 p.m.

FEE: \$20

Back by Popular Demand!

The Magic of Peepers Puppets: Exploring Scriptwriting Through Puppetry

For Teachers of Grades 2-5

Puppetry is a magical teaching tool that activates students’ creative thinking through play. In this workshop, **Hobey Ford**, puppeteer and teaching artist from North Carolina, introduces you to his patented *Peepers Puppet*, a set of eyes worn on the hand in several ways to turn the bare hand into an innovative and inexpensive puppet. Discover how to help students learn the basics of creating numerous characters using the *Peepers Puppet* and how to write and perform simple scripts that teach story structure and sequence while creating theater with their hands.

January 27 Thursday 4:30-7:30 p.m.

FEE: \$22 (includes Peepers Puppet)

Back by Popular Demand!

Scientific Thought in Motion

For Teachers of Grades 4-8

Teachers can translate many basic concepts in science into meaningful movement activities that put complex ideas into simple, visible form. In this four-part course, discover how the elements and processes of dance connect to scientific content. Also, learn how to facilitate creative dance experiences in the classroom while developing students’ self-discipline and teamwork skills. Join **Randy Barron**, dance teaching artist from New Mexico, in exploring ways to integrate dance with science ideas such as the water cycle, tectonic plates and volcanoes, the rock cycle, the solar system, the plant cycle, habitats, and systems of the human body. Leave with lesson planning strategies and resources that allow you to draw on students’ kinesthetic intelligence and increase their understanding of science principles. Come prepared and dressed to move freely. No prior experience in dance or creative movement is necessary.

October 13 Wednesday 4:30-7:30 p.m.

November 17 Wednesday 4:30-7:30 p.m.

January 12 Wednesday 4:30-7:30 p.m.

March 16 Wednesday 4:30-7:30 p.m.

March 16 at Kenmore Middle School, Arlington, VA

FEE: \$80

Exploring Fables Through Collaborative Storytelling

For Teachers of Grades 4-6

Discover how to harness the power of storytelling to bring fables to life! In this workshop, learn how storytelling can be a collaborative process that develops students’ abilities to creatively use their bodies and voices to convey characters’ thoughts and feelings. Explore how to express the fable’s conflict through a particular point of view to help students connect deeply to the story and gain a better understanding of the moral. Join **Diane Macklin**, master storyteller and educator from Maryland, as she shows you how storytelling can engage students’ minds and ignite their imaginations.

December 13 Monday 4:30-7:30 p.m.

FEE: \$20



KAREN BERNSTEIN



KASSIE MISIEWICZ



STUART STOTTS

RANDY BARRON



DIANE MACKLIN

WORKSHOPS



DANIEL BARASH



KIM AND REGGIE HARRIS

Sing to Freedom: Music of the Underground Railroad

For Teachers of Grades 4–8

“Wade in the Water” was one of the many secret code songs used by runaway slaves and their allies during the time of Harriet Tubman and the Underground Railroad. Join **Kim and Reggie Harris**, musicians and teaching artists from New York, to learn to decode and sing spirituals and slave songs from the Freedom Train and explore techniques for helping students compose and sing “secret code songs.” Leave with Kim and Reggie Harris’s CD, *Steal Away: Songs of the Underground Railroad*, to use in the classroom.

December	14	Tuesday	4:30–7:30 p.m.
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FEE: \$32 (includes CD)

Back by Popular Demand!

Shadow Journeys: Exploring History Through Shadow Puppetry

For Teachers of Grades 4–8

Shadow puppetry, with its bold shapes, vivid colors, and dramatic movement, is a highly engaging art form that allows students to express their understanding through visual art, drama, and writing. In this two-part workshop with **Daniel Barash**, puppeteer and teaching artist from California, discover how to create and use shadow puppets to explore the causes and effects of historical events, such as the Underground Railroad. In session one, learn shadow puppetry techniques and discover ways students can use shadow puppetry to synthesize historical events through the writing of mini-scenes. During session two, experience how students can create shadow puppets and scenery to dramatically bring their mini-scenes to life behind the screen. See you in the land of shadows!

March	28	Monday	4:30–7:30 p.m.
	29	Tuesday	4:30–7:30 p.m.

FEE: \$45 (includes puppet-making supplies)



MARY HALL SURFACE

Back by Popular Demand!

Standing in a Character’s Shoes: Deeper Meaning Through Monologues

For Teachers of Grades 6–12

Helping students develop understanding of the emotions and motivations of literary characters and historical figures is often challenging. In this two-part workshop, explore ways to help students imagine, improvise, and write monologues (a dramatic speech by one person) that reveal the emotions beneath a character’s/person’s words—the subtext—and how those emotions change—the turning points. Discover how students can look beyond the surface facts of a text or event and search for deeper meaning, both as readers and writers. Join **Mary Hall Surface**, award-winning playwright and drama teaching artist, as she shares how this process of questioning and inferring can enrich students’ empathy of real or imagined characters.

April	11	Monday	4:30–7:30 p.m.
	12	Tuesday	4:30–7:30 p.m.

April 12 at Kenmore Middle School, Arlington, VA
FEE: \$40

“Every day that I work with my students and present new and exciting arts integration material to them, I see the light bulbs go off.”

Evening for Educators

Telling Stories: Norman Rockwell from the Collections of George Lucas and Steven Spielberg

For Teachers of All Grade Levels

Co-sponsored with the Smithsonian American Art Museum

During this special visit for educators, explore the *Telling Stories: Norman Rockwell from the Collections of George Lucas and Steven Spielberg* exhibition during special after-hours access, hear an illustrated introduction by a Gallery lecturer, and finish the evening with refreshments in the Kogod courtyard. The exhibition displays 57 Rockwell paintings and drawings that depict universal themes, including love of country, personal honor, and the value of family. All participants will receive the new *Norman Rockwell Teacher’s Guide*, which includes large reproductions of key artworks in the show.

November	4	Thursday	4:30–8 p.m.
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at the Smithsonian American Art Museum, 8th and F Streets, NW, Washington, DC

FEE: \$20 (includes reception)



Norman Rockwell, *Children Dancing at a Party (Pardon Me)* 1918, oil on canvas
Collection of Steven Spielberg
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EXPLORE THE ARTS



What to Listen for in Gustav Mahler with Saul Lilienstein

For Teachers of All Grade Levels
Atrium

With two Mahler anniversaries upon us, 2010 (150 years since his birth) and 2011 (100 years since his death), what better time is there to take a deeper look at the man and his music? The music loving public has embraced Gustav Mahler as the most important symphonic voice of his time and place: fin-de-siècle, Vienna. He died in 1911, before the cataclysmic events of the century; and yet he uncannily appears to be the prophetic representative of the time which is our own. His inner life was insecure and anguished, even as his public persona was that of the charismatic and all-powerful conductor.

Mahler's music veers between the beautiful and the profane, the exquisite phrase and the tormented vision.

Lilienstein's Mahler lectures will emphasize the unique musical character of works being presented by the NSO and explore how these masterworks also reveal the extraordinary personal journey of the composer.

A former student of Leonard Bernstein, Saul Lilienstein has served as a conductor and artistic director who has conducted and produced over fifty operas. A highly regarded Professor of Music, his is a familiar voice at the Smithsonian Institution, Johns Hopkins University, the Kennedy Center, and at music symposiums across the country.

Note: *The NSO does not perform in this event.*

SESSION I: The Tormented

Selections to be heard include *Kindertotenlieder* and Symphony No. 10 – *Adagio*

October 2 Saturday 1 p.m.

FEE: \$15 (\$13 Subscribers/Members)

SESSION II: The Beautiful

Selections to be heard include Symphony No. 4 and *Adagietto* from Symphony No. 5

April 2 Saturday 1 p.m.

FEE: \$15

What to Listen for in Music: The French Connection with Yvonne Caruthers

For Teachers of All Grade Levels
Atrium

In this pair of lectures, presented by NSO cellist Yvonne Caruthers, listeners will journey through the music of Debussy and Ravel to unlock the secrets of Messiaen's *Turangallia Symphony*. **Note:** *The NSO does not perform in this event.*

Yvonne Caruthers, in addition to performing with the NSO, presents multimedia programs throughout the Washington region. She is a frequent lecturer at the Smithsonian where she presents seminars on music-related topics. At the Kennedy Center, she has presented lectures on several composers, including Shostakovich, Tchaikovsky, and Prokofiev.

SESSION I: Claude Debussy and Maurice Ravel

Claude Debussy was one of the first French composers to break out of the Germanic (i.e. Mozart and Beethoven) style of writing music. A generation younger, Maurice Ravel followed in Debussy's footsteps. Learn how they broke with tradition, yet created sensual, colorful music. Selections to be heard include Debussy's *Afternoon of a Faun* and *La Mer*, and Ravel's *La Valse* and *Daphnis*.

October 30 Saturday 2 p.m.

FEE: \$13

Just for Arts Specialists!

Developing Habits of Mind Through the Visual Arts

For Visual Art Teachers of All Grade Levels

In this lecture-and-discussion session, Dr. Kimberly Sheridan, Assistant Professor, Educational Psychology and Art Education, George Mason University, discusses the Studio Thinking Framework, developed at Harvard University's Project Zero by Dr. Lois Hetland, Dr. Ellen Winner, Shirley Veenema, and Dr. Sheridan. Based on close analysis of visual arts classes, The Studio Thinking Framework identifies key habits of mind developed through the visual arts, and ways art educators can foster student learning through these important ways of thinking. The Framework provides research-based information that can be used to inform and advocate for visual art programs. Receive a copy of the book *Studio Thinking* to learn more about this fascinating research.

December 15 Wednesday 4:30-7:30 p.m. FEE: \$35 (includes a copy of the book, *Studio Thinking*)

Powerful Assessment Practices for Arts Specialists

For Arts Specialists of All Grade Levels

In this session, join Deborah Brzoska, former arts specialist and arts supervisor from Washington, to examine best practices in formative and performance assessment to increase student learning in the arts. Quality formative assessments are teaching tools that provide effective feedback so students know how well they understand important arts content and skills. Learn how to apply formative and performance assessment strategies drawn from research that include: visual thinking and effective questioning, portfolios, projects, and imagination interviews. Examine how to use these tools to help students increase the quality of their own creative work in the arts classroom. This session is designed for teachers of music, dance, drama/theater, and visual art.

January 24 Monday 4:30-7:30 p.m. FEE: \$20

Developing an African Drumming Program for Your Music Classroom

For Music Teachers of Grades 6-8

Come and learn how to bring the joy and power of African drumming into your music classroom with Jeremy Cohen, educator, percussionist, and founder of ThisWorldMusic. This workshop, specifically for music teachers, explores precision drum, bell, and shaker techniques; recitation of onomatopoeic drum "vocables;" and the singing of traditional West African songs. The various rhythms introduced range in difficulty from fairly simple to extremely complex, allowing you to differentiate instruction for your students. Classroom management issues and how to recruit, equip, and schedule African drumming classes and ensembles are also discussed.

April 26 Tuesday 4:30-7:30 p.m. FEE: \$20



JEREMY COHEN

MUSIC CONTINUED

SESSION II: Olivier Messiaen and the *Turangalila* Symphony

The generation after Ravel included organist/composer Olivier Messiaen, whose influences ranged from birdsongs to his deeply felt Catholicism to Indian *ragas*. This session explores Messiaen's *Turangalila*, to be performed by the NSO March 10–12. This rarely played, monumental work explores the full spectrum of human love, from spiritual to carnal, using a gigantic orchestra, and featuring a solo piano and an unusual instrument, the *ondes martenot*.

March	5	Saturday	2 p.m.
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Fee: \$13

Beethoven's Ears: An Investigation with Saul Lilienstein

For Teachers of All Grade Levels
Atrium

There is a mystery about all acts of creative genius, but none more imponderable than Ludwig van Beethoven's. When he was only 32 years old, Beethoven wrote these words:



"But, think that for six years now I have been hopelessly afflicted... 'Speak louder, shout, for I am deaf.'... I must live almost alone, like one who has been banished... But what a humiliation for me when someone standing next to me heard a flute in the distance and I heard nothing... a little more of that and I would have ended me life—it was only my art that held me back."

Yet, all of his masterworks were still to come. In this lecture, Saul Lilienstein will examine these questions: How did he do it? How did encroaching deafness affect his music? Are there miscalculations? Some mysteries will remain, but the character of the man and the immensity of his talent are the deeper subjects at the heart of this presentation.

May	14	Saturday	2 p.m.
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Fee: \$13



Exploring Ballet with Suzanne Farrell FOR ADULTS! 101

For Teachers of All Grade Levels
Rehearsal Room, Meet in Hall of Nations

Designed for those who have never participated in Exploring Ballet with Suzanne Farrell FOR ADULTS!, this class is exclusively for non-dancers. From plié to pirouettes, discover how it feels to dance as Suzanne Farrell leads this unique and inspirational movement class. Leotard, leggings, ballet slippers, and ballet skirt are welcome but not required.

Please note: Due to the structure of this ballet class, no late entry will be permitted once the class has started.

October	15	Wednesday	7–8:30 p.m.
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FEE: \$35



SUZANNE FARRELL

Exploring Ballet with Suzanne Farrell FOR ADULTS! 201

For Teachers of All Grade Levels
Rehearsal Room, Meet in Hall of Nations

A master class led by Suzanne Farrell for non-dancers who have previously participated in EBSF FOR ADULTS. Leotard, leggings, ballet slippers, and ballet skirt are welcome but not required.

Please note: Due to the structure of this ballet class, no late entry will be permitted once the class has started.

October	14	Thursday	7–8:30 p.m.
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FEE: \$35

Ballet 360°: Beyond the Steps

For Teachers of All Grade Levels

In this continuation of the popular lecture series, dance critic Alexandra Tomalonis uses video of well-known ballets to take us beyond the steps and into the fine craft of making a ballet. Each session uses a company or ballet being presented during the 2010–2011 season as the jumping off point for a deeper exploration of the art form.

Alexandra Tomalonis has been a dance critic for nearly 30 years, writing frequently for the *Washington Post*, *Dance Magazine*, and other publications. She is the editor of *DanceView* magazine, and its online review supplement, www.danceviewtimes.com. Ms. Tomalonis also teaches ballet history, aesthetics, and related courses at the Kirov Academy of Ballet of Washington, D.C.

SESSION I: Reawakening the Past

Atrium

American Ballet Theatre is now known for its performances of the 19th century classics, but its treasure chest repertory also includes great 20th and 21st century works. How do dancers keep older works fresh, and how does a young choreographer like Alexei Ratmansky take a score that's decades old and make a new ballet about life on a Soviet collective farm that works for audiences today?

January	15	Saturday	2 p.m.
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SESSION II: Romantic Passion and Classical Style

Atrium

Giselle is one of the most beloved ballets, about flirtation and betrayal, and the power of a love that survives the grave. The Mariinsky Ballet is known for the passion of its dancing, and its pure classical style. What is style, and how is it important to ballet?

February	5	Saturday	2 p.m.
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SESSION III: Music and Structure

Atrium

If you see a Balanchine ballet and ask yourself, "What's that about?" the answer lies in the music. New York City Ballet's George Balanchine was one of the most musical choreographers who ever lived, and he used the structure, as well as the melodies and emotions, of the music to build some of the most durable ballets in ballet history. How did Balanchine's partnerships with Tchaikovsky and Stravinsky create so many masterpieces?

March	26	Saturday	2 p.m.
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SESSION IV: Storytelling, Mime, Gesture, and Ebullient Dancing

Theater Lab

The ballets of August Bournonville have always been The Royal Danish Ballet's calling card. He told his stories with a conversational style of mime, and developed characters through gesture, as well as joyous dancing for which the company is known. How does theatricality come into play in the making of a ballet?

June	4	Saturday	2 p.m.
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FEE: \$45 for the series/\$13 each event

CURRICULUM CONNECTIONS



The CETA: Professional Development for Teachers events are designed to help teachers teach in, through, and about the arts and to provide opportunities to learn about the arts. These events also assist in the development of critical thinking skills and an understanding of the creative process. The chart below indicates some of the many ways in which these events connect to classroom curricula. The events are listed in the order in which the descriptions appear in the brochure.

The events listed below will also be helpful to teachers implementing the National Standards for Arts Education* (which provide information about what students should know and be able to do in the arts). These voluntary national standards serve as the basis for the development of state and local arts standards.

Teaching In, Through, and About the Arts

Grade Levels	Event Title	Page Number	Arts Form(s)	Other Subject Area(s)
All	Laying a Foundation: Defining Arts Integration	30	All	All
All	Documenting the Power of Learning Through the Arts	30	All	All
Pre K-2	Tellin' Tales: Taking Stories to the Next Level in Early Childhood	30	Storytelling	Language Arts
K-1	Lines, Shapes, and Patterns: Integrating Math, Movement, and Visual Art	30	Dance, Visual Arts	Math
2-5	Books in Motion: Exploring Literature Through Movement	31	Dance	Language Arts
2-5	One Class: Strengthening Classroom Communities Through Theater	31	Drama	Social Skills
2-5	Singing the Words: Lyric Writing in the Classroom	31	Music	All
2-5	The Magic of Peepers Puppets: Exploring Scriptwriting Through Puppetry	31	Puppetry	Language Arts
4-8	Scientific Thought in Motion	31	Dance	Science
4-6	Exploring Fables Through Collaborative Storytelling	31	Storytelling	Language Arts
4-8	Sing to Freedom: Music of the Underground Railroad	32	Music	Social Studies
4-8	Shadow Journeys: Exploring History Through Shadow Puppetry	32	Puppetry	Social Studies
6-12	Standing in a Character's Shoes: Deeper Meaning Through Monologues	32	Drama	Language Arts, Social Studies
All	Telling Stories: Norman Rockwell from Collections of George Lucas and Steven Spielberg	32	Visual Arts	
All	Developing Habits of Mind Through the Visual Arts	33	Visual Arts	
All	Powerful Assessment Practices for Arts Specialists	33	All	
6-8	Developing an African Drumming Program for Your Music Classroom	33	Music	

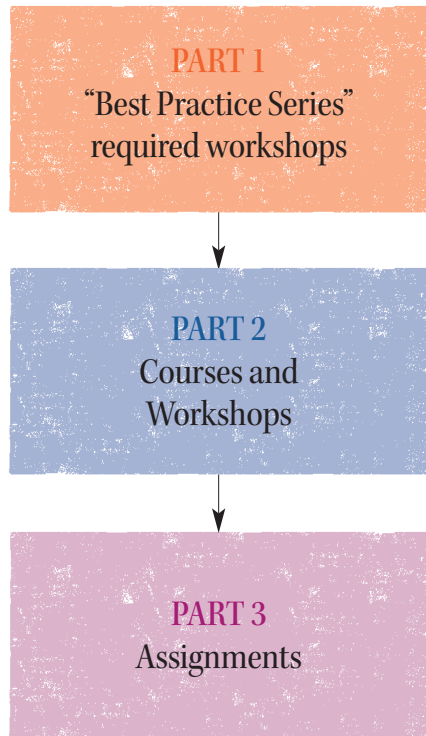
* The National Arts Standards can be accessed by visiting the ARTSEDGE home page and clicking "Standards".



Certificate of Study Program

The Kennedy Center's Changing Education Through the Arts (CETA) Certificate of Study is an ongoing program that annually recognizes teachers' participation in professional development. Teachers who complete the requirements for the 2010–2011 Certificate will be invited to the Kennedy Center for a special awards dinner and ceremony followed by a performance of *Follies* on **Friday, May 13**.

REQUIREMENTS



Please note that these requirements may be completed over the course of two years.



PART 1: “Best Practice Series” (required workshops)

For those teachers who have not previously attended the Best Practice Series, the following workshops are required:

- “Laying the Foundation: Defining Arts Integration” (see page 30)
- “Documenting the Power of Learning Through the Arts,” Sessions 1 and 2 (see page 30)

PART 2: Courses and Workshops

Teachers will **choose one** of the following three options:

- **Option 1:** One four-session course and nine hours of workshops
- **Option 2:** Two four-session courses
- **Option 3:** One four-session course and arts coaching (CETA Schools only)
- **Option 4:** One four-session course and participation in a Kennedy Center-approved Independent Study

PART 3: Assignments

The following assignments must be **mailed to the Kennedy Center in a single envelope by March 4, 2011:**

- Two examples of documentation of student learning (using one of the formats taught in “Documenting the Power of Learning Through the Arts”)
- One Teacher Reflection Form (provided by the Kennedy Center)
- Letters of Attendance from each workshop/course

The 2010–2011 four-session course offerings are:

1. “Scientific Thought in Motion” (see page 31)
2. “Lines, Shapes, and Patterns: Integrating Math, Movement, and Visual Art” (see page 30)

Please mail assignments to: CETA Certificate of Study, Education Department, The Kennedy Center, P.O. Box 101510, Arlington, VA 22210



Participate in Professional Development Workshops for Credit!

If you are interested in receiving recertification points and/or graduate credit for participation in Kennedy Center Professional Development sessions, please read the information below. **Questions? Call (202) 416-8842.**

WORKSHOPS FOR CREDIT

Graduate Credit

Teachers in any school district may register for one, two, or three graduate credits from Trinity University or George Mason University (GMU). For each credit, attendance at **15 clock hours of class time** and the satisfactory completion of an assignment are required. Graduate credits earned are used for non-degree purposes and are applicable to salary increments and recertification requirements in Virginia, Maryland, and the District of Columbia.

TRINITY UNIVERSITY	GEORGE MASON UNIVERSITY
FEES: \$125 per credit hour	FEES: \$200 for 1 credit hour, \$395 for 2 credit hours, \$595 for 3 credit hours (Virginia Residents) \$230 for 1 credit hour, \$445 for 2 credit hours, \$670 for 3 credit hours (Out-of-State Residents)
<p>How to apply: Step 1: Request Kennedy Center credit application and Trinity or GMU application from Kennedy Center staff during the professional development session. Step 2: Submit applications and payment to the Kennedy Center by December 10, 2010. Once applications are received, assignments will be mailed. Step 3: Complete and submit assignments to the Kennedy Center by April 1, 2011.</p>	

Recertification Points

DISTRICT OF COLUMBIA PUBLIC SCHOOLS	VIRGINIA PUBLIC SCHOOL DISTRICTS	MARYLAND PUBLIC SCHOOL DISTRICTS
<p>What: DCPS teachers may receive Professional Learning Units (PLU) by attending professional development events at the Kennedy Center.</p> <p>How: A letter certifying attendance is provided at each event. Letters should be submitted to the school principal for processing.</p> <p>Deadline: See school principal for individual deadlines.</p>	<p>What: Virginia teachers can earn points for certificate renewal by attending professional development events at the Kennedy Center.</p> <p>How: Teachers should contact their principal to ensure that the selected events fit within their individualized professional development plan. A letter certifying attendance is provided at each event.</p> <p>Deadline: See school principal for individual deadlines.</p>	<p>What: Maryland teachers may register for one or two Continuing Professional Development (CPD) credits. The course options are listed below:</p> <p>COURSE I: Understanding the Creator, the Artist, and the Performance To receive one credit, select 15 clock hours of class time in one school year (September–June) from events listed on pages 33–34.</p> <p>COURSE II: Using the Arts in Education To receive one credit, select 15 clock hours of class time in one school year (September–June) from events listed on pages 30–32.</p> <p>How: For each credit, attendance at 15 clock hours of class time and the satisfactory completion of an assignment are required. (In Montgomery County, all clock hours must take place outside of the duty day.) Interested teachers request an application form at the first workshop/course. Assignment information is provided on the Kennedy Center credit application. A letter certifying attendance is provided at each event.</p> <p>Deadlines: December 10, 2010: Completed applications must be received by the Kennedy Center. April 1, 2011: Completed assignments must be received by the Kennedy Center along with letters of attendance.</p>