



Connecticut Commission on Culture & Tourism

Higher Order Thinking Schools

Inspire life-long learning

In, about, and through the arts in a democratic community

Celebrating each child's unique voice

Arts
Tourism
Film
History

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The Connecticut Commission on Culture & Tourism (CCT) in partnership with the CCT Higher Order Thinking (HOT) Schools offers “**HOT Leadershops**,” a series of professional development workshops that foster teaching and learning in, about, and through the arts in PK – 8 schools. **HOT Leadershops** are open to HOT School and (on a limited basis) non-HOT School educators across the state. **HOT Leadershops** will illustrate HOT Schools principles/strategies in action, and provide practical examples for participants to take back and implement in their own schools. Each **HOT Leadershop** has been uniquely designed by the host HOT School in collaboration with CCT to share best practices developed and tested in the CCT HOT Schools over time.

NOTE: All **HOT Leadershops** are open to and the strategies modeled are applicable to PK-8 educators regardless of the host school's grade levels.

Spring 2010 offerings include:

- **APRIL 29, 2010: HOT Strategies**
 - **John Lyman Integrated Day HOT School (Grades K-4)**
106 Way Road, Middlefield, CT 06455
 - **9:00 – 3:00**

The **HOT Strategies Leadershop**, an overview of the HOT approach to teaching and learning, will demonstrate the intrinsic and expressed value of using the HOT strategies to create a unique learning environment that celebrates each child. Participants will experience, first-hand, HOT Schools theory in action as they observe and are guided through the ways in which Lyman structures instruction through the HOT core components of strong arts, art integration and democratic practice; providing each student with the tools to achieve high academic standards and become a creative, successful, life-long learner. **HOT Strategies Leadershop** will highlight the application of Gardner's Multiple Intelligence Theory in practical teaching situations, and provide participants with new ways of approaching differentiated instruction.

- **MAY 26, 2010: ECHOS (Enhanced Curricular HOT Opportunities) Leadershop***
 - **Jack Jackter Intermediate HOT School (Grades 3-5)**
215 Halls Hill Road, Colchester, CT 06415
 - **9:00 – 3:00**

** It is highly recommended that small school teams attend this workshop together*

The **ECHOS Leadershop** will guide educators through the process of creating a practical plan to engage students in real world learning that is student-driven and that facilitates Higher Order Thinking. When teachers structure instruction considering students' abilities, interests, and learning styles, high-end learning takes place. ECHOS is a HOT Schools strategy that engages all students (often in multi-aged groupings) in active learning. In this interactive **Leadershop**, school teams will be provided with background knowledge needed and time to discuss and develop their own school plan to implement “Production Companies”(ECHOs). ECHOs were developed as a practical way to integrate the work of researchers Maria Montessori, as well as Joe Renzulli, Benjamin Bloom, John Dewey, and Howard Gardner, whose ideas formed the philosophical underpinnings for the HOT Approach.

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Spring 2010 offerings continued:

- **JUNE 3: Teacher -Artist Collaboration (TAC) *Leadershop***
 - **University of Hartford Multiple Intelligences Magnet HOT School (Grades PK-5)**
196 Bloomfield Avenue, West Hartford, CT 06117
 - **9:00 – 3:00**

The **TAC *Leadershop*** will guide participants through the process of planning, implementing, documenting, and assessing a successful TAC: a long-term, collaboratively planned, co-taught residency that is aligned with state and district curriculum standards. In HOT Schools, teaching artists partner with classroom teachers to add strong arts as a vehicle for students to experience the world around them and to communicate their ideas. The process of planning with a focus on the academic curriculum leads to effective arts integration, and to students making connections about related concepts across disciplines. **TAC *Leadershop*** participants will observe the implementation of a TAC through co-taught lessons in actual classrooms and engage in dialogue regarding ways teachers continue to use components of the plan after the TAC period has ended. Participants will come away with the tools and confidence to successfully implement the TAC process in their own schools.

- **JUNE 4: Arts Integrated Lesson Planning (AILP) *Leadershop***
 - **Samuel Staples Elementary HOT School (Grades PK-5)**
515 Morehouse Road, Easton, CT 06612
 - **8:30 – 3:30**

The **AILP *Leadershop*** will focus on collaborative planning of interdisciplinary, arts integrated units within the core curriculum as an effective instructional strategy to meet the needs and honor the interests of individual students through differentiated learning. Through a mix of power point, lecture, and guided school tour, participants will experience authentic examples of HOT strategies, explore exemplars, attend a school community event, and engage as active peer collaborators. The process of arts integration changes and benefits the entire school community. “Curricular connections across content areas and grade levels, developed through community interactions create meaning, increase engagement, and promote success for all.” **AILP *Leadershop*** participants will formulate potential integrated units with professional colleagues and address challenges of scheduling, individual goals and commitments, resources, leadership support, and collegiality.

**For more information and to register, please contact Amy Freidman, CCT Arts in Education
Program Associate, at Amy.Freidman@ct.gov**