

# BUILDING CULTURE. BUILDING COMMUNITY.

One School's Approach to Engagement and Achievement  
*Or: Professional Development disguised as Team Building*

[benjamin.lacina@gmail.com](mailto:benjamin.lacina@gmail.com)

C  nfratute 45



# 25+ years of Arts, G/T, and Talent Development



- ❑ Music Specialist
- ❑ Curriculum Integration Coordinator
- ❑ Teaching & Learning Specialist for Talent Development
- ❑ Arts Program Manager
- ❑ Coordinator of Talent Development, Acceleration Services/Advanced Academics



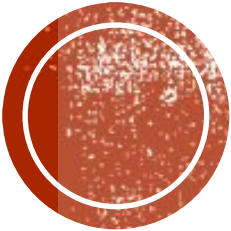





*ConfraChorus*  
since 2006







# WHAT IS YOUR CULTURE?

**From ASCD:** **School culture** refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive **school climate** and **school culture** promote students' ability to learn.



# HOW DO YOU BUILD A SENSE OF COMMUNITY?

**McMillan & Chavis (1986)** define **sense of community** as "a **feeling** that members have of belonging, a **feeling** that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together."



# COMMUNITY | kə'myʊnədē |

noun (plural communities)

- 1 a group of people living in the same place or having a particular characteristic in common: *Rhode Island's Japanese community* | *the scientific community*.
  - a group of people living together in one place, especially one practicing common ownership: *a community of nuns*.
  - a particular area or place considered together with its inhabitants: *a rural community*.
  - a body of nations or states unified by common interests: [*in names*] : *the European Community* | *the African Economic Community*.
  - **(the community)** the people of a district or country considered collectively, especially in the context of social values and responsibilities; society: *preparing prisoners for life back in the community*.
  - [*as modifier*] denoting a worker or resource designed to serve the people of a particular area: *community health services*.
- 2 a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals: *the sense of community that organized religion can provide*.
  - [*in singular*] a similarity or identity: *writers who shared a community of interests*.
  - joint ownership or liability: *a commitment to the community of goods*.
- 3 *Ecology* a group of interdependent organisms of different species growing or living together in a specified habitat: *communities of insectivorous birds*.



# COMMUNITY

- **I think the traditional definition of community is outdated.** It is mostly based on shared location: “a group of people living in the same place.” That’s what community used to be, historically.
- We have shifted from, traditionally, being born into a community to, now, choosing our own communities and expressing our identities through them.
- Fabian Pfortmüller
- <https://medium.com/@pforti/what-does-community-even-mean-a-definition-attempt-conversation-starter-9b443fc523d0>



# COMMUNITY

## Defining “community”

A community is a group of people that care about each other & feel they belong together.

1 Human

2 Relationships

3 Shared Identity

- Fabian Pfortmüller
- <https://medium.com/@pforti/what-does-community-even-mean-a-definition-attempt-conversation-starter-9b443fc523d0>





# CONTEXT

- Creative Arts was a relatively new program in SPPS
  - Prior to being a comprehensive 6-12 school, it was an ALC High school
  - Arts were primarily in electives prior
  - Working to strengthen the K-12 Arts Pathway
- School Improvement Grant provided funding (and therefore time; 🕒=\$)
  - Multi-year PD and Curriculum Writing
- Once the school year hits, focused time for PD is difficult
  - No lesson planning
  - No Subs
- Connect to the big ideas
  - Mission & Vision

*difficult at the time ... even more  
challenging after COVID*



# NATIONAL ARTS STANDARDS



## What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more →](#)



## Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



## Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



## Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



## Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



# CONTEXT



**create**



**present**



**reflect**







## **vision:**

Creative Arts  
Secondary School  
is a premier Saint  
Paul arts school  
graduating  
successful, creative  
producers, ready  
for college  
and career.



## **mission:**

Creative Arts  
Secondary School  
develops creative young  
adults through rigorous  
study in both arts and  
academics. Students  
pursue a personal  
artistic vision, learning  
in and through the arts,  
as part of a supportive  
creative community.



# CONTEXT/GOALS

- Opt-In
- Experience Discomfort
- Create Art – See someone
- Learn “Process”
- Reflect on one’s own Creative Process
- Learn to write Artist Statements
- Present to an Authentic Audience



Harvard Project Zero, 2003



# From the Principal:

” I want our teachers to feel  
what we expect  
every one of our students  
to feel every day.





# From the Principal:

” I want our teachers to feel  
what we expect  
every one of our students  
to feel every day.

... which became our guiding principle.



2016

# YEAR 1: MULTI-ARTS...AND FLASH MOB

- Multiple Arts
  - “I Am From” poem
  - Plaster hand casts
  - Painted symbols
  - Sculpture — didn’t quite happen
- 
- <https://www.youtube.com/watch?v=OkSlIr3wNys>
  - First thing students saw on First day of School



2017

# YEAR 2: HUMANS OF CREATIVE ARTS

- Visual Art
- Creative Process
- Writing & Artist Statements
- Habits of Mind
- Building Community
- “Seeing” our students and one another





# DAY 1

## Creative Arts Staff Retreat • August 22-24, 2017

	Tuesday, Aug. 22	Wednesday, Aug. 23	Thursday, Aug. 24
7:30-8 a.m.	Gathering		Gathering
8-8:45	Dr. Hines: Welcome, Setting the Stage		Summer Audition panels
8:45-9:10	Ben: Overview of the retreat, Pixar activity		Grading Policy Presentation
9:10-9:30	Shane: Writing prompt, pre-assessment: <i>What is your Creative Process as an Educator?</i>		<i><b>Humans of Creative Arts<sup>sm</sup></b></i> Photography Project
9:30-10:30	<b>PIXAR® Exhibit</b> at the Science Museum of Minnesota 9:30 - depart CASS for museum 9:45 - enter exhibit		LUNCH
10:30-11:30			<i><b>Humans of Creative Arts<sup>sm</sup></b></i> (continued) Meet back at CASS 1:00 Debrief, unpack Photo sorting, editing, converting to black and white
11:30 a.m.-12:30 p.m.	LUNCH		Artist Statement writing & Retreat wrap-up
12:30-1:45 p.m.	Ben: Critical Response: Debriefing the exhibit, connecting it to CASS		
2-3 p.m.	Shane: Feedback on Writing; Modeling writing lesson New writing prompt to learn & inform Thursday's photo project		



# WRITING PROMPT

- What is your Creative Process as an Educator?
- This was a pre-assessment, given by our literacy coach, who used the writing to inform the afternoon PD on writing.
  - After reading all 40 “student samples,” it was determined to focus on the use of metaphor in writing



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Exhibit / *The Science Behind Pixar*

# Let your imagination fly.

THROUGH JANUARY 6, 2019

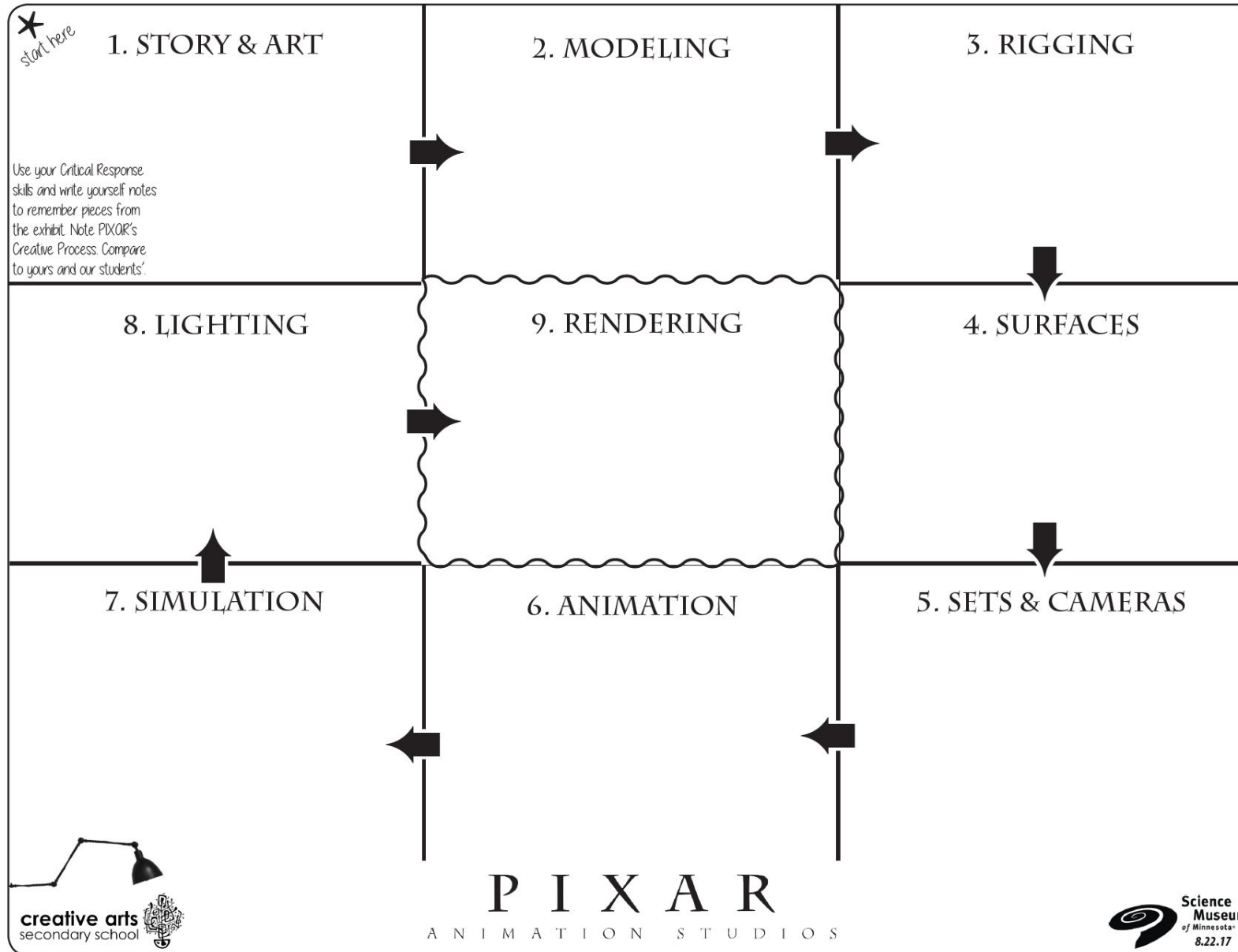
## Museum hours

Open today from 9:30 a.m. to 5:30 p.m.




Add to my visit







REFLECT	STRETCH & EXPLORE	EXPRESS
ENGAGE & PERSIST	<div><b>Habits of Mind</b> <b>Note an example where you witnessed or experienced each of these.</b></div>	DEVELOP CRAFT
OBSERVE	UNDERSTAND COMMUNITY	ENVISION





# CRITICAL RESPONSE PROTOCOL

---

- **What do you notice?**
  - *Sensory information; no judgements or inference*
- **What does it remind you of?**
  - *Connect to prior knowledge*
- **How does it make you feel?**
  - *Introduce a social-emotional or affective connection*
- **What questions does it make you ask?**
  - *Drives further inquiry*
- **What have you learned?**



# DAY 2

## Creative Arts Staff Retreat • August 22-24, 2017

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# PHOTOGRAPHY LESSONS

- View two YouTube videos about portrait photography
  - One subject, many photographers
  - Three photographers
- Brief lesson about what are some things to think about when taking photographs
  - From a teacher who has also been a photojournalist
- Randomly assign partners
  - We went back and forth, on whether to let them choose

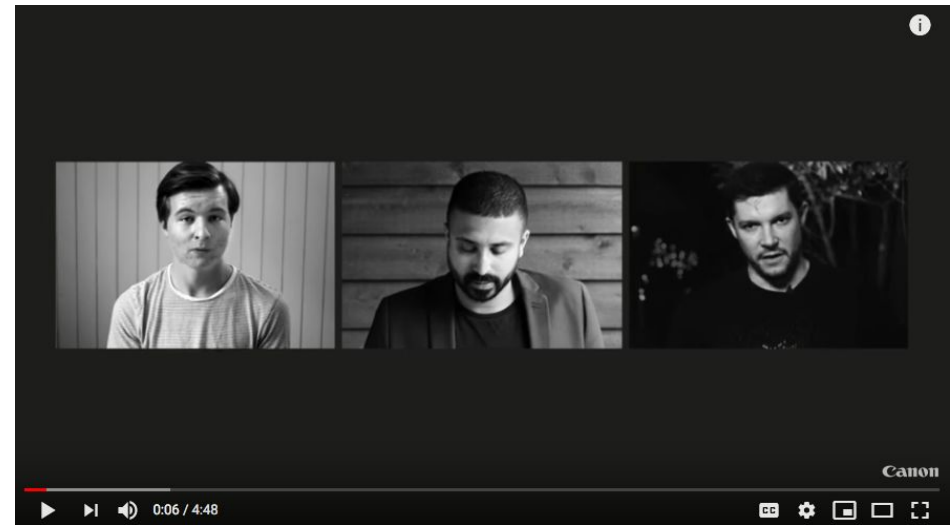


# What do we know about portraits?



## THE LAB: DECOY

A portrait session with a twist



## THE LAB: REFLECT

Getting personal with portraits

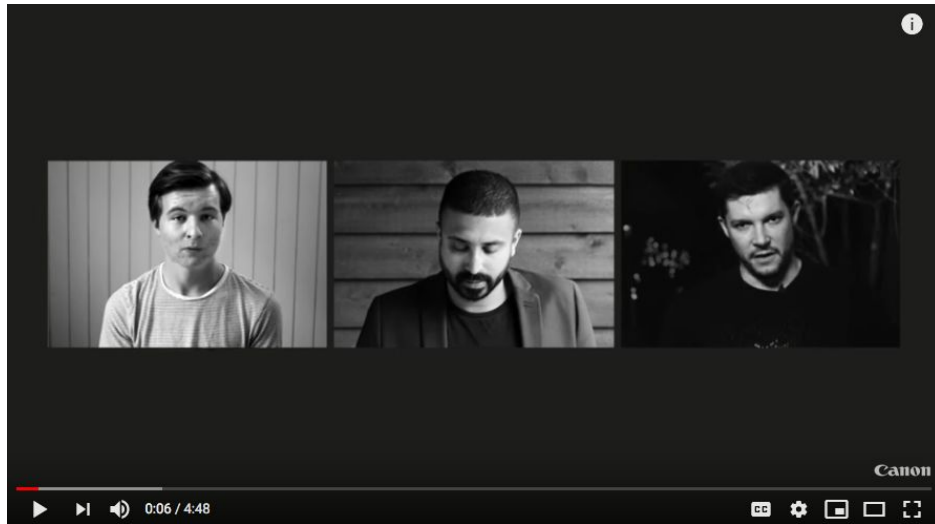


# CRITICAL RESPONSE PROTOCOL

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  - *Sensory information; no judgements or inference*
- What does it remind you of?
  - *Connect to prior knowledge*
- How does it make you feel?
  - *Introduce a social-emotional or affective connection*
- What questions does it make you ask?
  - *Drives further inquiry*
- What have you learned?



# PHOTOGRAPHY LESSON 2



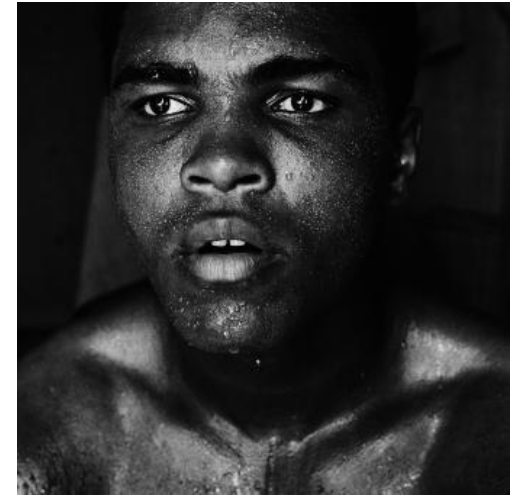
## THE LAB: REFLECT

### Getting personal with portraits

- View two YouTube videos about portrait photography
  - One subject, many photographers
  - Three photographers
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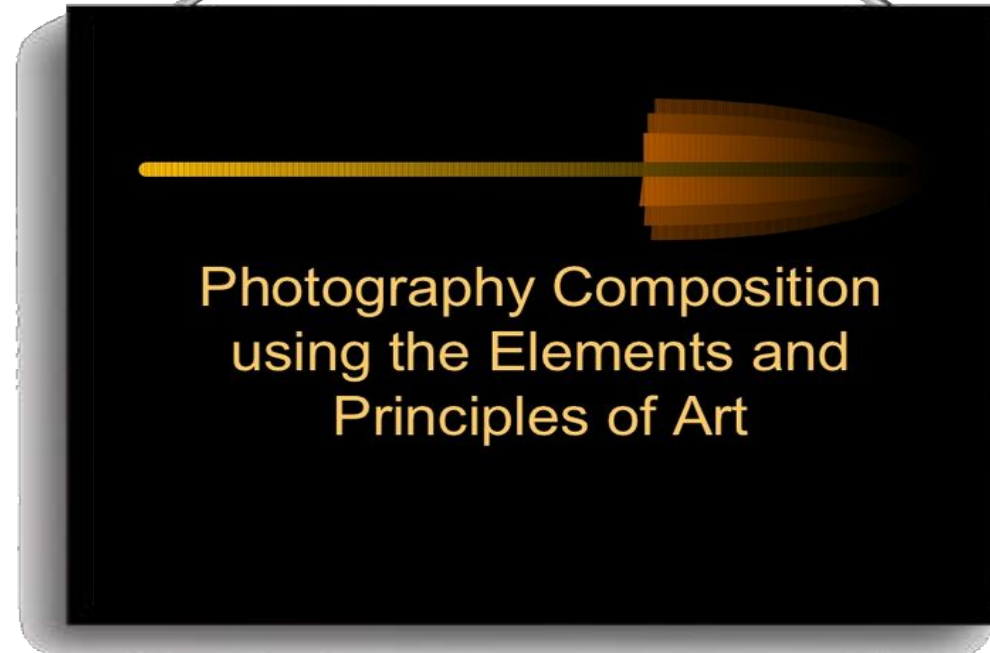




# Gordon Parks & Wing Young Huie



# PHOTOGRAPHY LESSONS • part 2



Photography 101

**FOUNDATIONS**



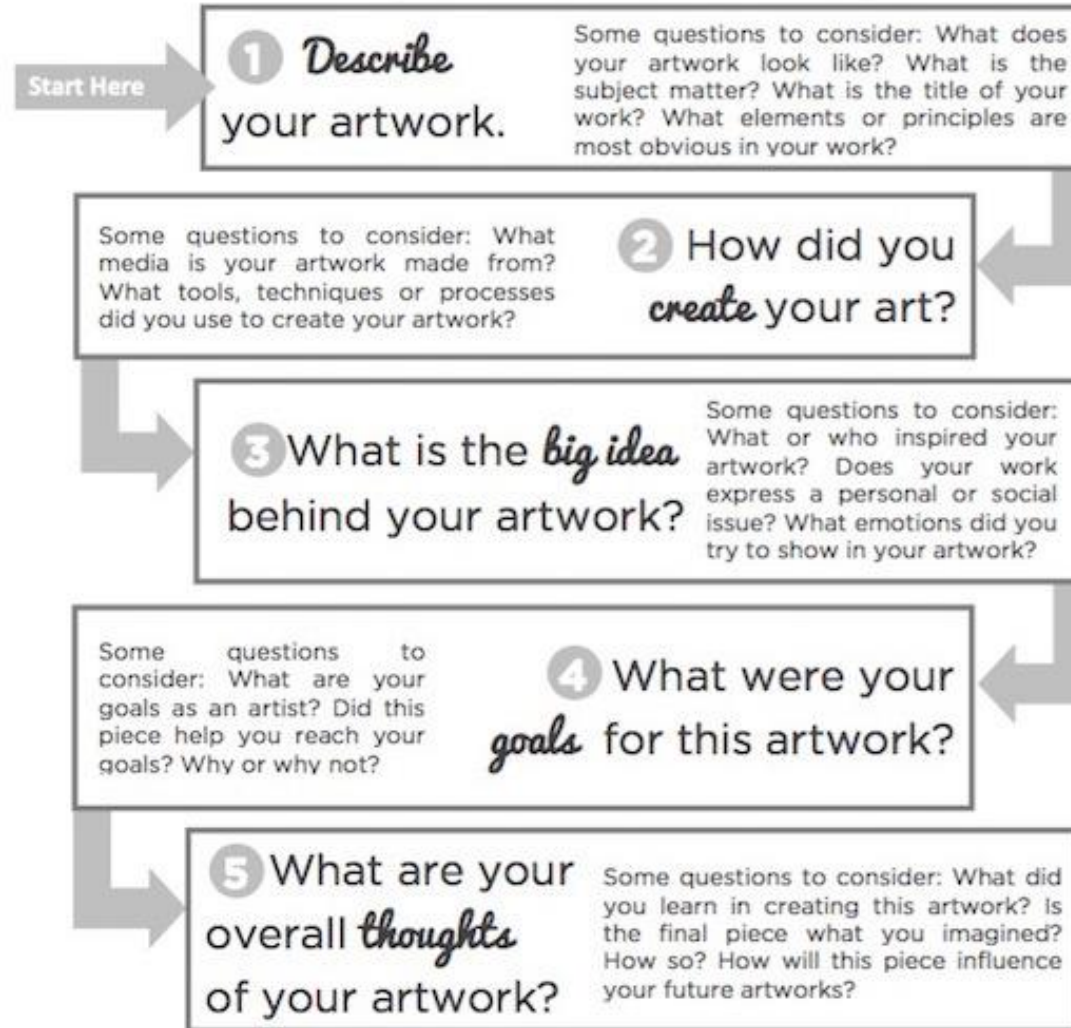
# ARTIST STATEMENT

- Homework for the project was to complete an artist statement
- Artist statements were posted by each photo
  - We did not post the teachers' Creative Process essays in the exhibit — it was about the artist (the photographer).
  - combined to make individual posters for classroom display



## Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.



Way to go! You just wrote a reflective artist statement.  
Please edit your statement for spelling and grammar.  
Ask a friend to read it through and share their thoughts on your artist statement.

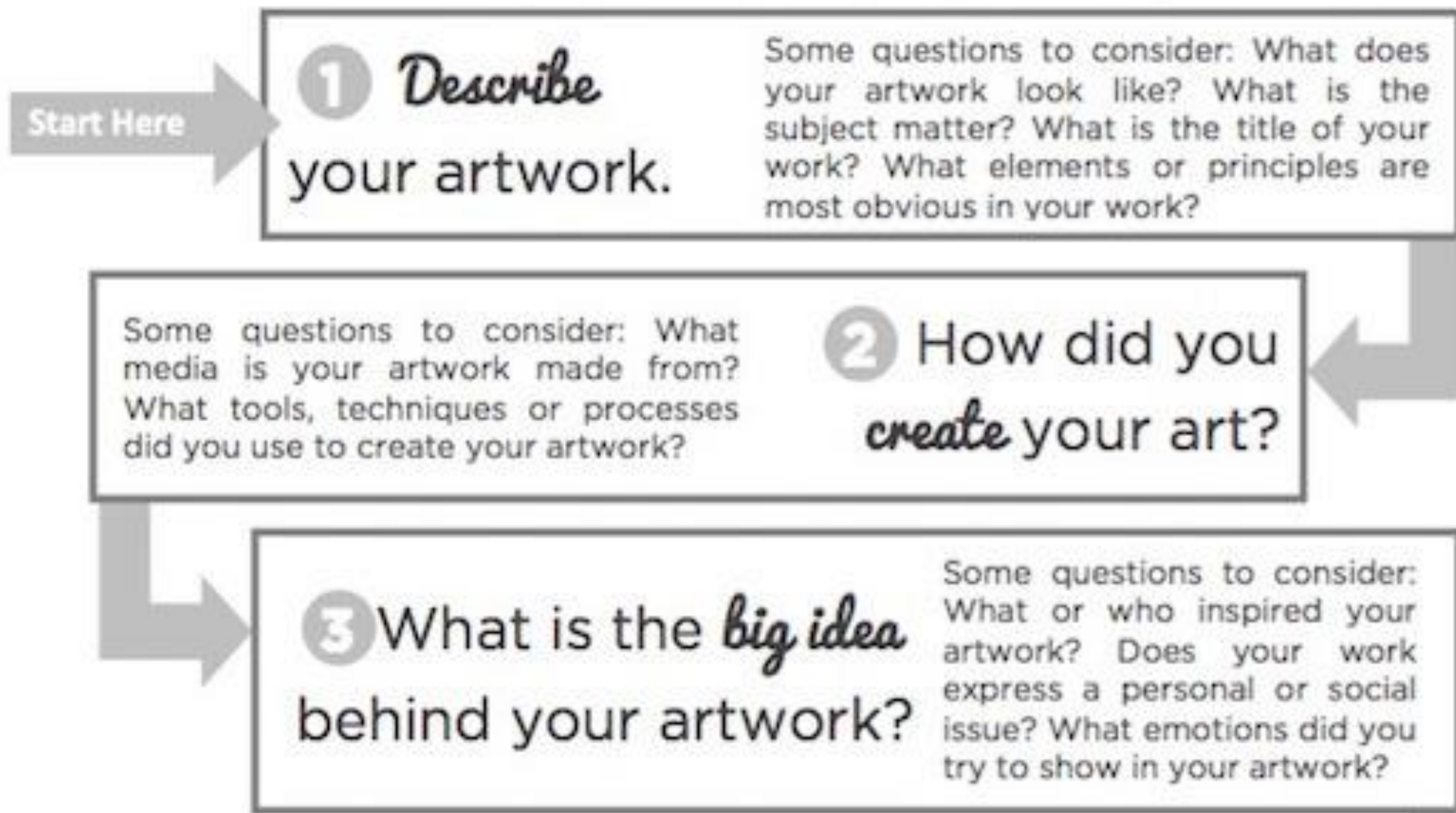
<https://theartofeducation.edu/2015/09/use-this-flowchart-to-help-your-students-write-authentic-artist-statements/>






# Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.






3 What is the *big idea* behind your artwork?

What or who inspired your artwork? Does your work express a personal or social issue? What emotions did you try to show in your artwork?

Some questions to consider: What are your goals as an artist? Did this piece help you reach your goals? Why or why not?

4 What were your *goals* for this artwork?



5 What are your overall *thoughts* of your artwork?

Some questions to consider: What did you learn in creating this artwork? Is the final piece what you imagined? How so? How will this piece influence your future artworks?

Way to go! You just wrote a reflective artist statement.  
Please edit your statement for spelling and grammar.







**Lee Vang**  
@msleevang

Follow



"Humans of Creative Arts" exhibit open now until September 30th at @sppscass. Staff capturing staff - raw & real. @SPPS\_News #WeAreCreative



12:00 PM - 2 Sep 2017 from Lino Lakes, MN

4 Retweets 9 Likes



4



9



**Joe Gothard, Ed.D.**  
@JoeGothard

Follow



Thank you Creative Arts Principal Hines for sharing your community this morning.  
**@SPPS\_News #IamSPPS #leadership**





## Ms. Weller

*"Supercarefree" Photograph by Katie Corrigan*

### **"The Creative Process is a Baby"**

The creative process is a baby. At first it is exciting and filled with possibilities. You envision how perfect she will be and do everything to make sure she stays perfect. You put rubber on all the edges, gates on all the stairs, replace hardwood with plush carpet. You read all the parenting books to become an expert, so when you observe other parents in what can only be described as chaos they have become accustomed to you think, "I will never let my baby behave like that."

Then she is born — and poops all over you. Seriously, that happens. It's disgusting. You are horrified, but somehow still determined to create perfection. She is a direct reflection of you which makes you so completely terrified of what everyone else will think.

Soon your grandiose dreams of what she will become dissipate. You are overwhelmed with each impossible tantrum, but still managing to hold it together until one day you are at the grocery store proudly parading her from aisle to aisle. She is so dang cute random strangers can't help but stop and pay her attention. You are doing a great job hiding the fact that you still have not managed to

control her yet.

Until... "Oh sh\*\* momma, oh sh\*\* I dropped my crayons." At first you are so embarrassed you can't move. Your eyes dart from left to right. *Oh my God did anyone hear that?* Yep. The pregnant lady next to you raises her eyebrows tightens her lips and shakes her head in disapproval. I'm sure she's making a vow to never let her baby behave like that.

This "oh sh\*\*" moment breaks you. You stop caring about what everyone else thinks and laugh. You let go and begin to guide her development instead of controlling it because you will never be able to control her completely. She will develop into her own person no matter how hard you try to make her into your own reflection. She will become something you never expected and never would have without giving her the freedom to make terrible mistakes and accept impossible challenges, because perfection stifles growth. She might fall flat on her face in the process but how she gets back up and persists is what makes her beautiful.

It is in these moments of struggle, pain, anxiety, self doubt, that she is most vulnerable. It is what makes her human. It is what transforms her into something inspiring. It is how others see themselves reflected in her.

### **Artist Statement by Ms. Corrigan**

This photograph is of English teacher Ms. Weller. The photo was taken on the Wabasha Street Bridge across from Creative Arts on a bright Summer day. Although the print is posted here in black and white, her positioning and facial expression add color and warmth to the image.

Ms. Weller and I have become personal friends over the past year. When tasked with taking her photo, I initially thought, "No problem." What I came to learn, however, was the intense intimacy

that comes with taking portraits. We walked around the city for over an hour looking for the perfect backdrop. While we initially thought the library or the theater might be most appropriate, she seemed to come out of her shell most when outside, both on the city streets and in the park.

To me, this photograph is the perfect representation of a teacher I greatly respect. Like many of her students, I am lucky enough to experience the myriad traits embodied in Ms.

Weller. Her kindness and warmth could be from the image and are also felt by her students, colleagues, and friends. Her outgoing personality allows her to be creative in her adventurous pursuits, setting the stage for an engaging classroom environment. Perhaps most inspiring, however, is her ability to stay positive regardless of obstacles. Just like in the image, she is moving forward with only smiles.



## Ms. Kubousek

*"The Joy of Dance" Photograph by Emily Punyko*

Most jobs you can show up and just do your job to the best of your ability and go home. Being an educator requires so much more.

I must be kind and fair. Not too critical, but enough to have high expectations. I must be honest. I must motivate when there is resistance and provide guidance in a meaningful way. I must be patient and be quick to forgive and forget. I must push for high performance and listen, listen, listen. I must give with very little taking. I must turn the other cheek and hit the reset button every 47 minutes. I must be self-reflective and recognize my role in oppression. I must find the best in everyone and magnify their greatness.

Using a moral compass, I must go to work each and every day and be the absolute best version of myself.

And, doing this is not easy because I am human, and I make mistakes. Big mistakes. But, what I do know is being an educator helps me become a better person.

### **Artist Statement by Ms. Punyko**

My work is called "Seeking". I wanted to portray Ms. Kubousek as the confident, amazing person she is. Ms. Kubousek is always seeking to better herself in her teaching and I love how the lighting and her eyes lead towards that personal goal. After all of the shots

I took, I felt this one showed her internal reflective nature the best. From across the street, the textures underneath an overhang drew my eye immediately and I felt that in conjunction with the lighting contrast, it shows her inner strength and brilliance.







**Opening Reception: Tuesday, September 12, 3-6 p.m.**

in the gallery 8.31-9.30.2017  
creative arts secondary school  
65 e kellogg blvd  
saint paul, minnesota  
[creativearts.spps.org](http://creativearts.spps.org) • 651.292.3480

# of Creative Arts



# STUDENT PHOTOS

- All advisories did this same project
- All student photos were added to the adult photos for parent-teacher conferences for Quarter 1



# Seniors

Seniors  
of Creative Arts



## Diamond

Photograph by Kelsey Stich and Obed Palma

### The Grace of Dance

*"The crowd feels away, As chance is every nobody, Kings is our name, And  
shiver down in our body, It vibrates in every muscle, A musical feast, I'll feast everything, I don't matter,  
It's you, me and the beating rhythm, The graceful posture,  
The way of every gesture, It's a motion abundant."*

*"A feeling beauty of movement to the rhythm, A therapy to the mind and body,  
Dancing to the music, feeling every tune, every beat, every breath of every instrument,  
With Exuberance of Euphoria"*  
— Diamond

I identify myself as a dancer and maybe a visual artist. I tried things from guitar to piano and even music production. I have done things. I never thought I would have the chance to do before. Dance is my main art form, just besides doing dance. I have created drawings with charcoal, watercolor, and oil pastels. I even had a chance to create a play with a group of students and perform it at the Guthrie.

Dance has always been apart of me since I was young. I never took dance lessons in my entire life, until I came to Creative Arts. I always had a passion and love for dance. Once the music would come on, my body would move to the rhythm, like it was talking to me. The feeling of when I dance, excites me and mesmerizes me.

I never thought I would identify myself as a dancer. I am proud of myself that I got to achieve things and expand my ability, to become a better dancer each day. When people would ask me what my art form is, I would say I'm a dancer, but I always say that I'm not very good at it. I'm not confident in myself, because I think I'm not good enough and that there

are way better dancers than me. I always put myself down as a dancer, because I think I'm not worthy enough.

I'm different from other artist or dancers because my style is different. Dancers have a style of dance that they do and have a name for it. But when it comes to me I don't have a name for my style because its a mixture between hip hop and a little bit of contemporary. Ways I have grown as a dancer is that I'm trying different styles I never done before. I learned bachata, merengue, Afro modern and copelia. It has helped me to expand my dancing ability to use different styles in my own choreography.

My goals as an artist is to compete in competitions by the end of my senior year. Also I want to learn a new style of dance, that I never had the opportunity to try before. After high school, I'd like to still try to pursue my career as a dancer. If I don't continue my career as a dancer, I would still like to do it as a hobby. My other plans after high school is to become an archaeologist and travel the world, and also helping out people in need.

### Artist Statement by Kelsey Stich and Obed Palma

This picture represents Diamond because she is serious about school and knows what she wants to do with her life in the future. She wants to go to school to become an archaeologist. This picture also represents Diamond because she seems very sassy and unique.

Humans  
of Creative Arts

creative arts  
secondary school



# Seniors of Creative Arts



Diamond

*Photograph by Kelsey Stich and Obed Palma*





## The Grace of Dance

*"The crowd fades away, As shock in every melody, Rings in our ears, And  
shiver down in our body, It vibrates in every muscle, A musical fusion, Almost everything didn't matter,  
It's you, me and the beating rhythm, The graceful posture,  
The sway of every gesture, It's a motion adventure.*

*"A freeing beauty of movement to the rhythm, A therapy to the mind and body,  
Dancing to the music, feeling every tune, every beat, every breath of every movement,  
with Explosions of Euphoria"*  
— Drenner

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# REFLECTIONS


- Anytime a group of people are challenged by a shared experience, it creates a bond. I think this is especially true when people are asked to see or really consider another person, then are asked to view [themselves] through that same lens.
- I think the photography project worked both ways like that. We had to take photos and write in order to create art, but then in a way we had to view ourselves as art or at least the subject. That made me feel most vulnerable, but even more it made me think about each staff member and the people that made up our community. Seeing one another as vulnerable I think made us really want to support one another even more.
- After we did the project that year, I don't remember many people talking about it. Or, if they did it sounded like it was from a vulnerable place. This year, I heard several talking about the experience, saying it was 'cool' and a positive thing. Same with the flash-mob. Those shared experiences made us a little uncomfortable, were challenging, gave us something [on which] we could relate. Those experiences have been such a valuable part of my growth as an educator, and as a person.

— Mr. Blenkush, English teacher and Professional photographer





# REFLECTIONS

- 
- As the former principal of Creative Arts Secondary School, it was important to me that we begin the school year with taking a moment to reflect on who we, educators, are as a human in the field of education. The Human of Creative Arts allowed the adults that teach and interact with our academic artists an opportunity to experience learning as art integrated with writing. The educators were able to show vulnerability and learn in areas that were not their expertise. This experience allowed them to consider how they develop their lessons that would allow students to be vulnerable in their learning spaces so that students can grow their skills and knowledge in areas where they feel they are not successful.

— Dr. Hines, former Principal



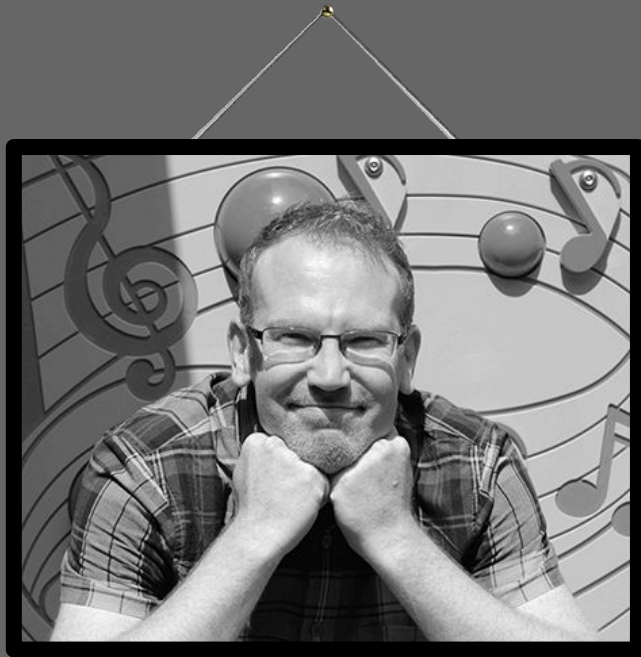
# REFLECTIONS

- Honestly, beyond just the scope of an amazingly cool project, it was an honor to be asked to be a part of the planning and implementation of this project. I would say to anyone doing something similar, please utilize and empower your coaches and support staff. Anyone who works with the whole building.  
— Mr. O'Reilly, Literacy Coach



...and the project lives on...









# Benjamin Lacina

In my experience as an educator, one of the biggest lessons I had to learn was that it was okay for me to be creative, too. I learned that my role was more of the artist in residence all year than "just the teacher." I learned that if I got to create things, too, I was more energized and my students not only got a better experience, but they also got a better teacher. We created things together — in partnership. Sometimes, I was the student every bit as much as the students were.

Now layer that on top of my qualities of perfectionism and procrastination, and you can see how much of a challenge this work was. This was exacerbated by the fact that as a (mostly) performing artist, there was always a deadline: the concert or opening night. It wasn't until 2016 when I discovered Leonard Bernstein's quote: "To achieve great things, two things are needed: a plan and not quite enough time." Most of the time, however, I had an idea and not quite enough time. I still struggle sometimes with the plan.

But the goal is always the same: let's make something "cool" together. Sometimes we're making a play or writing a song. Sometimes it's that incredible task of making you into you. (Or even me into me.)

## "Let's Make Something Cool" by Teresa Ponessa

I chose to focus on a few elements and principles in this piece:

**Perspective.** I like the complexity of the tree branches slightly blurred in the distance. This perspective not only looks "cool" but it also puts Ben's image in focus against the complexity of the tree. To me this describes Ben well — when he is in the creativity zone he focused and his thinking is complex.

**Lines:** I specifically chose the curved lines of the tree...the almost show movement and the word "continuity" comes to mind and this enhances the message that Ben's creativity is never stagnant.

**Value:** The light on his face is critical in this piece. While his face may seem serious, the light shining is demonstrating the positive

energy that comes from Ben's interactions with the world around him.

Ben's written response influenced my art in that it gave me the inspiration for the setting and focal point. A setting that was complex, like Ben's vision and process, but also the determination to make something cool.

My technique and process began with reading Ben's written description of how he is creative and then walking about the campus to make observations. I observed him in the space. What made him pause? What made him question? What inspired him? I snapped a number of images along the way, but I just knew this final setting was

the one. I used my phone camera in portrait mode. I then blurred the background slightly to show more contrast.

I learned a number of things about my colleague. I learned that Ben thrives on procrastination which is the opposite of my work style. I was also affirmed in my belief that he makes every effort to bring success to himself and those around him.

Photography has always been an interest of mine, but I have never created a piece inspired by a subject's writing. I learned that I needed to read and reread the written "creative" piece a number of times to do it justice. I put extra pressure on myself to do Ben's creative justice.



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Photograph

Photographer's Artist Statement

Subject's  
"How am I  
Creative?"  
Essay



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2018

# YEAR 3: MUSICAL THEATER & #arteverywhere

- New leadership
- Connections
- Make the space look 'artsy'




*art everywhere*





# Creative Arts Staff Retreat

• August 15-16, 2018 •

	Wednesday, Aug. 15	Thursday, Aug. 16
7:30-8:00 a.m.	Gathering	Gathering
8:00-8:30 a.m.	Kristen: Welcome, Setting the Stage Connections	Ben : Re-grounding activity
8:30-10:30	Kristen & Lee: Collective Commitments	 <p><i>Art Everywhere: School-wide Differentiated School-wide Art Project Work Time</i></p>
10:30-11:30	 <p>Launch <i>Mission:Possible</i> Task</p>	
~ 11:30 a.m.-12:30 p.m.	LUNCH	
12:30-1:30 p.m.	<i>Mission:Possible</i> Performances & Critical Response	 <p><i>Art Everywhere</i> Work Time</p>
1:30-2:00 p.m.	<i>Art Everywhere:</i> <i>Movie Poster Door Design</i> Planning Time	
2:00-2:45 p.m.	Planning time for Thursday projects	Gallery Walk
2:45-3:00 p.m.	Regroup, exit ticket	Retreat wrap-up

*Homework: continue prepping for Thurs*

*Homework: Artist Statement writing*

# YEAR 3: MUSICAL THEATER & ART EVERYWHERE

- New Principal, refined vision
- Keeping the work moving forward



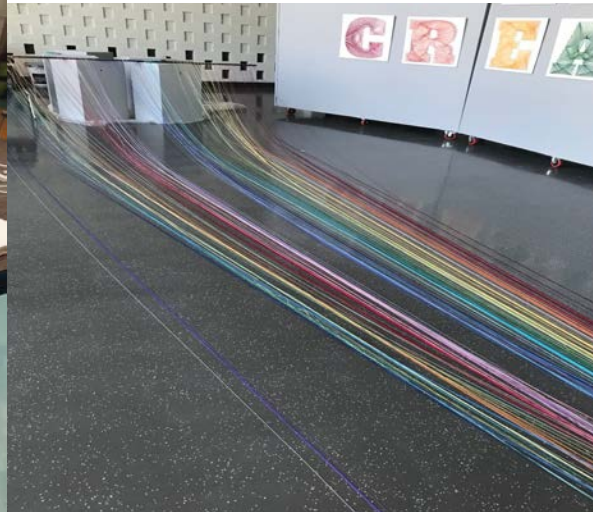
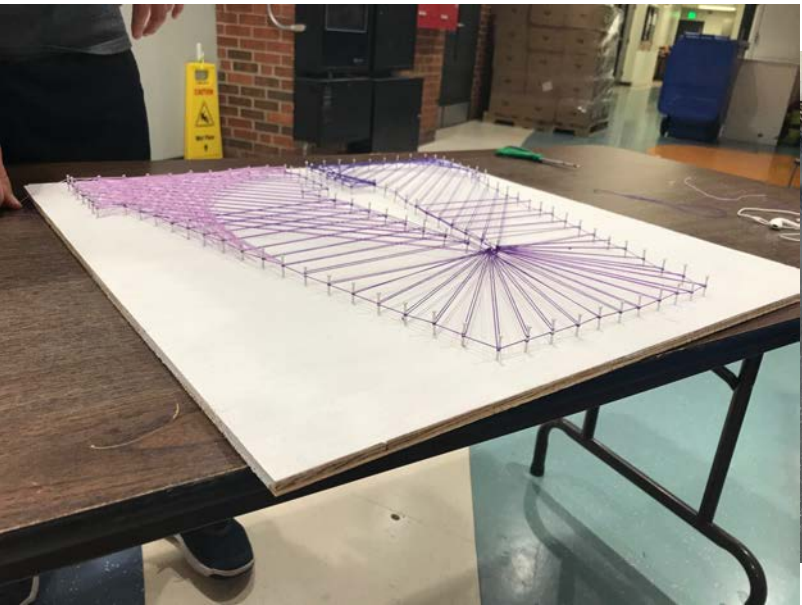




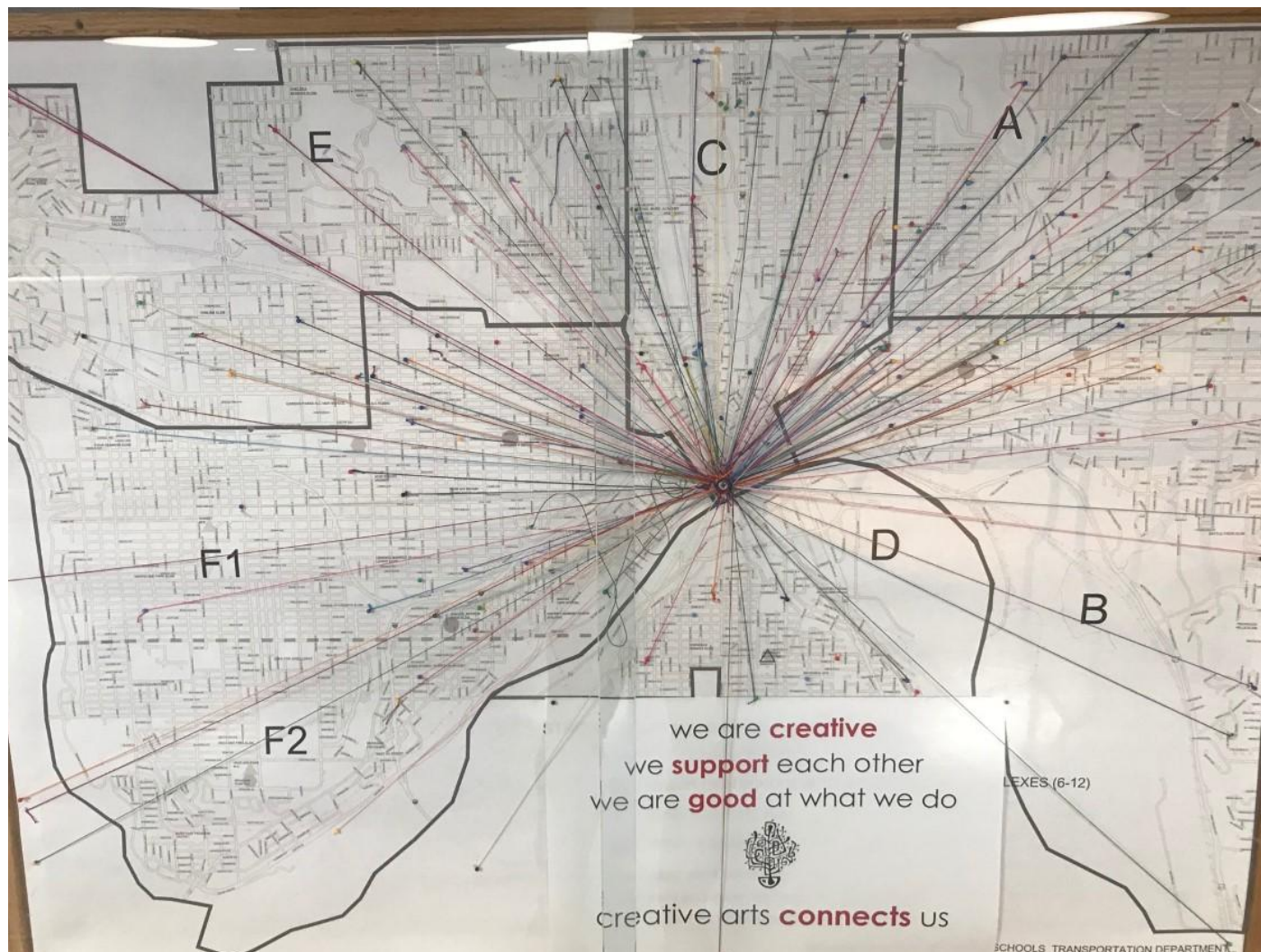
art everywhere











# WE COME FROM ALL OVER!

Connecting students to school.

Literally.

During open house, students and families were invited to place a pin where they live, and connect their home to the school (at the center) with string.



2018

# YEAR 3: S.C.R.A.P.

- Arts-integrated curriculum planning
  - SITUATION
  - CHALLENGE
  - ROLES(S)
  - AUDIENCE
  - PRODUCT



## S — What is the situation?

The majority of new Broadway productions seem to owe a lot to Hollywood. Much like popular theme park rides or film franchises these days, “familiar” where the money is at, and Broadway is no different. Musicals like Aladdin, Frozen, Legally Blonde, Beauty and the Beast, Heathers, Anastasia, Big Fish, and Disney’s The Lion King have all made it big or are currently on stage in NYC trying to embed themselves into popular culture!

## C — What is the challenge?

Your team has been hired to develop the next Broadway hit musical adaptation of a popular film.

## R — What Role(s) does the student assume?

Your team consists of talented writers, actors, choreographers, dancers, songwriters and singers, chomping at the bit to prove they’ve got what it takes to make a hit and get the funding they need to have their show on Broadway.





2018

# YEAR 3: S.C.R.A.P.

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  - SITUATION
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## A — Who is the audience?

Your audience consists of wealthy donors and producers who are looking to fund the next big hit for “The Great White Way.” (This nickname came about because **Broadway** was one of the first streets in the United States to be lit with electric lights.) Convince them that YOUR IDEA is the one to invest in.

## P — What is the product or performance the student will demonstrate and/or create?

Create a 5-7 minute presentation to “pitch” your show idea to the producers.

You must include:

- The show’s title
- A song & dance number introducing the BEGINNING of the plot or EXPOSITION
- An introductory speech or MONOLOGUE that continues the plot forward
- A song & dance number representing the MIDDLE of the plot and contains CONFLICT
- A brief transitional scene containing DIALOGUE
- A final song & dance number representing the END of the plot or the RESOLUTION of the story.



2018

# YEAR 3: CORE VALUES

- New leadership
- Language of connection
- Action-oriented



**we are creative.**

Think: "I am growing as an artist."

Speak: With kindness.

Act: Take beautiful risks.

**we support each other.**

Think: "How can I help?"

Speak: With encouragement.

Act: Build meaningful relationships.

**we are good at what we do.**

Think: "I can do this."

Speak: With confidence.

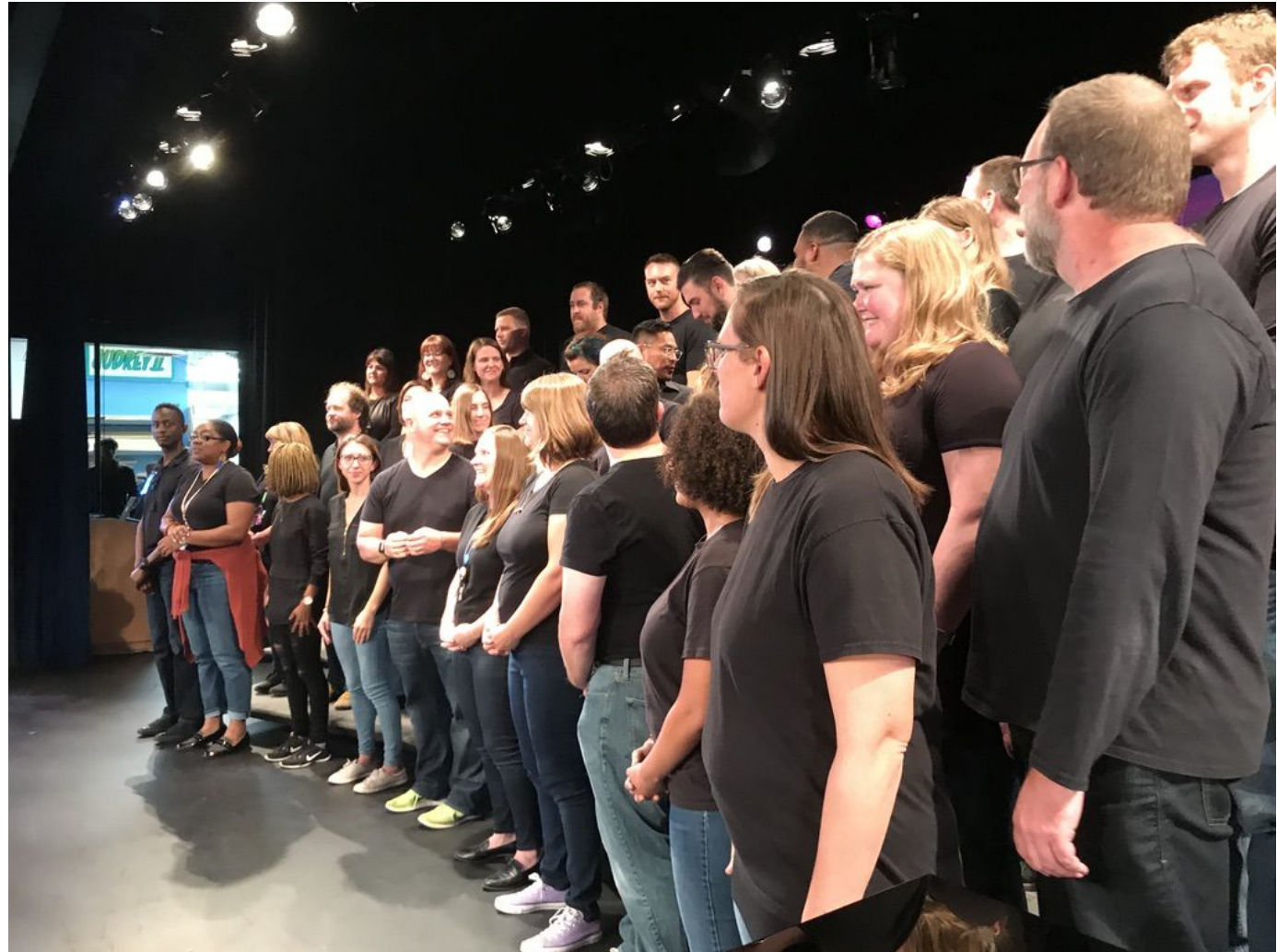
Act: Do my best work.



2019

# YEAR 4: CHOIR

- Performing Arts Focus
- “Found/Tonight”
  - *Hamilton* +
  - *Dear Evan Hanson*
- Sharing leadership & building capacity across more staff
- Continuing the “lean in” together
- Group effort



2019

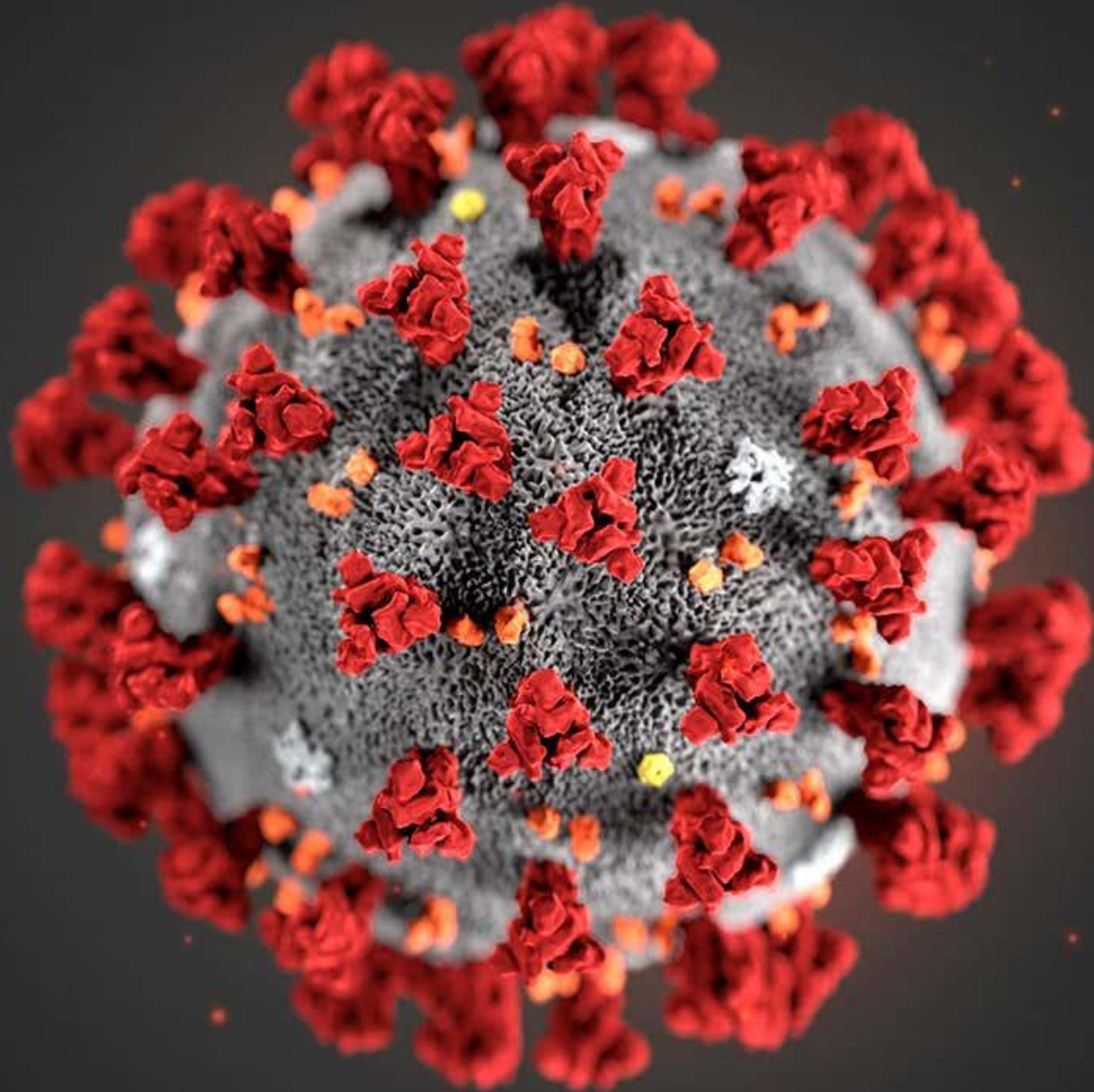
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2020



2021

# Murals: Where our kids live





2021

# Murals: Where our kids live



# *Epilogue:* January 2023

You never know when the gift you give someone will become the inspiration for professional development...





# #1 Inspire



# #3 Learn & Sketch



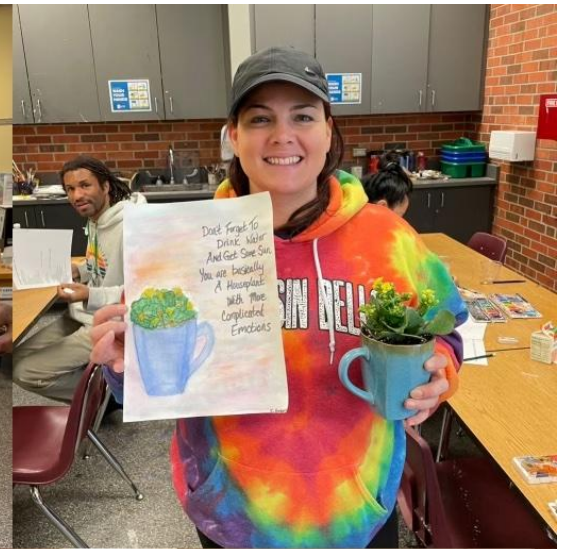
# #2 Plant




# #4 Paint







How to spend a January Saturday morning. 



# THANK YOU

- [benjamin.lacina@gmail.com](mailto:benjamin.lacina@gmail.com)
- [blacina@sowashco.org](mailto:blacina@sowashco.org)

*(Include “Confratute” in the subject)*

**C**  **nfratute 45**

