

I really liked working with CSI, especially in the context of teaching transformational leadership for educators. In particular, I like studying color psychology and I think it would be able to give me a deeper sense of how everyone viewed their strengths and weaknesses as educational leaders. It was also very interesting to see where everyone's baseline was with their leadership confidence, as well as what kinds of things they wanted to improve on. It would've been nice to get more time to work on this lesson. I think the content that I wanted to teach would've been more effective in a workshop model so that people could actually get training on their strengths and weaknesses. I also wished that I had more time for students to present what they wrote down and why they drew the images that they did. Also, if I had more time, I could've used CSI after the workshop to see if the colors, symbols, and imagery changed. The assessment would be based on color choice. For example, a shift from red to blue could suggest that the student was able to keep a calm composure in the classroom. Shifting from blue to orange/yellow could suggest that the teacher is practicing becoming more social and extroverted with students. The assessment would also focus on student reflections about the process, and whether having a visual symbol of their leadership potential helped them step into their leadership role.

It seems strange to reflect on how I could use CSI for art because it involves art to begin with. But I guess it would be a good exercise if I were teaching students about a certain artist. For example, if I were talking about Van Gogh, students could use a color that is signature for his palette, the symbol could be his severed ear, and the image could be "Starry Night." The assessment would be about how this strategy helped them effectively remember artists and their paintings or if they are able to use it to connect with the art on a deeper level. CSI could also be used for social-emotional learning, particularly for topics like bullying, suicide, substance abuse, and mindfulness. Much like the leadership workshop, the assessment of thinking would be based on using color and symbol as a therapeutic approach for mental health and anti-bullying advocacy.

Out of all the strategies that I learned from my classmates on day 1, I thought that 3,2,1 would be pretty useful for art. It would be a great way to teach students (maybe at the middle school level) how to analyze art from a technical and expressive standpoint. This will help them connect with the artist's intent, the piece's historical significance, and how the style could benefit their personal style of art-making. This would definitely be a great strategy for interpreting abstract art, since each student can interpret that kind of painting differently. The assessment would involve how that analysis of professional art is able to be transferrable to student projects based on incorporating key stylistic choices.

As for day 2, I really loved the "Step In" strategy. For art, this would be a really great way for students to explore how an artist made the painting from a technical and conceptual standpoint. In particular, this could be useful for middle school students, particularly if they are making a work of art that is meant to copy a famous artist (such as an impressionist or an abstract expressionist). This could also be paired really well

with a RAFT activity to figure out what is going on during the historical period when the art was made. Also, Step In would work really well in a social-emotional curriculum when learning about bullying and empathy. I also like the strategy used in a job interview setting, as this would be super useful for someone on the autism spectrum to prepare for an interview. Assessment strategies would involve a written or performance aspect that had to do with participation and critical thinking. Maybe the assessment could involve Bloom's taxonomy, since I don't think it would be right to grade someone on their subjective opinion of the activity.