



FORUM SESSION DESCRIPTIONS

Opening Plenary Session: Take Back the Mic
Friday, October 2, 2009; 9:00 am – 10:30 am

Featured Speaker: Derrick Ashong, Soulefege

“Take Back the Mic” is a new, global, youth-centered cultural movement based on the idea that art is not an addendum to life but a powerful tool for enhancing and amplifying voices that can speak to all aspects of it. Derrick Ashong will speak about the movement he founded, and particularly about the role he sees for the arts and arts learning in helping young people understand the power of their own voices. He draws on his unique perspective at the intersections of the artistic, academic, and corporate sectors to frame a view of what arts learning can really mean in the lives of young people.

Plenary Panel Session: *Education Leadership: Redesigning Learning Systems for the 21st Century*
Friday, October 2, 2009; 10:45 am – 12:15 pm

Moderator: Nicholas Donohue, President and CEO, The Nellie Mae Education Foundation
Panelists: Carol Johnson, Superintendent of Boston Public Schools; Paul Reville, Massachusetts Secretary of Education

The educational crisis of our times—a crisis of failed accountability, wide and persistent achievement gaps, and an apparent slippage of America on international benchmarks—has defied traditional “education reform” approaches that target one or more isolated components of schooling. Across the nation, however, several district and state leaders have come to understand that real change must combine systemic efforts and innovative solutions. In this session, two of these leaders share the strategies behind their success.

Plenary Panel Session: *Navigating New Waters: Arts Learning and Higher Education Policy, Research and Practice*
Saturday, October 3, 2009; 9:00 am – 10:30 am

Moderator: Jane Polin, Philanthropic Advisor
Panelists: Shirley Brice Heath, Professor at Large, Watson Institute of International Studies, and Professor of Education and of Anthropology, Brown University and Margery Bailey Professor of Dramatic Literature and English and Professor of Linguistics, Emerita, Stanford University; Martha McKenna, Provost, Lesley University; James Catterall, Professor, Urban Schooling, UCLA Graduate School of Education and Information Studies
Respondent: David Haselkorn, Associate Commissioner of the Center for Education Policy, Preparation, Licensure and Leadership Development, Massachusetts Department of Elementary and Secondary Education

In the ten years since the release of *Champions of Change: The Impact of the Arts on Learning*, arts education leaders have pursued numerous initiatives at the local, state, and national levels to advance the role of the arts in education. What lessons have we learned from these diverse efforts to improve and increase arts teaching and learning? How has practice evolved through research findings and policy

changes, most notably NCLB? What research has furthered our understanding of how the arts impact teaching and learning, and influenced practice and policy? How has public policy promoted or limited high-quality arts learning experiences, and how has policy been shaped by current practices and research findings?

To explore how the interrelated spheres of practice, research, and policy inform arts learning, philanthropic advisor Jane L. Polin will lead a discussion with **Champions of Change** researchers Shirley Brice Heath and James Catterall, and Lesley University provost Martha McKenna.

Plenary Panel Session: *Statewide Initiatives for 21st Century Learning*
Saturday, October 3, 2009; 10:45 am – 12:00 pm

Moderator: Jon Spector, President and CEO, The Conference Board
Panelists: Ken Kay, President, Partnership for 21st Century Skills; Susan Sclafani, Director of State, National Center for Education and the Economy

Across the nation, over 20 states are redesigning their educational systems as part of a growing movement toward 21st century learning. These states are targeting skills such as creativity and innovation, and they are identifying new ways of teaching and new ways of organizing instruction. What are the precise skills reflected in this movement? How can we redesign educational systems to teach them? And in these various initiatives, what is the role of the arts? In a highly interactive session, leaders of the major national 21st century initiatives consider these questions.

Closing Plenary Panel: *Capitol Landscapes: The Federal Role in the Artful Redesign of American Education*

Saturday, October 3, 2009; 3:15 pm – 4:45 pm

Moderator: Jonathan Katz, CEO, National Assembly of State Arts Agencies; Doug Herbert, Special Assistant, Office of Innovation and Improvement, U.S. Department of Education; Sarah Cunningham, Director of Arts Education, National Endowment for the Arts; Heather Noonan, Vice President for Advocacy, League of American Orchestras

As state and local economies gird themselves against declining revenues and budgetary crises, the American Recovery and Reinvestment Act stands as a possible bulwark for schools and arts organizations. Can this emergency funding preserve and reinvigorate arts education initiatives? What opportunities does this legislation provide for nonprofits? What other key initiatives will impact our work in the near future? Leaders from federal agencies and national organizations share the view from Washington.

ROUNDTABLE LUNCH DISCUSSION DESCRIPTIONS
FRIDAY, OCTOBER 2, 2009; 12:15 PM – 1:30 PM

The Visual Thinking Strategies: Thinking through Art

Corinne Zimmermann, Regional Director, Visual Understanding in Education; Peggy Burchenal, Curator of Education, Isabella Stewart Gardner Museum; Kathy Acerbo-Bachmann, Davis Museum and Cultural Center, Wellesley

The Boston VTS Consortium is a unique partnership between cultural institutions who have been collaborating to bring innovative teaching and learning practices of the Visual Thinking Strategies curriculum to students of all ages, with a special focus on Boston public schools. Join this lunchtime roundtable to learn more about how this collaboration strengthens the goal of incorporating and supporting the arts throughout the education system.

ArtScience: Fusing Idea Translation with Arts Education

Carrie Fitzsimmons, Laboratoire Management International

Come learn more about the new Boston 100K ArtScience Innovation Prize, which will be awarded to teams of Boston-area high school students working in collaboration with teaching artists on seed ideas based on scientific themes, with one team ultimately selected to go to Paris to conduct further work on their project. The program is based on David Edwards' theory of *artscience* - the notion that students can be most innovative and creative when they are given the space to translate their ideas between the intuitive, sensual aesthetic processes of the arts and the deductive, analytical, methodical processes of the sciences.

Creative Learning, Creative Work: Preparing Young People for Arts Careers in the 21st Century

Alexander Santiago-Jirau, Associate Program Director, Career Development, The Center for Arts Education; Dariana Castro, CDP Alumna, Spring 2001 Coordinator of Special Programs, The International High School at Prospect Heights

The Center for Arts Education's Career Development Program provides career readiness training and internship opportunities for high school students interested in the creative industries. Join CAE staff in a discussion about this innovative program that engages students in their career development and promotes self-directed and reflective learning while fostering 21st century skills.

National Expectations for Learning in Arts Education: A Call to Action for Arts Education

Gail Kilkelly, Arts Consultant, Vermont Department of Education; Marcia McCaffrey, Arts Consultant, New Hampshire Department of Education; Deb Hansen, President, SEADAE; Frank Philip, Director of National & International Student Assessment, Council of Chief State School Officers; Bob Morrison, Founder, Quadrant Arts Education Research; Student representatives

Join leaders of the State Education Agency Directors of Arts Education (SEADAE), Council of Chief State School Officers (CCSSO), and Quadrant Arts Education Research for a discussion of the work known as the National Expectations for Learning in Arts Education, aimed at setting the direction and goals for a national vision for arts education in the context of the 21st century.

Starting Fast, Finishing Strong: Using the Arts to Achieve America's Critical Education Goals

Michael Sikes, Senior Associate for Research and Policy, Arts Education Partnership

This roundtable continues the discussion begun at the New Orleans Forum and will include members of AEP's Research and Policy Agenda Working Group. Participants will preview AEP's emerging Interactive

Framework for Research and engage in a conversation on how to implement it to achieve maximum impact in the arts education field.

SMALL GROUP DISCUSSION DESCRIPTIONS

FRIDAY, OCTOBER 2, 2009; 2:00 PM – 3:30 PM

FRIDAY, OCTOBER 2, 2009; 3:45 PM – 5:15 PM

SATURDAY, OCTOBER 3, 2009; 1:30 PM – 3:00 PM

How Title I Stimulus Dollars Support Arts Education – an Arizona Case Study

Mandy Buscas, Arts Learning Director, Arizona Commission on the Arts; Lynn Tuttle, Director of Arts Education, Arizona Department of Education

While we often talk about how we can work to “make” Title I and other federal funds support arts education, perhaps we need to flip the question over and ask: How can arts education, in particular, arts integration, support Title I programs? If you are interested in discovering answers to this question, and learning how to support Title I programs artistically in your community, join us for an interactive and lively workshop. Takeaways will include a fun overview of Title I and other federal education programs within *No Child Left Behind*, as well as the building blocks you can use to engage your Title I schools in a dialogue around arts integration.

News You Can Use: Creating an Action Strategy for Leveraging the Release of the NAEP Arts Assessment

Kathi Levin, Consultant to NAEA on Legislative Affairs; Michael Blakeslee, Deputy Executive Director, MENC: The National Association for Music Education; Donna Collins, Executive Director, Ohio Alliance for Arts Education and Ohio Citizens for the Arts; James Palmarini, National Arts Education Policy Liaison, Educational Theatre Association; Mary Crovo, Deputy Executive Director, National Assessment Governing Board

This session will provide an overview of the toolkit that leaders from the Arts Education Legislative Working Group have prepared in conjunction with the June 2009 release of the NAEP Arts Assessment, the Nation's Arts Report Card. Group discussion will focus on identifying ways to leverage the NAEP release as an opportunity for furthering dialogue, media coverage, and policies in support of access to high quality arts education for all students. Beyond the factual information about the NAEP Arts Assessment, the key messages presented within the toolkit will be discussed. It is expected that this will further understanding of how these messages might be used by local, state, and national arts education leaders and advocates. Participants will be asked to create their own action strategy for sharing the results when they return home.

Promising Pathways: Research the Connections Between Arts Education and 21st Century Skills

Kerrie Bellisario, Co-Principal Investigator, Lesley University's Creative Arts in Learning Division; Lisa Donovan, Co-Principal Investigator/Associate Professor and Director, Lesley University's Creative Arts in Learning Division; Monica Prendergast, Assistant Professor, Lesley University's Creative Arts in Learning Division; Lauren Stevenson, Independent researcher and doctoral candidate, Stanford University

Looking through the lens of a teacher, this session examines the correlation between arts integration pedagogical approaches and the achievement of 21st century skills. As part of a two-year study funded by the Ford Foundation, project researchers from Lesley University will share key findings of their first year of research and invite participants to engage in the analysis of their research by using arts-based approaches.

Key Features of U.S. Department of Education Arts Integration Models: Assuring Arts Inclusion in Today's Classrooms

Sibyl Barnum, Director, Arts Impact, Washington State; Kim Leavitt, Director of Arts Education and Director of Commission's Value Plus Schools program, Tennessee Arts Commission; Patti Null, Director, Arts Immersion, New Jersey; Susy Watts, Teaching and Learning, Arts Impact, Washington State

Since 2001, the U.S. Department of Education has granted arts organizations across the country research funds to study ways to assure the arts are a part of the everyday classroom. Three of these granted organizations were selected by the Department for a closer examination of the practices which have made them successful. Working with an observing researcher, the key features of the work in teacher training, coaching, and classroom learning that sustains arts learning over time in schools and communities has been examined and unfolded. As challenging economic times continue, leaders of these organizations reflect on their shared successes and challenges, as well as issues faced by school and community cultures. They will lead discussions on replicability and sustainability of key training and learning features as they apply beyond their programs. Leaders work together with participants to chart fifteen attributes of arts programs designed for 21st century learning.

Building Expertise Across Organizations through Regional Coalitions: Professional Development as Think Tank

Lisa Donovan, Director, Creative Arts in Learning, Lesley University (Friday Session 1 only); Frumie Setchen, NECAP Coordinator, Executive Director, Arts Alliance of Northern New Hampshire; Sherilyn Brown, Director of Education, Rhode Island Council on the Arts; Kristina Lamour Sansone, Associate Professor, Art Institute of Boston and Principal of the Design Education Consultancy; David Marshall, Consultant, Massachusetts Cultural Council; Catherine O'Brian, Arts in Education Coordinator, New Hampshire Council on the Arts; Charlie Washburn, Director, VSA arts of Massachusetts; JR Glover, Director of Education Programs, Jacob's Pillow Dance Festival; Kati Blair, Education Program Manager, VSA arts of Massachusetts; Amy Goldbas, arts education consultant

The New England Consortium of Artist Educator Professionals has developed a regional coalition across six states offering professional development for teaching artists. This session highlights how building on the expertise of strong regional partners can be a catalyst for deepening professional development.

College Board National Task Force on the Arts in Education (one time only)

Pamela Paulson, Senior Director of Policy, Perpich Center for Arts Education; Nancy Rubino, Director, Office of Academic Initiatives, College Board; Robert Lazuka, Professor, School of Art, Ohio University

The College Board created a National Task Force on the Arts in Education to bring together key leaders who could help develop strategies to increase visibility and awareness of the importance of the arts education. The College Board is committed to the principles of access, equity and achievement in all aspects of education. Through the past year, individual and organizational leaders have helped shape the recommendations on the National Task Force on the Arts in Education in the following five areas: Bringing the Arts to Underserved Populations, Influencing Educators, Engaging Students, Creating a Central Resource for Teacher, Students and Administrators, and Affecting Educational Policy. Recommendations in each of these five areas will be shared with participants at the Forum. In particular, this session will focus on policy recommendations the Task Force plans to present to The College Board Trustees in October 2009.

21st Century Professional Development for Arts Educators

Don Glass, Director of Evaluation and Outcomes, VSA Arts; Mary Liniger, Director of Education Services, VSA Arts

Designing instruction for 21st century skills requires 21st century teacher professional development that reflects these learning outcomes. The 21st Century Skills Professional Development e-paper ([P21](#), 2007) recommends in-service approaches that use collaborative learning communities, coaches and mentors, and technological tools to support teachers to integrate these skills into their daily instruction.

The VSA *arts* Communities of Practice features the use of online and tele-conferencing tools to provide high quality, ongoing professional development for its program and affiliate networks. The Communities of Practice is a collaborative *professional learning community* that utilizes instructional coaches to support teaching artists in reflecting on and improving their curriculum and instruction using Universal Design for Learning ([CAST](#), 2008). This presentation compares aspects of this professional development approach to the key characteristics of effective 21st century skills professional development, as well as provides evaluation findings that show what the 21st century Learning and Innovation Skills look like in arts teaching and learning.

District-wide School Reform and the Arts: How San Francisco is Using Art Education to Close the Achievement Gap

Jessica Mele, Program Director, Performing Arts Workshop; Tom DeCaigny, Executive Director, Performing Arts Workshop; Francisca Sánchez, Associate Superintendent of Academics and Professional Development, San Francisco Unified School District; Antigone Trimis, Arts Education Master Plan Implementation Manager, San Francisco Unified School District

San Francisco, CA is home to some of the highest achieving urban schools in California, as well as some of the lowest achieving urban schools in the state. The school district's Arts Education Master Plan and recently adopted strategic plan aim to move *all* San Francisco students toward the 21st Century with a high-quality education. The workshop will begin with a 30-minute presentation of some of the strategies currently being implemented by the SFUSD, including Project ARISE. Participants will then engage in a 30-minute structured group dialogue on how the arts and education reform are intersecting in other districts and schools. The workshop will end with a 30-minute conversation about how the arts can be a vehicle for educational equity and excellence in the 21st Century.

Re-inventing Arts Leadership for the 21st Century (one time only)

Edward P. Clapp, Arts Consultant/Doctoral Student, Harvard University; Ann Gregg, Director of Professional and Community Programs, The Weill Music Institute at Carnegie Hall; Heath Marlow, Director of Development and Artistic Program Administrator, Community MusicWorks; Nancy Kleaver, Director of School Programs, DreamYard Project

In order to provide the most relevant and effective arts teaching and learning for 21st Century students, it is essential to have 21st Century leadership. This small group session will use interactive activities, intergenerational dialogue, and research to challenge the current assumptions of the field and develop a new vision for the arts and arts education. At the heart of this session are three guiding questions: 1) Who will be tomorrow's field leaders, thinkers, and practitioners and how must these individuals be nurtured and fostered today to be most impactful tomorrow? 2) What are the core assumptions of the field and how pertinent are these assumptions in addressing creative leadership in our 21st Century cultural economy? 3) How must the field transform itself to meet the rapidly changing demands of globalization, digital technology, and high stakes testing?

Anchoring Arts Education, The Role of the Elementary School Principal

Una McAlinden, Executive Director, ArtsEd Washington (Washington Alliance for Arts Education)

Barbara Shepherd, Director of National Partnerships, Education Department, The John F. Kennedy Center for the Performing Arts

Without the principal's buy-in, it is challenging – if not impossible – to make a sustainable impact on school-based arts learning. We know that the arts can address some of the issues facing school leaders, but without the principal's ear, we can't make much progress. As schools face continued pressures of standardized testing and tightening budgets, how can we get the principals' attention? What support can we offer principals who may not know where to start? A Washington State program, inspired by AEP research has some ideas to share on the critical traction points that help schools make progress in a systemic way and build internal capacity to teach the arts to all students. In an interactive session, learn how ArtsEd Washington is catalyzing elementary school principals as instructional leaders through their Principals' Arts Leadership program. Discover the results of their evaluation process and discuss how these findings can be applied in your community.

The Power of the Arts in the Professional Learning of Educators

Paul Ammon, Professor, University of California – Berkeley; Louise Music, Arts Learning Coordinator, Alameda County Office of Education; Ann Wettrich; California College of the Arts/Center for Art and Public Life; Tana Johnson, Alameda County Office of Education; Eric Engdahl, California State University East Bay; Dave Donohue, Mills College

In this session we will share how pre-service and in-service educators are learning about the power of arts-based instruction through teacher action research, and we will discuss the relationship between higher education, pre-service teacher preparation, K-12 in-service professional learning, and university researchers. Arts-based approaches to teaching and learning can foster the development of thinking and understanding, but only in the hands of educators who have themselves begun to think outside the usual box in which teachers are regarded merely as talking heads and drill masters, and to understand teaching and learning more deeply. The establishment of a *Teacher Action Research Institute*, together with arts-integrated pre-service preparation programs, will provide a foundation for building a professional community of educators who understand how the arts can help them respond to the learning needs of diverse student populations in the 21st century.