Are We There Yet?

ARTS EVIDENCE

and the Road to Student Success

April 12-13
2012
WASHINGTON, DC.
Director’s Welcome

I am delighted to welcome you to Washington, DC for the Arts Education Partnership Spring 2012 National Forum.

Spring is one of the loveliest times to visit the nation’s capital—a place abundant with the optimism that animated the founders of our republic and the architects of this living city. All along the National Mall, the institutions of government and culture exude a commanding sense of place that tells us that the arts are not a luxury but something essential to the fabric of our country and, at this moment in time, a critical component of a complete education for every child.

We gather together to reaffirm our belief that the arts not only spark the engine of creativity, they are vital cultural signposts for young people, connecting them to their schools, community, and the wider world. The arts ground us through personal expression, add dimension to our workplace and prepare us to understand the ideas at the heart of our republic.

The Forum’s theme was influenced by the mounting body of evidence—rigorous and compelling—that elevates arts education’s vital role in the redesign of our nation’s public education system. National attention is focused on higher learning expectations and more robust, authentic ways to assess, report, and improve educational outcomes for all students. And in response, we have gathered an impressive group of presenters representing local, state, and national organizations who will share how their work in the arts is moving students toward success and transforming communities in the midst of these pressing issues.

AEP is especially delighted to introduce Forum attendees and the nation to a new arts education resource: ArtsEdSearch—the country’s first and only digital research and policy clearinghouse focused entirely on student and educator learning outcomes associated with arts learning in and out of school. Over our two days together, we will explore the changing expectations for teachers and learners with particular focus on how culture, technology, and the arts influence the new horizons for America’s students. We will also delve into how arts education research can be better aligned to address some of education’s most challenging issues such as high school dropout rates and college-and-career readiness.

We are honored to have as our keynote speaker John Merrow, Education Correspondent for the PBS NewsHour and President of Learning Matters, Inc., who will close the Forum with a provocative talk about America’s education crisis and a call to action to energize the 80 percent of U.S. households who do not have children in schools. We follow the keynote with what has now become a National Forum tradition, a reception and book signing where Merrow will share his latest release: The Influence of Teachers: Reflections on Teaching and Leadership (2011).

We hope that the Forum’s meetings with this extraordinary complement of leaders and thinkers will generate new ideas and insights and foster stronger connections with colleagues old and new. Our work is always challenging, but ultimately rewarding as we strive to improve education and our communities. What better place to recommit to that essential goal than in Washington.

Sandra Ruppert
Director, Arts Education Partnership
About the Arts Education Partnership

The Arts Education Partnership (AEP) is dedicated to securing a high-quality arts education for every young person in America.

A national coalition of more than 100 education, arts, business, cultural, government, and philanthropic organizations, AEP gathers and analyzes research and policy information, fosters dialogue about what works in arts education, and supports advocacy for improved education policy and practice. AEP was established in 1995 and is supported by the National Endowment for the Arts and the U.S. Department of Education, in cooperation with the Council of Chief State School Officers and the National Assembly of State Arts Agencies.

Art Education Partnership
One Massachusetts Avenue, NW, Suite 700
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202.326.8693 office
202.408.8081 fax
aep@ccsso.org
Visit our new website! www.aep-arts.org

Special Thanks
National Endowment for the Arts
U.S. Department of Education
Tabatha Gilmore, Destination DC

Is a National Forum in your future?
AEP’s Fall National Forum rotates to different regions of the country; could this be an opportunity for your city or region?

Once a region or community commits to hosting a Forum, a regional Forum planning committee comprising leaders of local and state organizations from multiple sectors works closely with AEP staff and the Forum Committee of AEP’s national Advisory Committee to develop program content, identify local organizations for potential collaboration, and secure local support.

For more information, please contact:
Laura Johnson, Senior Associate for Communications and Partnerships
Arts Education Partnership
One Massachusetts Avenue NW, Suite 700
Washington, DC 20001
202.326.8696
lauraj@ccsso.org

To learn more about AEP, scan here with your smartphone.

Follow us on Twitter: @AEP_Arts
Tweeting during the Forum? Use the hashtag #aepforum

AEP National Forums:
› Attract national leaders in education, arts, business, culture, government, and philanthropy to your area
› Draw national attention to local or state level efforts in the arts and education
› Direct attention to the successes of the local cultural community and its supporting businesses, governmental agencies, private foundations, and educational partners
› Provide opportunities for networking, tourism, and other work facilitated by the presence of the Forum

AEP Staff
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cristined@ccsso.org
Andrea Kreuzer: Program Associate
andreak@ccsso.org
Mary Kuhn: Administrative Assistant
maryk@ccsso.org
## Detailed Program Agenda

**Wednesday, April 11, 2012**

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<th>Time</th>
<th>Event</th>
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<tr>
<td>3:00–6:00pm</td>
<td>Registration</td>
<td>Lower Level Foyer</td>
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**Thursday, April 12, 2012**

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<tr>
<td>7:30–8:30am</td>
<td>Continental Breakfast</td>
<td>Lower Level Foyer</td>
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<tr>
<td>7:30–11:00am</td>
<td>Registration</td>
<td>Lower Level Foyer</td>
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<tr>
<td>8:30–9:30am</td>
<td>Welcome and Overview</td>
<td>New Hampshire Ballroom</td>
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<td><strong>Sandra Ruppert:</strong> Director, Arts Education Partnership</td>
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<td><strong>Rocco Landesman:</strong> Chairman, National Endowment for the Arts</td>
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<tr>
<td>9:30–9:45am</td>
<td>Student Performance</td>
<td>New Hampshire Ballroom</td>
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<td><strong>Positive Directions through Dance (PDTD)</strong></td>
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<td>Positive Directions through Dance, Dance Institute of Washington</td>
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**Positive Directions through Dance (PDTD)**, a program of the Dance Institute of Washington together with the DC Department of Employment Services, is a recipient of the 2011 National Arts and Humanities Youth Program Award from the President’s Committee on the Arts and the Humanities. PDTD provides daily, year round, high quality training in dance techniques, styles, and history to 30 DC high school students from low income households. Dance education is coupled with life skills development—students participate in workshops on topics such as nutrition, anger management, financial literacy, and conflict resolution. PDTD also offers its students tutoring and various other wrap-around services, ensuring the development of the whole child as the students work their way through high school and prepare for college, trade schools, employment, or other next steps in life. PDTD gives young students a safe environment in which they can grow, one in which dance is a method to “get away,” release, and be themselves.

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<td>9:45–10:00am</td>
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<tr>
<td>10:00–11:30am</td>
<td>Opening Plenary Session: Where the Rubber Meets the Road: Using Evidence-based Arts Research to Inform Education Policy and Practice</td>
<td>New Hampshire Ballroom</td>
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**Introduction:** **Doug Herbert:** Special Assistant, Office of Innovation and Improvement, U.S. Department of Education

**Moderator:** **Virginia Edwards:** President, Editorial Projects in Education and Editor-in-Chief, *Education Week* and edweek.org

**Panelists:** **John Q. Easton:** Director, Institute of Education Sciences, U.S. Department of Education; **Rachel Goslins:** Executive Director, President’s Committee on the Arts and the Humanities; **Jean Hendrickson:** Executive Director, Oklahoma A+ Schools; **Cassius O. Johnson:** Associate Vice President, National Policy, Jobs for the Future

Recent research is shedding new light on the status and condition of arts education in America’s public schools. Meanwhile evidence continues to mount about the educational benefits of learning in and through the arts for all students. What impact has this research had on informing federal, state, or local education policy and practice decisions, and what are its implications for future decisions? How can arts education research be better aligned to address some of education’s most challenging issues, such as reducing high school dropout rates and ensuring that all students leave school ready for college and careers? What are the priority areas to investigate that new research in the arts should address? Hear the perspectives of national leaders and join the discussion that is taking place at the intersection where research meets policy and practice.

**Virginia Edwards** has been the Editor of *Education Week*—the premier “newspaper of record” for precollegiate education in the United States—since 1989. The newspaper covers policy developments in K-12 education and is read in print by nearly 250,000 readers and has an online community of nearly 1.2 million. The newspaper also publishes the yearly reports Quality Counts, Technology Counts, and Diplomas Count. Edwards is also President of Editorial Projects in Education (EPE), the nonprofit corporation that publishes *Education Week* and edweek.org. She has held the post since 1997.

Before joining EPE, Ms. Edwards worked for two years for the Carnegie Foundation for the Advancement of Teaching and was an editor and reporter for 10 years at *The Courier-Journal* in Louisville, KY.

A frequent speaker on education policy and media issues, Ms. Edwards serves on the boards of several nonprofit organizations, including the Center on Education Policy and the Center for Teaching Quality.
John Q. Easton directs the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education that includes the National Center for Education Statistics and the National Center for Education Research.

Easton was previously the executive director of the Consortium on Chicago School Research at the University of Chicago. He served in several research capacities with the Chicago Public Schools (CPS), and also as director of research for the Chicago Panel on School Policy.

In 2008, Easton was awarded a presidential citation from the American Educational Research Association for “research leadership and evaluation studies focused on improving the nature and quality of education in a large urban city.”

Easton holds a Ph.D. in measurement, evaluation, and statistical analysis from the University of Chicago. He is the author or coauthor of numerous reports, articles, and books, including *Charting Chicago School Reform: Democratic Localism as a Lever for Change*.

Rachel Goslins is the Executive Director of the President’s Committee on the Arts and the Humanities, the advisory committee to the White House on cultural issues and policy questions in the arts and humanities. Goslins is a documentary director/producer and arts administrator. Her feature films include *Bama Girl*, an award-winning documentary following a black woman running for homecoming queen at the University of Alabama; and *Besa: The Promise*, a film about Albanian Muslims who saved Jews during World War II. She has worked on productions for National Geographic, Discovery, PBS, A&E, and the History Channel, as well as serving as the Programming Director for the Impact Film Festival, and as Director of the Independent Digital Distribution Lab, a joint PBS/ITVS project focused on distributing independent films online. Prior to her film career, Goslins was an international copyright attorney in the Office of Policy and International Affairs in the U.S. Copyright Office and for the law firm of Gibson Dunn & Crutcher.

Jean Hendrickson is Executive Director of Oklahoma A+ Schools, where she is responsible for overseeing the development of the state network, as well as for participating in the larger national network and international partnerships. Hendrickson has been a principal of three elementary schools in Oklahoma City as well as the Arts in Education Coordinator for Putnam City Schools. She has taught preschool, kindergarten, third grade, fourth grade, and has taught at a Title I Learning Center. She has been a trainer for the National Core Knowledge Foundation. Hendrickson is the recipient of many honors and distinctions, including the Department of Education’s National Distinguished Principal in 2001 and the 2003 Medal of Excellence in Administration from the Oklahoma Foundation for Excellence.

As the Associate Vice President for National Policy, Cassius O. Johnson leads the development of Jobs for the Future’s (JFF) education policy, advocating nationally for policies that improve pathways to and through college for youth and adults. His work includes advancing policies that improve the educational options and outcomes for the large and growing numbers of low-income youth and adults struggling in today’s economy.

Johnson joined JFF in 2005 and in 2010, he testified before the Senate Health, Education, Labor, and Pensions committee on improving America’s secondary schools. Before joining JFF, Mr. Johnson was chief of staff for a member of the Texas House of Representatives. He handled legislation on the quality of education available to out-of-school youth populations and organized a statewide legislative summit to launch reform efforts.

Mr. Johnson holds degrees in liberal arts and political science and also a master’s in Public Affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas.
11:30–11:50am  Lunch Begins  
Lower Level Foyer

11:50am–1:20pm  Lunchtime Plenary Session: The Road Untraveled: The Launch of ArtsEdSearch, the Nation’s New Digital Roadmap for Research and Policy  
New Hampshire Ballroom

**Presenters:** Ethan Clark: AEP Graduate Intern, American University; Andrea Kreuzer: Program Associate for Research and Policy, Arts Education Partnership; Sandra Ruppert: Director, Arts Education Partnership; Dr. Lauren Stevenson: Independent Consultant

**Remarks:** Jim Shelton: Assistant Deputy Secretary for Innovation and Improvement, U.S. Department of Education

Undoubtedly, there is a plethora of good arts education research out there, but one must search far and wide to obtain it AND make sense of it…until now. Imagine a one-stop shop designed to meet your arts education research and advocacy needs and help you tackle some of the biggest challenges facing students and educators today. Come learn about AEP’s new ArtsEdSearch—the nation’s first digital research and policy clearinghouse focused entirely on student and educator outcomes associated with arts learning in and out of school. Get ready to test-drive this unique resource and explore its complementary 2012 State Policy Database to see how you can use evidence-based research and state policy information in your work.

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1:20–1:30pm  Break

1:30–3:00pm  Breakout Session 1: Small Group Sessions  
Breakout Rooms

See pages 8-12 for session descriptions and locations.

3:00–3:30pm  Nibble & Network  
Lower Level Lobby

Take a break and catch up with colleagues over a cup of coffee and a light snack.

3:30–5:00pm  Breakout Session 2: Small Group Sessions  
Breakout Rooms

See pages 8-12 for session descriptions and locations.

6:00–8:00pm  Opening Reception  
Anderson House  
2118 Massachusetts Avenue, NW  
Washington, DC 20008

**Anderson House,** built between 1902 and 1905 in the heart of Dupont Circle, was designed in the Beaux Arts style as the winter home of Larz Anderson III, an American diplomat, and his wife, Isabel, an author and Red Cross volunteer. The Andersons built their winter residence in Washington, DC so that the rising diplomat could entertain American and foreign dignitaries. The home hosted diplomatic and inaugural receptions, formal dinners and luncheons, and also concerts for guests such as Presidents William H. Taft and Calvin Coolidge. The eclectic interiors of this fifty-room mansion are dominated by English and Italian influences that include carved wood walls, gilded papier-mâché ceilings, ornate iron staircases, and intricate marble floors. Anderson House has been the headquarters of the Society of the Cincinnati since 1938, is designated as a National Historic Landmark, and is listed on the National Register of Historic Places.

Don’t miss AEP’s inaugural silent auction benefiting the AEP Youth in Arts Program at tonight’s opening reception. The Youth in Arts program is responsible for bringing you many treasured National Forum highlights including the Young Artist Award, student performances, graduate student volunteers, and student photographers. Bidding begins at 6:00pm and closes at 7:30pm. Forum badges or paid guest tickets are required for admittance.

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**Are We There Yet?**

Candice Collins  
12th grade  
Northwest High School  
Germantown, MD
Friday, April 13, 2012

7:30–8:30am  Continental Breakfast  
Lower Level Foyer

8:30–9:00am  Overview of the Day  
New Hampshire Ballroom  
Sandra Ruppert: Director, Arts Education Partnership

9:00–9:20am  Student Performance  
New Hampshire Ballroom  
A Place To Be, Middleburg, VA

In a world of superficiality, A Place to Be Music Therapy (APTB) teaches people to cultivate empathy and is dedicated to inspiring and transforming the lives of people who live with physical and emotional challenges. The organization’s work utilizes music, theatre, movement, and socialization to integrate people with all forms of physical and emotional challenges to work together to accomplish something greater than themselves.

Founded and directed by Tom Sweitzer, MT-BC (music therapist), APTB works under the premise that gifts come in many shapes and sizes. In a world that often lacks compassion, understanding, and acceptance, APTB provides opportunities for those whose gifts may not be as readily apparent. APTB provides the opportunity for each individual to discover and understand his or her unique contribution and connection to the world to better navigate the future.

9:20–9:45am  Presentation of Young Artist Award Winner  
New Hampshire Ballroom  
Awardee: Cesar Alvarado: Northwest High School, Germantown, MD

9:45–10:00am  Break

10:00–11:30am  Morning Plenary Session: Shifting Gears: The Accelerating Pace of Education Reform and Implications for the Arts  
New Hampshire Ballroom

Moderator: John Merrow: Education Correspondent, PBS NewsHour and President, Learning Matters, Inc.

Panelists: Dennis Inhulsen: Principal, Patterson Elementary School, Holly, MI, and President-elect, National Art Education Association; Valerie Strauss: Education Writer, The Washington Post; Gene Wilhoit: Executive Director, Council of Chief State School Officers

Speed up or slow down? Many people—including policymakers, administrators, educators, parents, and students—are not quite certain how best to navigate the twists and turns of today’s complex education reform agendas. But what most people are certain of is that the pace of change is constant and the consequences significant. What are the major demographic, political, technological, and economic forces shaping today’s education environment? Will the current emphasis on innovation in education help close achievement gaps and ensure that all students acquire the knowledge and skills needed to succeed in school, life, and work? Will the road lead to a complete and comprehensive education for every child that includes the arts? Listen to a variety of perspectives on the issues and come away better prepared to take the wheel for the journey ahead.

John Merrow is an education correspondent for PBS NewsHour and the president of Learning Matters, Inc., an independent, non-profit media production company focused on education. Merrow began his career as an education reporter with National Public Radio in 1974 and later branched out into public television as the host of the documentary series The Merrow Report. He is the only reporter to have interviewed every U.S. Secretary of Education.

Merrow has received prestigious awards such as the George Foster Peabody Award and the James L. Fisher Award for Distinguished Service. He is a frequent contributor to USA Today, The Washington Post, and Education Week and maintains a weekly blog, Taking Note.

A noted author, Merrow’s latest book, The Influence of Teachers: Reflections on Teaching and Leadership (LM Books, 2011), examines ways in which schools and teachers can change to keep up with the current educational landscape, and offers possibilities and solutions for a new education system.

Dennis Inhulsen is the principal of Patterson Elementary School in Holly, Michigan and is also the 2011-2013 president-elect of the National Art Education Association (NAEA). He will assume the presidency of the NAEA beginning in March of 2013 and will serve through March 2015. Inhulsen has been a member
of NAEA since 1980, and has served in a number of national volunteer leadership positions including the NAEA Governing Board and its Executive Committee and as vice president of the Western Region.

Inhulsen has served as the principal of Patterson Elementary School since 2006. Previously, he served as director of the Wellspring Alternative School for five years, and spent 21 years as a K-12 art educator and college instructor. He is a member of the Michigan Art Education Association where he served as the president, newsletter and web editor, conference chair, and presenter. He received his BFA and MA degrees from Michigan State University and Education Specialist degree from Oakland University.

Valerie Strauss has been an editor and reporter at The Washington Post since April 1988. She joined The Post as an assistant foreign editor for Asia, during which time she conceived and oversaw award-winning projects on the plight of women around the world and China’s Cultural Revolution. She then moved to Metro, covering local and national education issues. In 2001 she co-founded the paper’s Schools & Learning page, which focuses on what and how people learn.

In 2009, Strauss began The Answer Sheet blog for The Post about key education issues of the day. Strauss also publishes guest pieces on a wide range of education subjects.

Prior to The Post, Strauss was a journalist for Reuter’s Washington bureau, United Press International, and The Los Angeles Times. She received a bachelor’s degree in archaeology from the University of Miami and a master’s degree from Northwestern University. She is married with two highly amusing teenaged girls.

Gene Wilhoit, Executive Director of the Council of Chief State School Officers, began his career as a social studies teacher in Ohio and Indiana. He previously served as a program director in the Indiana Department of Education, a special assistant in the U.S. Department of Education, and as the executive director of the National Association of State Boards of Education (NASBE). After NASBE, Gene directed the Arkansas Department of Education and was deputy commissioner and commissioner of the Kentucky Department of Education. In those positions, he shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs, and reorganized state agencies to focus on service and support.

Gene holds degrees from Georgetown College and Indiana University. He is a member of numerous education organizations, has served on national and state commissions, and has written and spoken on a host of education issues. He and his wife, Rebecca Campbell Wilhoit, have three children: Christopher, Kara and Jason.

11:30–11:45am Lunch Begins Lower Level Foyer
11:45am–1:15pm Breakout Session 3: Lunchtime Roundtable Discussions Breakout Rooms
See pages 8-12 for session descriptions and locations.
1:15–1:30pm Break
1:30–3:00pm Breakout Session 4: Small Group Sessions Breakout Rooms
See pages 8-12 for session descriptions and locations.
3:00–3:30pm Nibble & Network
Take a break and catch up with colleagues over a cup of coffee and a light snack.
3:30–5:00pm Closing Plenary Session: All Together Now: “Energizing the 80” to Support Real Innovation in America’s Schools New Hampshire Ballroom

Keynote Speaker: John Merrow: Education Correspondent, PBS NewsHour and President, Learning Matters, Inc.

Introduction: Jonathan Katz: Executive Director, National Assembly of State Arts Agencies

John Merrow sheds new light on America’s state of education and urges collective action to “energize the 80”—the estimated 80 percent of U.S. households without children in schools whose influential voices and votes have the power, he believes, to alter public education and strengthen arts programs in our nation’s schools. Drawing from decades of work in classrooms across the country and education policy debates on Capitol Hill, Merrow will share his perspective on what real innovation looks like in America’s schools and the formula for ensuring that all children have a level playing field to truly excel.

5:00–6:30pm Closing Reception and Book Signing M Brasserie Restaurant, Main Level
# Breakout Sessions at a Glance

## BREAKOUT SESSION 1: SMALL GROUP SESSIONS

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<th>Topic</th>
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<tr>
<td>Did They Get It? Measuring the Success of Drama for Critical Literacy in the Building Bridges Early Childhood Program</td>
<td>Thursday, April 12</td>
<td>1:30–3:00pm</td>
<td>Dupont</td>
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<tr>
<td>Driving the New Model: The Next Generation Arts Standards Project</td>
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<td>City Center Two</td>
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<tr>
<td>Improving the Assessment of Student Learning in the Arts: Research from the National Endowment for the Arts</td>
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<td>Foggy Bottom</td>
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<td>Perspectives from the Arts-based I3 Grants: The Critical Role of Evaluation Research</td>
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<td>Potomac</td>
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<td>Student Success: Where Are We Going?</td>
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<td>Private Dining Room</td>
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<td>Transforming Middle Schools through the Arts: A School Arts Support Initiative</td>
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<td>Zero to Fifty: Creating Policy for Effective Change (Speed Dating with Policy Wonks)</td>
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## BREAKOUT SESSION 3: LUNCHTIME ROUNDTABLE DISCUSSIONS

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<tbody>
<tr>
<td>Cross-Site Reflections: Lessons from the Arts in Education Model Development and Dissemination Grant Outcomes</td>
<td>Friday, April 13</td>
<td>11:45am–1:15pm</td>
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<tr>
<td>Driving Community Leadership Around 21st Century Learning in Arts Education</td>
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<td>Hartford Performs: Inspiring Students’ Success through the Arts</td>
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<td>Pennsylvania’s Arts and Education Initiative: Building Public and Policymaker Support for Arts Learning</td>
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<td>Promising Evidence in Promoting Early Literacy through the Arts</td>
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## BREAKOUT SESSION 4: SMALL GROUP SESSIONS

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April 12-13 • Washington, DC
SMALL GROUP SESSIONS:

Did They Get It? Measuring the Success of Drama for Critical Literacy in the Building Bridges Early Childhood Arts Integration Program of the Fulton Theatre of Lancaster, Pennsylvania

Jennifer Ridgway: Director of Education and Outreach, and Cory Wilkerson: Arts Assessment Consultant and Teaching Artist, Fulton Theatre

This interactive session uses data and artifacts from a dynamic early learning program of arts integration to share the story of the development of an assessment tool to measure student growth and learning in the Building Bridges Early Childhood Arts Integration Program. Learn how the process of creating an evaluation tool helped to shape and change the program's curriculum and instruction. Come join the presenters as they share their experiences in creating effective arts integration. Warning: this session depends heavily on action, dialogue, sharing, and cute kids doing some serious learning in the arts!

Breakout Session 1: Dupont
Breakout Session 2: Private Dining Room

Driving the New Model: The Next Generation Arts Standards Project

Amy Charleroy: Associate Director, Office of Academic Initiatives, The College Board; Dennis Inhulsen: Principal, Patterson Elementary School, Holly, MI and President-Elect, National Art Education Association; Susan McGeevy: Past President, National Dance Education Organization; James Palmarini: Director of Educational Policy, Educational Theatre Association; Pamela Paulson: Senior Director of Policy, Perpich Center for Arts Education; Nancy Rubino: Senior Director, Office of Academic Initiatives, The College Board; Scott Shuler: President, NAfME: The National Association for Music Education

The 1994 voluntary National Standards for Arts Education have served as the guide for the creation of state-level standards in 49 states. The National Coalition for Core Arts Standards (NCCAS), a partnership of eight organizations, is creating new standards that will re-affirm the arts (dance, media arts, music, theatre, and visual arts) as a core academic subject area in the well-rounded curricular education of K-12 students. Join NCCAS representatives for an overview and Q&A about the Next Generation Arts Standards Project. We’ll talk about the history of arts standards and the rationale for new ones; the project’s foundational research and how it will inform the new standards content and structure; the overarching framework that is guiding the writers; the web-based design that will house the new standards; and the project’s work plan, vetting process, and state-level adoption strategy. NCCAS welcomes and needs input, so come prepared with questions.

Breakout Session 1: City Center Two
Breakout Session 4: Potomac

Improving the Assessment of Student Learning in the Arts: Research from the National Endowment for the Arts

Daniel Beattie: Interim Director of Arts Education, National Endowment for the Arts; Sharon Herpin: Senior Research Associate, WestEd

The NEA commissioned WestEd to collect, analyze, and report information about current practices and professional needs related to the assessment of K-12 student learning in the arts. Results of a nationwide survey completed by nearly 3,750 policymakers, educators, arts, and cultural organization staff, and researchers found that the arts education field is eager to assess student learning. Survey respondents reported using a variety of assessment tools to collect data for multiple purposes. However, the field needs further guidance and assistance to implement high-quality assessment practices. Other key study findings will be highlighted. A discussion and response to the study’s findings will follow the session.

Breakout Session 1: Foggy Bottom
Breakout Session 4: Private Dining Room
Is it Time for a National Coalition for Arts Integration? A Conversation Between State Programs and a Graduate Research Team

Dr. Sarah B. Cunningham: Executive Director, Research, VCU School of the Arts; Bethany France: Arts in Education Director, Louisiana Division of the Arts; Jean Hendrickson: Executive Director, Oklahoma A+ Schools; Kim Whitt: Arts in Education Manager, Mississippi Arts Commission; Lauren Austin, Cindy Eide, Jessica Evans, Elaina Fejes, Luke Meeken, and Jesse White: M.AE. Candidates, VCU School of the Arts

This session is intended to spark a robust conversation between graduate researchers, arts integration program directors, and the general AEP community regarding the role and value of arts integration as one crucial component of the arts learning ecosystem. While the session is intended to provide substantial information, we will also invite an open discussion on how to strengthen arts integration through research partnerships while providing compelling evidence for the value of arts in American learning.

Breakout Session 1: Potomac
Breakout Session 4: City Center Two

The Kennedy Center’s Changing Education through the Arts Program: Process Evaluation to Prepare for the Future

Ivonne Chand O’Neal: Director of Evaluation, and Amy Duma: Director, Teacher and School Programs, The John F. Kennedy Center for the Performing Arts

The Kennedy Center’s Changing Education Through the Arts program (CETA) is based on national, state, and local academic standards combined with best practices in the field. CETA creates intensive professional learning in arts integration which is designed to promote sustained inter-school change in the ways in which teachers teach and students learn. The program works with over 400 educators in 16 schools in Virginia, Maryland, and D.C. The Kennedy Center has commenced a multi-year quasi-experimental examination of the impact of this program across its constituents. This session offers a summary of the first phase of inquiry: focus groups. The groups were conducted with teachers and principals to discuss such themes as: CETA impact on student learning, recommended changes to current program design, and how to bolster institutional support of arts-integrated instruction.

Breakout Session 1: Potomac
Breakout Session 4: City Center One

Perspectives from the Arts-based i3 Grants: The Critical Role of Evaluation Research

Thomas Cahill: President & CEO, Studio in a School; Don Glass: Independent Education Consultant; Susanne Harnett: Evaluator, Metis Associates; Rob Horowitz: Evaluator, ArtsResearch; Paul King: Director of Arts Education, NYC Dept. of Education; Jennifer Raine: Director of Special Programs, Manhattan New Music Project; Jan Norman: National Director of Education, Research, and Professional Development, Young Audiences/Arts for Learning

In the current funding and accountability climate, increasingly rigorous program research and evaluation are becoming an expected part of educational program designs. This session will share program and evaluation knowledge and practices from the large-scale arts education initiatives funded by the U.S. Department of Education’s Investing in Innovation (i3) grant program. The panel and integrated group discussion will explore the initial challenges of developing a successful proposal, and then highlight factors about innovative program and research designs that may help other organizations build their capacity to do this level of work.

Breakout Sessions 1 and 2: City Center One
Breakout Session Descriptions (continued)

Student Success: Where Are We Going?

Jessica Mele: Executive Director, Performing Arts Workshop; Louise Music: Arts Learning Coordinator, Alameda County Office of Education and Project Director, Alliance for Arts Learning Leadership; Dr. Larry Scripp: Founder and Senior Researcher, Center for Music in Education, and Co-Principal Investigator for CAPE’s PAIR project

When it comes to student success, how will we know we are there yet if we are uncertain of where we are going? Three programs that have collected a decade’s worth of data on the impact of arts learning and arts integration on student achievement have begun to re-examine our destination. Is success defined by test scores alone an adequate measure of student growth? As education reform advocates move toward alternative assessments of student growth, arts education researchers are also exploring new ways of defining and measuring student success. Participants will hear from representatives from three model programs and learn about their data and alternative assessments. We will consider how what we have learned can inform data collection in arts learning and new common core standards and assessments. The presenters will reveal new models of multivariate analyses appropriate for judging the impact of arts integration on school performance and explore the policy implications of this research.

Breakout Session 1: Private Dining Room
Breakout Session 2: Dupont

Transforming Middle Schools through the Arts: A School Arts Support Initiative

Russell Granet: SASI School Coach and Independent Consultant; Laura Mann Hill: Teacher, Middle School 57, Brooklyn, NY; Dr. Jerry James: Director of Teaching and Learning, The Center for Arts Education; and Dr. Eva Pataki: Project Director, SASI/School Projects, The Center for Arts Education

The story of the School Arts Support Initiative (SASI) serves as an exemplar of dynamic urban middle grades communities that seek to build and sustain a rich and holistic education for all their students in an era defined by high-stakes accountability. In 2008, the Center for Arts Education (CAE) was awarded a U.S. Department of Education Arts in Education Model Development and Dissemination grant to launch a multi-year research project in four Title I New York City middle schools with little or no arts education.

SASI was created to:

- Help underserved schools develop, enhance, and sustain instruction in and through the arts
- Gauge the impact of sequential arts education on student learning, teacher performance, school climate, and community involvement
- Disseminate emerging promising practices

Presented results include:

- Improved student attendance and behaviors
- Greater proficiency on local and standardized tests
- Enriched teaching and learning
- Transformed school environments

Breakout Sessions 2 and 4: Foggy Bottom

Zero to Fifty: Creating Policy for Effective Change (Speed Dating with Policy Wonks)

Richard Baker: Louisiana SEADAE member, Louisiana Dept. of Education; Robert Duncan: Arts and Humanities Consultant, Kentucky Dept. of Education; Christie Lynch: North Carolina SEADAE member, North Carolina Dept. of Public Instruction; Marcia McCaffrey: SEADAE President-elect, New Hampshire Dept. of Education; Lynn Tuttle: SEADAE President, Arizona Dept. of Education

Policy drives practice. This interactive session will investigate how policy drives educational practice at the local, state, and national levels and how language dictates policy interpretation, implementation and compliance models. Come speed date with state policy wonks who know the ins and outs of policy development. Learn how policy is developed and how ideas can be turned into policy statements. This session is organized in three parts: 1) “speed dating”; 2) large group discussion with key points delivered by speakers and questions from the audience; and 3) a role reversal opportunity where five participants present...
an idea to a small group of attendees, one they see as potential policy. During this last segment, small group discussion will be led by presenters. By using small group and large group configurations, this session is sure to engage your inner policy wonk and your outer connections to the world of policy.

**Breakout Session 2: City Center Two**

**Breakout Session 4: Dupont**

**LUNCHTIME ROUNDTABLE DISCUSSIONS:**

**Cross-Site Reflections: Lessons from the Arts in Education Model Development and Dissemination Grant Outcomes**

Christine Leow: Senior Research Associate, and Stephanie Saunders: Research Associate, Branch Associates, Inc.

The Arts Education Model Development and Dissemination (AEMDD) grant program provides support for education models that strengthen and integrate arts into elementary and middle school core academic curriculum. AEMDD grantees are required to document outcomes and disseminate the results of their arts integration models over the three years of their grant cycles. Grantees report students’ standardized test scores and other outcome data specific to their projects’ objectives. Outcomes for the 2001 to 2006 grantees (N=105) were systematically analyzed. This session will review key findings from this cross-site analysis, outline areas in need of further investigation, offer suggestions for improving the evidence base, and provide leaders in the field an opportunity to reflect on the path forward. Findings and recommendations in this session can serve as a guide for improving future arts integration research and programs.

**Breakout Session 3: Foggy Bottom**

**Driving Community Leadership Around 21st Century Learning in Arts Education**

Mike Blakeslee: Deputy Executive Director, National Association for Music Education (NAfME); Barbara Stein: Director, Strategic Partnerships, Partnership for 21st Century Skills (P21)

A profound gap exists between the knowledge and skills most students learn in school and those needed for success in their communities and workplaces. The Partnership for 21st Century Skills recognizes that educational transformation—which can bridge this gap—requires the commitment and involvement of a broad range of community stakeholders. This session explores how arts-based organizations can play a leading role in driving community conversations around 21st century skills. Additionally, it will focus on leveraging the resources of arts educators and organizations to foster new connections that bring creativity and innovation to the forefront of 21st century readiness for every young person. Participants will tackle the following questions: What kinds of creative and collaborative partnerships are necessary to keep arts education strong in our schools for their essential and intrinsic value in building 21st century skills? What is the role of community and arts organizations in implementing and supporting 21st century learning?

**Breakout Session 3: Potomac**

**Hartford Performs: Inspiring Students’ Success through the Arts**

Sharon Bailey: Art Teacher, Hartford Public Schools; Jackie Coleman: Interim Executive Director of Hartford Performs and Senior Executive Advisor for the Arts, Hartford Public Schools; Jaclynn Hart: Arts Education Specialist, Hartford Performs; Khaiim Kelly: Rapoet; Emily Pacini: Assistant Museum Educator for Community Programs, Wadsworth Atheneum Museum of Art

*Hartford Performs: Inspiring Students’ Success through the Arts* will be an interactive session focused on understanding the re-imaging of arts education in Hartford, CT schools. Recognizing the potential of the arts to support student achievement, in February 2009, the Hartford Public Schools superintendent convened the Hartford Public Schools Task Force on the State of the Arts, composed of stakeholders that included principals,
parents, board of education members, teachers, a state-level representative, and arts organizations. The Task Force presented a report that focused on the arts as an integral part of students’ academic development and outlined a major community partnership model. This session will model Hartford’s collaborative approach to arts education: a rap artist will outline the system build of Hartford Performs in a rap performance, an arts organization representative will share thoughts on capacity building, and an art teacher will talk about building culture at the school level.

Breakout Session 3: City Center Two

Promising Evidence in Promoting Early Literacy through the Arts: Art as a Way of Learning

Rebecca L. Gorton, M.ED: Administrator Emeritus, Early Childhood Education and Founding Director, Northampton Community College, Bethlehem, PA; Roger D. Phillips, Ph.D: Development Psychologist and Evaluation Consultant; Patricia Pinciotti, Ed.D.: Professor, Early Childhood & Elementary Education, East Stroudsburg University, PA

Art as a Way of Learning® (AWL), developed at Northampton Community College’s early childhood (ECE) department, places the arts at the center of teaching and learning, providing young children with multiple opportunities to inquire, represent and communicate meaning across all curricular domains; develop critical and creative thinking skills; and engage in collaborative learning relationships with peers, teachers, and community artists. Our initial investigation, Promoting and Supporting Early Literacy through the Arts (PASELA), used the AWL framework to provide an arts-integrated ECE experience to enhance the literacy and school readiness of 200 at-risk children attending community-based preschools. ECE teachers and childcare staff, community artists, and early intervention specialists received AWL training and formed partnerships to integrate the arts across the ECE curriculum. Results indicated statistically significant improvements in young children’s emergent literacy on a number of measures after participation in PASELA.

Breakout Session 3: Dupont

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Breakout Session 3: City Center One

Mark your calendars for these upcoming AEP National Forums:

FALL 2012 NATIONAL FORUM
Chattanooga, TN: September 13-14

SPRING 2013
NATIONAL FORUM
Washington, DC: April 4-5

FALL 2013 NATIONAL FORUM
Pittsburgh, PA: October 17-18
There’s nothing else like it in the field.

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Young Artist Award Winner

Cesar Alvarado
Age 18 • 12th grade
Northwest High School, Germantown, MD

INTERVIEW WITH THE ARTIST:

Why is art important to you?
[It’s a way to share an idea or express yourself in some way. I love doing a project that shares an important idea. I’ve always loved doodling, but once I got to high school and took foundations of art, I took it more seriously and started doing other forms of art. I didn’t have art classes in middle school; high school was the first time I had art. I took the sculpture class, and then the digital art class and fell in love with it. I’m getting ready to go to college and since I really like working with computers, I might go into film or something else.

What does it take to be a successful student?
Putting effort in everything you do. When it comes to art, you should just not be afraid to take risks or share an idea. Having a good teacher always helps. I fell in love with art because my teacher, Ms. Hess, is really awesome.

How would you define a successful school?
A school that cares about its students, encourages interaction, and is ready to challenge its students. What I like about my school is that I really get to know all of my teachers, especially my art teachers. In every class we get a lot of feedback, and it’s easy to reach out [to teachers] if we have any problems. Teachers give students a lot of opportunity for support, whether it’s before school, after school, or during lunch.

What makes a good art teacher?
What I really like about Ms. Hess is that she really pays attention to each student individually and knows what each student is good at, notices the weaknesses, and helps. Overall, a good teacher is one that cares about students and provides feedback, one that enjoys teaching. You can tell when teachers enjoy doing their job. You have teachers that incorporate fun projects into their curriculum or ones that take the extra step to reach out to their students on every step of the way.

How might you use your art skills in a career or in other aspects of your life?
Going into film, I would love to be the guy behind the camera, the producer, and director and to travel the world. When it comes to art and film, they are very much connected. A lot of the steps I would take in film would also be influenced by different art forms. There are a lot of foundations that you learn in studio art that also apply to digital projects such as composition, symmetry, color patterns. You have different compositions in different shots and different color schemes. You would have to do your research, look into the story, and make a story board, which is drawing what you’re going to be filming.

Besides art, what are some of your other interests?
I really enjoy sports, especially soccer. I’m a huge fanatic when it comes to that. Of course, going into film, I love movies, like documentaries and foreign films. Music is also a large inspiration for me; music is the first thing I come to when I’m doing work.

What would you want other people to know about you as a student artist?
That anybody can be an artist. I was inspired by art not too long ago; anybody can be an artist!