DIRECTOR’S WELCOME

The Chattanooga slogan beckons, Take Me There! So here we gather during National Arts in Education Week within the great state whose name originated from the old Yuchi Indian word, Tana-see, meaning “The Meeting Place.” And what a glorious meeting place it is—alive with the arts and teeming with the natural marvels of Ruby Falls at Lookout Mountain, Rock City with its ancient rock formations, and the breathtaking Tennessee River.

We chose Chattanooga for its southern charm, inherent beauty, and for the city’s unique efforts to revitalize its economy and culture through the arts. Tennessee has much to share with us: the state was one of the first Race to the Top recipients, and its new fine arts assessment plan has earned praise from education leaders across the country. Most notably, in the past decade, Tennessee has made remarkable progress in narrowing the achievement gap between high and low poverty students all while raising the graduation rate by double digits.

Chattanooga has indeed captured the hearts and the headlines of the nation with its ingenuity, creativity, and pure grit in reinventing itself—an inspiring renaissance story that holds lessons for all of us committed to reimagining a world class education with the arts at the core.

Our host city embodies the essence of our Fall 2012 National Forum theme Arts Learning Without Borders. It shows us what happens when we push beyond real or imagined boundaries and embrace the arts as vital to the human spirit, essential to the healthy development of every child, and powerful in driving our economy. Chattanooga is proof positive that art works, which is why I am delighted to open our Forum with Chairman Rocco Landesman of the National Endowment for the Arts who will deliver an address on transforming our schools through arts education.

With the school year in full swing, we are excited about our opening plenary which will offer an overview of the implementation of the Common Core State Standards and what they mean for arts learning. Also top of mind for every school and every parent is the proliferation of bullying—a national crisis that we will address through arts-centered solutions during Friday morning’s plenary session. In our closing plenary on Friday afternoon: Healthy Partners: Why the Arts Matter to Medicine, we examine how the arts are improving the practice of medicine.

I am confident that the extraordinary leaders we’ll hear from these next two days will expand our thinking, spark new ideas, and deepen connections that will help us all achieve our common goal—helping every child realize his or her full potential.

While you’re here, grab a Southern inspired treat like a moon pie or RC Cola, skip across the Walnut Street Bridge, take a stroll by the revitalized downtown waterfront, and enjoy all the Southern comforts and joys in this renaissance city.

Sandra Ruppert
Director, Arts Education Partnership
Dear Friends:

On behalf of the great State of Tennessee, I am pleased to extend a warm welcome to the participants and guests of the Arts Education Partnership 2012 National Forum.

I hope this time provides you with ample opportunity to meet with friends and colleagues while making new acquaintances. May you find encouragement as you listen to speakers, participate in sessions, and interact with others in the field. If you have the chance, I hope you will take time to enjoy Chattanooga and all it has to offer.

Again, welcome to Tennessee. Crissy and I send our best wishes.

Warmest regards,

Bill Haslam
Governor, State of Tennessee

Dear Friends:

On behalf of the citizens of Chattanooga, it is my pleasure to welcome you to our community. We are honored to have the Arts Education Partnership National Forum in the Scenic City.

Chattanooga is renowned for its natural beauty and rich historical past. It is home to many acclaimed attractions which makes us one of the top tourism destinations in the Southeast United States. Please take time to visit our unique business and neighborhood districts that offer many dining and shopping opportunities.

Once again, thank you for choosing Chattanooga. We hope everyone will enjoy their stay in our community.

Sincerely,

Ron Littlefield
Mayor, City of Chattanooga
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.

Visit AEP’s ArtsEdSearch.org, a first-of-its-kind resource for research and policy information on arts learning outcomes for students and educators.

Follow us on Twitter: @aep-arts
Tweeting during the Forum? Use the hashtag #aepforum

Special thanks to our National Forum supporters:
- National Endowment for the Arts
- U.S. Department of Education
- Allied Arts of Greater Chattanooga
- Hunter Museum of American Art
- Chattanooga Convention and Visitors Bureau

Lead Planning Organization:
- Southeast Center for Education in the Arts

Kim Wheetley – Executive Director
Laurie Melnik – Director of Theatre Education
Joel Baxley – Director of Visual Art Education
Mary LaBianca – Director of Dance Education
Susanne Burgess – Director of Music Education
Redeitha Weiss – Administrative Assistant

Local Planning Partners:
- Center for Creative Arts
- City of Chattanooga Department of Education, Arts, and Culture
- Creative Discovery Museum
- Ensemble Theatre of Chattanooga
- Hamilton County Department of Education
- Hamilton County Government
- McCallie School
- St. Andrews Center
- The 35.85 Guild
- The University of Tennessee at Chattanooga

AEP Governing Council:
- Edith Harvey: Director, Improvement Programs, Office of Innovation and Improvement, U.S. Department of Education
- Doug Herbert: Special Assistant, Office of Innovation and Improvement, U.S. Department of Education
- Ayanna Hudson: Director of Arts Education, National Endowment for the Arts
- Jonathan Katz: Chief Executive Officer, National Assembly of State Arts Agencies
- Patrice Walker-Powell: Deputy Chairman for Programs and Partnerships, National Endowment for the Arts
- Gene Wilhoit: Executive Director, Council of Chief State School Officers

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To learn more about AEP, scan here with your smartphone.
**Detailed Program Agenda**

**Wednesday, September 12, 2012**

4:00 PM – 8:00 PM  
**Registration**  
Ballroom Foyer

7:00 PM – 8:30 PM  
**Hats Off to the Arts**  
Ballroom B

The Arts Education Partnership invites all Forum attendees to “Hats Off to the Arts,” a meet-n-greet to kick off the National Forum and to celebrate National Arts in Education Week. This fun-filled evening includes cocktails, conversations, creative expression, and the opportunity to meet fellow arts and education leaders from the local area and the nation. Come feathered, sequined, or polka dotted with a hat that reflects the artist in you or make a hat right on the spot (materials will be provided). Let the hats be your conversation starter and also a visual reminder of the important role the arts play in our lives. Registered Forum attendees receive one beverage ticket. Complimentary hors d’oeuvres will be provided.

**Thursday, September 13, 2012**

7:15 AM – 8:15 AM  
**Continental Breakfast**  
Ballroom Foyer

7:30 AM – 11:00 AM  
**Registration**  
Ballroom Foyer

8:15 AM – 10:00 AM  
**Welcome and Overview**  
Ballroom A & B  
*Sandra Ruppert:* Director, Arts Education Partnership  
*Ron Littlefield:* Mayor, City of Chattanooga  
*Student Performance*  
Ballroom A & B  
*The Choo Choo Kids, Chattanooga Center for Creative Arts*

**Opening Address:**  
*Art Works: Transforming Schools*  
**Rocco Landesman:** Chairman, National Endowment for the Arts

Rocco Landesman was confirmed by the United States Senate on August 7, 2009 as the tenth chairman of the National Endowment for the Arts (NEA). Prior to joining the NEA, he was a Broadway theater producer.

A native of St. Louis, Missouri, Landesman is a graduate of Colby College and the University of Wisconsin, Madison. He earned a doctorate in Dramatic Literature at the Yale School of Drama where he was also an assistant professor.

Mr. Landesman’s career as a Broadway producer includes the Tony Award-winning shows *Big River* (1985), *Angels in America: Millenium Approaches* (1993), and *The Producers* (2001). He has served on numerous boards including the Municipal Art Society and the Educational Foundation of America.

Mr. Landesman has also vigorously engaged in the ongoing debate about arts policy, speaking at forums and writing numerous articles, focusing mainly on the relationship between the commercial and not-for-profit sectors of the American theater.

Chattanooga’s *Choo Choo Kids* have performed extensively at conferences, festivals, and community events throughout the southeastern region and internationally in Chattanooga’s sister cities in Germany, Italy, Korea, and China. Based at the Center for Creative Arts, a public arts magnet school, they specialize in Broadway repertory. Many Choo Choo Kids alumni have gone on to prominent arts colleges, graduate training programs, and professional theatre. In February 2012, the Choo Choo Kids were featured in the Center for Creative Arts’ production of Disney’s “Tarzan the Musical.” The Choo Choo Kids are directed by Jason Whitehead and their choreographer is Lindsay Fussell.
10:00 AM – 10:15 AM  Break
10:15 AM – 11:45 AM  Opening Plenary
Session: Arts at the
Core: The Common
Core State Standards
and Implications
for the Arts
Ballroom A & B

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

Panelists: Stephen Coleman: Associate Professor of Music, Cumberland University; Ayanna Hudson: Director of Arts Education, National Endowment for the Arts; Scott Norton: Strategic Initiative Director for Standards, Assessments, and Accountability, Council of Chief State School Officers; Lynn Tuttle: Director of Arts Education, Arizona Department of Education

Since their release in 2010, the Common Core State Standards have been adopted by 46 states and DC. Now, as attention shifts from Common Core adoption to implementation, many questions arise about the implications for the arts and other core subjects that comprise a complete education. What is the status of states’ plans to transform the Common Core standards from paper to practice? What impact has the Common Core initiative had on current efforts to revise the 1994 National Arts Standards? And how can the arts help inform states’ efforts to redesign student assessment and teacher evaluation systems to conform to new requirements of the Common Core?

Jonathan Katz is CEO of the National Assembly of State Arts Agencies, the association through which the nation’s 56 state arts agencies share knowledge and strategic thinking, develop leadership and professionalism, and advocate the value of the arts and culture. He is one of the primary spokespersons on behalf of funding and support for the arts and cultural activities in the United States.

Katz consults extensively on strategic planning, cultural policy development, and leadership development.

Most recently he facilitated the CEO Seminar at the World Summit of the International Federation of Arts Councils and Cultural Agencies in Melbourne, Australia; coordinated a planning retreat on the future of music at the Smithsonian Institution; and addressed a board meeting of the National PTA on the value of arts education. He is a co-founder of the Arts Education Partnership and serves on its Governing Council.

Stephen Coleman is Associate Professor of Music and Director of Instrumental Ensembles at Cumberland University in Lebanon, TN. He is past president of the Tennessee Music Education Association (TMEA) and the Tennessee Bandmasters Association, and is currently the president of the Tennessee Arts Academy Foundation. He serves as chairman of the Tennessee Arts Education Leadership Consortium and is the TMEA Legislative Liaison. Mr. Coleman has presented sessions at state and regional music education conferences, and at the Midwest International Band Conference. He has received the National Band Association’s Citation of Excellence and was inducted into the Tennessee Music Education Association Hall of Fame.

The Tip of the Iceberg
Sultan Ahmad Humayan
7th Grade
The McCallie School
Chattanooga, TN
Ayanna Hudson became the Director of Arts Education at the National Endowment for the Arts in Spring 2012. In this role, she manages grantmaking for the NEA’s arts education program, works with national service organizations on policy initiatives, and is the spokesperson for arts education at the federal level.

Hudson was previously the director of arts education at the Los Angeles County Arts Commission for over 10 years where she developed and led the implementation of the Arts for All collaborative, ensuring equitable access to arts education for 1.6 million students in the county’s 81 school districts. Hudson is a sought-after expert in arts education, having testified on the impact of No Child Left Behind before the U.S. House of Representatives’ Labor, Health and Human Services, Education, and Related Agencies Subcommittee.

Scott Norton recently joined the Council of Chief State School Officers (CCSSO) as Strategic Initiative Director for Standards, Assessment, and Accountability. In his role, Norton works with states to implement the Common Core State Standards and Assessments and to create and implement new student-focused accountability systems.

Norton previously served as the Assistant Superintendent of the Office of Standards, Assessments, and Accountability at the Louisiana Department of Education. His responsibilities included the implementation of content standards and development of the Louisiana Comprehensive Curriculum as well as the state’s transition to full implementation of the Common Core State Standards. Norton holds a Ph.D. in Educational Administration and Supervision from Louisiana State University.

Lynn Tuttle is Director of Arts Education at the Arizona Department of Education. Her duties include providing professional development in arts education, leading a Title I arts integration initiative, and supporting the implementation of Arizona’s Academic Arts Standards. Lynn serves as President for the State Education Agency Directors of Arts Education and is one of the leaders of the revision of the National Voluntary Arts Education Standards. Lynn holds degrees from the Peabody Conservatory of Music (valedictorian), the Johns Hopkins University (Phi Beta Kappa) and the W.P. Carey School of Business at Arizona State University.

12:00 PM – 1:30 PM  Lunch  Ballroom Foyer

Continue the Arts at the Core discussion with the panel over lunch in Ballroom A & B (optional).

Visit the Best Buy Cyber Café where you can recharge and reconnect.

Open during all breaks and lunch in Ballroom D.
1:30 PM – 3:00 PM  Breakout Session 1: Small Group Sessions
Breakout Rooms, Conference Wing
See pages 10-13 for session descriptions and locations.

3:00 PM – 3:30 PM  Nibble & Network
Conference Wing & Ballroom Foyers
Take a break and catch up with colleagues over light refreshments, or recharge at the Best Buy Cyber Café (Ballroom D).

3:30 PM – 5:00 PM  Breakout Session 2: Small Group Sessions
Breakout Rooms, Conference Wing

6:00 PM – 8:00 PM  Opening Reception
Hunter Museum of American Art
10 Bluff View Avenue

Welcome: Dan Stetson: Executive Director, Hunter Museum of American Art

Located in a historical mansion and a sleek contemporary building on the bluffs overlooking the Tennessee River, the Hunter Museum of American Art focuses on American art from the Colonial period to the present day. Its collection includes paintings, sculpture, furniture, and contemporary studio glass, and it features well-known artists such as Winslow Homer, Mary Cassatt, Childe Hassam, Duane Hanson, and Robert Rauschenberg.

The museum opened in 1952 and celebrates its 60th anniversary this year. A part of this celebration is the Chattanooga Gems III exhibition featuring a rare view of artwork drawn from the private collections of the Chattanooga area’s thriving community of art supporters and collectors.

Friday, September 14, 2012

7:30 AM – 8:30 AM  Continental Breakfast
Ballroom Foyer

8:30 AM – 9:45 AM  Overview of the Day
Ballroom A & B
Sandra Ruppert: Director, Arts Education Partnership
Student Performance
Ballroom A & B
McCallie Guitar Quartet, McCallie School

The McCallie Guitar Quartet is an auditioned group of the most accomplished instrumentalists in the guitar program at Chattanooga’s McCallie School, one of the nation’s premier college preparatory schools for boys. The guitar program is a classically-based program utilizing the classical guitar and stressing the importance of reading standard musical notation.

The Flow of Ideas
Kisaki Takeuchi
11th Grade
Lyon County High School
Eddyville, KY
The quartet is dedicated to the study and performance of advanced music written for guitar quartet. This ensemble performs on campus and in the community. Most recently, it was chosen to perform at the 2011 Guitar Foundation of America International Convention and Competition at Columbus State University.

**Presentation of Young Artist Award Winner**

Ballroom A & B

**Awardee:** Hailee Shuey: Cumberland County High School, Crossville, TN

9:45 AM – 10:00 AM  **Break**

10:00 AM – 11:30 AM  **Morning Plenary Session:**

“What’s Going On?”

Addressing Social Issues like Bullying through Arts and Literacy

Ballroom A & B

**Introduction:** Rick Smith: Superintendent, Hamilton County Department of Education

**Moderator:** David Carroll: News Anchor, Channel 3 Eyewitness News, Chattanooga

**Panelists:** Missy Crutchfield: Administrator, City of Chattanooga Department of Education, Arts, and Culture; Sophie Epstein: Editor in Chief, Chattanooga Teen Scene Magazine, and Student at Chattanooga Girls Preparatory School; Karen Glenn: Executive Director, Hamilton County Department of Education STARS Program; David and Tina Long: Featured in documentary “BULLY” (2012)

**Special Performances:** Ballet Tennessee and Kids on the Block

Bullying continues to make national headlines. Learn how the arts are part of the solution through a pilot program launched through the City of Chattanooga Department of Education, Arts, and Culture. Hear how youth-driven reading programs, collaborative art projects, and positive peer pressure are creating unique opportunities for community-based conversations and action to prevent bullying.

David Carroll co-anchors Channel 3 Eyewitness News Live at 5 and Channel 3 Eyewitness News at 6. He reports on educational issues in his nightly “School Patrol” reports.

Carroll has received the Tennessee School Bell Award for outstanding coverage of education, the Best News Reporting award from the Tennessee Disability Coalition, and also three awards for Excellence in Education reporting from the Tennessee School Board Association.

Carroll recently wrote the book Chattanooga Radio and Television (Arcadia Publishing, 2011) about the history of broadcasting in the Scenic City. Since publishing, he has spoken on this topic to more than one hundred
Missy Crutchfield founded the City of Chattanooga Department of Education, Arts, and Culture (EAC) in 2005. It was created to manage and nurture the city’s civic facilities and centers, and create and collaborate on all things education, arts, and culture for all ages. EAC’s signature initiative “Remember Your Dream” addresses arts and social issues, including the “What’s Going On?” reading initiative that addresses social issues like bullying.

Karen Glenn is the head of STARS (Students Taking a Right Stand), the designated Safe Schools program of Hamilton County Schools in Tennessee. STARS provides training and leadership development on addressing social issues like drug and alcohol prevention. It recently began offering training in the school-wide Olweus Bullying Prevention Program for students, teachers, and schools across Hamilton County.

David and Tina Long are featured in the documentary film “BULLY” (2012). Their 17-year-old son, Tyler suffered years of bullying at school and on the school bus before committing suicide on October 17, 2009. Since then, David and Tina Long have taken an active role speaking to schools and community groups, as well as advocating for new policies preventing bullying.

11:30 AM – 11:45 AM Lunch Begins

11:45 AM – 1:15 PM Breakout Session 3: Lunchtime Roundtable Discussions
Breakout Rooms, Conference Wing

See pages 10-13 for session descriptions and locations.

1:15 PM – 1:30 PM Break

1:30 PM – 3:00 PM Breakout Session 4: Small Group Sessions
Breakout Rooms, Conference Wing

3:00 PM – 3:30 PM Nibble & Network
Conference Wing & Ballroom Foyers

Take a break and catch up with colleagues over light refreshments, or recharge at the Best Buy Cyber Café (Ballroom D).

3:30 PM – 5:00 PM Closing Plenary Session:
Healthy Partners: Why the Arts Matter to Medicine
Ballroom A & B

Introduction: Dan Stetson: Executive Director, Hunter Museum of American Art
Moderator: Alexa Miller: Co-Creator, Training the Eye Program, Harvard Medical School
Panelists: Diana Beckmann-Mendez: Assistant Professor, University of Texas Health Science Center School of Nursing; Irwin M. Braverman, MD: Professor Emeritus of Dermatology, Yale Medical School

Can the arts help make doctors better? This plenary focuses on the emerging role of arts organizations—especially museums—in training new doctors and nurses to better diagnose patients, reduce errors, and enhance patient care through visual observation skills. Key pioneers of these partnerships unpack what makes them work and examine the growing body of research affirming the impact of this model in helping doctors improve quality in their practice of medicine.

The session will also show how arts and medical partnerships are redressing deficiencies in K-12 and undergraduate STEM education by highlighting how critical higher-order thinking and reasoning skills learned in the arts are vital to preparing students for college and the workforce.
Alexa Miller is a recognized expert in aligning medical training with visual art. She is co-creator of Harvard Medical School’s Training the Eye course and is adjunct faculty in Brandeis University’s education department where she works closely with the Rose Art Museum. Formerly curator of education at Wellesley College’s Davis Museum, Alexa oversaw community-based education, taught courses and professional development workshops, conducted audience research on undergraduates, and contributed to a major collection reinstallation. Her interest in the relationship between art and health stems from a background in studio painting. She earned a BA in Art History from Swarthmore College, and an MA in Studio Painting from Wimbledon School of Art.

Diana Beckmann-Mendez, PhD, RN, FNP-BC, is an assistant professor at the University of Texas Health Science Center School of Nursing. She has over 13 years of experience working as a family nurse practitioner providing primary-care services to patients in underserved areas including homeless clinics, community health centers, and college health. She is course-coordinator of the graduate level physical assessment course and teaches in the family nurse practitioner major. In addition, she has co-developed an innovative interdisciplinary course elective that uses fine art as a teaching tool for physical diagnosis and assessment entitled “Art Rounds”. In 2010, Art Rounds became an interdisciplinary elective course open to both medical and graduate/undergraduate nursing students.

Irwin M. Braverman, MD, dermatology professor at Yale School of Medicine, is broadly recognized as an expert on visual diagnosis and for excellence in teaching. His research covers the topics of aging, cutaneous microcirculation, connective tissue disorders, lymphomas, and the arts’ impact on medical students. Braverman is the founder of the Observational Skills Workshop at the Yale Center for British Art. His subsequent research on this program’s impact pioneered the growing field of partnerships between art museums and medical schools. Braverman’s avocations include photography, birding, pottery, and etching.

Fast Chap
Tori Bowman
12th Grade
Butler Traditional High School
Louisville, KY
# BREAKOUT SESSIONS AT A GLANCE

## Breakout Session 1: Small Group Sessions

**Thursday, September 13, 1:30 PM – 3:00 PM**

<table>
<thead>
<tr>
<th>Breakout Session</th>
<th>Details</th>
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<tbody>
<tr>
<td>Artful Connections with Math: Developed by Artists, Driven by Data—a Partnership Between the Armory Center for the Arts and the Pasadena Unified School District</td>
<td>Kelley</td>
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<tr>
<td>Building Up STEAM (Science, Technology, Engineering, Arts, and Math)</td>
<td>Ochs</td>
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<td>Collaborations and Partnerships that Embed the Arts in School Culture</td>
<td>Roberts</td>
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<td>“Drawing” Together Arts Disciplines in an Innovative Student-Driven Learning Opportunity</td>
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<td>Local Community Engagement to National Transformation: Exploring the ArtsSmarts Approach</td>
<td>Rose</td>
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## Breakout Session 2: Small Group Sessions

**Thursday, September 13, 3:30 PM – 5:00 PM**

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<td>The Blind Men and the Elephant: Developing a Shared Vision for Arts Learning</td>
<td>Ballroom C</td>
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<td>Middle School Innovators Academy: Developing Creative Talent for Regional Competitiveness</td>
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<td>Writing Curriculum that’s Kryptonite to Summer Learning Loss</td>
<td>Kelley</td>
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## Breakout Session 3: Lunchtime Roundtable Discussions

**Friday, September 14, 11:45 AM – 1:15 PM**

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<td>Arts and Afterschool: A Powerful Combination</td>
<td>Roberts</td>
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<tr>
<td>Coalition Building for Effective Arts Education Policy</td>
<td>Walker</td>
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<tr>
<td>Developing an Arts Leadership Institute for Your Community</td>
<td>Rose</td>
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</tbody>
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## Breakout Session 4: Small Group Sessions

**Friday, September 14, 1:30 PM – 3:00 PM**

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Artful Connections with Math: Developed by Artists, Driven by Data—A Partnership Between the Armory Center for the Arts and the Pasadena Unified School District

Allegra Towns: Associate Director, Professional Development, Armory Center for the Arts

Artful Connections with Math is an innovative program developed in partnership by the Armory Center for the Arts and the Pasadena Unified School District. It is funded by a Professional Development for Arts Educators grant from the U.S. Department of Education. This truly integrated curriculum has been driven by a district math coach’s data analysis and designed by professional teaching artists who harness the power of art to advance academic achievement among 2nd and 3rd grade students in Pasadena’s Title I schools. Participants will learn about essential components of the program, lesson integration methodology, dramatic results in math scores, and the free, publicly available curriculum.

Breakout Sessions 1 & 4: Kelley

The Blind Men and the Elephant: Developing a Shared Vision for Arts Learning

Emerson Burch: Executive Director, The 35.85 Guild; Henry Schulson: Executive Director, Creative Discovery Museum and Kathryn Warren: Executive Director, St. Andrew’s Center and Founder, Art 120

An effective vision for arts learning requires a shared understanding of a community’s arts education ecosystem, gleaned from many stakeholder perspectives. Like blind men with the elephant in the old fable, our understanding is only complete when we compare, contrast, and integrate our partial images and perspectives. Today’s ever-changing educational landscape demands unprecedented collaboration, communication and adaption to fully realize the power of the arts in helping students succeed. Join in this dynamic conversation about developing an arts learning vision and blueprint for real transformation in today’s arts education climate.

Breakout Sessions 1 & 2: Ballroom C

Building Up STEAM (Science, Technology, Engineering, Arts, and Math)

Tracey Carisch: Managing Director, Southeast Tennessee STEM Innovation Hub and Lisa Rhodes: Executive Director, Education Foundation of Martin County

Building Up STEAM will engage participants as we explore resources and discuss examples of proven programmatic efforts to strengthen arts education by infusing art in the STEM (Science, Technology, Engineering, and Mathematics) content areas, thereby expanding STEM to STEAM. The arts are a critical component of building 21st century skills which promote creative thinking, analysis, and problem solving—critical components of innovation. By integrating the arts with the traditional STEM subject areas, we will meet the needs of our increasingly knowledge-based economy driven by innovation—the foundation of which lies in a dynamic and well-educated workforce.

Breakout Session 1: Ochs
Breakout Session 4: Ballroom C

Collaborations and Partnerships that Embed the Arts in School Culture

Carla Guerra: Visual Art Teacher and Scott Rosenow: Magnet Facilitator, Battle Academy for Teaching and Learning

This interactive session introduces artifacts, strategies, and frameworks from a Hamilton County public school that strives to embed arts education within its diverse educational programming. Join this discussion on the ways in which rigorous arts-based and integrated instruction and assessment have helped shape and change the culture of this school. The presenters will share their experiences creating effective arts integration through family and community partnerships.

Breakout Sessions 1 & 2: Roberts
“Drawing” Together Arts Disciplines in an Innovative Student-Driven Learning Opportunity

Laura Brino: Art Teacher, Wiley H. Bates Middle School; Suzanne Owens: Coordinator of Art and Lori Snyder: Senior Manager of Performing and Visual Arts Magnet Schools, Anne Arundel County Public Schools

The session will feature the model of a forward thinking arts magnet program in which students are challenged to achieve maximum potential both artistically and academically through arts integration and innovative multi-arts practices. Learning, not teaching, is the center of an arts-rich experience in a cumulative assessment at a performing and visual arts magnet middle school in Annapolis, MD. Arts borders are crossed in a unique capstone course where collaboration and inventive media use is encouraged and willingly embraced by the students. Participants will see and hear performances and be encouraged to collaborate on a group performance design.

Breakout Sessions 1 & 4: Walker

Local Community Engagement to National Transformation: Exploring the ArtsSmarts Approach

Agnieszka Chalas: Manager of Community Engagement and Jason van Eyk: Executive Director, ArtsSmarts

ArtsSmarts, based in Toronto, Ontario, annually engages 1,100 teachers, 400 artists, and 100 community partners to equip 30,000 students with critical creative capacities for 21st century success.

ArtsSmarts recently published a comprehensive toolkit designed to empower organizations outside of its existing pan-Canadian network to create their own ArtsSmarts programs. This is ArtsSmarts’ open-source approach to successfully expanding the number of regionally-responsive, flexible and adaptable collaborations that will drive national-level change in education.

This interactive session will explore the ArtsSmarts approach to program and project design, using creative inquiry to engage participants in discussions and exercises that explore how ArtsSmarts can enable sustainably transformative arts-in-education partnerships.

Breakout Sessions 1 & 2: Rose

Middle School Innovators Academy: Developing Creative Talent for Regional Competitiveness

W. Wayne Godwin: Associate Professor, School of Art and Design, East Carolina University College of Fine Arts and Director, Middle School Innovators Academy; Percy Hooper: Director of Entrepreneurship and New Product Development, North Carolina State University College of Design and J. Ted Morris: Associate Vice Chancellor, East Carolina University

The Middle School Innovators Academy (MSIA) is a nationally recognized program conducted at East Carolina University, North Carolina State University, and in North Carolina middle schools. Utilizing the translating language of art and design to solve real-world problems, the MSIA immerses students in an intensive innovation curriculum and environment where they must utilize STEAM principles and skills, work in multi-disciplinary teams, and communicate the investment value of their ideas and solutions. This session will show the process of how students combine their talents with high technology resources to create marketable products or processes and become innovators and entrepreneurs.

Breakout Session 2: Walker

Breakout Session 4: Rose

Writing Curriculum that’s Kryptonite to Summer Learning Loss

Criselda Dixon: Reading Specialist K-12, Dallas Independent School District; Toni Freeman: ArtsPartners Campus Representative and Elizabeth Rich: Creative Learning Workforce Liaison, Big Thought

The presenters will share a joint curriculum development process that set out to change the way students experience summer learning. The resulting curriculum has replaced the old version of summer school (remedial, deficit-based, boring!) with a bright, innovative, and collaborative 21st century summer learning experience (engaging, asset-based, fun!) that harnesses the strength of literary and art-based instruction to support student achievement. Through sharing the secrets of the trade, participants will understand the principles for deepening and improving existing curriculum, or even how to create one anew. For anyone serious about erasing summer learning loss, this session is a must.

Breakout Session 2: Kelley
Breakout Session 4: Roberts
Lunchtime Roundtable Discussions

Arts and Afterschool: A Powerful Combination

Dinorah Marquez: Strings Director, Latino Arts Strings and Kamila Thigpen: Associate, Afterschool Alliance

Education reforms emphasizing math and reading and drastic budget cuts are squeezing arts education out of schools. Afterschool programs are essential to filling this gap and are excellent venues for building partnerships with the local arts community. With the growing focus on increased learning time, it’s critical that schools and communities collaborate to provide before-school, afterschool, and summer programs that complement the school day while providing kids with opportunities to explore the arts in less formal settings. Featuring a nationally recognized arts afterschool program, this workshop will provide tools and resources to help schools and communities partner to creatively increase learning time.

Breakout Session 3: Roberts

Coalition Building for Effective Arts Education Policy: A Case Study

Ron Cowell: President and Erin Gough: Coordinator, Pennsylvania Arts Education Network, The Education Policy and Leadership Center

Arts education is a core PK-12 subject and a vital component of efforts to nurture an educated citizenry. But state and school district policies too often sacrifice arts education in difficult budget times, or because school accountability systems give too little attention to these subjects. As a model for other states, staff of the Education Policy and Leadership Center (Harrisburg, PA) will discuss the Center’s recent Arts and Education Report, and the new Pennsylvania Arts Education Network, a collaborative of arts, arts education, and advocacy organizations working together at the state and school district level to strengthen public and policymaker support for arts education in Pennsylvania.

Breakout Session 3: Walker

Developing an Arts Leadership Institute for Your Community

Missy Crutchfield: Director, Department of Education, Arts, and Culture, City of Chattanooga; Stratton Tingle: Account Executive, Chattanooga Chamber of Commerce and Rodney Van Valkenburg: Director of Communications and Arts Education, Allied Arts of Greater Chattanooga

Does your community have a leadership program focused on the arts? This session will provide information, insights, and lessons learned to inspire participants to create an arts leadership program in their community. The session will include time to formulate first steps of an action plan to develop a leadership program. Organizers, participants and collaborative partners of Chattanooga’s Holmberg Arts Leadership Institute will share their experiences. Launched in 2005 by Allied Arts of Greater Chattanooga, the Holmberg Arts Leadership Institute offers behind-the-scenes site visits to cultural and educational institutions, case studies of arts agencies, panel discussions with community leaders, and a unique forum for pursuing shared goals among arts leaders, government officials, business leaders, educators, and philanthropic foundations.

Breakout Session 3: Rose

Is a National Forum in your future?

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
- Highlight the successes of the local cultural community and its supporting businesses, governmental agencies, private foundations, and educational partners
- Provide opportunities for networking, tourism, pre- and post-meetings and other work facilitated by the presence of the Forum

Once a region or community commits to hosting a Forum, a 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:

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INTERVIEW WITH THE ARTIST:

How would you define your style as an artist?
I like traditional-style things and nature scenes. I try to put that in what I’m drawing and painting and it comes out abstract sometimes. I like color contrasts and I like things to pop.

What does it take to be a successful student?
A lot of practice! You have to have good teachers that are willing to help you and the mindset that this is going to have to come first and I’m going to have to lay a few things aside to get homework and studying done. [School] has to be important to the student and family plays a big part in that. A lot of kids don’t have that. My mom makes sure I have what I need and puts time aside for homework. If I was struggling with something, she would help me get back on track.

A successful school has…
Good teachers. Teachers need to know what they’re talking about. Teachers that like what they’re talking about and aren’t just there for the money, they actually care. Friends can play a part in it, too; friends that want you to succeed. [Also], having resources that are useful—not just new books or pencils and things like that—but having enough of everything that students need so that everybody has the same opportunity to be successful.

What makes a good art teacher?
Being able to give examples on certain techniques. My art teacher Mrs. Saldana was good because she knew her art history and could tell us about artists and why they’re important to art today and how they influenced it. She was willing to give us critiques on our artwork. She didn’t try to change it, though, if you thought it was good and it was what you wanted to do. She gave us plenty of time to do our work, but we had deadlines and if we needed help or more time we could go to her. It was like we were really working for somebody.

Which of your art skills have been the most helpful to you?
I’ve made a lot of friends through doodling! I draw what I’m thinking, and other people would see it, and we’d talk and we’d become friends. Drawing has gotten me closer to my grandmother; I draw things for her. She keeps all my artwork and I look back at stuff that I don’t even remember giving her.

How might you use your art skills in a career or in other aspects of your life?
I’m thinking about going into nursing. If I were a nurse to younger children, it would be easier to connect with them because I know a lot of kids that like to draw and paint; it would be a good thing to have with them so that you can communicate with the kids and make their stay in the hospital a little bit easier.

What would you say to a decision maker such as a business person, politician, or even a school principal about why the arts matter to students?
I would tell them that art plays a big role in everything because you can apply all the subjects we learn in school to an art program. Math goes along with shapes and sizes and your perception of things. Science goes along with colors and how you see them with your eyes. Science goes along with the supplies you use in the art work. You have to know how the paints will mix and what they’re made of. Also, you have to be able to talk about art and describe it; your English class would play into that. A lot of art history plays a big role in society; [it helps us] know how trends started and to know how we got to where we are today. Artists [recorded] what happened back then in pictures and things so you can tell how life was.

Please tell us about some of your other interests:
I love to read! I could read all the time. I love learning things: history is my favorite subject. I go to church whenever the doors are open; that’s a big part of my life. I love spending time with my family; I make drawings for them and we joke about it sometimes.

About the Work:
Title: Light Moves
Medium/Media: Watercolors

“I studied a still life filled with geometric solids, boxes, a lamp, and skull. Next, I drew the still life and focused on the contour lines. I repeated designs to create visual vibration. The next step in my design process was to go over my pencil lines with a black pen. I used a wet-in-wet technique to blend my colors together. This picture shows a connection of motion/movement. The skull is connected to anatomy and science. When color blending, I thought about the science involved in producing new colors. As I added masking fluid and salt, it was a scientific experimentation of color lifting. As I painted, I thought about the reflective qualities of certain surfaces as light hits them and how it’s relative to physics.”

About the Artist:
“I became interested in art early in life as I joined an art club in elementary school. I’m interested in work that looks realistic, however, my art does not always take on the style of ‘Realism’...it often has an abstract quality. As I create, I just let creativity flow and ‘art just happens.’ Though I see the importance in looking at famous artists’ work, I do not try to copy the styles of others. I find that when I don’t focus so much on other people’s work, it helps my work develop in a more unique way. I carry a sketchbook/journal that I doodle, draw, and brainstorm ideas in. Nature is often my inspiration. My favorite materials to work with are graphite pencils and watercolor paints.”

Mark your calendars for the AEP 2013 National Forum in Washington, DC, April 4-5!