



## Community

# NAEA News: Spring 2023

Spring 2023

Publication

MARCH 30, 2023

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# Executive Director's Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

## NAEA Values: Inclusivity and Ingenuity

Over the course of 2021–2022 school year, the NAEA Board, staff, and Delegates Assembly worked to articulate a set of organizational [values](#) for the Association. The values are described as a set of shared responsibilities that are embedded across our roles, leadership, and practice. Two of these five values are **Inclusivity** and **Ingenuity**.

### Inclusivity

*Fostering a welcoming community*

NAEA is continuously working to cultivate an environment of acceptance and inclusion. This type of environment is sustained by a collective responsibility to lead through curiosity, learning, understanding, and empathy.

### Ingenuity

*We are all growing as leaders*

NAEA at its core is a teaching and learning organization. Creative adaptation, research, and continuous growth are cornerstones of our work. As instructional leaders in the arts, we also recognize and celebrate the leadership skills we bring to our roles to foster robust visual arts, design, and media arts education programs, such as advocacy, collaboration, and establishing safe spaces for expression.

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In a moment like the current one, where we are at a nexus of multiple paradigm shifts; assessing the effectiveness of our historic approaches; letting go of inherited barriers to participation;

approaches, letting go of limited barriers to participation, navigating both static and dynamic systems; and imagining future possibilities for visual arts, design, and media arts education, these values of inclusivity and ingenuity feel like necessary tools.

As I reflect upon both my own instructional practice in the arts classroom for the first half of my career and the leadership strategies I've employed in the second half, I've been enjoying an internal critique I'd like to share; perhaps it will spark some ideas for you as well. I think back to my favorite 4th-grade lesson, the multimonth-spanning "Puppet Music Video Project," and with an eye for ingenuity and inclusive practices, I've arrived at the following inquiry questions:

- How might the selection of collaborative student groupings provide for diversity of experience, knowledge/skills, and identity?
- How could I have provided a broader and more diverse repertoire of artists and artwork for students to select from for their puppets' personalities and backgrounds? What would that criteria for selection look like?
- What are the developmentally appropriate approaches to discussing and exploring the diverse cultural and racial identities of the characters from the artwork? How could a homogenous group of students make artistic choices to represent these diverse characters respectfully?
- What parameters could I have offered to guide students' selection and pairing of songs with artwork in order to create the music videos? How could we consider classical to contemporary, juxtaposition, appropriation, and so on to improve our music selection process?
- In what ways could current technology and media arts practices have transformed the music video recording and production process? (*especially considering everything was shot in single takes on a 1990s camcorder*)
- How could social media have been a positive tool for sharing of the videos and storytelling with the community?

Every day, I hear our art educators grappling with similar questions in their planning, instruction, and work with students.

On the flip side, from a leadership lens I think about my experiences working in Chicago Public Schools with a large stakeholder group of

arts educators, designing and facilitating professional learning as the district arts supervisor. Looking back, I think of the following inquiry questions.

- How do you model inclusive practices for adult learners in professional development sessions that are most applicable to their student learners? How do you make this learning visible?
- How could community agreements or norms best be created from scratch with the arts educators that include multiple voices and ideas?
- What strategies might be most impactful for establishing brave spaces for arts educators to share, learn, and grow around charged or vulnerable topics? What safety measures might need to be in place?
- At what point are arts educators ready to build outward from their classroom instruction to greater leadership roles in their buildings? What scaffolding is essential to support growth and success in teacher leadership?
- In what ways could arts educators be supported in crafting effective advocacy messages and strategies to reach local, state, and/or national decision makers?

For each of our roles, inclusivity and ingenuity have a critical role to play. As you reflect upon your current role and responsibilities, what are your inquiry questions that would support your practice moving forward on a cycle of continuous improvement?

Please consider the following NAEA position statements related to these two values and my reflection above:

- **NAEA Position Statement on Diversity and Inclusion in Visual Arts Education:** <https://www.arteducators.org/advocacy-policy/articles/512-naea-position-statement-on-diversity-and-inclusion-in-visual-arts-education>
- **NAEA Position Statement on Media Arts:** <https://www.arteducators.org/advocacy-policy/articles/523-naea-position-statement-on-media-arts>
- **NAEA Position Statement on Use of Imagery, Cultural Appropriation and Socially Just Practices:** <https://www.arteducators.org/advocacy-policy/articles/551-naea-position-statement-on-use-of-imagery-cultural-appropriation-and-socially-just-practices>

- **NAEA Position Statement on Utilizing Quality Resources to Build Curriculum:** <https://www.arteducators.org/advocacy-policy/articles/691-position-statement-on-utilizing-quality-resources-to-build-curriculum>
  - **NAEA Position Statement on Arts Integration:** <https://www.arteducators.org/advocacy-policy/articles/499-naea-position-statement-on-arts-integration>
  - **NAEA Position Statement on Importance of Visual Arts Supervisors/Administrators in PreK-12 Education:** <https://www.arteducators.org/advocacy-policy/articles/540-naea-position-statement-on-importance-of-visual-arts-supervisors-administrators-in-prek-12-education>
  - **NAEA Position Statement on Relationship of Visual Art Educators to Decision-makers:** <https://www.arteducators.org/advocacy-policy/articles/532-naea-position-statement-on-relationship-of-art-educators-to-decision-makers>
- 

Column by:



**Mario R. Rossero, NAEA Executive Director**

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# NAEA Research Commission Column: Spring 2023

## NAEA News Spring 2023

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MARCH 20, 2023

If you are attending the Research Commission Preconvention [virtual] on Friday, March 24 and Saturday, March 25, we look forward to seeing you via Zoom!

For those attending the NAEA Convention in San Antonio, April 13–15, we look forward to seeing you there. Look for commissioners and connect!

Need to get to know the commissioners? See here: <https://www.arteducators.org/research/articles/170-naea-research-commission-roster>

## A Thank You

On behalf of the commission, many thanks to Stacey Salazar, Higher Education Commissioner, for her service and work dedicated to pedagogical conversations and research on the topic of teaching art at the college level. Due to Stacey's current administrative commitments, she has stepped down from the Commission. We thank Stacey for her contributions, most recently the webcast, **"Toward Disrupting Research Dispositions: Doing the Work of Equity, Diversity, and Inclusion (EDI) in Times of Precarity,"** presented with colleagues Dan Barney, Mark Graham, Kathy Marzilli Miraglia, and Sam Peck.

## A Warm Welcome

Robin Van Zande, professor of art education at Kent State, will now serve as the Higher Education Commissioner. Welcome to the Commission! Learn more about Robin here:

## Join Us for the Following Sessions at the NAEA Convention:

### Friday Sessions

#### Curiosity Lab

Join members of the NAEA Research Commission as we spin the wheel of possibilities to engage in lively discussions about the intertwining of research and creative work. *Presented by Jen Bockerman and Tina Atkinson*

Friday, 4/14/2023

8:00–8:50 am

Center/Meeting Room 210B/Level 2

#### Imagining the Next NAEA Research Network: An Unconference Session

This session will take an “unconference” approach to engage participants in speculating on the relevant themes and emergent demands of the NAEA Research Network. Imagining the pressing needs of our research community in the present–future will drive a collaborative, workshop environment. *Presented by Aaron Knochel, Marissa McClure Sweeny, Amy Pfeiler-Wunder, and Sara Wilson McKay*

Friday, 4/14/2023

11:30 am–12:50 pm

Center/Meeting Room 210B/Level 2

#### Research Kitchen

Step into the Research Kitchen to discover things researchers need to know, but that are rarely revealed. Discover what really happens between data collection and findings. This engaging, interactive, deep dive with researchers currently working in the field will provide the ingredients needed to spice up your research recipes across divisions! *Presented by Tina Atkinson, Yichien Cooper, Read Diket, Amanda Galbraith, and Heather Casteel*

Friday, 4/14/2023

1:00–2:20 pm

Center/Meeting Room 210B/Level 2

## **The Ethics of Care: Love, Morals, and the Future of Museum Education**

This session suggests that the philosophical notion of Ethics of Care is a useful framework from which to make moral decisions on behalf of others—visitors, colleagues, and community members—as life after pandemic presents new museological realities and challenges. Examples from research and practice are presented. *Presented by Dana Carlisle Kletchka, Kabir Anderson-Singh, Travis Deal, Amanda Tobin Ripley, and Amanda Krantz*

Friday, 4/14/2023

2:30–3:50 pm

Center/Meeting Room 210B/Level 2

## **College Teaching of Art**

Sponsored by the NAEA Research Commission, this session features art education scholars inviting perspectives on the challenges and opportunities of teaching art at the college level today—a time of significant change in higher education. All interested researchers and studio art instructors are invited to join this conversation. *Presented by Mark Graham, Sam Peck, Dan Barney, Kathy Miraglia*

Friday, 4/14/2023

4:00–5:20 pm

Center/Meeting Room 210B/Level 2

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## **Saturday Sessions**

### **Panel on Grant-Funded Research Projects in Art Education**

This session features grant-funded research projects (large and small) in art education. Researchers will share their project aims and methods as well as grant-seeking logistics such as identifying suitable funding mechanisms and advice for developing winning grant proposals. Additional topics to be discussed include developing ongoing grant support, conceptualizing a research lab in art education, and timely research topics for future funding opportunities for the field. *Presented by Sara Wilson McKay, Amy Pfeiler-Wunder, and Aaron Knochel*

Saturday, 4/15/2023

8:00–8:50 am

Center/Meeting Room 210B/Level 2

### **Changing the Art Education Landscape: Rewind, Fast Forward**

Join a panel of art educators across the art education spectrum as we discuss the evolving landscape of education in a time of flux regarding student needs, teacher preparation, research, and learning. *Presented by Elizabeth Stuart Whitehead, James Rees, and Amy Pfeiler-Wunder*

Saturday, 4/15/2023

11:30 am–12:50 pm

Center/Meeting Room 210B/Level 2

### **Possible Futures of Graduate Studies in Art Education**

The field of art education is undergoing significant change. Join this NAEA Research Commission session to deep dive into how art education graduate programs can respond to these challenges and opportunities. Topics include rethinking leadership, future career paths, pedagogical training, and research in graduate programs. *Presented by Justin Sutters and Chris Bain*

Saturday, 4/15/2023

1:00–2:20 pm

Center/Meeting Room 210B/Level 2

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### **Sessions Presented by the Professional Learning Community**

#### **Creative Care: Promoting Educator Well-Being With Visual Journaling**

How does wellness become a part of our learning and creative practices? In this panel, presenters examine ways artmaking in visual journals can support the well-being of educators in preservice education and professional development. Attendees are invited to bring journals, sketchbooks, or iPads for sketching in this session. *Presented by Carissa DiCindio, Stephanie Danker, Caitlin Black, Andrea Slusarski, and Allison Rowe*

Thursday, 4/13/2023

1:00–2:20 pm

Center/Room 210B/Level 2

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## Exploring Research as Embodied Practice for Preservice Teachers

How can I call myself a researcher if I am only a preservice (or early in-service) teacher? This session will serve as both inspiration and confirmation that all educators are considered researchers and can use data to positively impact teaching and learning outcomes, as well as advocacy for community support. *Presented by Jennifer Fox, R. Darden Bradshaw, Borim Song, and Kristin Taylor*

Thursday, 4/13/2023

2:30–3:50 pm

Center/Meeting Room 210B/Level 2

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### See you in NAEA and/or connect with us on our Facebook group:

Log in to your Facebook account and search for “Art Research for All”

See the image below so you know when you have found it. Click “Ask to Join” and answer a few questions.



Best,

Amy Pfeiler-Wunder

Chair, NAEA Research Commission

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### Column by:

#### Amy Pfeiler-Wunder, Research Commission Chair

Professor and Graduate Co-Coordinator, Art Education and Crafts Department, Kutztown University. Email: [wunder@kutztown.edu](mailto:wunder@kutztown.edu)



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# ED&I Commission Column: Spring 2023

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MARCH 20, 2023

## Moving Mountains With Equity, Diversity, and Inclusion

*The man who moves a mountain begins by carrying away small stones. —Confucius*

The NAEA ED&I Commission (“Commission”) is a place where transformative experiences flourish. It is a helper in the “small stones” mentioned above for the mountain of addressing equity, diversity, and inclusion in art education. In the coming month, we will welcome in the new Commission Chair, Anna Pilhoefer. She/Ella has dutifully served as the Commission’s elected Associate Chair and, formerly, as a Commissioner. The 13-member Commission includes a Past Chair, Chair, Associate Chair, and 10 Commissioners representing different aspects of NAEA membership. We seek to honor the multiple voices and lived experiences in art education. As the current Commission Chair, Browning Neddeau, transitions into the Past Chair role, we reflect on how service on the Commission has shaped our professional and personal lives, as well as share why equity, diversity, and inclusion are important in art education. To plant a seed for future leaders, the Chair briefly shares his reflective comments, as well as how he views his upcoming role as Past Chair. We realize that service on the commission is an honor, and we humbly serve the NAEA community and the larger art education communities. The Commission sees, hears, and supports you wherever you are in your journey in equity, diversity, and inclusion.



People may take on service roles in NAEA for various reasons, such as interest, shared vision, and community engagement. Once you are immersed in service, then your entire being enters into a cycle of inquiry. For some Commissioners, this means *being seen* in art education for the first time. The Preservice Commissioner shared how “the Commission elevated and empowered me professionally. It has afforded me the privilege to unmask in a professional space for the first time in my life.” Meanwhile, others search for possible answers to *why* and *how*. Thus, their service on the Commission transcends and arguably blurs professional and personal boundaries and experiences. The Supervision and Administration Commissioner remarks that “it [the Commission] has given me perspective on the range and scale that everyone, especially fellow Commissioners are on the journey to this type of work. It’s inspiring to hear everyone’s different circumstances, and what brings and drives them to do this work. It broadens my depth of empathy and has *given me community* for when this work feels isolating, lonely, and like a fight against all odds.”

The Secondary Commissioner reminds us of the blur the Commission faces between professional and personal lives, specifically that “I am continually striving to fulfill Dr. Maya Angelou’s words, ‘When you know better, you do better.’” We owe the opportunity to learn to ourselves and the students we serve. The Higher Education Commissioner echoes the sentiment of blurred lines by sharing, “I don’t have a personal life—my work consumes my life! All kidding aside, I am truly honored to be part of the Commission, and I don’t take my responsibilities lightly. The confidence and owning my actions and words have spilled over into my personal life. Actually, when you are an educator, your personal life and professional life overlap quite a bit when it comes to dealing with issues pertaining to equity. The real bonus that I didn’t expect is the people that I have met on the Commission. Everyone on the Commission is so supportive of each other, and they genuinely care about making a difference. Also, I have observed and noticed how well my fellow Commission members LISTEN to each other. Listening is so important—so I want to get better at listening and paying close attention to what others are saying.”

We circle back to “carrying away small stones” in our collective work. The Associate Chair reminds us, “ED&I is important in art education, and it has the ability to provide the space, tools and knowledge to heal, connect and cope.” As we invite in new voices,



lived experiences, and expertise to the Commission, the Chair reflects on the evolution of systems and structures and building a process with all of its imperfections. As he moves into the Past Chair position, he looks to support the emerging leadership in art education and witnessing the many more small stones to help us “move a mountain,” so all art educators and students can be seen, heard, and included in the world we share.

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### Column by:

#### **Browning M. Neddeau, Chair, NAEA ED&I Commission**

Jointly Appointed Associate Professor of Elementary Teacher Education and American Indian Studies, California State University, Chico. Email: [bmneddeau@csuchico.edu](mailto:bmneddeau@csuchico.edu)

#### **Tiffany Lin, Supervision & Administration, NAEA ED&I Commission**

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#### **Elizabeth Barker, Secondary, NAEA ED&I Commission**

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#### **Cathy Rosamond, Higher Education, NAEA ED&I Commission**

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#### **Emily Saleh, Preservice, NAEA ED&I Commission**

Visual Arts and Design Educator, Village School, West Windsor and Plainsboro, NJ. Email: [emily.saleho4@gmail.com](mailto:emily.saleho4@gmail.com)

#### **Anna Pilhoefer, Associate Chair, NAEA ED&I Commission**

Director, Equity and Multilingual Learner Services, Santa Barbara Unified School District, Santa Barbara, CA. Email: [apilhoefer@sbunified.org](mailto:apilhoefer@sbunified.org)

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# National Art Education Foundation Column: Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the National Art Education Foundation Trustees or the National Art Education Association.*

## National Art Education Foundation Featured Events at NAEA Convention

*Column by:* F. Robert Sabol, NAEF Chair

The National Art Education Foundation (NAEF) convenes its Board of Trustees and supports a number of sessions and events at the NAEA National Convention each year. The NAEF Board of Trustees will hold its Annual Meeting on Wednesday, April 12. NAEF sessions during the Convention include a session on applying for NAEF Grants on Thursday, April 13 at 11:30 am (Center/Meeting Room 213B/Level 2). All NAEA members interested in learning more about the NAEF Grants Program and how to apply for a NAEF grant are encouraged to attend. A panel featuring recent NAEF grantee projects will take place on Friday, April 14 at 2:00 pm (Grand Hyatt/Republic B/Level 4), moderated by Cris Guenter, NAEF Vice Chair. This year's session will feature two exemplary projects completed with NAEF funding during 2021–2022.

NAEF has been instrumental in supporting NAEA initiatives with direct funding of \$600,000 since 2011. Among those NAEA initiatives NAEF has supported are the NAEA School for Art Leaders (SAL) since 2015; NAEA Research Commission Preconvention since 2016; and the NAEA Equity, Diversity, and Inclusion Commission



since 2020. NAEF continued its support this year with funding for the NAEA Research Commission.

The 12th NAEF Annual Fundraising Benefit Event returns on Saturday, April 15, from 10:30 to 11:50 am (Center/Meeting Room 006B/River Level). This year's program is titled:

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## **SAY SÍ—Transformative Change Through Creative Youth Development**

A Focus on Social Justice and Change

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Our featured speaker is Jon Hinojosa, **SAY SÍ President and Director of Innovation** and SAY SÍ Student Alumni. SAY SÍ is based in San Antonio ( <https://www.saysi.org> ).

SAY SÍ is a year-round, long term multidisciplinary creative youth development program that provides students opportunities to develop artistic and social skills in preparation for higher educational advancement and professional careers. National studies report that positive academic, behavioral, and social changes take place when young people are exposed to nurturing arts programs; SAY SÍ bears witness to that transformation every day. Its tuition-free programs serve urban youth of color in local Title I schools, and yet its students surpass the graduation rate of their respective schools. In the past 23 years, 100% of SAY SÍ's students have graduated from high school and 98% have gone on to college; most are first-generation college students.

We welcome all Convention attendees to enrich their San Antonio experience by attending this ticketed special event! Light refreshments will be served. All proceeds will support the National Art Education Foundation. Tickets are \$60. \$50 is a tax-deductible contribution to the National Art Education Foundation. Tickets can be added to your Convention registration in advance or purchased at registration on-site.

## **Acknowledgements**

On behalf of the Board of Trustees, I would like to acknowledge the leadership of NAEF Development Chair, Samantha Melvin, who will be completing her tenure on the NAEF board following this year's



Convention. Linda Kieling, NAEF Trustee, will end her tenure following Convention as she joins the NAEA Board. Thomas Knab, NAEA Past President, completes his term as well. Thank you, Linda, Thom, and Samantha for your hard work, leadership, and friendship!

## Thank you to NAEF Donors

In closing, I want to thank the many NAEA members who have donated generously to NAEF over the past year. The donor list will appear in the NAEA Convention catalog and is posted on the NAEF page of the website. On a special note, I want to acknowledge the extraordinary contribution from the Estate of Laura Chapman, NAEA colleague who passed away in 2021. Chapman, a former NAEF Trustee, decided to donate the royalties from her textbook sales moving forward to the Foundation. This is a very special honor for NAEF to receive these funds and we thank her for her generosity.



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**F. Robert Sabol, NAEF Chair, 2022–2023**

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# National Art Education Foundation 12th Annual Fundraising Benefit Event

NAEA News Spring 2023

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NATIONAL ART EDUCATION FOUNDATION  
Investing in Leadership, Innovation, & Learning

**Join us for the 12th Annual NAEF Fundraising Benefit Event  
SAY SÍ—Transformative Change Through Creative Youth  
Development**

A Focus on Social Justice and Change

***Saturday, April 15, 2023 10:30 am–11:50 am*** Center/Meeting Room  
006B/River Level



**Featured Speaker: Jon Hinojosa, SAY Sí President and Director of Innovation**  
and SAY Sí Alumni

SAY Sí is a year-round, long term multidisciplinary creative youth development program that provides students opportunities to develop artistic and social skills in preparation for higher educational advancement and professional careers. Its mission ignites the creative power of young people as forces of positive change. Say Sí values artists, empowers marginalized communities, and advances culture.

In the past 23 years, 100% of SAY Sí's students have graduated from high school and 98% have gone on to college; most are first-generation college students. What's in their secret sauce? Come and learn from its founding director and alumni who have been part of the program.

**This is a ticketed event, open to all NAEA Convention attendees.**

**Light refreshments will be served.**

**Tickets are \$60 (\$50 tax deductible).**

***Tickets may be purchased at NAEA Convention registration on-site in San Antonio***

(tickets cannot be purchased at the door)

**All proceeds will support the National Art Education Foundation, a 501(c)3 organization.**

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## Community

# Elementary Division Column: Spring 2023

## NAEA News Spring 2023

[Publication](#)[Awards/Grants](#)[Elementary](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Division they lead or the National Art Education Association.*

It's almost time for our annual National Art Education Association Convention. This year we will be in San Antonio, Texas, from April 13 to 16, 2023. One of my favorite parts of the Convention is honoring phenomenal and deserving art educators from our field. This year is no exception. At the All Division Awards Ceremony on Thursday, April 13 from 4:00 to 5:50, we will be honoring two outstanding elementary art educators.

Our Southeastern Region Elementary Art Educator of the Year is Cindy Lau Quan Hong. Cindy teaches at Springdale Elementary School in Macon, Georgia. Cindy's principal, Cami Rae Hamlin says,

*As a longtime contributor to her community, she demonstrates the ability to support and to collaborate with colleagues in support and encouragement of professional and personal growth. She is ethical, disciplined, and an art educator of extraordinary character and clearly exhibits knowledge and skills related to academic excellence and service scholarship. Mrs. QuanHong will continue to be an engaging, supportive and reflective art educator. She conveys a positive enthusiasm for learning, her students' and colleagues' well-being,*



*and the thousands of elementary students impacted by her life's work.*

Congratulations, Cindy!

Our Western Region Elementary Art Educator of the Year is Jonathan Juravich. Jonathan teaches at Olentangy Local School District in Columbus, Ohio. Jonathan's colleague, Vincent De Tillio, shares about Jonathan,

*In the classroom, Jonathan is an engaging and compassionate educator. His students create art, while also learning about themselves and developing deep connections with others. He creates a space for students where they feel a deep sense of belonging. As our Department Chair for Elementary Art, Jonathan works to enhance our K-12 visual arts program. He regularly facilitates professional learning that is designed to meet both the pedagogical and social emotional needs of our staff. Also, he advocates by collaborating with central office administrators to ensure that the arts are a valued and essential component of the student experience.*

Congratulations, Jonathan!

Jonathan will also be honored as our NAEA Elementary Art Educator of the Year! Jonathan's OAEA colleague, Juliann B. Dorff, tells us,

*To be in Mr. J.'s classroom is to be seen and appreciated. Everyone in Liberty Tree Elementary knows Mr. J. first by his signature plaid shirt (he has a variety, and this has become his uniform) and by his warm smile. When students are talking to him, he is fully focused on them. He gets to know each of his students beyond just their name, he knows them and*



Congratulations again, Jonathan!

We can't wait to see you in San Antonio to celebrate these deserving art educators, among others from across all Divisions and all Regions!

---

### Column by:

**Tiffany Rice, Elementary Division Director**

Tel: 608-377-1409. Email: [tiffany.beltz@gmail.com](mailto:tiffany.beltz@gmail.com)

*Elect:* Devon Calvert, K-3 Art Educator, School District of Milton, WI.

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Southeastern: Sean Murphy, [smurphy@acps.k12.va.us](mailto:smurphy@acps.k12.va.us)

Western: Ashley LaVoy, [alavoy@tps.k12.mi.us](mailto:alavoy@tps.k12.mi.us)

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## Community

# Middle Level Division Column: Spring 2023

## NAEA News Spring 2023

[Publication](#)[Awards/Grants](#)[Conferences/Events](#)[Middle Level](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Division they lead or the National Art Education Association.*

## Meet Us in the MIDDLE at NAEA San Antonio 2023

The 2023 NAEA National Convention is quickly approaching, and we are looking forward to the opportunity to recharge and renew our art education toolbox by spending time with colleagues in Texas. San Antonio is the self-anointed “city of authenticity,” offering visitors to the convention district—also known as the River Walk—an exciting atmosphere along a winding river full of cultural experiences, arts offerings, and fine dining.

As middle level arts educators, we will need this welcome respite. According to data from the Center for PBIS, March is the month with the most discipline issues in schools. April comes in second place. There are numerous theories as to why this might be. The unpredictable ever-changing weather or daylight savings time disruptions to our routines might be a factor. Or perhaps it is the lack of schedule breaks (no holidays) and the onset of testing season, which sends a false signal that the job is done. And of course, there are the TikTok challenges to contend with. We are all experiencing how the pandemic has made school discipline more complicated.

So now it is April, and we can get away for a few days to an artful city and perhaps share a few strategies on how we survived March to help everyone have an even better April and 2023–2024 school year. Sten



1 is to come meet your middle level friends on **Thursday, April 13 at 4:00 pm for a conversation about social-emotional learning (SEL)**. In addition to a panel discussion on how SEL is being used in the middle school realm, there will be time for some hands-on SEL artmaking. Then, on **Friday, April 14 at 2:00 pm**, come to a best-practices presentation where you can STEAL practical classroom management strategies and project ideas from our **2023 Middle Level Award** winners. We have an amazing and inspiring group this year, and I for one cannot wait to hear more from these talented teachers.



**Krissy Ponden**, our **National Middle Level Art Educator of the Year**, is from Stratford, Connecticut, and teaches at The Unquowa School, a very unique school that has been around for more than 100 years. At Unquowa, Krissy utilizes her School for Art Leaders training and her work as an ED&I Commissioner to teach innovative lessons with equity and social justice as a key component. Very often, I hear dedicated art teachers expressing their desire to support NAEA's ED&I super pillar—but they feel uncertain about how to do that in their practice. I think Krissy Ponden can help!

**Michelle Dress**, the **Eastern Region Middle Level Art Educator of the Year**, is also an inspiring teacher who wants to give you a reason to smile. One of her popular school projects is a ceramic service-learning project called "Reasons to Smile" honoring her late son, Georgie. Students create ceramic containers filled with reasons to smile and give these to people they know who are in need. They also make and share these treasures with the Johns Hopkins Children's Center and Olivia's House: A Grief and Loss Center for Children. As Michelle and her students will tell you, through the



Children. As middle and high school students will tell you, through the “Reasons to Smile” project, they are learning about empathy and creating a chain reaction of love.

**Abby Birhanu**, our **Western Region Middle Level Art Educator of the Year**, from Clayton, Missouri, is rocking the teaching artist world through collaborative artist-in-residence community arts projects that promote antiracist, antibias, and culturally responsive teaching (CRT). Abby is a part of both a popular social media group and a national podcast on CRT and will be sharing how she encourages her students to be self-reflective and to give voice to issues of personal importance while continually guiding her students in practicing problem solving, expanding cultural perspectives, generating diverse worldviews, and cultivating detail awareness.

**Melissa Leftwich**, the **Southeastern Middle Level Art Educator of the Year**, from Charlotte, North Carolina, is a media arts pioneer and trailblazer with more than 2 decades of experience in this “new” field. She literally wrote the standards for middle level media arts. In addition to her experience as a National Board Certified visual arts teacher and media artist, she also has a background in theatre and has taught arts teachers of all kinds through workshops and in higher ed.

After learning so much from our award winners and SEL Division sessions, you’ll want to join us on **Friday, April 14 at 11:30 am for Conversations With Colleagues**, a speed networking session where you can have small-group conversations with like-minded teachers. On **Saturday, April 15 at 12:30 pm**, we’ll have our **Hands-On Round Robin** where you will make five to six mini-projects and leave with lesson plans you can put to work in your classroom next week.

I cannot wait to MEET YOU IN THE MIDDLE at NAEA San Antonio 2023.

---

**Column by:**

**Aimee Burgamy, Division Director**

Art Educator, Richard Hull Middle, Duluth, GA. Tel: 770-232-3200.

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*Elect:* Janis Stivers Nunnally, Visual Arts Educator, Putnam County

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# Secondary Division Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Conferences/Events](#)[Secondary](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Division they lead or the National Art Education Association.*

## Convention 2023: EXCITEMENT AND TRANSITION

**EXCITEMENT: San Antonio is almost here.... Check out what the Secondary Division has to offer!**

**Secondary Showcasing Success: Thursday 4/13/23, 12:30–1:20 pm**  
(Grand Hyatt/Texas A/Level 4)

Come meet this year's National Secondary Teachers of the Year. See what makes their classroom exceptional and gain insights into their best projects, best practices, and exemplary curriculum. See how it's done with a Q and A at the end. Participants will leave with information that can help them improve their school program, improving arts education as a whole. I hope everyone can make this one-of-a-kind presentation!

**Secondary Conversations With Colleagues: Friday 4/14/23, 11:30 am–12:50 pm** (Center/Meeting Room 006D/River Level)

Come and meet the NAEA Secondary Division leadership team and other like-minded colleagues from across the country in this meeting of the minds. Get emails, numbers, ideas, and a renewed sense of purpose in your classroom. Ideas today to use tomorrow. Door Prizes!

**Sponsor An Art Honor Society NOW!: Saturday 4/15/23, 11:30 am–12:20 pm**



Come and meet a successful NAHS sponsor. See the “Top 5 To-Dos” for a successful chapter with projects, fund-raisers, and community events. See how it’s done with a Q and A at the end. Participants will leave with information that will help them start a new NAHS chapter or make improvements in the chapter they already have.

### **TRANSITION: This is my last article for the Secondary Division...**

This has been an amazing journey being on the NAEA Board representing the Secondary Division. Thank you for allowing me to represent you all. I look forward to this last Convention as your representative. Linda Kieling will be taking over, and I wish her all the best. She will be great! Good luck throughout the rest of your school year and art education career. See you around!



*Linda Kieling and MaryJane Long*

---

### **Column By:**

#### **MaryJane Long, Secondary Division Director**

Art Educator, 9–12, Dover High School, Dover, DE. Tel: 302-535-0454

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*Elect:* Linda W. Kieling, Art Educator, North Clackamas Schools, Clackamas, OR.

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# Higher Education Division Column: Spring 2023

## NAEA News Spring 2023

[Publication](#)[Conferences/Events](#)[Higher Education](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Division they lead or the National Art Education Association.*

## Critical Conversations and Celebrations—Join Us at the 2023 NAEA Convention in San Antonio!

As the Higher Education Division Directors prepare for the 2023 NAEA Convention, we look forward to the generative combination of events hosted by our Division that aim to both celebrate the significant achievements of higher educators and to create space for Division members to engage in critical conversations around issues impacting the field. In this newsletter column, we therefore offer a preview of some of our sessions.

In terms of critical conversations, each year at the Convention, our Division hosts a **Conversation With Colleagues** session as a time to connect and share in dialogue with other art educators. Last year, we saw the dialogue coalesce around pressing issues regarding

- enrollment concerns and corresponding art teacher shortages, and
- concerns about how to recruit a more diverse population of students into art education programs.

Importantly, these concerns were then brought to the NAEA Board and, due to similar concerns from other Divisions, one result was the



recent call for applications for a new Art Education Teacher Recruitment and Retention Task Force. This highlights how our critical conversations can matter and prompt action within NAEA. What concerns might you bring to the conversation this year? **Join us Friday at 11:30am.**

Another place where critical conversations happen is in our **Higher Education Forums**. The topics for these sessions are similarly generated by issues that come to the surface at the convention. This year, our forums address the following topics:

**1. Art Education Teaching and Research in a Divisive Political Climate: What Have We Missed?**

This session will include presentations by four panelists whose work addresses questions such as:

- As art educators, researchers, policy makers, and leaders, how do we navigate a divisive political climate?
- How can we equip current and future art teachers with socially empowering curriculum within the growing control of discourse imposed in many states and schools?
- While channeling some art education research and practice through a socially engaged route, what other impending and much-needed areas have we missed?

**Saturday, 2pm**

Facilitators: Hyunji Kwon (Southeastern Region Director) and Felix V. Rodriguez Suero (Western Region Director)

**2. Academics Navigating the Job Market: Challenges, Responsibilities, and Nuanced Approaches**

This session will include presentations by four panelists who will discuss questions such as:

- What are we not talking about in relation to the challenges of academic job searches?
- What successes have you seen in hiring and search processes and what challenges persist?
- What is the responsibility of faculty to mentor graduate students for the job market?
- What tools, experiences, and mindsets do applicants need to be successful in this rapidly changing field?

**Friday, 1:30pm**

Facilitators: Carissa DiCindio (Pacific Region Director) and Kate Collins (Eastern Region Director)

We hope you will attend both the Forums and the Conversation With Colleagues session at the Convention, where you can become a part of the critical conversations that might fuel the direction of future inquiry and action through NAEA.

Beyond these substantial opportunities for discussion around vital topics, we also look forward to recognizing the outstanding achievements of those in our Division. At the Convention, **we will celebrate those receiving the following awards:**

- National Higher Education Art Educator
- Eastern, Southeastern, Western, and Pacific Region Higher Education Art Educators
- Preservice Chapter Sponsor of Excellence Award

Please join us to commend the winners at both the Conversation With Colleagues session and the **All Division Awards Ceremony**, which will take place **Thursday at 4pm**.

Of course, we will also have a robust group of **Higher Education Division sessions** that are sure to inspire additional conversation.

And, last but not least, we will be **transitioning to a new team of Higher Education Division Directors**, whom we will introduce at multiple sessions and in the summer news column. The new Directors include:

**Division Director:** Trina Harlow

**Division Director-Elect:** Yichien Cooper

**Eastern Region Director:** Sohee Koo

**Southeastern Region Co-Directors:** Hayon Park and Hazel Bradshaw-Beaumont

**Western Region Director:** Christina Bain

**Pacific Region Director:** Dustin Garnet

The current team of Directors has greatly enjoyed the work we have had the opportunity to engage in over the past 2 years, and we look forward to seeing what this amazing group of incoming directors will do for our Division!

**Many thanks to the outgoing team of Directors**, who have given generously of their time and talents! This team was truly incredible

to work with, and I will sincerely miss our monthly meetings!



Kate Collins, Eastern Region Director  
Carissa DiCindio, Pacific Region Director  
Hyunji Kwon, Southeastern Region Director  
Felix V. Rodriguez-Suero, Western Region Director

We can't wait to see everyone in San Antonio!

Sincerely,  
Christina Hanawalt  
Higher Education Division Director, 2021–2023

---

### Column by:

#### **Christina Hanawalt, Higher Education Division Director**

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# Western Region Column: Spring 2023

## NAEA News Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Region they lead or the National Art Education Association.*

In early March, art educators from seven Western Region states gathered in Illinois to participate in a fantastic 2-day workshop, Fostering STEAM. Thanks to grants and support from NAEA, we were fortunate to bring in wonderful facilitators from the University of Alaska Fairbanks to lead educators through innovative art experiences integrated with science and technology. Teacher participants were thrilled to bring these ideas back this spring to use with their students!

In just a few weeks, we will convene in San Antonio for the NAEA Convention. Thank you to the NAEA staff who has worked tirelessly to make it a wonderful experience in person and virtually. Special congratulations to Jeanne Bjork (Wisconsin), whom we will honor in person as our Western Region Art Educator of the Year!

### Arkansas

The opening reception for the Arkansas Art Educators (AAE) fall conference was at the Clinton Presidential Center in North Little Rock. Allida Black spoke and led a tour of the Women's Voices exhibit. Speakers included Nancy Silberkleit, co-CEO of Archie Comics; Johnnie Mae Maberry, professor emeritus of art at Tougaloo College; and Matt Boyce, Arts in Education program manager. We began producing a monthly digital newsletter titled "AAE News." In January, we released an Arkansas art coloring book, featuring artwork about Arkansas created by Arkansas students. The

book is for sale on Amazon, and proceeds will go to fund a scholarship for college students wanting to become Arkansas art teachers.

## Oklahoma

The Oklahoma Art Education Association (OAEA) began 2023 with a new executive board containing some old and some new faces. The Young People's Art Exhibit in January was a success. Youth Arts Day at the state capitol on March 2 was exciting as we connected with lawmakers about the importance of art education. Young Talent in Oklahoma, OAEA's annual high school art competition, happens in the spring and is still going strong after more than 50 years.

## Illinois

The Illinois Art Education Association (IAEA) is proud of its robust professional development opportunities being offered throughout the year. Collaborating for Excellence and webinars are two strong examples of these opportunities for our members and beyond. IAEA is gearing up and actively planning for the 75th IAEA conference next October. We are proud of our many leaders and volunteers and all of the work they do for this organization.

## Indiana

The Art Education Association of Indiana held its convention on the campus of Purdue University Fort Wayne in late autumn. We were delighted to have keynote speakers Bob Reeker from Nebraska and Wanda Knight, NAEA President-Elect. The convention had around 120 attendees and had sessions stretched out across 3 days. The next convention will be in the Indianapolis area, November 2-4, 2023.





*Left to right, Art Education Association of Indiana (AEAI) Convention Chair Laurel Campbell, NAEA President-Elect Wanda Knight, AEA President (now Past President) Addie Thompson, AEA President-Elect (now President) Scott Miller.*

## South Dakota

The South Dakota Art Education Association (SDAEA) held its fall conference in Sioux Falls at Augustana University. We were thrilled to have our keynote speaker, Dick Termes, who also presented a workshop on his famous Termespheres, which was a huge hit with many of our newer teachers. SDAEA is grateful to all of the presenters, speakers, and artists that helped to make the conference a success.

## Wisconsin

Wisconsin is celebrating having just held our first joint conference with the Art Educators of Minnesota, held in Red Wing, Minnesota. Keynotes Nikki Stewart and Libya Doman and featured speaker Ray Yang inspired everyone to create, connect, and collaborate. It was refreshing for our members to meet new people and have those connecting conversations. Next up, we are excitedly planning for our Youth Art Month celebration. Our state show will be up from March 4 through March 31, with our closing reception to be held on March 31.



*A glass-blowing class was offered to Wisconsin members at their joint conference.*



## Texas

The Texas Art Education Association (TAEA) held its 2022 annual conference in McAllen, November 9–12. The workshops and keynote speakers were exceptional and diverse. Our 2023 conference planning is well underway. Visit [TAEA.org](https://TAEA.org) for more information.

Many of our members are assisting with the San Antonio NAEA Convention. TAEA welcomes you to the Lone Star State!

### Column by:

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# Southeastern Region Column: Spring 2023

## NAEA News Spring 2023

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MARCH 20, 2023

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## Recognizing Our Southeastern Art Stars!

*“It’s always an honour to receive recognition, but I always consider them more important when they come from your colleagues.”*

*—Michael Landrup, Danish football star*

All of these awardees were nominated by their peers, who took the time to observe and acknowledge the dedication and passion each of them has for art education. Please join me in congratulating our Southeastern Art Stars, who will be celebrated at the Southeastern Region Award Ceremony at the NAEA Convention in San Antonio.

- Alabama Art Educator of the Year: Tammie Clark
- Florida Art Educator of the Year: Britt Feingold
- Georgia Art Educator of the Year: Ivey Coleman
- Kentucky Art Educator of the Year: Staci Goggins
- Louisiana Art Educator of the Year: Paige Thomas
- Mississippi Art Educator of the Year: Shirley Hamilton
- North Carolina Art Educator of the Year: Slater Mapp
- South Carolina Art Educator of the Year: Kevin Morrissey

- Tennessee Art Educator of the Year: Kathy Dumlao
- Virginia Art Educator of the Year: Karin Tollefson-Hall

We also will celebrate Southeastern Art Stars, who will be presented awards at the Divisional Award Ceremony:

- Southeastern Supervision and Administration Award: Laura Mitchell, North Carolina
- Southeastern Secondary Art Educator: Summer Nation, Mississippi
- Southeastern Preservice Art Educator: Brittany Bradley, Mississippi
- Southeastern Museum Art Educator: Kathy Dumlao, Tennessee
- Southeastern Middle Level Art Educator: Melissa Leftwich, North Carolina
- Southeastern Higher Education Art Educator: Debrah Sickler-Voigt, Tennessee
- Southeastern Elementary Art Educator: Cindy Lau Quan Hong, Georgia
- Rising Stars Secondary Recognition Award: Dion Hines, Mississippi
- Preservice Chapter Sponsor Award of Excellence: Justin Sutters, Virginia
- New Professional Art Educator: Allison Petrauskas, North Carolina

In NAEA we have Interest Groups, which any member can join. We are proud to announce that the Retired Art Educators Association will be recognizing a Southeastern Art Star who keeps on giving and serving:

- National Emeritus Art Educator of the Year: Judy Jorden, Tennessee

Southeastern Art Stars are shining brightly outside of our Region as well. Congratulations to these Art Stars on being awarded special NAEA awards being presented at the National Awards Ceremony.

- Eisner Lifetime Achievement Award: David Burton, Virginia
- National Supervision & Administration Art Educator: Michael



Gettings, Virginia

- National Museum Education Art Educator: Miriam Machado, Florida

Congratulations to our state associations, which will be presented these awards at Delegates Assembly:

- Newsletter Award Category III: North Carolina Art Education Association
- Website Award Category II: Florida Art Education Association
- Website Award Category II Honorable Mention: Tennessee Art Education Association

Three people we would like to call special attention to:

- Southeastern Art Educator of the Year: Tammie Clark, Alabama  
Beth Davis, retired music colleague of Tammie's says this:  
"Tammie teaches art at three different schools, two of which are Title I. She sees their potential and displays their amazing art at schools and in the local community."  
"She saw in others the potential to be leaders of AAEA.... Being President of AAEA was never about having a title for her; it was about stepping up to serve others," says Tricia Oliver, a former president of AAEA.
- Kathy Dumlao, Tennessee, NAEA Museum Division Director-Elect  
If you have not met Kathy, a museum educator at the Memphis Brooks Museum of Art in Memphis, Tennessee, you will be able to as she will be hosting the Southeastern Art Stars at our Regional Leadership Conference in July 2023.
- Brittany Bradley, Mississippi, Preservice Division Director-Elect  
Brittany set a record! She is the first Rising Star Award Recipient to be elected to serve on the Board! This goes to show that a little recognition goes a long way.

*"We have to be there not for the fame and glory and recognition and being a page in a history book, but you have to be there because you believe your talent and ability can be applied effectively to operation of*

*the spacecraft.”*

*—Alan Shepard, American astronaut*

None of us teach for the recognition. We are all passionate and dedicated to serving because we believe it is important for everyone to have access to art education. However, I urge each of you to be observant. Reach out to others and let them know they have been seen, and that you value the work they do. You never know what the recognition means to them and where it might lead!

---

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# Pacific Region Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

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## Leaning Into Learning in the Pacific Region

*Develop a passion for learning. If you do, you will never cease to grow. —Anthony J.D'Angelo*

Conferences and workshops are wonderful opportunities for members to continue down the path of lifelong learning. There have been a wide variety of opportunities to dig deeper into the art of being art educators this year. The Pacific Region has amazing state associations hosting conferences for their members. Here are a few highlights from around the region:

**California:** California has regional conferences every other year and a statewide conference the opposite. The fall regional conference held in the southern area and San Diego region had 250 attendees in November. The conference featured over 50 workshops and studio art classes, two museum events, social meet-ups, and a curriculum slam. Amazing speakers included keynote Betty Avila, as well as Lauren Black and Karla Diaz.

**Colorado:** The Colorado Art Education Association fall conference's theme was "ARTIVISM!" The November conference was held in Breckenridge and featured more than 150 inclusive workshops. Danielle SeeWalker and Thom Knab both presented



keynotes during the conference. Additionally, a panel discussion was held around the theme of activism. The conference also had a karaoke night, an art auction, and a “Homecoming, 1985” Saturday night bash.

**Montana:** At the October fall conference in Helena, the focus was on ED&I. Ray Yang was the keynote speaker; they were followed by Monty Yellow Bird, who helped attendees develop their “why” as leaders. Important work around developing a strategic vision for the Montana Art Education Association using an ED&I lens happened over a working lunch. The conference concluded with a session at the Montana Refugee Gallery in Basin.



*Montana Art Educators on a tour of the grounds at the Archie Bray Clay facility. This is a large outdoor kiln for firing bricks. Credit: Autumn Elliot.*

**Utah:** The Utah Art Education Association holds two conferences a year, with their main conference in the spring. The fall conference was held in Draper in November. The theme of the conference was “Fill Your Cup.” Several masterclass workshops included gesture drawing and character development, illustrative exploration in inks, and altered clay forms.

**Washington:** The Washington Art Education Association held their fall conference over 3 days during November in Vancouver, Washington. The conference featured creative workshops, a vendor fair, a silent auction, an art task party, and even an art show. The theme was “Collaborate – Create – Connect – Community,” and John Spencer was the keynote.

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In addition to the amazing conferences and professional development happening, the Pacific Region was selected to be one of two regions this year to host the Fostering STEAM: Professional Development in Art + STEM Integration workshop. This workshop was an amazing collaborative endeavor between NAEA and University of Alaska Fairbanks. Art and science educators worked together to explore hands-on activities to learn strategies which enhanced both science and art concepts and practices. The inquiry model encouraged close observation, open exploration, personal meaning, communication related to process and outcomes, intentional design, and iterations throughout the whole cycle.

Forthcoming are more great opportunities to learn in the Pacific Region through state conferences, which are still being held, and spring workshops across the region. Additionally, there is going to be a Pacific Region Summer Leadership and Art Educator Conference which will be held the last week in June in Laramie, Wyoming. Members from across the Pacific Region are welcome to join in this great opportunity. More information and registration will be available on the NAEA website under the Events tab. Whether it is at a conference, a workshop, a webinar, or at the NAEA Convention, it is important to stay connected to other art educators and the profession. As John Dewey is attributed with stating, “Education is not preparation for life; education is life itself.”





Jenn Smith, art educator from Wyoming, learning about surface tension and sumi-nagashi at the Fostering STEAM workshop in Santa Ana, CA. Credit: Abi Paytoe Gbayee.

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# Eastern Region Column: Spring 2023

## NAEA News Spring 2023

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MARCH 20, 2023

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## Mirror, Mirror on the Wall, There's a Leader in Us All!

Sitting here in my office, I reflect on the first half of my 2-year term as your Eastern Region Vice President. I have learned much about leadership, the importance of traditions, and the time and energy it takes to evolve. What I've truly enjoyed has been the opportunity to learn from all of you. At the 2022 NAEA National Leadership Conference, I heard our NAEA President, James Rolling, speak about drafting—the idea of selecting a person or group, and bringing them forward toward a specific purpose. I've witnessed this process in many of you when you've reached out to a colleague inviting them to join you at an event or in contributing to your Association's mission, such as presenting at a conference or writing an article for your state newsletter.

Many of you have asked how to encourage members to step into leadership roles. My suggestion is that you collaborate with a colleague or two and create a list of *manageable* items where your organization needs help. It's one thing to ask someone to photograph an event, it's another thing to ask someone to run an event. When Team East was held in Maine, the board generated a list of tasks: phone calls, swag, scheduling special guests, transportation, etc. Reaching out to several members, we invited them to help, and many did! The event was a success and a small

glimpse of how the board functioned. From our volunteers that year, we ended up with a newsletter editor, a secretary, and a president-elect. I'm guilty of trying to take it all on myself; however, the reward for the initial hard work is worth it in more situations than not.

I will leave you next year in great hands with my VP-Elect, Kristi Oliver. She has an infectious energy, is incredibly organized, and has numerous connections. That being said, we will soon be looking for a new Eastern Region VP-Elect. If you want to know more about the position, please reach out! We can touch base in San Antonio next month or connect online. Where are you on your leadership journey?

Switching gears, I'm thrilled to share some outstanding opportunities and work by our colleagues with you.

The **Pennsylvania Art Education Association** has opened its [book club](#) to all Eastern Region members. If you are wondering about starting a book club in your state or region, here are some questions they asked and things they learned from previous experience. First, decide what books should be offered. Should they be fun, fictional art mysteries; factual and obscure stories about art ownership, stolen art, artist biographies; and/or educational hot topics or racial injustice? In their pilot year, they selected seven books from different genres to read in 9 months. Here is what they learned:

- Zoom is great for a book club and long-distance learning.
- Art teachers are too exhausted to discuss books after 8 pm.
- Art teachers are busy and overworked! There is no time for reading for fun during the academic year.
- Art teachers are lifelong learners, and if we read and study books that offer quality professional learning, they are amazing participants.

The **Overseas Art Education Association** hosted its second annual conference in January. The event kicked off with a tour of the Stuttgart Kunst Museum. The conference was an enjoyable collaboration with like-minded folks! Guest speakers emphasized the theme, "Art as Empowerment." Not only did they talk about art and teaching, but there was an explosion of artmaking! Hands-on workshops were led by members, including Anna Cadin—all the way from Japan! In addition to the conference, I learned that the Overseas association puts out a call for member spotlights to include in their newsletter. It just takes a minute to share a few

words and a couple of photos that showcase the excellent work folks are doing in the classroom. Is this something you are doing or might try?



*A group shot from the Overseas Art Education Association conference. Photo by the Overseas Art Education Association president, Shannon Geraghty.*

The **Rhode Island Art Education Association** is excited to share that they are launching their first statewide awards program. All secondary art educators who teach Grades 6–12 were invited to enter the 2023 RIAEA ANCHOR AWARDS! RIAEA partnered with Rhode Island College, Rhode Island School of Design, Blick, and several other Rhode Island–based organizations to offer a variety of prizes and scholarships to participating students.

Finally, the **Maryland Art Education Association** has opened up its [Virtual Meet Ups](#) to members in the Eastern Region. I had the pleasure of joining them in January when National Art Honor Society students, along with their sponsor, shared a variety of new and exciting ideas that would help reenergize any NAHS group.

I look forward to seeing many of you at the Convention. Thank you for all you do!

---

**Column by:**

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# Art & Media Technology (AMT) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

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The Art & Media Technology (AMT) Interest Group has been working diligently to support members with creative educational technology integration over the past few months. Our aim is to add additional elements to help educators navigate the world of media and technology in education in a range of ways in addition to our work at the annual NAEA Convention.

One of the new elements we added is seasonal webinars that stemmed from our online “office hours” outreach during the pandemic. We began the seasonal webinar series focused on delving into new and emerging technology and exploring how it can be used for artmaking and in art education. We kicked off the series in November with Michael Cohen—better known on social media as the Tech Rabbi—who spoke about NFTs, the blockchain, and the

Metaverse. Our next webinar will discuss artificial intelligence and its impact on the arts and education.

We also began collaborating with the other NAEA interest groups and state chapters in a more formal way to benefit all NAEA members. We met with groups this summer at the NAEA National Leadership Conference and worked together to find common goals, issues, and opportunities, which was a terrific experience. One of the results was AMT leaders working to create an Interest Group Roundtable at NAEA San Antonio on Thursday, April 13 at 4 pm in Meeting Rooms Texas A, B, C in the Grand Hyatt, Level 4. All interest groups will be invited to share about what they do, and there will also be some free giveaways and plenty of SWAG.

Another new element we created is a quarterly newsletter to better communicate what we offer to members and share opportunities and workshops along with our awards, grants, and contests. The newsletter will be mailed out to all current members and share information about the different offerings and updates that occur each quarter, along with articles on new and emerging technologies as it develops. We are also widening our presence on social media with a new website, Instagram account, and LinkedIn group, among other developments. This will help members connect individually and support each other throughout the year.

Our annual awards ceremony is coming up this quarter as well, and we will be hosting our annual awards ceremony at the NAEA Convention. We are very excited to announce that the AMT Award Committee has chosen art educator Jane Montero (Michigan) of Dexter Community School and the University of Nebraska Omaha as the 2023 Outstanding Teaching Award winner. You may know Montero thanks to her numerous articles in *SchoolArts* magazine and her work as a regular presenter at conferences around the country. She has taught 5th- and 6th-grade art since 1989; 12 years in her home state of California, and the remaining years in Michigan. She is also a 2019 graduate of NAEA's School for Art Leaders and serves as the President-Elect for the Michigan Art Education Association. Please join us at the award ceremony if you're attending the NAEA Convention on Thursday, April 13 at 1:30 pm in Meeting room 214B on Level 2.

We will be hosting our annual business meeting at the NAEA Convention on Friday, April 14 at 12:30 pm in the Grand Hyatt Lone Star A Room on Level 2 and all are invited—we will be recording and

livestreaming it for members who can't make it to the Convention. We chose a number of terrific sessions that share great, creative work in media arts and technology, and our leadership will be sharing our recommendations to those in attendance at the Convention. Additionally, our PechaKucha will feature a host of members doing 5-minute presentations on technologies in the art classroom on Saturday, April 15 at 1:30 pm in Meeting Room 205 on Level 2. We will share some of our takeaways from the Convention, and we are also planning some terrific events for the summer and fall—so be sure to keep your membership current to receive notifications. To all those attending this year's Convention: We hope you have a great learning experience, and we look forward to sharing some terrific presentations and workshops!

Column by:

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## Community

# Asian Art and Culture Interest Group (AACIG) Column: Spring 2023

NAEA News Spring 2023

Publication

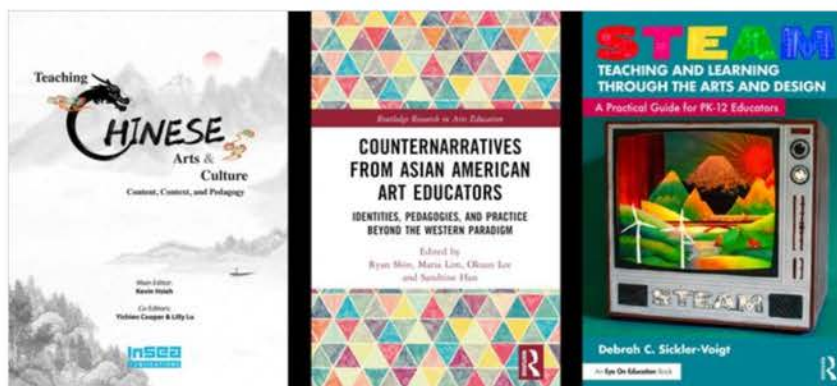
MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## Congratulations!

AACIG congratulates Yichien Cooper for being elected to serve as NAEA's Higher Education Division Director-Elect. Its board and membership thank Cooper for her dedicated 2 years of service as AACIG's President (2021–2023). She will continue her service with AACIG as its Past President.

AACIG also congratulates Ryan Shin, founding member of AACIG, on his election as AACIG's new President (2023–2025) and welcomes his leadership. Shin is the 2022 NAEA recipient of the COMC J. Eugene Grigsby, Jr. Award for his distinguished contributions to art education.



Inspire your professional practices and curriculum design with

these three books that teach about Asian art and culture.

## Recommended Readings

The spring and summer months provide wonderful opportunities to learn from and delight in books that teach about Asian art and culture and apply their teachings to develop a comprehensive art curriculum. AACIG is proud to highlight three recently published books that emphasize teachings that directly correlate with AACIG's mission: "to identify and promote art education research and practices on Asian art, culture(s), artists, and philosophies within global and cross-cultural perspectives."

### ***Teaching Chinese Arts & Culture: Content, Context, and Pedagogy***

Editors: Kevin Hsieh, Yichien Cooper, and Lilly Lu

Publisher: InSEA, ISBN: 978-989-53600-0-0

Over the past 3 decades, the scope and content of visual arts curricula in the United States reflect a more diverse range of ethnicities and cultures than ever before. Through critical multicultural art education, learners are exposed to the notion that all art and artifacts should be understood in light of the culture from which they originated. A culturally sensitive and responsive art curriculum empowers learners to respect and appreciate their own cultural traditions and values as well as those of others, thus helping prevent inappropriate use or appropriation of artworks.

*Teaching Chinese Arts & Culture: Content, Context, and Pedagogy* provides approaches and strategies that K–16 art teachers can benefit from and implement. The variety of perspectives presented also allow art educators to adapt the book to create their own curriculum and develop pedagogies and strategies uniquely geared to their students' needs and school's requirements. This free InSEA publication can be downloaded via <https://www.insea.org/wp-content/uploads/2022/05/20220511-Hsieh-et-al-TCAC-compressed.pdf>

 Acrobat Reader .

### ***Counternarratives From Asian American Art Educators: Identities, Pedagogies, and Practice***

Editors: Ryan Shin, Maria Lim, Oksun Lee, and Sandrine Han

Publisher: Routledge, ISBN 978-1032119533

*Counternarratives From Asian American Art Educators: Identities, Pedagogies, and Practice beyond the Western Paradigm* collects and explores the professional and pedagogical narratives of Asian art




educators and researchers in North America. Few studies published since the substantial immigration of Asian art educators to the United States in the 1990s have addressed their professional identities in higher education, K–12, and museum contexts. By foregrounding narratives from Asian American arts educators within these settings, this edited volume enacts a critical shift from Western, Eurocentric perspectives to the unique contributions of Asian American practitioners. Enhanced by the application of the AsianCrit framework and theories of intersectionality, positionality, decolonization, and allyship, the authors focus on professional and pedagogical discourses and practices that support Asian American identity development and practice. Access the book at <https://www.routledge.com/Counternarratives-from-Asian-American-Art-Educators-Identities-Pedagogies/Shin-Lim-Lee-Han/p/book/9781032119519> .

***STEAM Teaching and Learning Through the Arts and Design: A Practical Guide for PK–12 Educators***

Author: Debrah C. Sickler-Voigt

Publisher: Routledge, ISBN 978-1032025148

Featuring 150 visually stunning, full-color images, *STEAM Teaching and Learning Through the Arts and Design: A Practical Guide for PK–12 Educators* offers user-friendly, approachable strategies to facilitate educators’ STEAM planning, instruction, and assessment. Its curriculum draws from wide-ranging artists and designers, with teachings from Asian artists that include father of video art Nam June Paik, ukiyo-e artist Katsushika Hokusai, ceramicist Patti Warashina, video game designer Jenova Chen, and new media/conceptual artist Mawish Chishty.

The book explores the interdisciplinary and transdisciplinary connections between STEAM disciplines and provides a model to form authentic, well-designed, and age-appropriate preK–12 learning tasks that encourage students to make deep connections and study subject matter in context through art media and technologies. Its “Meet the Educators” section highlights educators’ best practices for teaching STEAM in a variety of educational settings, including international venues. Beginning April 11, 2023, access the book and download its free PowerPoints, lesson plans, and instructional resources at [https://routledgetextbooks.com/text-books/\\_author/sickler-voigt](https://routledgetextbooks.com/text-books/_author/sickler-voigt) .

---



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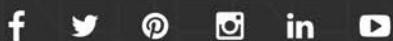


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## Community

# Community Arts Caucus (CAC) Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Leadership](#)[Technology](#)[Community Collaboration](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## Collaborating With ChatGPT

In this column, we have collaboratively edited (using strikethroughs to omit generated text and boldface to designate AI-generated text) a call for a new Co-Director that was generated by ChatGPT—one of many emerging AI technologies that responds to a request for information by making their best version of a text. In this process of redaction and addition, we call awareness to the subtleties of our practices and together consider the possibilities and limitations of new technologies and tools. We play with the generated text as a material for us to challenge, uphold, tear away, and bring awareness to the ideas we consider together. Our text is an experiment with making things collaboratively. We reflect on and enact the spirit of CAC and our hopes for its future.

~~Attention all members of the Community Art Caucus~~ Dear Community Arts Practitioners,

~~We are pleased to announce that we are accepting applications for a~~ In our collective attempt to nurture new ways of working together by exploring leadership models that emphasize care, reciprocity, and shared responsibility, The Community Art Caucus Co-Directors are looking for someone to join us in envisioning what shared leadership could be. Acknowledging that with new leadership

comes new ideas and processes, we are intentionally working toward change and recognizing that bringing a new member into this group is part of that desired change. ~~new co-director to join our leadership team.~~ As a growing community of artists and art enthusiasts, art educators, and community based practitioners we believe that this is an exciting opportunity for someone who is passionate about art and community building and sustaining community arts spaces.

~~The ideal candidate will have experience in organizing community events, managing a team, and a strong interest in contemporary art.~~ We, the current co-directors, hope to continue writing, thinking, and making changes to the structure and forms of CAC in reflection and observation on what CAC is, has been, and can be. ~~They should also be able to demonstrate a commitment to promoting~~ Through the reimagining of leadership structures, we are working toward deconstructing, challenging, and embracing the multiple layers and complexities that exist in creating spaces that honor diversity, equity, and inclusion in the art world. We acknowledge the complicated relationship the art world has to other creative spaces when considering how art is made, understood, lived, and received beyond the historically framed and valued understanding of art that is dependent on hierarchies of where art belongs and how art is acknowledged

As a collaborative member of the ~~co-director~~ co-directing team, you will work closely with the current co-directors ~~director to shape the vision and direction of the Community Art Caucus.~~ You ~~will~~ might help to plan and execute events, manage our social media accounts, and collaborate with other organizations and artists ~~to promote our mission.~~ The way that we as co-director distribute responsibilities is based on our abilities and needs.

If you are interested in applying, please attend our Town Hall Meeting Friday, April 14th, 2023 from 12:30 pm ~~send a letter of interest and a CV to [insert email address].~~ If you are unable to attend NAEA Conference in San Antonio, Texas but interested in being a co-director please send us a video expressing your interest. The deadline for applications is [insert deadline]. We welcome applicants from all backgrounds and look forward to hearing from you.

Thank you,



[Your Name] Angela, Carina, Paulina and William  
Co- Directors ~~Director~~, Community Art Caucus

While editing the ChatGPT-generated text, we realized we nearly rewrote much of the document. It did not have the collective voice we have established over 2 years' worth of cowriting and editing. Our slow approach to reformatting content and wanting to show our hand enabled a collective reflection on words. The words became more like material, as opposed to words belonging to someone else. We were faced with confronting and speaking to the cliché design of the letter and the AI's approach to discussing a living organization's need in our ever-changing world.

As leaders, thinkers, writers, researchers, and artists with beautifully complex social, racial, ethnic, and gendered identities, we had to sit with the sentence, "They should also be able to demonstrate a commitment to promoting diversity, equity, and inclusion in the art world."

---

### Column by:

Carina D. Maye, William Estrada, Angela Inez Baldus, Paulina Camacho Valencia, CAC Co-Directors, with ChatGPT

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## Community

# Choice-Art Educators (CAE) Column: Spring 2023

NAEA News Spring 2023

Publication

Choice-Based Art Education

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## A Choice-Art Educator's Evaluation Wish List

Essentially, choice art is the very essence of out-of-the-box teaching and learning, but it is largely evaluated by incongruently marking the domain-named boxes of a walk-through template. Using a common assessment instrument to evaluate an uncommon pedagogy doesn't have to mean a less-than-stellar evaluation if your administrator is prepared for what they will be observing. To that end, I've compiled a wish list of three things I wish for every administrator to know before evaluating a choice-art studio.

First and foremost, please know we will neither look, nor sound, like the art rooms of your youth. When you step in the studio to evaluate, we won't all be quietly copying a teacher-made example of the same thing. Rather, be prepared to see students moving around the studio with agency and creative autonomy, and who are working at different stages of completion of their process. Be prepared for frenetic sounds of building relationships, honing social skills, and "Hey, show me how you did that" peer-to-peer instruction. Studio learning is vibrant, chatty, and busy, and this can sometimes be misconstrued as chaos. Reframing this perception as less like chaotic, more like electric, is key to appropriately evaluating what's actually occurring in the studio.



Which brings me to Wish Number 2. We all know the importance of feedback when we are learning. Through our own studies as educators, we've learned how to construct quality, timely, and relative feedback for our students. Choice-art educators are most enriched by feedback that is less about students out of their seats or socializing while they work, and more about how we could differentiate for our student with a behavior plan in the context of our pedagogy. For instance, give us feedback that identifies missed opportunities to be culturally responsive in our lesson, or tell us how we did helping our new ELL understand our learning objectives. Too often, our feedback is focused on how students look and sound while they learn, and how we should modify behaviors that we have cultivated and encouraged—which is not useful feedback for us at all. We know it's a different vibe in here, and we want you to know that, too.

My final wish would be for administrators to know how lucky they are to have a choice-art educator as their colleague. Most of us did not begin this way and have spent years (over a decade now, myself) cultivating a practice that required unlearning and relearning a better way to engage our students. We have pored over the research, joined interest groups, mined our own professional development, and suffered mediocre evaluations on our journeys to be our best educator selves. Possibly the most difficult part of becoming a choice-art educator is the part where we have to learn to let go. We have to let go of what we see as potential and let the child determine the best way to use it. We have to let go of planning every move they make and learn how to follow their lead. We have to let go of product-focused outcomes and allow the process to teach. It's a long row to hoe, and it can be exhausting.

If you have an art teacher who took the leap of faith necessary to become a choice-art educator, you have a teacher who is not afraid to innovate, make mistakes, and learn from those mistakes. If you have a choice-art educator in your building, your students are exclusively primed to generate original thoughts, make meaningful real-world connections, and demonstrate proof of learning in far better ways than we could ever ask of them. Before you step into the studio to observe, do your best to remember this is not the art class we grew up with. When we know better, we do better. This is the magical “student voice and choice” the education world has told us is the way. Take time to notice what students are doing when they are out of their seats. Listen closer to the chatter in the room to hear what students say to each other, what questions they ask. Most

importantly, take pride in your choice-art program; it didn't come easy, and it's a gold mine of learning engagement.

Holley Andersen, CAE Co-President-Elect  
Fayetteville, Arkansas

Julie Jacobusse and Maggie Leysath, CAE Co-Presidents

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## Community

# Committee on Lifelong Learning (LLL) Column: Spring 2023

NAEA News Spring 2023

Publication

Conferences/Events

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

The upcoming NAEA Convention brings us together to discuss needed change and share the challenges and successes in the work we do in lifelong learning. At our business meeting we will welcome new members, vote on several offices and changes to bylaws, and officially welcome Chair-Elect Deborah Wall. Following are highlights of presentations by Committee on Lifelong Learning (LLL) members who are presenting research, best practices, and hands-on workshops in San Antonio and remotely.

## Thursday

**11:30 am.** Melanie Davenport and Marjorie Manifold answer the question: What role might art education play in the lives of this growing population of older adults? Their presentation, “Creative Engagement Is Not Just for Kids!,” addresses the need for art education for a growing aging population.

**2:30 pm.** We will honor two members for their research and teaching at the LLL awards session. The committee honors Susan Whiteland as the recipient of the Pearl Greenberg Award for Teaching and Research in Lifelong Learning and Eli Burke, the recipient of the Murray Greenberg Award for Emerging Scholars in Lifelong Learning. At the awards, both will present their research and experiences in art education that focuses on lifelong learning.



## Friday

**7:30 am.** We are sponsoring a workshop aptly called “Coffee Talk: Making Mugs, Meeting Mentors.” The workshop aims to develop networks of support among experienced and novice K–16 art educators. Proven advice from Thomas Hoerr, author of the ASCD book, *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs* (2017), and *Coffee Talk*, targeted conversations in intergenerational pairings, will inspire the decoration of commemorative mugs to mark new mentoring friendships. An intergenerational group of art educators—Liz Langdon, Marjorie Manifold, Maggie Peeno, Sierra McCloskey, and Mariah Geels—are working to make this a successful experience for all. Tickets are still available for \$20.

**11:30 am.** Pamela Lawton, Liz Langdon, Angela LaPorte, Susan Whiteland, and Rebecca Bourgault explain “What Is Lifelong Learning?” In this informational session, LLL’s mission and purpose is shared using interactive dialogue and participant’s recent research and teaching on creative aging, intergenerational community arts, scholarly publication, and monetary awards available for teaching and research in lifelong learning.

**11:30 am.** Samuel Peck, along with K–16 experts, discusses “Visual Journals as the Foundation for Student-Directed Artmaking” as a solid ground for students to develop Studio Habits of Mind; discover global connections; and become more independent in their stylistic, conceptual, and contextual choices as artmakers.

**1:30 pm.** Liz Langdon and Melanie Davenport present a case for coloring in “To Color or Not to Color?” Coloring is often disparaged in art education but flowers in popularity outside of schooling. From retirement communities to 5th-grade classrooms, coloring is recognized as therapeutic and skill-building. Consider how, when, and where art educators might find benefit in engaging with the concept of coloring across the lifespan.

**4:00 pm.** Linda Helmick presents “A Legacy of Love: Friedl Dicker-Brandeis,” which investigates the life and work that informs and expands visual exploration in service of love to others through arts-based wellness that blends tenets from art education with values of art therapy. We will engage in a discussion about the affective significance of arts-based programs.

Saturday

## Saturday

For those participating remotely, at **11:30 am**, Angela LaPorte and Melanie Davenport will be live streaming from San Antonio to present “Universal Design for Learning in Art Education Across the Lifespan.” They will explore the intersection of Universal Design for Learning (UDL) and art education for lifelong learning, including the sharing of ideas for utilizing the UDL framework in teaching and learning across the lifespan.

---

Additionally, two sold-out workshops are being presented for LLL. One has applications for engaging with adults with dementia. In “Puppet Construction for Purposeful Play,” member Susan Whiteland constructs extraordinary sock puppets and teaches animation techniques to make puppets come to life for use in the community and to engage with students, after-school groups, and older adults. In “Journaling Toward Antiracism Practices Through Self-Reflection and Community Sharing,” participants are encouraged to reflect on cultural identities and practices with students through conversation and visual journaling.

Last, but importantly not least, at 1:30 pm we will have the Committee on Lifelong Learning Business Meeting. We welcome our new Chair, Deborah Wall. Deborah is a senior lecturer of art education at UNC Charlotte, where she recently received a doctorate in educational leadership. Prior to teaching at the higher ed level, she taught 9–12 high school photography and visual arts, K–6 art, and special needs art in both Charlotte-Mecklenburg and Union Counties in North Carolina.

---

### Column by:

#### Liz Langdon, LLL Chair

Associate Teaching Professor, University of Kansas. Email: [lizlangdon@ku.edu](mailto:lizlangdon@ku.edu)

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## Community

# Caucus for Social Theory in Art Education (CSTAE) Column: Spring 2023

NAEA News Spring 2023

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Equity

Social Justice/Theory

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## The Self as Other

In CSTAE, we have recently worked on updating our bylaws, which included rewriting our purpose. The Caucus originally emerged in the 1980s as an advocate for considering the social in art education research and teaching, to ensure that art education as a field and as a practice was relevant beyond the field itself and in the lives of young people in public school art classes. To read the exact perspectives that were foundational to our formation, you can access [the first volume of the \*Journal of Social Theory in Art Education\*](#) [↗](#), which is achieved thanks to the work of Melanie Buffington.

Since the founding of CSTAE, many other caucuses and interest groups have emerged that focus on specific aspects of the lived social experience and art education. One could say that the initial purpose of CSTAE has been fulfilled. However, I do believe that social theory as a broad pursuit is still necessary—especially in this moment.

I never imagined I would see a time when public education would be under attack and books centering Black, Brown, and Indigenous voices would suffer the threat of being banned. Living in central Arkansas, I follow developments in state legislation, efforts to enact a voucher system for schools (including public money funding

private schools), trans bathroom legislation, book banning. I have an increasing sense that even when I use my voice, the powers that be have no interest in hearing an opposing view or considering expert opinions as they craft legislation. Such measures directly affect K–12 art educators, and I wonder, how can theory help in a moment like this?

In my opinion, theory should illuminate our lived experiences. It should open up new opportunities, new considerations, and new pathways. That is why I appreciate the work of Gloria Anzaldúa so much. *Autohistoria teoría* is her method for making theory from lived experiences, that all people can theorize from our lived experiences. In these difficult political moments, I think specifically about her essay titled “now let us shift... conocimiento... inner work, public acts.” In the face of fascist legislation, I am inclined to hide away—to avoid the truth that is in front of me because it feels unbearable. It is easy to demonize those who are wielding power, to see them as monsters or as enemies. In these moments I challenge myself to remember the humanity of the other, similar to Anzaldúa’s (2015) quote:

*We are the other, the other is us—a concept AnaLouise Keating calls “re(con)ceiving the other.” Honoring people’s otherness, las nepantleras advocate a “nos/otras” position—an alliance between “us” and “others.” In nos/otras, the “us” is divided in two, the slash in the middle representing the bridge—the best mutuality we can hope for at the moment. Las nepantleras envision a time when the bridge will no longer be needed—we’ll have shifted to a seamless nosotras. This move requires a different way of thinking and relating to others; it requires that we act on our interconnectivity, a mode of connecting similar to hypertexts’ multiple links—it includes diverse others and does not depend on traditional categories or sameness. (p. 151)*

I think this means that we see our differences, and we acknowledge that we are not singular bodies discreet unto ourselves, but rather intimately interconnected. And to demonize the other is to

intimately interconnected. And to demonize the other is to demonize the self. I can vehemently disagree with another person and still regard their humanity and the interconnected nature of our existence. This is true in art learning spaces as well, which are themselves inherently political. The students in our classrooms embody a range and multitude of differences via their lived experiences. Perhaps the art room can serve as the slash between nos and otras?

As we are rethinking our purpose as a caucus, I hope we continually look to the ways in which theory, such as Anzaldúa's, can be bridged into practice. These are the kinds of ideas that I use to anchor myself and my practice as the world around me seems difficult to confront. Social theory invites me to look beyond commonplace assumptions about who I am and who those around me are, and to consider the complexity of each moment and each interaction.

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## Reference

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## Column by:

**Emily Jean Hood, CSTAE Coordinator**

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# Design Interest Group (DIG) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## NAEA Design Interest Group Update: March 2023

### StudioChallenge

**Participants** are still going strong on their challenges and are on target to finish well. We will have our third quarterly meeting with the full group on Monday and will then be in the final stretch. Rande Blank continues the process of compiling the documentation in the form of a design handbook for public use. The handbook should be completed this summer.

### NAEA Convention 2023

The Design Interest Group has secured Chris Lovin as our 2023 DIG keynote speaker. He has worked for some of the nation's top design firms. He is currently a UX strategist working with AthenaHealth in Texas to design better user experiences. This presentation is during the DIG business meeting on Saturday, April 15 at 1:30.





DIG has chosen Michigander Deborah Parizek from the Henry Ford Academies as the recipient of the 2023 NAEA Outstanding Design Educator Award. Deborah is being recognized for her exemplary contributions as a leader in the field of design and design education. She will receive her award during the DIG business meeting in San Antonio.



When we have compiled a listing of the design sessions, I will forward it to Jane to post to our members.

### **New Role**

I will be assuming a new role with NAEA beginning in April, and I expect the responsibilities will be great. Although I have thoroughly enjoyed my time back on the MAEA council, I need to prioritize my new position. Regretfully, I will need to resign from my position as the MAEA Next liaison, effective April 1, 2023.

---

**Column by:**

**Cindy Todd, DIG Chair**

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## Community

# Disability Studies in Art Education (DSAE) Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Conferences/Events](#)[Disability Studies](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## NAEA DSAE Interest Group Collaboration With the International Disability Studies, Arts and Education (iDSAE), September 30, 2023

*Column by:* Mira Kallio-Tavin and Alice Wexler

The International Disability Studies, Arts and Education (iDSAE) community has organized biennial conferences since 2017. After two successful and intense in-person conferences, the global pandemic changed our plans for the 2021 conference. Like NAEA's 2021 National Convention, the iDSAE conference was organized fully online. The first international conference was held in Helsinki in 2017, organized by Aalto University; the second was held in Philadelphia in 2019, organized by Moore College of Art & Design. While there are plans for the next in-person (and hybrid) conference to be organized by the University of Nebraska Omaha in 2024, this year iDSAE will host a Virtual Forum of critical disability studies dialogues on timely issues with artists, activists, and educators. This Forum will take place on September 30, 2023. Tickets will be available through registration, announced on the recently updated iDSAE web pages: <http://www.idsae.net>. The Virtual Forum invites the international and national art education disability studies communities to engage in future dialogues between biennial conferences.

The years between the international conference since 2018 have also been marked for a journal publication based on the call announced during the conferences. These special issues have been published in the *Research in Arts and Education* journal ( <https://journal.fi/rae> ). The latest issue was published December 31, 2022, with the conference theme Disability Justice: Decentering Colonial Knowledge, Centering Decolonial Epistemologies, edited by Alexandra Allen, Claire Penketh, and Alice Wexler. In this issue, the authors and editors recognize how

*the pandemic had fore-fronted social justice in disability studies, art education, and society: the inequity of economic resources, the exploitation of the most vulnerable people, systemic racism, and the disproportionate effects of climate change on non-industrial countries. The intersection of racial, able-bodied, ethnic, sexual, cultural, gendered, environmental, and economic power disparities are interlocking oppressions that cannot be detached from colonial history. Decolonial work is foregrounded in the lived realities of marginalized people who diverge from neurotypical and dominant systems. (p. 2)*

Thematically, the discussion on global and contemporary world issues of disability justice will continue with the Virtual Forum this year.

### **Inviting Questions Toward the 2023 Virtual Forum**

The Forum will be organized around panel discussions that will focus on themes, such as disabled artist–teacher identity, disability studies and arts education in a post-COVID era, disability and climate issues, and debility–disability: the global effects of oppression and precarity. The call for this Forum will focus on inviting participants to ask questions, raise concerns, and suggest topics for conversation. Participants will be invited to change virtual rooms, offer their contribution, and/or listen to the ongoing conversations.

The new web pages (<http://www.idsae.net>) offer the updated information about the upcoming Forum, an invitation to submit questions for the Forum, information about the previous conferences, and links to the open-access *Research in Arts and Education* journal issues.

To assure that the International Disability studies, Arts and Education (iDSAE) network would be better distinguished from the NAEA's Disability Studies in Art Education (DSAE) Interest Group, we now have a new logo for iDSAE. We realize that many members are active in both groups and do not separate their work and activism in these two groups. Yet for the sake of clarity, we mark this year as a new era with a new official acronym—iDSAE—with the new web pages and revised logo. Please, see the logos of both groups below, and feel free to join both groups!



---

## Reference

Allen, A., Penketh, C., & Wexler A. (2022). Disability justice: Decentering colonial knowledge, centering decolonial epistemologies [Editorial]. *Research in Arts and Education*, 2022(3), 2–4.

---

**Alice Wexler, DSAE Columnist**

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## Community

# Early Childhood Art Educators (ECAE) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

This edition of the Early Childhood Art Educators Interest Group's newsletter will serve two purposes. First, I will identify offerings at the upcoming NAEA Convention, April 13–15, 2023, in San Antonio, Texas. (Please see *NAEA23 Preliminary Sessions Listings* at <https://my.arteducators.org/sessions> for longer session descriptions). I am looking forward to seeing you at the Convention and the ECAE Business Meeting (all are welcome). Second, longtime member of ECAE, Pamela Krakowski, will share information about her recently released book, *Entering a Child's World*, which I am sure many of you will find inspiring, thoughtful, and useful.

## NAEA National Convention Offerings of the Early Childhood Art Educators Interest Group:

Thursday 12:30pm–12:55pm

Drawing as a Communicable Language: Nourishing a Pedagogy of Listening in Early Childhood Art Education  
Kwang Dae (Mitsy) Chung

Thursday 1:00pm–1:25pm

Rapture, Reveling, and Reflection: Looking at Non-Western Art Objects With Toddlers  
Kathy Danko-McGhee

---

Thursday 4:00pm–4:50pm

Unmaking Myths About Early Childhood Art Education and  
Children

Heather Kaplan, Shana Cinquemani, Geralyn Yu, Mitsy (Kwang  
Dae) Chung

---

Friday 11:30am–12:20pm

Early Childhood Art Educators (ECAE) Business Meeting and  
Gathering

All NAEA members are welcome.

---

Friday 2:30pm–3:50pm

Transformative Artmaking and Caregiving With Young Children  
Through Motherscholarship With the Scribble Squad

Marissa McClure Sweeny, Georgina Badoni, Shana Cinquemani,  
Brooke Hofsess, Christine Thompson, Lillian Lewis, Hayon Park,  
Mindi Rhodes, Meaghan Brady-Nelson

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Saturday 8:00am–8:50am

Technology and the Reggio Emilia-Inspired Art Classroom  
Anna Nardulli

---

Saturday 2:00pm–3:20pm

Perspectives on Community-Based Art Education for and With  
Young Children

Shana Cinquemani, Marissa McClure Sweeny

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Saturday 4:00pm–4:50pm

Young Children Making Meaning Through Drawing  
Sangsook Park

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### ***Entering a Child's World* by Pamela Krakowski**

Pamela Krakowski, a newly retired clinical assistant professor and K–5 art educator at the Falk Laboratory School, housed on the campus of the University of Pittsburgh, recently authored the book, *Entering a Child's World*. The book is about narrative pedagogy—a pedagogy that relies upon intuitive, embodied sensibilities to better understand what children are most passionate about—their interests, stories, ideas, and emotional concerns—and allowing what matters most to them to inform the curriculum. It draws upon the philosophical work of John Dewey—the founder of the very first laboratory school—Parker Palmer; Fred Rogers; Max van Manen; and the pedagogical practices of the preschools from Reggio Emilia, Italy, to name a few. This book, based on Krakowski's dissertation research, includes *vignettes* of teaching art to kindergarten, 1st-, and 2nd-grade art classes—the older range of early childhood.

In the book, Krakowski highlights embodied, *narrative sensibilities* that balance the narrative with the normative. The narrative is the *is*—what *is* happening in the children's lives: their thoughts, feelings, perceptions, passions, and concerns. The normative is the *ought*—what *ought* to be happening in the classroom: curricular aims, goals, objectives, and lesson plans. Krakowski embraces both the narrative and the normative from a both-and point of view, a more postmodern approach—not an either-or viewpoint. Both the narrative and the normative are essential to teaching. Both what the children have to say as well as the skills, concepts, and a body of knowledge are important for them to learn.

Krakowski states that this book can appeal to those who teach methods classes in early childhood and elementary art education, preservice art education courses, and in museum education because this study focuses on nurturing and cultivating aesthetic, intuitive, and embodied sensibilities—much needed in the training of future teachers—and not merely focusing on behavioral principles, methods, and techniques. It is available on Amazon. She is currently writing a study guide to go with the book. If you are interested in acquiring the study guide, please contact her at [pamkrak@pitt.edu](mailto:pamkrak@pitt.edu).

---

**Column by:**

**Heather Kaplan, ECAE President**

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# Ecology and Environment Interest Group (EEIG) Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Art Materials](#)[Environmental Issues](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## Materiality and Sustainability in Art Education

*For decades, environmental artists have used discarded objects or found materials in their works to make statements about materiality, consumption, and waste. Now these approaches have become fairly commonplace, with many large public sculptures composed of repurposed materials and step-by-step books published on the topic (e.g., Crull, 2022). In the field of art education, numerous educators (e.g., Eckhoff & Spearman, 2009; Hasio & Crane, 2014)—including myself (Bertling, 2015)—have described curricula that engage students in repurposing materials. While some challenges associated with these practices arose in my own former middle school teaching, I recently realized, through conversations with other art-teacher educators, the use of reclaimed materials in art education is a fairly contentious topic. In this column, Jody Boyer and I identify some critiques and offer some thoughts and suggestions.*

Critiques of art processes involving repurposed materials can be rooted in a variety of concerns related to practical challenges, artistic rigor, social equity, and sustainability concerns. From a more anthropocentric perspective, art educators have expressed concerns about material storage as these materials can clutter, collect dust, and decompose in classrooms; the need for all students to experience high-quality, traditional “art materials”; and the lack



of conceptual complexity associated with these approaches, given that simple representational works tend to dominate this genre (e.g., whales made from plastic water bottles). However, for the purposes of this column, we will engage with the critiques that arise more from ecocentric perspectives.

The predominant ecocentric critiques we have encountered relate to the actual sustainability and impact of such works. When assembling found objects, K–12 students tend to want to use non-reclaimed materials to adhere the materials, support the works, or decorate the surfaces. Adhesives (e.g., hot glue, superglue, and tape), metal armatures, manufactured connective materials (e.g., wire), and non-water-soluble paints (e.g., spray paint) tend to be nonbiodegradable, nonrenewable, and unrecyclable. As such, these materials tend to be less ecologically sustainable than more basic art supplies like drawing paper and colored pencils. This same phenomenon can manifest in contemporary art, for instance, when large metal armatures support plastic-bag or plastic-water-bottle sculptures.

Thus, an interrelated critique surrounds ecosocial impact. If such works are ecologically harmful in their materiality, do they hold ecosocial value? Can unsustainability be overlooked because the works otherwise model alternative modes of living and inspire ecosocial dialogues? Or do they feel too performative, by espousing important ideas about sustainability without being willing to commit fully to those principles themselves, similar to corporate greenwashing?


Rather than thinking in terms of stark binaries, like (good) sustainable and (bad) unsustainable artistic practices, which could discourage smaller steps toward sustainability in studio art practices and art education that, when implemented broadly, could result in sizeable conservation, we prefer to think of sustainable material usage in terms of a continuum or tiers. Linda Weintraub (2018) offered a “good/better/best” (p. 20) tiered model for eco materialism in art. For instance, Weintraub distinguished between art practices that temporarily divert materials from landfills and those that permanently redirect them. While some artists utilize discarded materials and then eventually dispose of the works so they proceed to the landfill as they were originally intended (a “good” practice in not creating new “waste”), other artists dismantle the works and recycle the individual components (a “better” practice in recycling existing “waste”). In such cases, a “best” practice might

represent artists' preserving their works' materials and further repurposing them (Weintraub, 2018).

In the near future, we expect environmental impact will become a key criterion used to assess the merit of artworks—equal to, or perhaps more important than, other commonly accepted criteria like conceptual engagement or technical expertise. We encourage art educators to begin to integrate this ethical, material orientation into discussion, artmaking, and critiques of all works. As Weintraub (2018) noted, this emphasis will require a paradigm shift from “art-for-art’s sake” to “art-for-life’s sake” (p. 20).

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---

## Column by:

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# History and Historiography in Art Education (HHAE) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

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## HHAE Spring 2023 Updates

The History and Historiography in Art Education Interest Group has made huge strides in its 1st year and will continue to grow.

Our group's collective purpose is to explore the history and historiography of art education broadly from national, international, and comparative perspectives, and to provide historical context for the formation of educational policy. Members teach and research in a variety of contexts, from K-12 schools, community colleges, and research universities to independent scholars as well as others working outside the academy.

### Current Membership

Our membership is approaching 100!

As the HHAE website comes online and new initiatives begin, we expect membership to grow exponentially.

### Website and Initiatives

The HHAE website is expected to launch before the 2023 NAEA Convention. A variety of special initiatives will also be introduced to all NAEA members before our event in Texas.

## 2023 Convention

HHAЕ is proud to announce 25 events and presentations that will occur throughout the Convention. Promotion of all HHAЕ events and presentations will begin in March on the NAEA Collaborate message board and through emails sent directly to HHAЕ members.

Please join our growing HHAЕ community!

Email us: [Hhae.naea@gmail.com](mailto:Hhae.naea@gmail.com)

---

### Column by:

#### Dustin Garnet, HHAЕ Co-Chair

Associate Professor of Art Education, California State University, Los Angeles

#### Indira Bailey, HHAЕ Co-Chair

Assistant Professor of Art Education, Claflin University

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# Independent School Art Educators (ISAE) Column: Spring 2023

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MARCH 20, 2023

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Greetings ISAE members!

I hope this letter finds you well in the midst of another busy spring season. By the time you receive this, many of you will be preparing to attend the 2023 National Convention in San Antonio! Before you completely fill your schedule, we wanted to take this opportunity to draw your attention to several events and opportunities that might be especially interesting to art educators working in independent school settings.

An official NAEA Interest Group since 2008, the Independent School Art Educators (ISAE) Interest Group is invested in your development as an artist-educator, and we strive to connect you to the resources that will keep you feeling inspired, fulfilled, and supported. How do you balance the needs of your learning community while also staying connected to trends in the field of art education? Where do you look for information that is applicable to your teaching environment and also your personal artmaking



practice? What opportunities exist for you to connect with colleagues who work in non-public school settings? Whatever type of professional connection you may be seeking, ISAE wants to support you, and we welcome you to our wonderful community of educators.

### **Connect with ISAE:**

If you are attending the 2023 NAEA Convention, we hope to see you in San Antonio! Please join us at our ISAE Business Meeting (Friday, 4/14) and Interactive Member Discussion (Saturday, 4/15) sessions. The ISAE Business Meeting is an opportunity to learn more about the operations of the Interest Group, as well as to discuss any questions or concerns you might have. The Interactive Member Discussion is a great way to meet new colleagues and to discuss our upcoming initiatives—including the celebration of our third annual Independent School Art Educator of the Year award recipient! ISAE will also be participating in an in-person social event in San Antonio with several other NAEA Interest Groups—please keep an eye out on our social media channels for more information! Finally, we will also host a table in the NAEA Interest Group Roundtable event, so be sure to swing by for some ISAE swag and conversation! These Convention opportunities serve as dedicated spaces for collaboration, connection, and community building among independent school art educators. We can't wait to see you!



### **Find us online:**

If you won't be attending the convention this year, you can still connect with ISAE online! We would love the opportunity to learn more about you and the happenings in your learning spaces. Find us at all of your social media hot spots:

- Instagram: @ISAE.NAEA

- Facebook: @ Independent School Art Educators Interest Group
- The NAEA Collaborate page

And of course, you can always send me an email @ [ISAEpresident@gmail.com](mailto:ISAEpresident@gmail.com). Thanks in advance for your engagement, and we look forward to seeing many of you in person at the NAEA 2023 Convention.

Warmly,  
Evan Thomas  
ISAE President

### Column by:

**Evan Thomas, ISAE Chair**  
Email: [isaepresident@gmail.com](mailto:isaepresident@gmail.com)

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## Community

# National Association of State Directors of Art Education (NASDAE) Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Arts Administration](#)[Public Policy/Legislation](#)[Advocacy](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## Funding and Policy in Arts Education

*Column by:* Andy Meadows, NASDAE President-Elect

As President-Elect of the National Association of State Directors of Arts Education (NASDAE), I am honored to address the members of the National Art Education Association (NAEA). NASDAE Interest Group members are the visual arts program managers for the Departments of Education in each state. They are often a silent driving force behind arts education advocacy, professional development, and arts initiatives that serve arts education programs statewide. I am excited to take on the role of President at the conclusion of the NAEA National Convention in San Antonio, Texas.

Visual arts education is an essential component of a well-rounded education. It provides students with the opportunity to develop their creativity, critical thinking, and problem-solving skills. It also promotes self-awareness and confidence, encourages collaboration and communication, and enhances cultural awareness and appreciation. Despite the abundant benefits of visual arts education, the funding of arts initiatives is not always prioritized.



While funding is integral, leaders who prioritize visual arts education as part of teaching and meeting the needs of the whole child are a critical component of advocacy. Currently we may have up to two generations of education policy makers and administrators prioritizing curriculum decisions who may have never experienced arts education opportunities during their K–12 education. This means recognizing the value of visual arts education and incorporating it into the curriculum, ensuring that it is not neglected or overlooked due to other priorities.

According to a 2019 report by the National Center for Education Statistics, 94% of elementary schools in the United States offer visual arts instruction, but only 45% of high schools do so. This is concerning, given that high school is a critical time for students to develop their skills and explore their interests before moving on to college or the workforce. It is essential to provide students with a comprehensive visual arts education that prepares them for the future and gives them the skills they need to succeed and encourages a lifelong appreciation of the arts.

In addition to prioritizing visual arts instruction, it is also crucial to support instruction by allocating funds. According to NAEA (2020), funding for visual arts education has been declining in recent years, with many schools struggling to provide adequate resources for their programs. This can result in reduced access to art supplies, outdated technology, and limited opportunities for professional development for educators. To address this issue, arts leaders must advocate for increased funding for visual arts education and work with school administrators and policy makers to promote arts programs and to ensure that funding is allocated and spent appropriately.

In conclusion, visual arts instruction plays a vital role in providing students with a well-rounded education that prepares them for success in the future. While funding is crucial to support visual arts education, prioritizing the arts as part of teaching the whole child promotes creativity and lifelong learning. As President-Elect of NASDAE, I look forward to working with NAEA members and other stakeholders to ensure that visual arts education is accessible and supported for all students and provide equitable access to quality arts experiences.

---

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<https://www.arteducators.org/advocacy-policy/arts-education-for-america-s-students>

National Center for Education Statistics. (2019). *Arts education in public elementary and secondary schools: 1999–2000 and 2009–10*.  
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>

**Kelly Bisogno**, NASDAE President. Fine Arts Specialist, Virginia Department of Education. Email: [kelly.bisogno@doe.virginia.gov](mailto:kelly.bisogno@doe.virginia.gov)

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# Public Policy and Arts Administration (PPAA) Column: Spring 2023

NAEA News Spring 2023

[Publication](#)[Equity](#)[Public Policy/Legislation](#)

MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## Pondering Positionality in Public Policy

I am a White middle-class, middle-aged, able-bodied female. Why is this important? Those key characteristics determine my place in society, otherwise known as my positionality. Sensoy and DiAngelo (2017) define positionality as follows: “*Positionality* is the concept that our perspectives are based on our place in society. Positionality recognizes that where you stand in relation to others shapes what you can see and understand” (p. 15).

Because of my positionality, I may not see the barriers preventing others from having the same opportunities. For example, as an able-bodied female, I may not immediately recognize the challenges a person with a disability may experience. Sensoy and DiAngelo (2017) suggest we think about our own positionality by reflecting on the following:

- Identify your social positionality and pay attention to how it informs your perspective (e.g., race, gender, socioeconomic status, abled).
- What limitations of awareness might you have as a result of that positionality?
- What are the things you can and cannot see based on the social positions you hold or do not hold?



Positionality has become a tool for analyzing knowledge construction. According to Sensoy and DiAngelo (2017), “positionality asserts that knowledge is dependent upon a complex web of cultural values, beliefs, experiences, and social positions” (p. 29). When considering public policy, we must consider *whose* knowledge informs the policy.

Leaders create public policy at the local, state, and federal levels. For example, at the state level, public policy may influence classroom content. The individuals who write public policy do so through the lens of their positionality. Policy makers do not always consider multiple perspectives, and frequently public policies are made through the lens of who holds power.

Therefore, we must critically examine *whose* knowledge shapes public policy. Scholar James Banks explains that “the knowledge we create is influenced by our experiences within various social, economic, and political systems” (as cited in Sensoy & DiAngelo, 2017, p. 29). Banks reminds us that “*what we know*” is connected to “*who you are*” and “*where you stand.*” Theoharis and Scanlan (2021) urge leaders to actively engage in practices and set policies that support all students’ success and equitable opportunities. As educators, administrators, and leaders in the field of art education, we have the chance to disrupt the status quo of inequitable policies. We do this through a critical examination of the content by asking:

- Does this policy place a barrier for groups who have been historically marginalized?
- Who benefits the most from the policy?

I am allowed certain privileges as a White, middle-aged, middle-class, able-bodied female. Where I stand in relation to others in society shapes what I can see and understand about the world. Awareness of my positionality helps me recognize that not everyone sees the world as I do; there are multiple perspectives.

For comments or questions, please contact us at:

[PPAANAEA@gmail.com](mailto:PPAANAEA@gmail.com)

To learn more about equity in public policy, join us at the NAEA Convention for our presentation and business meeting.

**Engaging in Meaningful Discussions That Explore Practices Essential to Equity, Diversity, and Inclusion**

Saturday, 4/15/2023  
2:30 pm–3:20 pm  
Center/Meeting Room 214B/Level 2

### PPAA Annual Business Meeting

San Antonio, TX  
Thursday, 4/13/2023  
4:00 pm–4:50 pm  
Center/Meeting Room 210/Level 2

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Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.

Theoharis, G. & Scanlan, M. K. (Eds.). (2021). *Leadership for increasingly diverse schools* (2nd ed.). Routledge.

---

## Column by:

**Beth Dobberstein**, PPAA President. University of Wisconsin-Milwaukee. Email: [bethel@UWM.edu](mailto:bethel@UWM.edu)

Nina Unitas, President-Elect

Susan Buss, Communication Liaison

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# Retired Art Educators Affiliate (RAEA) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

Has it really been 2 years already? It is hard to believe, but this will be my last article for the News. I have really enjoyed being your President these past 2 years and getting to know so many wonderful people. We have done a lot of things, including starting our own Facebook page. I am most thankful to the RAEA Board of Directors; I would not have been able to some of the things I did without their support. So to **Kathryn Hillyer**, Past President; **Nancy Walkup**, President-Elect; **Becky Blaine**, Secretary; **Pam Signorelli**, Treasurer; **Patsy Parker**, Membership; **Boo Ruch**, Awards; **Linda Willis Fisher**, Preservice Liaison; **Anne Becker**, Silent Auction; **Lorraine Poling**, Parliamentarian; and **Flowerree McDonough** and **Donna Anderson**, E-Bulletin Editors, I give you a great **BIG HUG** and **THANK YOU!**

I look forward to seeing everyone in San Antonio! I have great news: **The Silent Auction** has returned! It will be Friday, April 14 at 7:00 pm in the **Artisans Gallery**. Please don't forget to set aside your donation(s) to the Silent Auction. Remember, this is the fund-raising activity RAEA uses to raise money for awards. If you are not planning on attending, or you are not able to donate an item for sale, please consider making a monetary contribution. You can sponsor a table for \$40 or just make a general donation of any amount. Whatever you decide to do, we appreciate your generosity! If you are sponsoring a table, please make your \$40 checks out to **NAEA** and

put **RAEA Silent Auction Table Sponsor** on the memo line. You can sponsor as many tables as you want. If you are sponsoring a table, please email Becky Blaine and let her know and then send your checks (or bring them to the Convention) to her at **PO Box 825, St. Charles, IL, 60174**.

All NAEA members are invited to donate, and categories include all 2D and 3D artwork. If you have any questions, just email Becky at [beckyblaine@gmail.com](mailto:beckyblaine@gmail.com).

The information sheet to accompany any donated pieces is at: <https://www.arteducators.org/community/articles/73-retired-art-educators-affiliate-raea>. You will find the “Silent Auction Bid Sheet” document at the bottom of the RAEA page under **Helpful Downloads** on the NAEA/RAEA website. You can just print out that page (TWO copies, please) and include both copies with your artwork.

*Not going to NAEA23?* You might ask a fellow art educator in your area to bring your artwork to the Convention. Please email Becky and let her know you are sending something with someone else so she can expect it. If you are bringing artwork to NAEA23 yourself, you may drop it at the RAEA table near registration or bring it to the **Silent Auction** before it opens, 6:30 pm at the latest.

Please note: If your donation is not sold, please be sure to come back at the end of the auction and get it or have the person who brought it for you come and get it. We will not be mailing any artwork back. Hopefully all of it will be sold!!

Just in case you haven’t seen these, here is a list of the presentations from retired members. If I missed any, please let me know.

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**Thursday 2:00–2:50 pm**

**Creative Aging and Life Story Objects: Learning and Reflecting in Retirement**

Doug Blandy, Paul Bolin

**Grand Hyatt/Texas E/Level 4**

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**Friday 8:00–8:50 am**

**Mentoring Matters: Rediscovering the Joy of Teaching Through the Arts!**

Debi West, Melody Weintraub  
**Grand Hyatt/Lone Star A/Level 2**

---

**Friday 1:00–1:50 pm**

**Retired Art Educators Affiliate (RAEA) Interest Group Annual Awards**

Betsy Logan, Kathryn Hillyer, Nancy Walkup, Boo Ruch  
**Center/Meeting Room 206B/Level 2**

---

**Friday 2:00–2:50 pm**

**Retired Art Educators Affiliate (RAEA) Interest Group Annual Business Meeting**

Betsy Logan, Kathryn Hillyer, Nancy Walkup  
**Center/Meeting Room 206B/Level 2**

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**Saturday 10:30–11:50 am**

**12th Annual NAEF Fund-Raising Benefit Event [Ticketed Event]**  
F. Robert Sabol, Samantha Melvin. Tickets are \$60, of which \$50 is a tax-deductible contribution to the National Art Education Foundation.

**Center/Meeting Room 006B/River Level**

---

**Saturday 2:30–4:20 pm**

**Art Educators Build on Botany's Patterns With Zentangle [Ticketed Workshop]**

Pamela Signorelli, Lynda Berman  
**Grand Hyatt/Bowie C/Level 2**

---

**Saturday 4:00–4:50 pm**

**A Talk With Audrey Flack: Spotlighting Today's Changing Environment of Challenges and Adversity**

Flowerree McDonough  
**Center/Meeting Room 210B/Level 2**

These look like some amazing presentations! So keep doing what makes you happy, and see you in San Antonio! ADIOS!

Column by:

Betsy Logan, RAEA President. Email: [rbjlogan@bellsouth.net](mailto:rbjlogan@bellsouth.net)

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## Community

# Seminar for Research in Art Education (SRAE) Column: Spring 2023

NAEA News Spring 2023

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*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

## What Great Things Lie Ahead: Looking to the 2023 Convention

SRAE is looking forward to the amazing sessions that will take place in San Antonio this year! As an interest group, our goal is to make room for a wide variety of research voices at the National Convention. In particular, SRAE seeks to support the voices of emerging researchers, such as those in graduate school. Conference sessions will highlight the work of both established and emerging scholars through peer-reviewed as well as standing sessions. Below is a preview of a few of the standing sessions you can expect at this year's convention.

### SRAE Business Meeting: Networking and Research Advice for Graduate Students

Open to everyone! This is the 3rd year for our newly revised SRAE business meeting that focuses on graduate student research, mentoring, and networking. As part of the focus, the officers have invited esteemed scholar Rita Irwin, distinguished university scholar and professor of art education and curriculum studies and former associate dean of teacher education and head at the University of British Columbia, to serve as a faculty mentor for the session. After a brief presentation by the faculty mentor,

participants will be invited to engage in research-related discussions. The session will end with pertinent business items by the SRAE officers. Lisa LaJevic (SRAE Chair), Christen Sperry García (SRAE Chair-Elect), Ilayda Altuntas Nott (SRAE Secretary), Christina Hanawalt (SRAE Past Chair), and Rita Irwin will lead the session.

### **The Marilyn Zurmuehlen Working Papers Session**

This session features the latest scholarly and creative research by doctoral students in the field of art education who are currently pursuing doctoral degrees at academic institutions in the United States and Canada. Sara Scott Shields will lead the session.

### **The Elliot Eisner Doctoral Research in Art Education Dissertation Award Session**

This session is sponsored by SRAE and *Visual Arts Research*, with an aim toward recognizing and supporting doctoral research in art education. During the session, Lauren Stetz, the 2023 awardee, will be recognized and present their outstanding work. The runners-up, Kendall Crabbe and Luke Meeken, will also be recognized. Congratulations to the recipients! Keep up the great work!

### **SRAE Chairperson's Salon: Graduate Student Research Lightning Talks**

This year's Chairperson's Salon will focus on graduate student research and networking. The session will consist of graduate student lightning talks where each presenter will share nine slides in a 3-minute format. This format will allow the audience to learn about various research projects happening at graduate institutions. Lisa LaJevic (SRAE Chair) and Ilayda Altuntas Nott (SRAE Secretary) will lead the session.

### **Then and Now: Visualizing Lived Experiences Through Art Practice and Writing**

*(SRAE Chair-Elect's Panel)*

Each year, the Then and Now session features the work of new and seasoned scholars who share their experiences with the mentoring process and related research interests. This year, scholars present research on their lived experiences and how it informs their artistic and teaching practice to engage in reflective writing and narrative inquiry to decenter the racialized and gendered canons of art

education. Panelists include Christen Sperry García (SRAE Chair-Elect), Ilayda Altuntas Nott (SRAE Secretary), Indira Bailey, Karen Keifer-Boyd, and Glynnis Reed.

## Doing Graduate-Level Research: Insights From Past Elliot Eisner Dissertation Award Winners

*(SRAE Past Chair's Panel)*

This standing session of SRAE focuses on graduate student mentoring. This year, SRAE has invited two past Eisner Dissertation Award winners to discuss their experiences of being a graduate student, especially with regard to research. Other topics may include job searches and postgraduation research trajectories. Panelists include Christina Hanawalt (SRAE Past Chair), Brooke Anne Hofsess, and Juuso Tervo.

---

In addition to these standing sessions, **SRAE will host numerous other exciting peer-reviewed sessions** that you will find in the Convention program with the Seminar for Research in Art Education designation. Here is a highlight of a few:

- **Exploring the Influence of COVID-19 on Doctoral Student and Candidate Research Interests and Trajectories**, presented by Eva Coker, Nicholas Leonard, Meng-Jung Yang, Carrie Carlson, and Sarah Greer
- **Racial Awareness Development of African American Girls Through Art, Artmaking, and Doll Studies**, presented by Minuette Floyd
- **Homebound: Arts-Informed Narrative Research Depicting Departure From Appalachia During the Pandemic**, presented by Jeffrey Broome
- **Citizen Curation as a Relational Practice of Care, Collection, and Cultural Narratives**, presented by Kimberly Powell

Please come out to attend our SRAE sessions and join us for the business meeting. We would love to have you involved in this Interest Group!

---

Column by:



**Lisa LaJevic, SRAE Chair**

Professor of Art Education, The College of New Jersey. Email:

[lajevic@tcnj.edu](mailto:lajevic@tcnj.edu)

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# United States Society for Education Through Art (USSEA) Column: Spring 2023

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MARCH 20, 2023

*The following column represents the viewpoints of the author, and not necessarily those of the members of the Interest Group they lead or the National Art Education Association.*

In anticipation of our NAEA Convention, and my final NAEA News column as USSEA President, I want to thank everyone who has contributed their time and energy to supporting our collective efforts over the past 2 years. I have witnessed many USSEA board members and general membership who have actively embodied inclusive pedagogy, research, and practice in art education. It has been a pleasure to work with such an amazing organization. Moving forward, I welcome the leadership qualities and experience of Mara Pierce, our incoming President.

Over the past few months, 14 USSEA members have contributed to planning for our **2024 USSEA Conference**, scheduled to take place next year in **Santa Fe, New Mexico**, on **June 13, 14, and 15**. The conference, “Responding to Cultural Crises: Action, Creativity, and Empowerment,” initiated by USSEA members last summer, is currently moving toward the specific site selection within the next month, and we hope to begin a call for proposals later this year. In the meantime, please mark your 2024 calendar. Since our last conference was virtual due to COVID restrictions, we look forward to convening in person. Stay tuned for more information to come.



I look forward to seeing you soon!

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## USSEA Presentations and Meetings at the 2023 NAEA Convention

### Thursday, April 13

**11:30 am–12:20 pm:** 1,000 Cranes for Community, Country, and World Healing

Grand Hyatt/Lone Star F/Level 2

Betsy Kryeziu and Angela LaPorte

**2:00–3:20 pm:** Critical Identities: Inequities and Injustices

Center/Meeting Room 006B/River Level

Steven Willis, Mousumi De, Allan Richards, Ryan Shin, Rabeya Jalil, and Fatih Benzer

**4:00–5:00 pm:** Artist bioPEERS: Pledging Ecojustice and

Environmentally Respectful Stewardship

Center/Meeting Room, 007A/River Level

Lori J. Santos

**4:00 pm:** Interest Group Expo (Information about USSEA and other Interest Groups) Meeting

Rooms Texas A, B, C in the Grand Hyatt, Level 4

**5:00–5:50 pm:** USSEA Executive Board Meeting

Center/Meeting Room 210A/Level 2

Angela LaPorte, Ryan Shin, Barbara Caldwell, Mara Pierce, & Allan Richards

### Friday, April 14



**1:30–2:20 pm:** How Are Children Responding to Gun Violence in America?

Center/Meeting Room 210A/Level 2

Cathy Rosamond

**11:30 am–12:20 pm:** Nepalese Children’s Response to a Natural Disaster and COVID-19: Visual Narratives of Challenges and Resiliency

Center/Meeting Room/ 210A/Level 2

Mousumi De and Elizabeth Burkhauser

**12:30–1:20pm:** Art-Led Integration Across the Curriculum: A Case Study Center/Meeting Room 210A/Level 2 Dónal O’Donoghue and Angela LaPorte

**2:00–02:50 pm:** USSEA Award Announcements and Celebration Grand Hyatt/Republic A/Level 4

Angela LaPorte, Fatih Benzer, JaeHan Bae, Steven Willis, and Mary Alice Arnold

## **Saturday, April 15**

**8:00–8:50 am:** Teaching Art Through Engaging Antiracist Viewpoints: An Indigenous Lens

Grand Hyatt/Texas D/Level 4

Mara Pierce

**11:30 am–12:20 pm:** USSEA Interest Group Meeting

Grand Hyatt/Republic A/Level 4

Angela LaPorte, Allan Richards, Borim Song, Jenny Evans, and Cala Coats


**1:30–2:20 pm:** Critical Race Theory—The Bogeyman Prohibiting Knowledge of Cultural and Racial Diversity in K–12 Schools

Grand Hyatt/Texas A/Level 4

Allan Richards, Steven Willis, and Fatih Benzer

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## **Consider Nominating Outstanding USSEA Members for the 2024 Awards**

Submit nominations and materials for the International Ziegfeld Award; National Ziegfeld Award; PK-12 Art Educator Award; and Graduate Student Project, Thesis, or Dissertation Award to Fatih Benzer. [FBenzer@MissouriState.edu](mailto:FBenzer@MissouriState.edu). See our [website](#)  for details

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and a list of [past awardees](#).

**Visit our *Journal of Cultural Research in Art Education* ([JCRAE](#))**

Access past journals or submit articles through our new website. If you have questions, contact our coeditors, Amanda Alexander and Cala Coats, [jcrae1983@gmail.com](mailto:jcrae1983@gmail.com).

**Call for Artworks**

**2022–2023 USSEA Student Art Exchange and Online Exhibition**

**Theme: Conflict Transformation**

Rebecca Shipe, director of our USSEA Student Art Exchange and Exhibition, invites students at all levels (including preservice art educators) to create artworks that reflect on the theme, “Conflict Transformation,” through images and text. For more information, go to our [website link](#). Please consider involving your students in the online exhibition.

**Submit creative work, stories, and lesson plans to our USSEA Newsletter, *Voices*.** Submit works that relate to USSEA’s mission to **Voices Editor**, Jenny Evans, at [jenartaddict@gmail.com](mailto:jenartaddict@gmail.com).

Visit our [website](#) for more information about USSEA.

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**Column by:**

**Angela M. La Porte, USSEA President**

Professor; Director of Art Education, University of Arkansas,  
Fayetteville Email: [alaporte@uark.edu](mailto:alaporte@uark.edu)

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## Community

# Women's Caucus (WC) Column: Spring 2023

NAEA News Spring 2023

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MARCH 20, 2023

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## NAEA 2023 Convention Happenings With the Women's Caucus

### NAEA Women's Caucus 2023 Awards Ceremony

We will be holding our annual award ceremony via Zoom on Sunday, March 25 at 5 pm ET. Please join us in celebrating Ahran Koo, the 2023 Mary Rouse Award recipient, and attending her presentation during the virtual event. The event will be recorded and available through the NAEA Convention platform.

Time: March 26, 2023, 5:00 pm Eastern Time (US and Canada)

Join Zoom Meeting

<https://denison.zoom.us/j/98257595490?pwd=ZnIyRlM4cnNFYlWsxSlB2VUtZNVVwZz09>

Meeting ID: 982 5759 5490

Passcode: 948537

### 2023 NAEA Women's Caucus Regional Artist Talk

Join us in person to hear our Regional Artist Speaker JooYoung Choi, who has a solo exhibition at a local gallery, the Contemporary at the Blue Star. Choi will share an artist talk at the Convention on Friday, April 14 from 4:30 to 5:20 pm in the Grand Hyatt, Lone Star A,

## Multi-Caucus Party

The Women's Caucus is continuing the tradition of collaborating with fellow Interest Groups to cohost a Multi-Caucus Party during the Convention in San Antonio.

Watch NAEA's Collaborate for details.

## Call for Nominations and Open Positions Within WC

Nominations for the following elected Executive Board positions will be accepted March 25, 2023, through April 21, 2023.

- Conference Program Coordinator or Co-Coordiators
- Membership Chair
- Treasurer

See our [Bylaws](#) for position descriptions or reach out to [naeaw-c1973@gmail.com](mailto:naeaw-c1973@gmail.com) with any questions.

Watch NAEA's Collaborate and your email for a link to the nomination form. Voting will occur April 24, 2023 through May 21, 2023.

Interested in getting more involved but not quite sure how? We also have openings for Web/Media Coordinators to administer our online platforms and a Preservice Liaison to connect our Interest Group with preservice educators. Email [naeawc1973@gmail.com](mailto:naeawc1973@gmail.com) with any questions or to express interest in joining our leadership.

---

### Column by:

**Rebecca Turk, WC President**

Email: [costumebecca@gmail.com](mailto:costumebecca@gmail.com)

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## Community

# Obituary: Spring 2023

## NAEA News Spring 2023

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## Former NAEA President David Weston Baker Remembered

Former NAEA President David Weston Baker passed away peacefully on January 2, 2023. David served as President of NAEA from 1989 to 1991, and was also an editor for *SchoolArts* magazine for many years. During his career, David was a beloved art educator in Estherville, IA, and Golden Valley, MN. He also worked in extension services at the University of Wisconsin in Milwaukee and Madison, served as the director of unified arts in Brookline, MA, and headed the art education departments at Louisiana State University; Teachers College, Columbia University; and the University of Wisconsin-Milwaukee. He held degrees in art education from the University of Northern Iowa, the University of Minnesota, and The Pennsylvania State University, where he also received his PhD. Late in his career, David was also a professor emeritus at Concordia

University in Mequon, WI, where he taught classes in the art education graduate program.

Other noteworthy accomplishments in David’s life included serving in the Iowa National Guard and designing and making stained-glass windows based on the creation story in Genesis for St. John’s Catholic Church in Ogden, IA. He also collected historic art education manuals, books, and materials relating to the teaching of art, which he gifted to Concordia University. The extensive collection is now housed in Special Collections at the Concordia University library.

In his personal life, David was a devoted husband to his wife Madonna for 64 years, and a loving, supportive father to his children. David touched the lives of many people, and he will be dearly missed by friends, former students, and most of all, by his family. David is survived by his children Maureen (Richard Ciganek), Mark (Diane Poppish) Baker, and Carl Baker, and by his grandchildren Daniel Ciganek, Sydney Baker, and Weston Baker.

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