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27th Annual Arts | Learning
Champions of Arts Education Advocacy
Awards Ceremony

WEDNESDAY, MAY 22, 2013, 8:00 AM TO 7:30 PM
LESLEY UNIVERSITY, 1815 MASS. AVE, CAMBRIDGE, MASSACHUSETTS

Creativity Commons at Lesley University

Igniting Innovation… Creative Leadership and High-Impact Practices
27th Annual "Champions of Arts Education Advocacy" Awards

Lesley University, 1815 Massachusetts Avenue, Cambridge, Massachusetts
Wednesday, May 22, 2013

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Igniting Innovation…
Creative Leadership and High-Impact Practices

27th Annual "Champions of Arts Education Advocacy" Awards

University Hall, 1815 Massachusetts Avenue, Cambridge, Massachusetts
Wednesday, May 22, 2013

MORNING SCHEDULE

8:00 **Registration, Refreshments—***Second Floor Lobby*

8:45 **Welcome:** ***Martha McKenna,*** President, Arts|Learning Board;
University Professor, Lesley University, *Amphitheater, Room 2-150*
***Performance*—Honors String Quartet, Burncoat High School**, Worcester, Dani Rimoni, Director

9:00 **The Principal Arts Leadership Program (PAL)—***Amphitheater, Room 2-150*
Una McAlinden, Executive Director, ArtsEd Washington

10:00 **Panel: Principals as Arts Leaders—What It Looks Like in a Real School**, *2-150*
Moderator: ***Fred Adair***
Panelists: ***Leo Flanagan, Jr.***, Edwards Middle School, Boston; ***Jennifer Ford***, Peabody School, Cambridge; ***Bill Henderson***, (retired), Henderson School, Dorchester; ***Susan O'Neil***, Worcester Arts Magnet School, Worcester; ***Antonio Viva***, Walnut Hill School for the Arts, Natick

11:00 **Panel: Evaluation of Arts Teachers in the Schools**, *Room 2-150*
Moderator: ***Jonathan Rappaport***
The CT Common Arts Assessments & Teacher Evaluation: ***Richard Wells***
RI Learning Objectives and Teacher Evaluation: ***Jessica Delforge***
Arts Assessment and Teacher Evaluation: ***Dr. Richard Colwell***
MA Teacher Evaluation Framework as it applies to Arts Teachers: ***Susan Wheltle***

AFTERNOON SCHEDULE

12:00 **Lunch and Break-Out Working Sessions—***Everything is located on Floor 3***:**
Break-out B1: *Room 3-086*, ***Leo Flanagan, Jr.,*** Edwards Middle School, Boston
Break-out B2: *Room 3-089*, ***Jennifer Ford,*** Peabody School, Cambridge
Break-out B3: *Room 3-097*, ***Bill Henderson,*** Henderson School, Dorchester
Break-out B4: *Room 3-101*, ***Susan O'Neil,*** Worcester Arts Magnet School
Break-out B5: *Room 3-100*, ***Antonio Viva,*** Walnut Hill School for the Arts, Natick

1:00 PM **Keynote Panel--The Role of the Arts in the Balanced School Program**, *2-150*
Moderator: ***Martha McKenna*****,** University Professor, Lesley University
Panelists: ***Roger Brown,*** President, Berklee College of Music
Dr. Carol Johnson, Superintendent of Schools, Boston Public Schools
Dr. Steve Seidel, Harvard School of Education—Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education; Director, Arts in Education Program

2:30 **BREAK**

2:45 ***Performance*—Courtney Stewart**, MA "Poetry Out Loud" 2013 Winner, *2-150*

3:00 **Report-Out of Break-Out Groups**, Room *2-150*
5-minute summary reports on break-out session discussions.

3:30 **Next Steps**, Room *2-150*
Jonathan Rappaport, A|L Executive Director

4:00 **Keynote Address:** "Creating Innovators," ***Dr. Tony Wagner***, *Room 2-150*
Innovation Education Fellow at Harvard's Technology & Entrepreneurship Center

5:00 **Wine, Perrier, and Cheese Reception & Performance**, *Second Floor Atrium*
Honor our distinguished presenters and award winners
Book signing by Tony Wagner
***Performance*—The Cambridge Children's Chorus**, Division of Boston City Singers; Wendy Silverberg, Director; Eileen Huang, Accompanist

6:00 **Champions of Arts Education Advocacy Awards**, Amphitheater, Room 2-150
Lynn Feldman *and the* ***A|L Networking & Advocacy Leadership Team***

2013 "Champions of Arts Education Advocacy" Awardees

A|L Board of Trustees Award:

Eric Oddleifson Arts|Learning Service Award (p. 12)
- Aaron Dworkin. Founder and President of the Sphinx Organization and accomplished electric and acoustic violinist.

Networking and Advocacy Leadership Team Awards:

Legislative Leadership Awards (pp. 12-13)
- Rep. Cory Atkins of Acton, Carlisle, Chelmsford, and Concord, Chair, Joint Committee on Tourism, Arts and Cultural Development
- Sen. Benjamin B. Downing of Pittsfield, Vice-Chair of the Joint Committee on Tourism, Arts, and Cultural Development

Irene Buck Service to Arts Education Award (p. 13)
- Honee Hess, Executive Director, Worcester Center for Crafts; former Education Director, Worcester Art Museum

Media Support of Arts Education (pp. 13-15)
- Andrea Shea, WBUR Radio Arts and Culture Reporter

Nominated Awards:

Kathy Tosolini Excellence in School Administration (p. 15)
- Robert Tremblay, Superintendent of Schools, Milford Public Schools

Excellence in School Administration (pp. 15-17)
- Steven Bliss, Assistant Superintendent, Dover-Sherborn Regional Public Schools
- Patricia Lampron, Principal, Henderson School, Boston Public Schools

Outstanding Community Arts Education Collaborative (pp. 17-20)
- Worcester Juvenile Courts / Worcester Art Museum – Visual Arts
- Boston City Singers – Music
- Adult and Community Education of Martha's Vineyard (ACE MV) – Multi-Disciplinary – Institutional Award
- Deanna Elliot, *The Marble Collection* – Multi-Disciplinary – Individual award

Distinguished Arts Educator Advocate Awards (pp. 20-21)
- Wendy Silverberg, Boston City Singers – *Dennis Wrenn Distinguished Music Educator*
- Constance Moore, President, MA Art Education Assn – *Distinguished Visual Arts Educator*
- Doris Shallcross – *Distinguished Creativity Educator*

Outstanding Student Arts Advocate (p. 21)
- Jared Newman, *The Marble Collection* Student Advisory Board Member; editor of Andover's literary magazine, *Courant*

Good Neighbor Award (pp. 21-22)
- Families Creating Together, Jamaica Plain

Outstanding Parent Arts Education Advocate (p. 22)
- Ginny Brennan, Boston Arts Academy Family Council

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Henderson Inclusion School Principal

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About Our Performers

Burncoat High School Honors String Quartet: Garrett Levesque - Violin - 11th grade; Matthew Abraham - Violin - 10th grade; Andrew Bitar - Viola - 9th grade; Kaity Furcinniti - Cello - 12th grade; Dani Rimoni, Director

1. The Art of Fugue, Contrapunctus I - J. S. Bach (1685 - 1750) Allegro moderato
2. String Quartet in F major K.168 - W. A. Mozart (1756 - 1791) Allegro

The Burncoat Magnet Fine Arts Program, conceived in the mid-1980s, began at the middle-school level and expanded to become a program which continued through the high-school level. The program encompasses both the performing (dance, music, theater) and visual arts. Students in all areas of the Fine Arts Program have been recognized over the years for their outstanding accomplishments in each of the arts disciplines at the local, state and national level. Many graduates of the program have gone on to receive college scholarships in their disciplines.

Dani Rimoni has been the string teacher and string-ensemble conductor at the Burncoat Middle and High Schools in Worcester, MA, for the last twelve years. He has been on the faculties of the New England Conservatory Preparatory School, the Walnut Hill Preparatory School, and the Brookline Music School. Mr. Rimoni is a founding member of the Kaleidoscope Chamber Ensemble. He is principal violist of the Nashua Symphony Orchestra (NH), a member of the Boston Classical Orchestra and the Springfield Symphony Orchestra. He also performs with Boston Ballet, the Boston Pops Esplanade Orchestra, and Boston Lyric Opera.

Courtney Bryan Devon Stewart, age 15, is a freshman at Springfield Central High School where he is taking Pre-AP classes and holds a 3.6 GPA. He is a founding member of the Business Club and a member of the Drama Club at his school, and is decorated in both wrestling and karate. He has a passion and gift for both the visual and performing arts, enjoying sketching, building, painting and performing. He recently performed in his school play "The Tempest" and the musical "In the Heights." Courtney is actively involved with a local youth multimedia group called YUMA (Youth Urban Multimedia Association) which hosts a weekly radio show from the campus of Springfield Technical Community College and a weekly television show that airs on both Comcast channel 12 and Fox 6 called "The Gap Closer;" it's aim is to bridge the communication gap between youth and adults.

Courtney fell in love with poetry at an early age when his grandmother began reading poetry to him. Since then he has enjoyed the writings of many poets but his favorite is Walt Whitman. He recently competed in the MA *Poetry Out Loud* competition, winning in the school-wide competition, regional as well as the state level. 20,900 students participated across the state before he was chosen to represent Massachusetts as the state finalist at the nationals in Washington, DC., April 28-30, 2013. Courtney aspires to become an actor and to own a professional performing arts studio.

The Cambridge Children's Chorus—*A division of Boston City Singers.* Wendy Silverberg, Director; Eileen Huang, Accompanist

The Cambridge Children's Chorus is the newest branch of Boston City Singers. The chorus has over 60 singers from Cambridge and the surrounding neighborhoods, including Somerville, Arlington, Medford, and Belmont. There are two programs: Kodály Singing Class for children ages 4-6 and the Training Chorus for ages 7-11. Wendy Silverberg, who taught music in Cambridge public schools for many years, directs both programs. Boston City Singers' vision is to provide the highest level of musical training and wide–ranging performance opportunities to young people, to inspire personal development, celebrate diversity and foster goodwill within our city and surrounding towns. Boston City Singers currently has numerous choirs and divisions in Dorchester, Jamaica Plain, North Cambridge, Norwell, and Weymouth, serving children ages 4-18.

Wendy Silverberg, Director, is both a music educator and performer. Since 1972 she has appeared as part of the Boston Cecelia ensemble in more than 125 concerts and on recordings on the AFK and Newport Classics labels. An advocate of pedagogical theories of Zoltán Kodály, Ms. Silverberg remains active on the staff of the Kodály Music Institute and was a teacher in the Cambridge Public Schools for 40 years. She is the 2013 recipient of the Arts|Learning *Distinguished Music Educator Advocate Award*.

Panelists/Presenters (in alphabetical order)

Berklee College of Music president **Roger H. Brown** brings a rich array of professional and life experiences to his job. Skills accrued playing recording sessions as a drummer in New York, administering United Nations humanitarian operations in Southeast Asia and Africa, and founding a company with his wife that now employs 22,000 people and serves more than 80,000 families have contributed to his effective leadership at the world's largest college of contemporary music.

Brown has his bachelor's degree in physics from Davidson College (Phi Beta Kappa) and an M.B.A. from Yale. He and his wife Linda Mason have worked extensively in Asia and Africa working on famine relief, creating innovative programs that have become the blueprint for future large-scale U.N. relief efforts. While in Southeast Asia, Brown made recordings with musicians in refugee camps to preserve their traditional Cambodian music that Khmer Rouge rulers had suppressed.

Brown and Mason launched Bright Horizons, now the largest worldwide provider of worksite child care and early education. Bright Horizons operates more than 750 high-quality child development centers for employers in 45 states, Europe, and India. Bright Horizons also operates eight elementary schools, private and charter. After 16 years of successfully leading Bright Horizons, Brown decided to turn his sights to higher education and accepted the position as Berklee's third chief executive.

In 2007, Brown launched Giant Steps, Berklee's first capital campaign, and the college raised more than $50 million. He initiated Berklee's Presidential Scholars and Africa Scholars programs that provide full-ride scholarships to top musicians from around the world. He has overseen the expansion of the City Music Program beyond Boston in an effort to provide educational opportunities for talented but economically disadvantaged urban youth. The program now has partners in cities across America. Additionally, Brown has led Berklee to adopt a more selective admissions policy that requires an interview and audition for all applicants to the college. Along with that effort, Brown oversaw the creation of a new advising program to support all entering students. Under Brown's leadership, the amount of scholarship and financial aid available to Berklee students has grown from $9 million to $33 million.

Richard Colwell was the former chair of music education at the University of Illinois, Boston University, and New England Conservatory. He was the recipient of a Guggenheim Fellowship and Senior Fellowship in addition to numerous federal grants. Dr. Colwell is the author of 4 music achievement tests for Follett and 18 for Silver Burdett's 4th edition of *Teaching Instrumental Music.* He is the author of the *Handbook of Music Teaching and Learning* with Schirmer; and the *New Handbook of Music Teaching and Learning* for Oxford. He was the Editor with Peter Webster on *Music Learning Volume 1—Strategies* and *Volume 2—Applications.* Dr. Colwell additionally has written the arts section of the *Handbook of Research on Improving Student Achievement*---3 editions published by Educational Research Service. Due to his extraordinary service to music education, Dr. Colwell has been named to the Hall of Fame for NAfME, the National Association for Music Education. He also worked extensively with the Boston Public Schools in the previous decade, helping to develop arts assessments in all domains of the arts with Kathy Tosolini.

Jessica Delforge is a Race To The Top (RTTT) Education Specialist in Educator Quality at the Rhode Island Department of Education. She is a member of the Educator Evaluation team and leads the Student Learning Objective team, model refinement decisions, feedback gathering, and statewide trainings connected to the evaluation system. Before coming to RIDE Jessica was a teacher and administrator in Boston, most recently at Boston Preparatory Charter Public School where she taught middle and high school English and Art. She is a graduate of Brown University, where she worked with the Arts Literacy Project, and Harvard Graduate School of Education, where she earned a Master's in Arts in Education.

Leo Flanagan is a graduate of El Centro Bilingue in Cuernavaca, Mexico where he studied language and Art History, Colby College where he graduated with a minor in Performing Arts, and Harvard University. He has directed *The House of Bernada Alba* by Lorca, *The Foreigner* by Larry Shue and *Forensic and The Navigators* by Sam Shepard. Mr. Flanagan began teaching as a charter corps member of *Teach For America* in Bedford-Stuyvesant, Brooklyn, New York. He has been a principal in the Boston Public Schools for the past seven years.

The Edwards Middle School is an extended learning time school which has the highest middle school MCAS scores in the city of Boston and the longest school day of any public school. The Edwards uses that extra time to close the experience gap with their students, 90% of whom are children of color, 95% receive free and reduced lunch. 40% receive special education and 52% of whom are identified as English Language Learners. Students choose from an array of sports and arts opportunities including, Anime, Fashion Design, Chorus, Gospel Choir, Musical Lesson with Berklee School of Music, Step Dancing, Break Dancing, Ballet with Boston Rocks, Guitar, Rock Band, Yoga, Aqua Zumba, Improv, Musical Theater and a full array of sports. Students get 220 minutes of choice time daily to engage in the arts activities offered at school regardless of conduct or GPA [80 minutes during the school day (Art, Music, Health, Yoga, Chorus, Musical Theater, Gym) and they choose 2 hours and 20 minutes in the afternoon.). The Edwards will be featured in a documentary on George Lucas' *Edutopia* and has appeared in documentaries on IFC and Connecticut Public Television.

Jennifer Ford is the principal of the Peabody School in Cambridge, MA, since 2010. Before her tenure as Principal of the Peabody School, she was the Acting Principal at the Cambridgeport School, and she was the Assistant Principal of the Peabody School. Ms. Ford began her career in education as a teacher in the Child Assessment unit of the Cambridge Hospital and went on to be a special educator in the seventh/eighth grade behavioral class for the Cambridge Public Schools. Jennifer also worked as a third grade teacher at the Peabody School before she became the program developer for the school as well as the literacy coordinator, and is certified through the Literacy Collaborative. She also held the position of Assistant Principal of the Shawsheen Elementary School in Wilmington, MA. Jennifer is very proud of the fact that Peabody School is a Professional Development school with Lesley University and has worked along side them, presenting jointly at conferences.

The Peabody Kodály program has been in operation for several years, and started with Kodály-inspired music classes, 4X week for 30 minutes each in grades K-2. The impact this program has had on academic achievement, MCAS scores, and building school community has been extraordinary, and the Cambridge superintendent is extending the program to another 3 schools.

Bill Henderson was an educator in the Boston Public Schools for 36 years. He started in 1973 as a middle-school teacher and later served as a staff trainer and curriculum developer before becoming an assistant principal at a K-8 School. In 1989, Bill was appointed principal of the Patrick O'Hearn Elementary School with a mandate to include students with significant disabilities, and he remained its leader for 20 years. The school gained widespread recognition for inclusion, academic progress, arts, technology, and family involvement.

Upon his retirement from the Boston Public Schools in June 2009, the O'Hearn was renamed the Dr. William W. Henderson Inclusion School. Bill continues to advocate for inclusion through consulting and by presenting at universities and conferences. He also enjoys spending time with family and friends, especially with his grandchildren.

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Under the leadership of the new principal, Tricia Lampron, arts continue to thrive at the Henderson Inclusion School. All students receive weekly instruction in visual arts, music, and movement, and they all participate in school-wide performances. The arts are celebrated with the support of arts teachers from the district, teaching artists from VSA Arts of Massachusetts, community partners, other school staff, parents, and the students themselves. All recognize the tremendous impact of the arts on inclusion, teaching and learning, and student growth and development.

Dr. Carol R. Johnson has been Superintendent of the Boston Public Schools since August 2007. Under her leadership of the 57,000-student district, BPS has focused on closing achievement and access gaps as well as graduating all students prepared for college and career success. Boston Public Schools currently has one of its lowest dropouts rate in over two decades, and the graduation rate has increased for five years in a row to its highest level ever, and BPS students outperformed their urban peers in math on National Assessment of Educational Progress (NAEP). In 2012, Dr. Johnson received the nation's highest honor for urban education leadership, the Richard R. Green Award, presented by the Council of the Great City Schools.

The Superintendent's strong commitment to arts in education is evidenced through Boston's multi-year Arts Expansion Initiative, which aims to provide weekly in-school arts experiences for every student in Grades K-8. In 2010, BPS was recognized as one of the most improved school districts in the world by McKinsey and Company.

Dr. Johnson has a wealth of experience in public education as a teacher, principal, and district administrator. Prior to her appointment in Boston, Dr. Johnson was Superintendent in Memphis, TN and Minneapolis, MN. She also led the St. Louis Park, Minnesota school district located in suburban Minneapolis. She was named Minnesota Superintendent of the Year, recognized by the Tennessee Parent Teachers' Association, received the Communicator of the Year Award from the Memphis Chapter, Public Relations Society of America, and received the National Alliance of Black School Educators Superintendent of the Year Award. In Boston, she has received the Dimock Center's Hearts of Giving Award, Cayl Institute's Early Education Award and was recognized for her efforts to promote and expand arts education.

Dr. Johnson earned a bachelor's degree in Elementary Education from Fisk University in Nashville, Tennessee, and master's and doctorate degrees from the University of Minnesota.

Under **Una McAlinden's** guidance and leadership as Executive Director of ArtsEd Washington/Washington Alliance for Arts Education, the organization has re-emerged as a force for good in Washington State, working directly with school leaders to support them in building strong arts programs as well as influencing policy-makers about the importance of arts for a complete education. Una recently completed a 3-year term on the Network Leadership Committee for the KCAAEN (Kennedy Center Alliance for Arts Education Network), and co-chaired their Advocacy Committee during this service.

Prior to her work with ArtsEd Washington, Una's entry into arts education was as an engaged parent and city Arts Commissioner. In a volunteer capacity, she led a community initiative to create a standards-aligned K-6 Visual Arts curriculum in Lake Washington School District, one of the state's largest districts. This curriculum is now the foundation of ArtsEd Washington's Art Lessons in the Classroom program. An alumna of a community leadership program, Una was a founding Board member of Leadership Eastside, a new regional leadership program and serves ex officio on the Board of the Washington State Arts Alliance.

In 2009, Una was honored with two state leadership awards in recognition of her efforts to advance K-12 arts education in Washington State: the Washington Art Educator Association (WAEA) Tribute Award and the North Kitsap School District award for The Advancement of Arts Education in Washington State. Her background includes a law career in Ireland and Scotland.

Susan O'Neil, Ph.D., transferred to Worcester Arts Magnet School as an elementary teacher interested in the arts magnet concept. She has served as principal for the past 10 years. Over the years, opportunities to collaborate with local museums and cultural organizations have continued to enhance and support standards-based curriculum development at the school. O'Neil's educational background includes a Ph.D. in Curriculum and Instruction from Boston College, and an Ed.M. from Harvard's Graduate School of Education with a focus on the arts in education.

Worcester Arts Magnet School, Worcester Public Schools, celebrated its 20th anniversary this year. The school was initially developed in response to a federal deisolation mandate. The community, with district support, researched and developed the program model that positions the arts (music, dance, drama and visual art) taught as a distinct discipline and also uses arts integrated instruction to position the arts as learning tools which enhance and complement instruction across disciplines in the classroom. Although federal magnet money is long gone, the district continues to support the magnet program. Worcester Arts Magnet School is designated a level 1 school in the state based on student achievement. Students preschool through grade 6 enroll from the school's designated neighborhood and from across the city.

Steven Seidel is the Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education; Director, Arts in Education Program at the Harvard Graduate School of Education. At Project Zero, he was principal investigator on projects that study the use of reflective practices in schools, the close examination of student work, and documentation of learning. This research currently included The Evidence Project, a study using student work as evidence of learning and teaching, and Making Learning Visible, a study of group learning and assessment in partnership with the Reggio Emilia early childhood schools in Italy. He recently completed Arts Survive, a study of the sustainability of arts education partnerships. His teaching and writing for the past decade have largely focused on arts education and the

improvement of teaching and assessment across elementary and secondary settings. He also convenes a monthly discussion group on collaborative assessment for educators: ROUNDS at Project Zero. Before coming to the School, he taught high-school theater and language arts in the Boston area for 17 years. Dr Seidel earned the degree of Ed.D. from Harvard University.

Professor Seidel received the *Crystal Quill Award* from the Shakespeare Festival/LA in 2008 in Los Angeles. The Shakespeare Festival/LA is an arts organization that uses professional theater traditions to enchant, enrich, and build community. Seidel was presented the award during reception in the commissary at 20th Century Fox Studios along with fellow recipients, filmmaker Baz Luhrmann and producer Mark Gordon.

Antonio Viva – Prior to becoming Head of School at Walnut Hill School for the Arts, Antonio Viva was Associate Head of School at Worcester Academy (Worcester, MA), where he also served as Chief Information Officer from 2002-05. Before that, Mr. Viva was a senior research and development associate at Education Development Center, Inc., working on a project funded by the U.S. Department of Education to develop a model of comprehensive school reform focused on low- performing public schools. His research focused on teaching, learning, leadership and technology integration. He has worked closely with faculty, students, and district level administrators in a number of professional development initiatives around the United States. Mr. Viva earned an undergraduate degree in English/Creative Writing and a graduate degree in Education from Union College in Schenectady, NY. He has served on the NAIS 21st Century Teaching and Learning Task Force, sits on the boards of AISNE and TABS, and was a founding partner of edSocialMedia.com. Mr. Viva frequently speaks about technology, education and 21st-Century Teaching and Learning to independent schools and member organizations such as NAIS, CASE, AISNE, ISANNE, ADVIS and TABS. In 2006-07, he was selected as a NAIS/E.E Ford Foundation Fellow for Aspiring Heads of School.

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Tony Wagner recently accepted a position as the first Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard. Prior to this, he was the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education for more than a decade. Tony consults widely to schools, districts, and foundations around the country and internationally. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility.

Tony is also a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and five books. Tony's latest, *Creating Innovators: The Making of Young People Who Will Change The World*, has just been published by Simon & Schuster to rave reviews and will soon be available in Spanish and Chinese translations. His 2008 book, *The Global Achievement Gap* has been an international best seller and has also been translated into Chinese. Tony has also recently collaborated with noted filmmaker Robert Compton to create a 60-minute documentary, "The Finland Phenomenon: Inside The World's Most Surprising School System."

Tony earned an M.A.T. and an Ed.D. at the Harvard University Graduate School of Education.

Richard Wells has been a music educator for the past 38 years. He retired four years ago as the Director of Music and Performing Arts for the Simsbury (CT) Public Schools. He was President of the Connecticut Arts Administrator's Association, and President of the National Council of Supervisors of Music Education, a member of the Connecticut Music Educators Association, Connecticut Alliance for Arts Education, the New England Arts Assessment Network, SCASS Arts Group, and President of Phi Beta Mu, an honorary band director's association.

Richard has also been a presenter at a number of state, regional and national conventions and institutes sponsored by NAfME (National Association for Music Education), the International Schools (AREO) and for numerous school districts and state organizations. He currently is the music leader of the *Connecticut Common Music Assessment Initiative*; a project that gives teachers the capacity to develop, pilot and score standards based statewide assessments with student work. Tasks have been completed at the 2nd, 5th and 8th grade level in the area of creating and performing and are posted along with student work on http://beta.ctcurriculum.org. This year CT will be piloting tasks at the 3rd, 4th, 6th and 7th grade levels, creating a sequence of benchmarked grade-level assessments.

Last year Richard was appointed co-chair of the music writing team for the *National Coalition for Common Arts Standards*. This group is currently developing the next generation of standards for arts education.

Susan Yardley Wheltle is the Director of the Office of Literacy and Humanities in the Center for Curriculum and Instruction at the Massachusetts Department of Elementary and Secondary Education. Susan's Race to the Top work centers on the development and implementation of academic standards and curriculum materials, large-scale assessments, and professional development. She was on the development team for the *Common Core State Standards in English Language Arts and Literacy* and currently serves on several working groups for the Partnership for Assessment of Readiness for College and Careers. Susan is also a visual artist.

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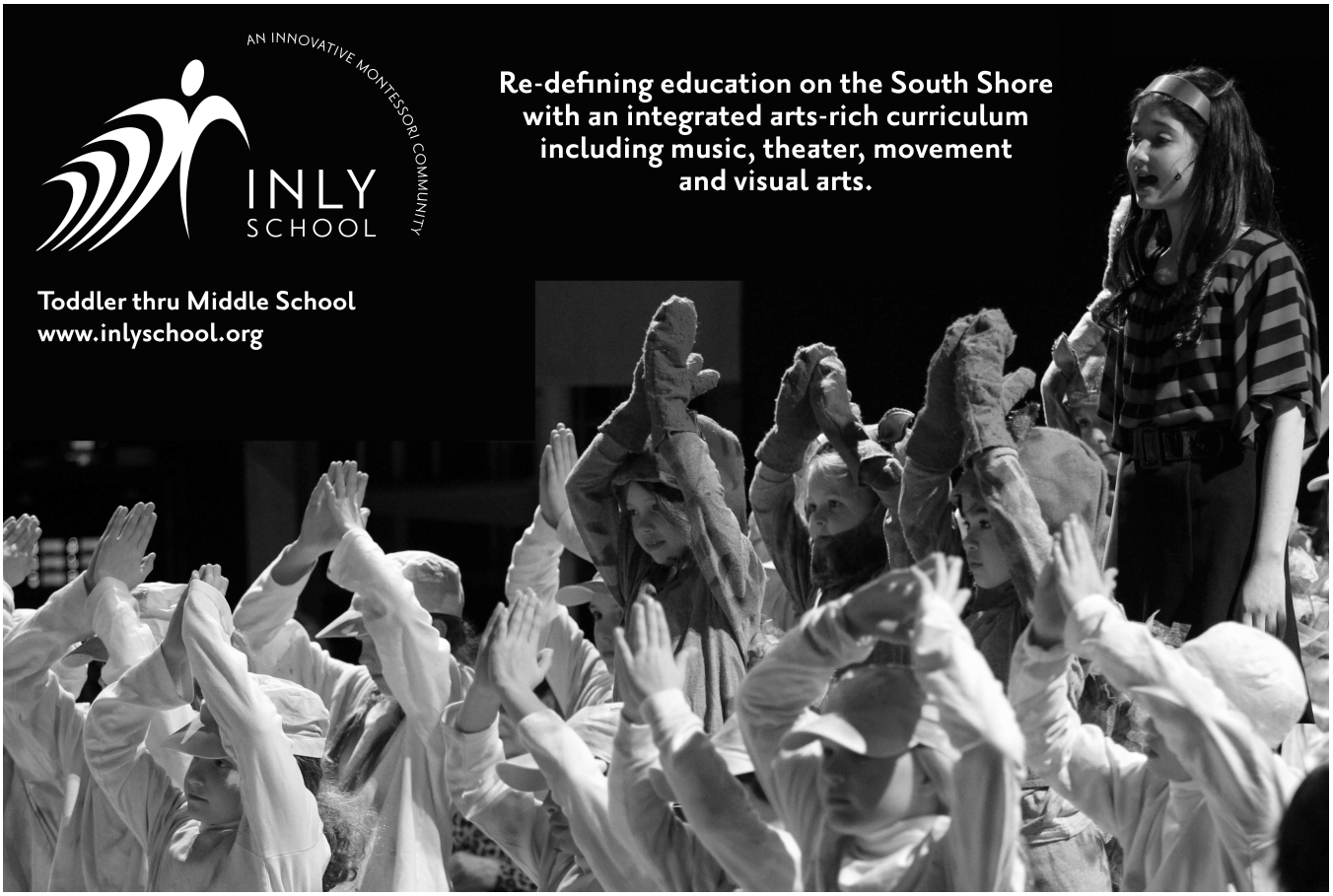
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Eric Oddleifson Arts|Learning Service Award

Aaron Dworkin

Named a 2005 MacArthur Fellow, a former member of the Obama National Arts Policy Committee and President Obama's first appointment to the National Council on the Arts, Aaron P. Dworkin is the Founder and President of the Sphinx Organization, a leading national arts organization that focuses on youth development and diversity in classical music. An author, social entrepreneur, artist-citizen and an avid youth-education advocate, he has received extensive national recognition for his vast accomplishments. His memoir titled *Uncommon Rhythm: A Black, White, Jewish, Jehovah's Witness, Irish Catholic Adoptee's Journey to Leadership* was recently released through Aquarius Press.

Mr. Dworkin authored an autobiographical poetry collection entitled *They Said I Wasn't Really Black* as well as a children's book entitled *The 1st Adventure of Chilli Pepperz*. His writings have been featured in *Symphony Magazine*, *Polyphonic.org*, *Andante*, an on-line music industry magazine and others. He has contributed to the first English edition of *Superior Bowing Technique*, a treatise by legendary violinist Lucien Capet, and authored the foreword to William Grant Still's *Violin Collection* published by WGS Music. Mr. Dworkin founded and served as Publisher and Editor-in-Chief of *The Bard*, a literary magazine with a readership of over 40,000 throughout southeast Michigan.

A passionate advocate for excellence in music education and diversity in the performing arts, Mr. Dworkin has been a frequent keynote speaker and lecturer at numerous national conferences and as commencement speaker for several universities. He has produced and recorded two CDs entitled Ebony Rhythm and Bar-Talk, in addition to and producing and directing the independent film entitled Deliberation. He serves on the boards of numerous arts organizations and national committees.

An accomplished electric and acoustic violinist, Mr. Dworkin received his Bachelors of Music and Masters of Music in Violin Performance from the University of Michigan School of Music, graduating with high honors. He attended the Peabody Institute, the Philadelphia New School and the Interlochen Arts Academy, studying with Vladimir Graffman, Berl Senofsky, Jascha Brodsky, John Eaken, Renata Knific, Donald Hopkins and Stephen Shipps.

Mr. Dworkin's work has been featured in both print and broadcast media. He is the recipient of numerous local and national awards, such as Harvard University's Vosgerchian Teaching Award, National Governors Association 2005 Distinguished Service to State Government Award, Detroit Symphony's 2007 Lifetime Achievement Award, 2003 Michiganian of the Year, "Entrepreneur Of The Year" award by the National Black MBA Association-Detroit Chapter, Interlochen Arts Academy's 2003 Path of Inspiration Award, and many others.

Founder and President of The Sphinx Organization, he has built an infrastructure and led fundraising efforts totaling over 14 million dollars overseeing a staff and faculty of more than 40. With over $150,000 in prizes and scholarships awarded annually, the Sphinx Competition showcases the top young musicians of color of the highest artistic caliber and features top professional minority musicians through the all Black and Latino Sphinx Symphony. The organization also impacts groups underrepresented in classical music through its educational and community programming including the Sphinx Preparatory Music Institute and Sphinx Performance Academy which reach over 35,000 youth each year.

Legislative Leadership Award

Representative Cory Atkins

Cory Atkins won the office of State Representative in the fall of 1999 and represents Acton, Carlisle, Chelmsford, and Concord. Since that time she has worked tirelessly on voters' priorities concerning education, the environment, economic growth, local transportation, and the relationship between our communities and state government.

As the current House chair of the Joint Committee on Tourism, Arts and Cultural Development, Ms. Atkins has fought to maintain and increase funding for the MA Cultural Council during this current budget season in the MA legislature. She fought for more state funding for special education, for the METCO program, and to obtain favorable rates for the School Building Assistance for her towns. She has worked closely with town officials to balance the demands of economic development, the desire to preserve open space, and the increasing financial pressures on local services. She has secured funding for Route 2 renovations and improvements.

In the 2011-2012 legislative session Cory Atkins served as the House co-chair of the Caucus of Women Legislators. As co-chair she and the Caucus have worked together to support a number of bills that effect women's lives including alimony reform, equitable coverage in disability insurance, and equal pay for equal work. One of her greatest achievements so far has been passage of *An Act Relative to Harassment Prevention Orders* in 2010. Prior to this law, citizens of the Commonwealth could only request a restraining order against a relative or someone with whom they had a significant dating relationship. The law now allows people to obtain a restraining order against anyone who is demonstrably stalking or harassing them.

Currently she is working shoulder to shoulder with Common Cause to overturn the Supreme Court's 2010 Citizens United decision, which allows unlimited corporate spending on political campaigns. Through these efforts and in collaboration with her colleagues in the House and Senate the Legislature passed a resolution calling on Congress to overturn Citizens United.

Cory Atkins was committed to public service long before she was elected to the House. As a community activist, she has been an active member of international, national, and local organizations including the Environmental League of Massachusetts, the Merrimack Repertory Theatre, the Lowell Mayor's Drug Task Force, the Concord Assabet and Family Services, the Domestic

Violence Victims Assistance Program, Walden Woods, the League of Women Voters of Concord-Carlisle, the Fundraiser for Network for Women's Lives, the Concord Democratic Town Committee (twenty year member and former co-chair), the Fundraiser for Concord Children's Center, the Handel and Haydn Society, and Amnesty International.

As an instructor and lecturer, Cory Atkins taught courses at Middlesex Community College in U.S. Government and Women in Management. She has also participated as a guest commentator on Channels 2, 4, 5 and 6, and has written a political column for The Middlesex News (now the Metrowest Daily News). She attended UMass-Boston and graduated Magna Cum Laude in Political Science, prior to which she attended Burdett Business School and graduated with an Associate's degree in Marketing Research.

Legislative Leadership Award

Senator Benjamin B. Downing

Benjamin B. Downing (D- Pittsfield) was first elected to the Massachusetts Senate in 2006. Senator Downing represents the 52 communities of the Berkshire, Hampshire, Franklin & Hampden District, proudly serving the largest geographic Senate district in the Commonwealth.

Senator Downing serves as the Senate chairman of the Joint Committee on Telecommunications, Utilities and Energy, which is tasked with reviewing all matters concerning renewable and non-renewable energy sources. He is also the chairman of the Senate Committee on Bills in Third Reading, which reviews all bills on the Senate calendar to ensure they are constitutional and free from drafting errors before they are considered for engrossment.

The Senator also serves as vice-chairman of the Joint Committee on Tourism, Arts and Cultural Development and has been an avid advocate of arts and culture which in turn support the economic development of the state. In past legislative sessions he served as chair of the Public Service Committee (2007), Senate Ethics and Rules Committee (2007-2008), and the Revenue (2009-2010) and Higher Education (2010) Committees. He is an active member of the Senate Committee on Ways and Means, and serves on several other Senate and joint committees. Senator Downing is a member of several legislative caucuses; he serves as co-chairman of the Gateway Cities Caucus, vice chairman of the Regional Transit Authorities (RTA) Caucus, and is an active participant of the Regional Schools Caucus.

A Pittsfield native, Senator Downing received his B.A. in Political Science from Providence College in 2003. In May 2008 he received a M.A. from Tufts University's Department of Urban and Environment Policy & Planning. Before returning to Pittsfield, Senator Downing lived in Washington, D.C. working for former U.S. Representative William Delahunt (D- Quincy) and U.S. Representative Richard E. Neal (D- Springfield), before joining the staff of former U.S. Representative John W. Olver (D- Amherst). For nearly two years he served as senior advisor to Congressman Olver.

Irene Buck Service to Arts Education Award

Honee Hess, Executive Director, Worcester Center for Crafts; former Education Director, Worcester Art Museum

Honee Hess was born in New Orleans. She currently resides in the Crown Hill neighborhood of Worcester, MA and is the Executive Director of the Worcester Center for Crafts. She graduated Cum Laude from Coe College in Cedar Rapids, Iowa, majoring in Art and English, and earned an M.A.T from Tulane University in Art History. She also studied at the University of Colorado and Indiana University, and has traveled widely in her exploration of arts and culture. Honee served phenomenally as the Head of Education at the Worcester Art Museum from 1986-2012. This year, she has embraced her new role as the Executive Director of the Worcester Center for Crafts, and continues to serve in leadership roles in numerous organizations. Honee's dedication to sharing quality arts education with her community is truly exemplary, and continues to grow.

Thanks to her leadership, the Worcester Art Museum is nationally recognized in the field of Museum Education through programs such as Art All State, Youth Art Month, and Docents in the Schools, to name a few. As an individual, she has contributed immensely to organizations such as the Greater Worcester Community Foundation, the Family Health Center, and numerous neighborhood organizations. As a Museum Professional, she has blazed a path with groups such as the American Association of Museums. As an educator and arts advocate, she has brought the arts to nearly every school in Worcester, forever developing and strengthening relationships to provide excellent experiences for young people.

Now, as the Executive Director of the Worcester Center for Crafts, she is poised to bring the arts to an entirely new audience; We can be certain that she will do so with the same vision and vigor that is her hallmark. Without a doubt, Worcester would not be the vibrant beacon for the arts that it is today if not for Honee's devotion and effort.

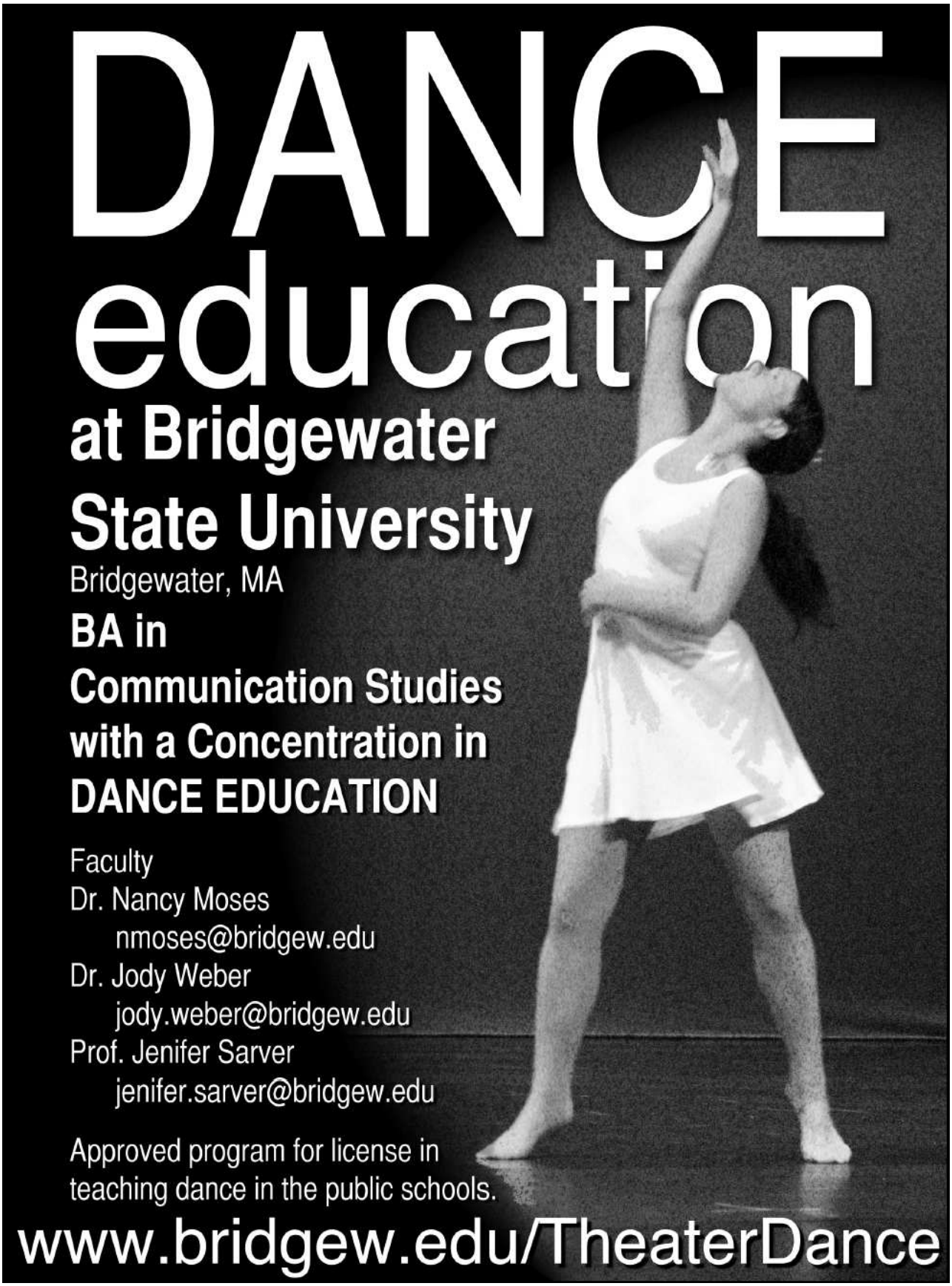
Media Support of Arts Education

Andrea Shea, WBUR (Boston) Radio Arts & Culture Reporter

Andrea Shea has been covering arts and culture since college, which is about the same time she fell in love with public radio. In school she chaired the film society and wrote reviews for the campus paper.

Andrea went on to write for a heavy metal music magazine in New York City while getting her Master's Degree in Media Studies at the New School (she covered the alternative scene). After graduating in 2003, Andrea headed to Washington DC, where she became an intern on National Public Radio's National News Desk. Next she was hired to be the editorial assistant for Weekend Edition Sunday. Three years later Andrea left NPR to become a professional beer brewer. The beer was good, but the people who hired her were not. They were corrupt, and she ran back to public radio.

(*continued on page 15*)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Stints at New Hampshire Public Radio, Maine Public Radio, and WGBH's *The World* came next, but in 1998 WBUR hired Andrea as a producer on the newly formed local news magazine *Here and Now*. In 2006 WBUR created an arts and culture reporter position and Andrea was hired. Since then she's written and produced hundreds of sound-rich features, profiles and news reports that have been broadcast locally and sometimes nationally.

Andrea has won a few awards over the years, including an Edward R. Murrow Award for her story about the New England Conservatory's search for a new Steinway concert piano. Now she is deeply honored to receive the Media Support for Arts Education award from Arts|Learning.

Kathy Tosolini Excellence in School Administration

Robert A. Tremblay, Superintendent of Schools, Milford

Robert A. Tremblay has been a dedicated administrator in the Milford Public Schools for fifteen years having worked his way through the ranks from Assistant Principal to Principal to his current role as Superintendent of Schools. Bob is an accomplished musician and experienced music educator at all levels, K-12, and has a passion for the arts. He holds a Bachelor's Degree in Music from Boston University, a Master's Degree in Education Administration from Lesley University, a second Master's Degree in Public Administration from Northeastern University, and is currently finishing his dissertation as a doctoral student at Northeastern University's College of Arts & Sciences.

Bob Tremblay began his career in education as a music teacher in a small Massachusetts town. As a talented trumpet player, Bob supplemented his school income by performing with various ensembles throughout the state. He witnessed first-hand the struggles that are inherent in the public school setting for arts educators. As an Assistant Principal and Principal in Milford Public Schools, Bob became well known for his speaking acumen and ability to creatively and clearly communicate the needs of his students and staff. He became a visible cheerleader at his school and district concerts, art shows and theatrical events as well as events with an academic and athletic focus He advocated for increased funding for the music program in his school and negotiated with other principals to make sure the needs of the music department were met across the district.

As Superintendent of Schools, Bob's vision for arts education has become clear. He has actively pursued the collaboration with the local professional orchestra to provide master classes to Milford music students free of charge through grant funding. Students across the district are able to attend a professional orchestral concert through student discount ticketing; another direct benefit of Bob's advocacy. In the fall of 2012, the Milford School Committee approved Bob's Strategic Plan that includes the creation of a dance program, the creation and development of a formal theatre program, the expansion of the current visual arts program, and the continued development of the district's strong music program.

Excellence in School Administration—Principal

Patricia Lampron, Principal, Henderson School, Dorchester

Patricia is a tireless advocate for arts learning. She stresses the central role of learning in and through the arts as a member of the Inclusive Schools Network, a project funded by EdVestors to advance the development of inclusive elementary schools in Boston. She makes the Henderson school available for tours for educators interested in seeing arts integration at work in support of inclusive learning. In 2010 the school helped host an International VSA Education Conference at which teams from 12 states and 17 countries visited the school as part of the conference experience. The school has also established a sister school relationship with an inclusive school in Kenya.

The learning community at the school is grounded by three full-scale music/dance and visual art productions each year. In addition to extended family and friends, Ms. Lampron hosts civic and school department leaders as well as people from business and philanthropy at these marvelous events. These productions provide tangible evidence of the arts-integrated learning at the school. Additionally, Principal Lampron has advocated for arts programming beyond the school day for the school's inclusive after-school program.

Principal Lampron has a full time visual arts teacher and a full time dance teacher on staff. She supplements that faculty with teaching artists from the VSA Massachusetts COOL School Program (COOL = Creative Outlook On Learning). There are at least two teaching artists at the school each day and sometimes more. These faculty and teaching artists plan regularly with social sciences and English language arts faculty as an Arts and Humanities Team to support the integration of arts learning throughout the school's programs.

Because the school serves many students with severe disabilities who might otherwise be placed in costly programs outside the district there are additional revenues available to engage teaching artists. The teaching artists support learning throughout the curriculum as well as providing group ensemble instruction in music. The school performances are organized around themes that relate to science, social studies and other curricular areas. The annual celebration of Black History Month builds connections in music, dance and spoken word with the social studies, media, technology and English language arts curricula.

Principal Lampron has reclaimed the school's all-purpose room for ongoing music and dance instruction and the musical productions by relocating the sensory-motor integration facility into a separate space. She has also upgraded the school's sound system and has introduced horticulture to the program through the development of an outdoor classroom.

Patricia strongly believes in forming partnerships between staff, students and families and does this by showcasing student learning through performances and vibrant displays of student artwork. In fact many students have won awards for their artwork through various partner organizations. There is always standing room only whenever there is an event at the school that involves

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the arts. Many members of the audience have students who are English Language Learners, or who have disabilities. All are amazed at the creative ways that students participate in arts education at the school.

Excellence in School Administration—District

Steven Bliss, Assistant Superintendent, Dover-Sherborn

In the Dover-Sherborn Regional School District, Steven Bliss is the assistant superintendent, and as of July 1, Steven will assume the position of Superintendent. Steven has proven to be an ardent supporter of music education. A visitor to the system easily sees that the music teachers have ample resources available to them. They are well supported by the budget provided. Steven understood that some staffing changes would have to be made to improve the HS choral program, and he set out to do that, hiring a new teacher this year after seeking advice and suggestions for candidates from music education experts in the area. Steven is championing expansion of the use of technology in music. The middle school has a dedicated tech lab, but the high school does not. Steven and his music faculty have realized that this situation must change. They visited the new tech labs at Norwood and Wellesley High Schools, and Steve has fast-tracked a plan for a new HS Mac Lab for music. Music facilities for other aspects of the program are large and beautiful.

Steven had the K-12 music faculty be one of the first departments in the district to begin using the *Understanding By Design* backward planning paradigm two years ago. He understood that it would take several years to complete this process, and he allocated funding and ample professional development time to undertake this huge project. Steven was present at the majority of these meetings. He was personally involved in the process, and his faculty was very appreciative of his enduring commitment to their project.

Steven helped the K-12 music faculty prepare their January 2012 curriculum presentation to the school committee which was a resounding success. He also works with the parent support group for the arts in the district. Steven is a very important presence in the Dover-Sherborn community. He perfectly reflects the commitment of the two communities to excellence in arts education.

Outstanding Community Arts Education Collaborative in Visual Arts

Worcester Juvenile Courts/Worcester Art Museum

In the Winter of 2011-12, Worcester Juvenile Court Probation Officer Fiona Bycroft-Ryder approached the Worcester Art Museum with a unique proposal—to establish a collaborative program between the two organizations that served the young people involved in the court system by providing a hands-on gallery viewing and studio experience. Cory Shepherd, the Museum's Outreach Coordinator at the time, was asked to coordinate this program. Cory immediately asked Ginny Powell-Braiser, Head of the Docent Council, if she would lead the tours, because of Ginny's reputation for designing and implementing numerous success gallery experiences for at risk populations.

In the spring of 2012, the students began to visit the Museum in the morning of the last Saturday each month, beginning with a tour of a specific portion of the Museum's collection. In the galleries, the students would discuss a pre-determined topic that was picked because it was considered likely to resonate with and be important to the students, such as trust, betrayal, anger, addiction, and peace. Specific works of art were also pre-chosen to be focal points to aid in their reflective conversations. Next, the students went into one of the Museum's art studios to create relevant art with one of the Museum's faculty. Each week, the gallery, discussion topic, and mediums and techniques would vary, so that students would receive a wide-ranging introduction to art making. Experimentation was encouraged in painting, drawing, graffiti art, printmaking, poetry, and more.

The Worcester Juvenile Courts and the Worcester Art Museum recognized the need for an alternative form of community service with the potential to motivate, inspire and engage. It was quickly learned that many of the participants had never experienced an art class that they found personally rewarding; some had never been in an art class at all. By raising the self-esteem, confidence and enthusiasm of these young people, it was thought that they would be better equipped to become happy and productive young adults. One of the best indicators of the program's success was that numerous students continued to return each month after completing their community service requirement. Since the inception of the Art Alternatives program, the Worcester Art Museum has quickly become one of the most popular sites for participants to do their community service. The class size is limited to a maximum of 15, and is almost never less, leading to the consideration of adding additional sections.

Outstanding Community Arts Education Collaborative in Music

Boston City Singers

Boston City Singers' mission is to train and inspire the musician, student, and ambassador in each of our singers. High-quality music instruction is made available to every child and no child is ever turned away due to lack of funds. Boston City Singers provides young people ages 4-18 from the metro Boston area with a continuum of music education and a rich youth-development curriculum. The program is made of sequential training levels: Kodály Singing Classes for ages 4-6, Neighborhood Training Choruses for ages 7-11, and the Concert Choruses for ages 11-18, which has three divisions – Cantare, Tour Choir, and AP Harmony. Founder, Artistic and Education Director Jane Money conducts many of the groups and leads the artistic staff in providing the children with well-balanced music instruction coupled with performance, youth development, cultural exploration, leadership training, and community service components. Boston City Singers' principal activities are weekly rehearsals, an active schedule of performances, and related mentoring and coaching activities designed to support the personal development and education of our singers.

Rehearsals form the core of the chorus and youth development activities. The Training Choruses meet for 1-1.25 hours a week and the Concert Chorus meets an average of four hours each

week from September – June. Regular sectional rehearsals reinforce part learning and vocal production. For the older singers, there are weekly small group voice lessons and music literacy classes. Homework reinforces all concepts, and includes daily vocal exercises, music theory, listening and memorization.

Weekly rehearsals are strengthened by community partnerships. For instance, teaching has been extended by a new relationship with the Boston Conservatory. Concert Chorus members receive small group instruction twice a month, with customized homework assignments, frequent supportive evaluations, and solo opportunities. Several "master classes" are held annually, conducted by guest clinicians from a wide variety of backgrounds. Another partnership with the Community Music Center of Boston gives the Dorchester Training Chorus singers access to affordable instrument lessons. Members now have the opportunity to reinforce their singing education with these additional music classes, held on-site before their chorus rehearsals. William Fickes, the Artistic Director of the organization, is thrilled about partnering with Boston City Singers: "What makes this a unique and very successful artistic collaboration is that students are getting a fully well-rounded educational experience. The combination of voice training and beginning flute, violin and/or cello instruction, enriched by the diversity of a citywide youth community, has had a synergistic effect on individual youth, both artistically and personally. We are delighted to work again this year with Boston City Singers to create a groundswell of arts impact in Dorchester."

Performances, often in collaboration with other ensembles, are key learning experiences for the members. The Tour Choir performs at galas and events for nonprofits throughout the year. Additionally, every other year, they travel abroad for an international Good Will Tour. Past destinations have included New Zealand, Canada, and South Africa, and this summer the chorus will travel to Argentina for three weeks. The trips include performances with other music groups, homestays, college visits, and community service projects.

Outstanding Community Arts Education Collaborative—Multi-Disciplinary Institutional

Adult and Community Education of Martha's Vineyard (ACE MV)

ACE MV offers dozens of classes in visual arts, theater, literature, writing, dance, music, voice, speech, media production and storytelling. It also hosts community forums, performances, readings and cultural events focusing on the arts. These include: an annual Cultural Festival where over 50 performers and 90 contributing artists, chefs, and businesses come together for an evening celebrating Island diversity and culture; the ACE Authors' Reading series featuring writers who have been students of the ACE faculty/authors; performances commemorating Black History and Women's History Months as with the theater group *Nightmares and Dreams: Immigrant Voices*, twelve women representing six Latin American countries presenting forum discussions on immigration issues; a graduate and undergraduate credit course through Fitchburg State University – *Arts, Inquiry, Media and Culture in Education* - taught by the ACE director to encourage and stimulate educators to integrate the arts in education.

Contrary to its reputation as a place for the wealthy, poverty is widespread in Martha's Vineyard. The year-round population is currently 16,500. The Island's winter population is one of the poorest in Massachusetts. A study by the Martha's Vineyard Commission found that the cost of living on the island is 60 percent higher than the national average and housing prices are 96 percent higher. In the winter, unemployment and boredom cause stress and anxiety, which lead to depression, substance abuse, and other social problems. ACE MV provides a healthy alternative through education and works collaboratively with Island social service agencies, consumers and staff. ACE is in a unique position to counter the challenges brought on by the Island's isolation.

Outstanding Community Arts Education Collaborative—Multi-Disciplinary Individual

Deanna Elliot—The Marble Collection

The Marble Collection [TMC], a nonprofit organization founded and directed by Deanna Elliot, believes that engaging teens in the arts fosters their creative, academic and social development. TMC's mission is to provide Massachusetts students with literary and arts education and one-to-one e-Mentoring to advance their creative development. TMC conducts a Service-learning Program in which college-level service learners both manage the organization and deliver services to our high-school clients. TMC publishes the only print and digital magazine of the arts for and by Massachusetts secondary students; *The Marble Collection: Massachusetts High School Magazine of the Arts* showcases students' art, literature, music and video works. In addition, TMC offers one-to-one online Student-Mentoring Workshops, in which college-level mentors help teens share and refine their voices—at no cost to the school or student. Since its inception, TMC has published 8 print and digital editions of the Massachusetts High School Magazine of the Arts; distributed nearly 7,000 complimentary copies; hosted 49 college-level service learners; showcased over 400 inspiring student works; and mentored 300 student authors and artists through the comprehensive publication process.

By collaborating with a network of nearly 200 Massachusetts schools and nonprofits partners, TMC reaches nearly 75,000 student authors and artists statewide—servicing nearly 100 teens and hosting roughly 20 college-level service-learners each year. To enhance its impact in 2013, TMC diversified its teen clients by partnering with 12 Massachusetts nonprofits that share in our mission and serve disadvantaged student populations. TMC Service-learners assume frontline positions including, but not limited to: Accounting Manager, Communications Specialist, Marketing Manager, Advertising Development, and Editorial Mentor, among other vital roles.

TMC works with its partners to publish The Marble Collection: Massachusetts High School Magazine of the Arts—the only

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statewide, biannual print and digital magazine of the arts for and by Massachusetts teens, showcasing their art, literature, music, and video works. *"... [TMC] has created a literary culture that has students writing for publication—writing for the world,"* writes English teacher James F. Connolly, *"Extending the students' audience beyond the classroom, TMC reinforces the teaching philosophy of many creative writing teachers who ask their students to perform as artists rather than to work as high school students who are completing assignments. A single poem or short story can change a student's life, and TMC is changing the lives of the young writers in our state."*

Soubhik Barari, TMC Mentee and Acton-Boxborough Regional High School student says, *"not only has TMC strengthened my writing skills, but it has exposed me to the works of so many incredibly talented fellow high school students... I feel extremely inspired and motivated to pursue creative writing in higher studies!"*

Dennis Wrenn Distinguished Music Educator Advocate

Wendy Silverberg, Boston City Singers

A beloved teacher and soprano soloist, Wendy Silverberg has been a leader in bringing music education to children in the Cambridge community and beyond for many years. She taught music in Cambridge Public Schools for over 40 years and, after retiring in 2011, continues to teach in three different divisions of Boston City Singers, a Dorchester-based nonprofit that runs music and youth development programs throughout the metropolitan area. Her innovative teaching techniques, based on the teaching philosophy of Zoltán Kodály, that combine singing games, musical literacy, and socially-relevant stories have helped children discover, learn, and fall in love with music. Wendy is an inspiring arts educator whose effective programs have made a lasting impact on hundreds of students and have brought a strong culture of music to her community.

Wendy helped build the exceptional music program that the Andrew Peabody School in Cambridge has today. Before Wendy joined the school, Peabody's music program was fairly weak: it was erratic and infrequent, relied on different people coming in to lead a variety of music programs on different days of the week, and each student had just one 45-minute music class a week. Wendy saw much room for improvement in this program 10 years ago. She worked with the school to develop a commitment to increased music instruction and helped standardize and improve the system based upon the Kodály concept. She taught every student in kindergarten through second grade four days a week with a coherent curriculum. The program was a huge success and became an essential part of the children's education.

She also helped develop the school's chorus for older children. Wendy founded and oversaw the growth of The Early Bird Singers, Peabody's chorus for young people ages nine to fourteen, expanding it from 12 members to 45. In 2010, the chorus was selected for its high standards and quality to perform as part of the *Distinguished Concerts International New York Series*. Wendy's group stood out from the rest because of its unique structure: the singers came to rehearsal before school, voluntarily, because each of the students was committed to the chorus.

Even after retiring from teaching in the Cambridge Public Schools, Wendy continues to advocate for music education for young children. She teaches all four of Boston City Singers' Kodály Singing Classes, one in Jamaica Plain, two in Dorchester, and one in Cambridge. She was also instrumental in founding one of Boston City Singers' newest divisions, the Cambridge Children's Chorus, to address the pronounced need to bring music training to children of Cambridge and the surrounding towns. The program opened in September at full capacity because so many Cambridge students wanted to learn music from Wendy. Wendy's impressive teaching techniques have had a great impact beyond her local community. She has shared her program with many other instructors and has presented at the 2008 National School Board Association, 2008 Massachusetts Music Educators Conference, and 2009 Music Educators Easter Division Conference.

Distinguished Visual Arts Educator Advocate

Constance Moore, President, MA Art Education Association

Constance Moore has pursued the arts and art education through every twist and turn that life has taken her. She has lived in California, Illinois, Massachusetts and Spain, seeking the tools to facilitate excellence within her student artists and to promote the many valuable lessons which the arts provide. Her own education, which has focused on art history, pedagogy, and administration, enables her to provide leadership at every level. She has been a committed board member of the Massachusetts Art Education Association, and advanced from Vice President to President in 2012. Under Coni's direction, MAEA has already made significant advancements with several large endeavors, such as the Annual Conference, the MAEA website, and digital communications. She has formed an Advocacy Team within the organization, sought opportunities for outreach with other state organizations, and has greatly improved involvement with the parent organization, the National Art Education Association.

Coni has distinguished herself as a strong advocate for the arts within the Massachusetts Art Education Association, as well as within her learning community, the Winthrop High School. Within MAEA, she has supported the efforts of our board for many years, and in 2012 took the reigns as President, a challenge that she has fully embraced. At the Winthrop High School, she has persevered through difficult times of layoffs and budget cuts to keep the arts available to her students.

Coni has led robust art foundations, drawing, painting, and ceramics programs in California and Massachusetts. As a bilingual educator, she goes the extra mile to connect with and empower every student regardless of background. Coni enables her students to find their own essence and passion, and to translate that through their creative endeavors.

Coni led many highly regarded classes and programs in California and the Winthrop High School before she was reassigned to a general-education / administrative track

approximately 8 years ago. As Humanities Director and during periods in which she was required to devote her energy to the school's ELA program, she has consistently sought and provided ways for students to express their creativity. More recently, she has devoted herself to MAEA, and has sought opportunities to collaborate with other organizations, such as Arts|Learning and the Massachusetts Cultural Council. Thanks to her efforts, the future of MAEA looks bright as a cooperative and results-oriented organization.

Distinguished Creativity Educator Advocate

Doris J. Shallcross

Doris J. Shallcross, Ed.D., is Professor Emeritus of the University of Massachusetts at Amherst where she directed the Graduate Program in Creativity. Her major work there was with doctoral candidates specializing in creative behavior. She is past president of the Creative Education Foundation and continues to serve as a consulting editor for *The Journal of Creative Behavior*. She has published five books: *Teaching Creative Behavior;* three with Dorothy A. Sisk – *The Growing Person, Leadership: Making Things Happen,* and *Intuition: an Inner Way of Knowing,* and one with Rosalie Deerheart, *Celebrating the Soul of CPSI.* She is also the author of numerous articles. Dorie has done extensive work both here and abroad in creativity presenting at conferences and teaching courses at universities. For 5 summers she taught in the Masters' degree creativity program at the Universidad de Santiago de Compostela in Spain.

She is a founding board member and leaving the board after 15 years of service – 11 as president – of the Pioneer Valley Performing Arts Charter Public School. Dorie is vice president of the board of directors of Enchanted Circle Theater; she also serves on the Massachusetts Charter Public School Association (vice-president for 3 years) and the Massachusetts Center for Charter Public School Excellence. Dorie has recently been appointed to serve the Commonwealth of Massachusetts on a commission to develop an index of creative and innovative education in the public schools.

In previous work, Dorie founded the Shallcross Creativity Institute in 1995, began the Arts in Education teacher training organization connected with the PVPA charter school in 2000; served on the Boards of Directors for the American Creativity Association and the Hartford Center for Critical and Creative Thinking; served as adjunct professor for The Union Institute, Cincinnati, OH, and Leeds Metropolitan University, Leeds, United Kingdom; and served as instructor for the Creative Problem-Solving Institute from 1967 to 2009.

Outstanding Student Arts Advocate

Jared Newman, The Marble Collection

Jared Newman is a sophomore at Phillips Academy Andover, and a writer of short fiction. While Jared's main interests are spread far and wide—Latin and Greek, Debate, Cross Country, and Politics—creative writing has always refined his understanding of the world around him. Most recently, he was awarded two Gold Keys by the Scholastic Art and Writing Awards in 2013 as well as the Charles C. Clough Prize in English Composition. Jared has attended the Kenyon Young Writers' Workshop, workshops with Marie Ponsot and Sapphire, and has been admitted into the Iowa Young Writers' Studio for this coming summer. Besides being both a member of the Student Advisory Board for the Marble Collection and social media fellow for the magazine, he is a Genre Editor at Polyphony H.S. This coming summer Jared will be an intern at the American Reader.

At Andover, Jared plays cello in the school orchestra, competes for the debate team, and serves on the Honor Role. Currently he is organizing a creative arts summit, called Frostiana, at his school bringing together alumni and students from various schools in the Essex County area for one day of workshops in all of the arts.

Besides creative writing, Jared's other passion is politics. Having worked on Elizabeth Esty's congressional race last summer, he hopes to pursue this into college, majoring in Public Policy. In that respect, he sees his ability to maneuver in the political sphere as directly related to his ability to advocate for the importance of the arts. Jared views his devotion to *The Marble Collection* as a way of fighting for young artists in all domains of the arts across the state to have the space, platform, and support they need to create art. It's a network connecting people from all backgrounds to create a grander sense of art.

Good Neighbor Award

Families Creating Together, Jamaica Plain

Families Creating Together (FCT) was created at Spontaneous Celebrations, an award winning Arts Program, in collaboration with City Life/Vida Urbana's Jamaica Plain Parent Organizing Project in 2008. FCT is currently a program of Community Service Caring/Tree of Life Coalition, based in Jamaica Plain, MA. This community-based, multicultural, multilingual, and intergenerational expressive-arts program welcomes and includes children of all abilities in an accessible setting. All of the workshops are presented in English, Spanish and American Sign Language. The program serves 150 participants. Workshops have been conducted at the Aggasiz Community Center, Jamaica Plain Community Center, and Nate Smith House.

All program curricula developed to date explore a theme and an art form. The art forms that have been offered include: puppetry, mask-making, and improvisational theatre (storytelling, creating original illustrated storybooks, and creating "magical environments"). All curricula have been adapted by a seasoned team of arts educators and adapted to include a wide range of learning styles.

Families Creating Together (FCT) works toward the goal of building an inclusive, affirmative, multigenerational setting that breaks down isolation commonly experienced by families that have a child with a disability. Each team includes one or more artists living with a disability, and one or more elders, as positive role models for all participants. The program encourages interaction between families and decreases isolation by introducing families to one another both within the program

setting and outside of the program at special events. Including the entire family, the program brings together all of the children—both those with and without disabilities and also builds multigenerational bridges, engaging grandparents in process-oriented art making along with children and grandchildren. One project outcome is that participants are able to develop peer connections while creating together in an affirmative environment.

Outstanding Parent Arts Education Advocate

Ginny Brennan, Boston Arts Academy Family Council

Ginny Brennan has been a BAA parent for the past four years. Her daughter Emily is currently a senior, majoring in theatre. Emily is hard of hearing, and Ginny has credited BAA with giving her daughter an outstanding opportunity to pursue her passion for theatre in a full-inclusion setting. Ginny became involved as a parent in her daughter's freshman year as a member of the BAA Family Council. She has worked continuously to improve the school's arts programs and facilities, particularly as an advocate with key policymakers. In 2011, she joined the funding subcommittee of the school's strategic planning committee charged with helping develop a five-year plan to address the school's financial stability. In 2012, Ginny became Co-Chair of the BAA Family Council. In that role, she also sits on the BAA Board of Trustees. Her passion for arts education and dedication to Boston Arts Academy shines through in each of these positions.

For the past several years, Boston Arts Academy has been working with the Boston Public Schools and the City of Boston on a plan to improve the school's facilities for its students. Ginny Brennan has been the driving force behind ensuring that BAA receives public funding for renovations. She has advocated through the Boston City Council, the MA School building authority, and rallied parents, students, and community members in advocating on behalf of BAA with the Boston Public Schools, the Boston School Committee, the Boston City Council, and the Mayor's office. Thanks to Ms. Brennan's efforts, the Boston Public Schools is submitting an application to the MSBA that includes funding for BAA renovations. Ms. Brennan plans to continue her efforts to ensure a favorable response from the MSBA.

Ginny Brennan is a special education advocate who provides consultation, training, and advocacy to parents of special-needs children and young adults. She has worked as a consultant in this field for the past 12 years. Previously, Ms. Brennan taught a child development course at Northern Essex Community College for childcare professionals, and worked as a family daycare provider herself. She also worked as a Master's level senior clinician on the sexual abuse team at the North Shore Children's Hospital/Center for Family Development. Ms. Brennan holds a Masters of Education in Counseling Psychology from Boston University, a Masters of Public Administration from Suffolk University, and a Bachelor's degree from Simmons College. In 2013, she completed the LEND (Leadership Education in Neurodevelopmental and Related Disabilities) certificate program at the University of Massachusetts Medical School/Shriver Center. In addition to her extensive volunteer work at Boston Arts Academy, Ms. Brennan also volunteers a significant amount of time at the Boston Latin School.

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About Arts|Learning

Arts|Learning at Walnut Hill believes that the arts have the power to transform education. When the arts are at the center of the core curriculum, students develop the 21st-Century skills they need to lead fulfilled lives and to experience greater success in college and the workplace. Arts|Learning exists to be a catalyst in that transformation. Our mission is to develop and advocate policies, practices, programs and partnerships for a new level of excellence in pre-K–college teaching and learning, in and through the arts.

Founded in 1999 as a non-profit organization, Arts|Learning is the unified voice for arts education in Massachusetts, bringing together a large variety of constituencies interested in quality education in and through the arts. Arts|Learning is the Massachusetts representative of the *Kennedy Center Alliance for Arts Education Network*. We bring years of experience and expertise to bear on arts education, programming, services, and advocacy. We believe this is best accomplished through the intersection of our three groups:

• Program and Application • Networking and Advocacy • Teaching and Learning

For more information about Arts|Learning, please visit our website at www.artslearning.org. Inquiries may be sent to info@artslearning.org, or by phone, 508-650-5044.

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Networking and Advocacy Leadership Team, 2012-2013

The Networking and Advocacy Group of Arts|Learning is led by a Leadership Team of individuals from across the Commonwealth of Massachusetts who represent the arts-teaching workforce. This includes K-12 arts educators and administrators, teaching artists, arts education and cultural organization representatives, those in higher education and research, legislators, parents, business leaders, and funders. A|L advocates for quality arts education programs across the Commonwealth of Massachusetts and acts as an umbrella organization for various constituencies and professional arts education associations who support the arts and arts education. Through the Networking and Advocacy Group work, Arts|Learning represents Massachusetts as a member of the Kennedy Center Alliance for Arts Education Network.

Since 1984, the A|L Networking and Advocacy Group (previously the Massachusetts Alliance for Arts Education) has recognized exceptional individuals and organizations who advocate for the arts in order to ensure that every child in Massachusetts receives a high-quality arts education. Through the A|L annual "Champions of Arts Education Advocacy" awards ceremony, over 250 arts educators, schools of excellence, school administrators, school committees, parent advocates, legislators, community organizations, cultural institutions, and businesses have been honored. Award nominations for most awards may be made by any member of the arts and cultural community, and winners are selected by A|L's Awards Committee. Some awards, such as the Irene Buck Service to Arts Education, the Legislative Leadership, and Media Support for Arts Education are nominated and selected by the N & A Leadership Team. The Oddleifson A|L Award is nominated and selected by the Arts|Learning Board of Trustees.

For information about A|L membership, please visit:
http://www.artslearning.org/programs/advocacy/MAECMembership.

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The Kennedy Center Alliance for Arts Education Network

KCAAEN is a coalition of 34 statewide non-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs, and partnerships that ensure the arts are an essential part of American K-12 education. Arts|Learning is the Massachusetts state alliance for arts education in the Kennedy Center network of alliances.

The mission of the KCAAEN is to promote learning in and through the arts for all students. To meet program objectives, members of the KCAAEN in partnership with the Kennedy Center will:

1. **Build Collaborations**: Develop and support innovative collaborations among schools, community partners, and cultural institutions that sustain arts education.
2. **Position the Arts**: Speak out on behalf of arts education to citizens, policy makers, state agencies, and others about the value and benefits of arts education.
3. **Generate Resources**: Develop, publish, and/or disseminate resources for arts education leaders and practitioners.
4. **Provide Professional Development**: Implement professional development through educational programs, training, and resources.
5. **Recognize Innovation and Achievement**: Provide awards and acknowledgments to individuals, organizations, and schools that demonstrate outstanding support for arts education.

The KCAAEN brings together educators, school administrators, parents, cultural leaders, and citizens from across the nation. KCAAEN seeks to advance the quality of education through the inclusion of the arts in the curriculum. The Kennedy Center supports the growth and development

of the Network and the efforts of participating State Alliances through staff consultation, professional development, grant support, and other resources.

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