Arts | Learning

LESLEY UNIVERSITY
Creativity Commons

Artful STEM...

Transforming Curriculum & Instruction

and

28th Annual Arts | Learning
Champions of Arts Education Advocacy
Awards Ceremony

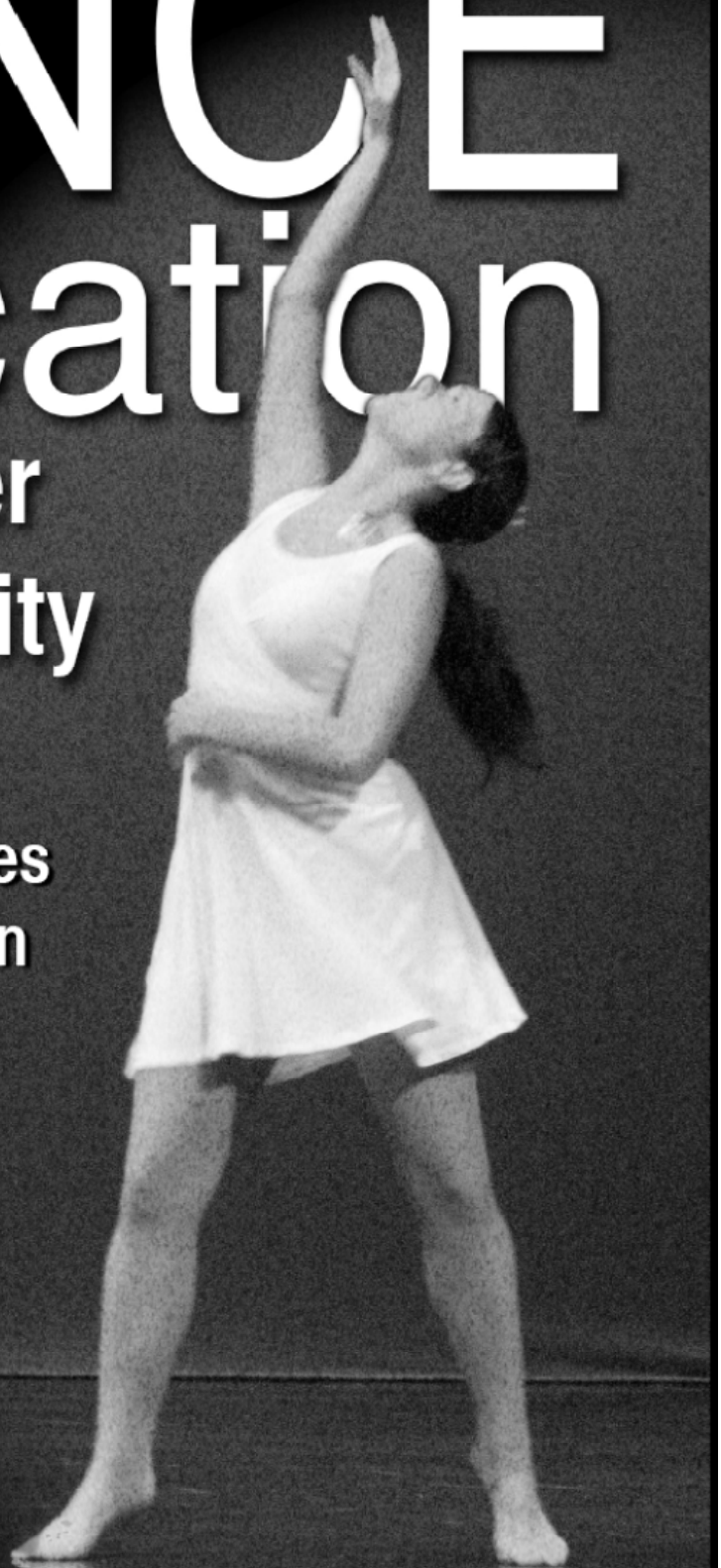
THURSDAY, MAY 1, 2014: AFTERNOON SCHOOL VISITS (BOSTON)
FRIDAY, MAY 2, 2014, SYMPOSIUM & AWARDS, 8:00 AM TO 7:00 PM
LESLEY UNIVERSITY, 1815 MASSACHUSETTS AVE., CAMBRIDGE, MASSACHUSETTS

DANCE education

at Bridgewater State University

Bridgewater, MA

BA in Communication Studies with a Concentration in DANCE EDUCATION



Faculty

Dr. Nancy Moses
nmoses@bridgew.edu

Dr. Jody Weber
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Prof. Jenifer Sarver
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Approved program for license in teaching dance in the public schools.

arts.bridgew.edu

Creativity Commons at Lesley University

Artful STEM: Transforming Curriculum and Instruction
28th Annual "Champions of Arts Education Advocacy" Awards

May 1 Site Visits: Boston Arts Academy; Henderson Inclusion School, Boston
May 2: Lesley University, 1815 Massachusetts Avenue, Cambridge, Massachusetts
Thursday-Friday, May 1-2, 2014

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Present

Artful STEM: Transforming Curriculum & Instruction

Thursday, May 1, 2014 – Site Visitations: 1 to 3 PM

Dr. William W. Henderson Inclusion Elementary School (grades pre K-5) | 1669 Dorchester Ave. | Dorchester, MA 02122 | 617-635-8725.

1 PM—Classroom observation of Arts-infused STEM, and Building Tour
2 PM—Dress Rehearsal performance of "Mary Poppins"

The Dr. William W. Henderson Inclusion School serves children from early childhood through Grade 5. The students are from diverse ethnic, linguistic, and ability backgrounds. The Henderson is an inclusive school; students who have disabilities learn in general education classrooms with their nondisabled peers. Teachers and support staff collaborate to help all children learn and succeed at high levels. The arts are a critical component in the school's success—students receive instruction in visual arts, music, movement, and drama. Students participate in hands-on activities in Science, Music, Art and Movement at all grade levels. The school also collaborates with many cultural agencies and universities to enrich the curriculum and support student development.

Boston Arts Academy (grades 9-12) | 174 Ipswich Street Boston | MA 02215 | Tel 617-635-6470.

1 PM—Introduction to School
1:15—Academic Blocks (Visit two classes in Math, Engineering, Biology, Art, or SPED Math)
2:40—Debrief

Boston Arts Academy (BAA) is the city's only public high school (9-12) for the visual and performing arts serving over 420 students that reflect the diversity of Boston's neighborhoods. The school's graduates exemplify the transformational power of the arts. BAA nurtures the collaborative, creative and culturally empathetic characteristics needed to respond to the challenges of the 21st Century. Educators, policy-makers, corporate leaders and activists from around the world come to BAA because they see the success of the school's model. Staff and faculty continue to refine, innovate, partner and share because they believe that the solutions for many lie within the arts. Science, Technology, Engineering, Arts, and Math are integrated together at BAA to create STEAM—a creative approach to solving the challenges of the 21st century using the sciences, math, and the arts.

Arts | Learning

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Creativity Commons at Lesley University

Present

Artful STEM: Transforming Curriculum & Instruction

28th Annual "Champions of Arts Education Advocacy" Awards

University Hall, 1815 Massachusetts Avenue, Cambridge, Massachusetts

Thursday-Friday, May 1-2, 2014

MORNING SCHEDULE, May 2

TIME	TOPIC & ROOM	PRESENTER(S)
8:15 AM	**Registration, Coffee, Tea**	**Atrium Lobby, Level 2**
9:00 AM	**Welcome** **Student Performance** **2-150 Amphitheater**	• Charles Combs • Honors String Quartet, Burncoat High School, Worcester, MA, (Dani Rimoni, Director)
9:15 AM	**Panel** – *What STEAM Looks Like in the Classroom—Snapshots of Current Programs* Jonathan Rappaport, Facilitator **2-150 Amphitheater**	STEAM PRACTIONER PANELISTS: • Jane Burke • Priscilla Kane-Hellweg • Ramiro Gonzalez • Wilhelmina Peragine
10:30-11:25	**Break-out Groups** – *small group model sessions* Experiential STEAM Learning *HAVE A HANDS-ON EXPERIENCE IN STEAM EDUCATION!* **Rooms as Marked→**	• Rm. 2-069-**Making Art with the help of Sir Isaac Newton**. Jane Burke • Rm. 2-094-**Interactive Enviroscape Model Demonstration**. Patty O'Donnell • Rm. 2-026-**Build Your Own Parklet**. Wilhelmina Peragine • Rm. 3-043-**Arts Infused Engineering and Mathematics at the Elementary Level**. Kristine Thayer, Phyllis Borowiec • Rm. 2-129-**Design Challenge in Architecture: From Floor Plans to Buildings**. Susan Casey • Rm. 3-099-**Art and STEM Bridge Design**. Meghan Reilly Michaud
11:30	**Keynote Remarks** *Eric Oddleifson Service to Arts Education Award* **2-150 Amphitheater**	David Edwards The ArtScience Prize (via Skype from France)

AFTERNOON SCHEDULE, May 2

TIME	TOPIC & ROOM	PRESENTER(S)
12:00-12:45	**Lunch and Student Performance**—Atrium	Voice Students from Walnut Hill School for the Arts, *Angela Gooch, Voice Director*
12:45-2:00 PM	**Panel** – STEAM Policy Initiatives – How to Make It Happen *From Theory to Action* **2-150 Amphitheater**	PANELISTS: • Carrie Fitzsimmons (ArtScience Prize) • Greg Liakos (MA Cultural Council) • MA Rep. Kay Khan (Newton) • Ayora Berry, (PTC Inc.)
2:05-3:05	**Break-Out Sessions Set 1** *Specific STEAM Projects* **Rooms as Marked→**	• Rm. 2-048-**The Ceramic Artist as Mathematician**. Jane Burke • Rm. 3-103-**Geometry Through the Lens of Art**. Meghan Reilly Michaud and Minda Reidy • Rm. 2-078-**Storm Drain Art and Advocacy**. Terre Parker • Rm. 2-150-**Panel: Increasing Access to STEAM** Experiences for Young People Across Cambridge. Cambridge Expanded Learning STEAM Network
3:10-4:10	**Break-Out Sessions Set 2** *Specific STEAM Projects* **Rooms as Marked→**	• Rm. 2-048-**Chemistry Through Dance & Ceramics**, Jane Burke • Rm. 2-150-**The Art of Science Learning** (Worcester Incubator), Joyce Kressler/Joseph Cox • Rm. 3-103-**Stop-Motion Animation**, Kyle Browne, Cambridge Creativity Commons • Rm. 2-078-**Connections Between Music-Math Skill Development: Implications for STEM education**, Martin Gardiner
4:15	**Panel** – *Three Approaches for Assessing Learning When the Arts are Integrated with STEM* Martha McKenna, Facilitator **2-150 Amphitheater**	PANELISTS: • Steve Seidel, Harvard University, **Quality of Qualities** • Gene Diaz, Lesley University, **21st-Century Skills Evaluation** • Amy Charleroy, Director of Arts, **The College Board**
5:10	**Wine and Cheese Reception** **Atrium Lobby, Level 2**	Rindge Avenue Upper School Chorus, Cambridge, Wendy Silverberg, Director
6:00	**2014 Champions of Arts Education Advocacy Awards** **2-150 Amphitheater**	Arts|Learning Networking & Advocacy Group, Cory Shepherd, Chair

2014 "Champions of Arts Education Advocacy" Awardees

A|L Board of Trustees Awards:

Eric Oddleifson Arts|Learning Service Award (p. 15)
- David Edwards, Founder, the ArtScience Prize, ArtScience Labs, Cloud Place

Arts|Learning Lifetime Achievement Award (p. 15)
- Steve Seidel, Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education and the Director of the Arts in Education Program, Harvard Graduate School of Education

Networking and Advocacy Leadership Team Awards:

Legislative Leadership Awards (pp. 15)
- Representative Kay Khan, Newton; Co-founder of the Newton Cultural Alliance
- Senator Daniel A. Wolf, Harwich; Co-Chair of the MA Cultural Caucus

Irene Buck Service to Arts Education Award (p. 16)
- Nancy Moses, Department Chair, Theater and Dance, Bridgewater State University

Media Support of Arts Education (pp. 16)
- WGBY (Channel 57), Springfield, MA; Rus Peotter, General Manager

Nominated Awards:

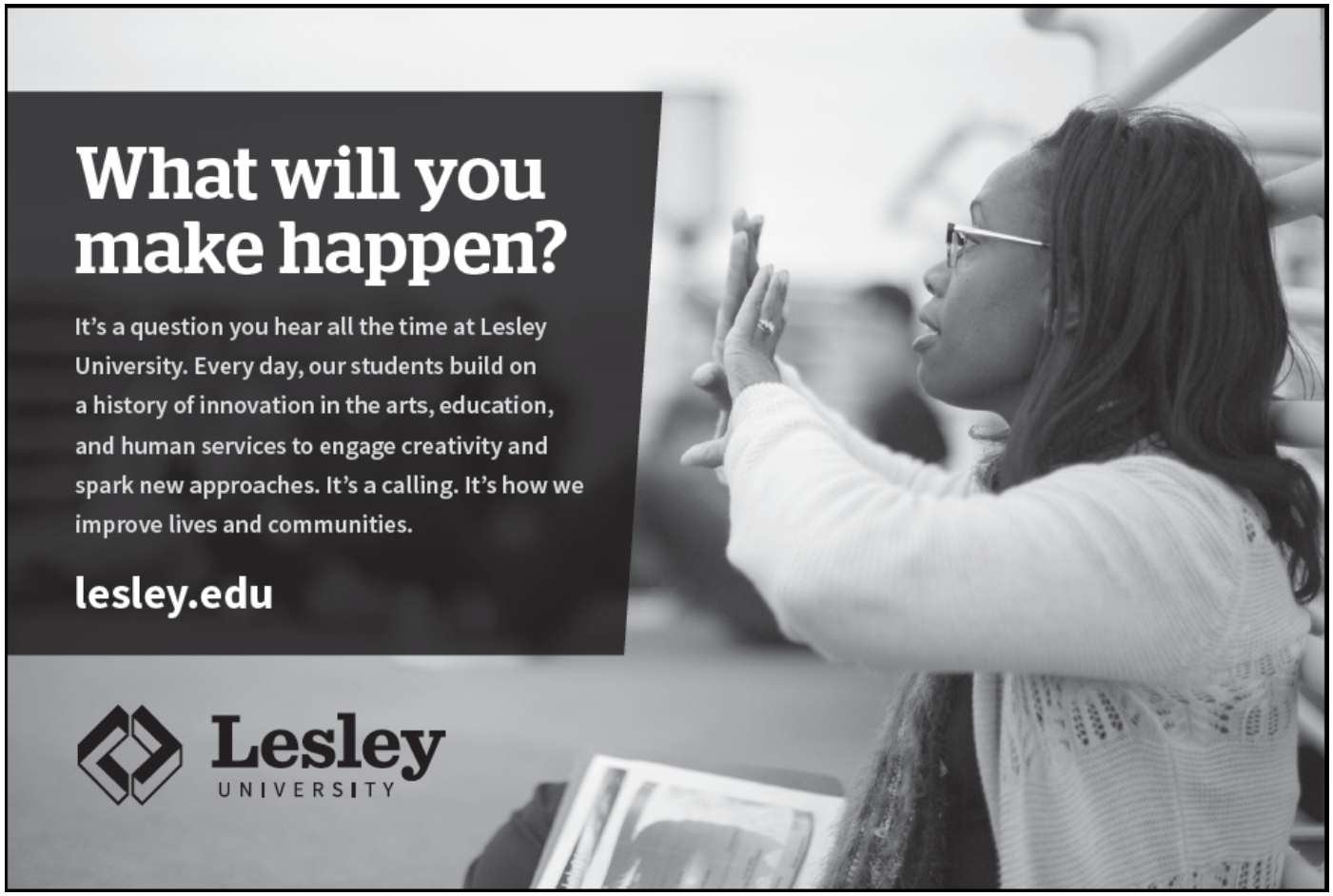
Kathy Tosolini Excellence in School Administration (p. 17)
- David Jost, Fine Arts Coordinator, Westborough Public Schools; Co-Chair, Administrators in Music Education (AIME)

Outstanding Community Arts Education Collaborative (pp. 17)
- Brady Academy of Irish Dance, Brendan Brady, Director – *Dance*
- United South End Settlements' Children's Art Centre – *Visual Arts*

Distinguished Arts Educator Advocate Awards (pp. 17-19)
- Sheryl Pollard-Thomas, Co-Chair, Dance Department, Boston Arts Academy – *Dance*
- William McLaughlin, Co-Chair, Dance Department, Boston Arts Academy – *Dance*
- Erica Schwartz, Washington Irving Middle School – *Dance*
- Sandra Nicolucci, Faculty, Boston University – *Dennis Wrenn Distinguished Music Educator*
- Kathleen Ann Boluch, Director, Scituate Play House – *Theatre*
- Kristi Oliver, President-Elect, MA Art Education Assn – *Distinguished Visual Arts Educator*

Outstanding Student Arts Advocate (p. 19)
- Anaia Cayode, Pioneer Valley Performing Arts Charter School

Good Neighbor Award (pp. 19)
- Highland Street Foundation, Blake Jordan, Executive Director



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About Our Performers

Burncoat High School Honors String Quartet
Garrett Lévesque - Violin - 12th grade; Matthew Abraham - Violin - 11th grade; Andrew Bitar – Viola - 10th grade; Catherine Huynh - Cello - 11th grade; Josiah Furcinitti - Bass - 11th grade
Program:
W. A. Mozart - Divertimento in D major KV 136; I. 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 thirteen 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.

Voice Students from the Walnut Hill School for the Arts,
Natick MA. Teddy Edgar; Charles Sciascia; Nicole Burke; Olivia Mastorakos; Bosbapan Sisombat; Kaoru Seki; Madeleine Rassaby
Angela Gooch, Director
Program: Scenes from Mozart's Magic Flute
Walnut Hill School for the Arts is a private boarding and day high school for grades 9 through 12 located in Natick, MA. The School offers a rare fusion of academic rigor and artistic excellence – where motivated young artists advance their training in creative writing, dance, music, theater, and visual art while engaging in a challenging and innovative college-preparatory curriculum. This integrated approach creates a focused, high-performing culture that prepares students for success as they matriculate to some of the leading colleges, universities, art schools, and conservatories worldwide.

Angela Hines Gooch is the Director of the Voice Department at Walnut Hill. Ms. Gooch served on the Boston University Tanglewood Institute faculty for the Young Artist Vocal Program for five years and has performed within the U.S. and internationally as a soloist with various symphonies and opera companies including Opera Boston, Birmingham Opera Theatre, and the Opera Theatre of Weston's production of Die Fledermaus in the role of Adele Boston. Ms. Gooch most recently has been honored by the National Foundation for Advancement in the Arts and named to the Who's Who Among American Teachers as one the arts most distinguished teachers.

Rindge Avenue Upper School Campus Honors Chorus.
Wendy Silverberg, Director; Eileen Huang, Accompanist

The Rindge Avenue Upper School, Cambridge, serves students in grades 6-8 who previously attended the Baldwin and Peabody Schools. Upper School Scholars are provided with learning experiences that are developmentally responsive, challenging, inclusive, and supportive. With a combined enrollment of about 260, the school offers students a sense of close community while providing a large enough cohort and teaching staff to offer rich programming.

Wendy Silverberg, Director, is the Early Childhood Director for the Boston City Singers and the Director of the Cambridge Children's Chorus. 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 where she retired in 2012 and still directs the Honors Choir. She is the 2013 recipient of the Arts|Learning *Dennis Wrenn Distinguished Music Educator Advocate Award*.

Panelists/Presenters (in alphabetical order)

Ayora Berry is a program manager at PTC Inc., an engineering software company that services 27,000 product development companies across the globe. In his role supporting the PTC Academic Program—a corporate philanthropic initiative—Ayora develops and manages engineering education programs for K-12 educators and students. Recently Ayora and his colleagues developed the STEM Certificate Program with Framingham State University, a graduate-level teacher professional development program that trains K-12 educators in product development, curriculum design, and technology integration.

12:45 Panel: STEAM Policy Initiatives

Phyllis Borowiec – See Glenwood

Kyle Browne directs the Cambridge Creativity Commons, a youth arts program that engages Cambridge public school students and teachers in imagination and creativity across disciplines, and is an adjunct faculty member of Lesley University. She is a practicing visual artist who has exhibited internationally and draws inspiration from nature and human impact on the natural world. She received a BFA from Pratt Institute in Brooklyn, NY and her MEd from Lesley University in Arts, Community and Education.

3:10: Stop-Motion Animation. Cambridge Public School Teachers STEAM Collaboration. During the 2013-14 school year Cambridge Creativity Commons director, CPS 6th grade science teachers and technology specialist formed a unique collaboration to tackle multiple projects in the 6th grade curriculum through STEAM. The model they developed to engage students in the creative process of stop-motion animation can be applied to various lessons and touches upon science,

fine arts and technology standards as well as the 21st century skills of creativity, collaboration, critical thinking and communication.

Jane Burke is Founder/Director of the Flying Cloud Institute in western Massachusetts which provides STEAM-based curriculum units to Berkshire County Schools. Jane Burke has BA in Chemistry and MAT from Harvard in Science Education. She has been a science educator, professional potter, and dancer. After 7 years teaching sciences in the classroom she founded the non-profit Flying Cloud Institute in 1984. Over the last 30 years she has developed STEAM experiences for children grades K through 12. She is member of the Berkshire STEM Pipeline Steering Team and the Public Awareness Subcommittee of the Governor's STEM Advisory Council. She has received awards from the Massachusetts Association of School Committees and the Massachusetts Cultural Council for outstanding work integrating mathematics, science, and the arts in Berkshire county public schools.

9:15 Panel: what STEAM Looks Like in the Classroom

10:30: Making Art with the help of Sir Isaac Newton – Using meter sticks, weights, and a fulcrum you can derive the equation for balancing forces - Newton's First Law of Motion. Go on to make a mobile by first weighing your objects and then the distances they should be hung from the fulcrum. This unit teaches physics concepts, mathematics principles, and art making.

2:05: The Ceramic Artist as Mathematician – Learn about the Acoma Pueblo ceramicists who use complex geometric ideas to create exquisite decoration on their ware. Analyze these geometric elements and go on the design and make your own ceramic tile in this style. This unit combines Native American culture, the geology of the South West, the geometry learning standards, and working with clay.

3:10: Chemistry Through Dance & Ceramics – Get a taste of two approaches to making chemistry fun and comprehensible for students—dance and ceramics. Through choreographing dances that depict chemical reactions, students are motivated to consider the true nature of bonding and energy. Students take on the challenge of making a range of glazes for use in the art studio. In the process they learn about the characteristics of various elements and compounds, the skills needed to run a series of trials in an experiment, and explore how to use glazes to get interesting effects.

Cambridge Expanded Learning STEAM Network
Panel Members:

- **Eli Tucker-Raymond**, PhD - is an educational researcher with the Chèche Konnen Center at TERC. His work focuses on the expansive learning and identity development possibilities for adolescents and teachers/out of school providers that exist at the intersections of media/arts and science, math, and technology.
- **Brendan Shea** is the Education and Community Programs Manager at the American Repertory Theater (A.R.T.) at Harvard University. The A.R.T. is committed to expanding the boundaries of theater by connecting live theater to the community through arts-integration, audience engagement and access initiatives.
- **Aimee Sprung** is the Civic Engagement Program Manager at the Microsoft Innovation & Policy Center at New England Research & Development Center (NERD) responsible for STEM education outreach and local community engagement. She graduated from Washington University in St. Louis with a major in Art History and a minor in Business.
- **Faith Dukes**, PhD - is the Education Coordinator at the MIT Museum. In this position, her primary objective is to develop hands-on experiences that reflect the unique exhibitions of the MIT Museum and state-of-the-art research done on campus..
- **Khari J. Milner**, Ed.M. (panel facilitator) is the Co-Director of the Cambridge Agenda for Children as well as the Director of Learning Partnerships for the Cambridge Public Schools. In this capacity he has designed, developed and implemented cross-system collaboratives aimed at supporting the in and out-of-school time learning and overall needs of Cambridge students.
- **Michael J. Delia** is the President and Chief Executive Officer of East End House, and supervises all programs. Michael has over 25 years of work experience in management positions within nonprofit organizations. He is a Licensed Independent Clinical Social Worker, a Certified Fund Raising Executive and, in 2005 was chosen as one of Boston Event Guide's "30 Extraordinary Bostonians."

2:05. Increasing Access to STEAM Experiences for Young People Across Cambridge -- An Overview of the Cambridge Expanded Learning STEAM Network

The purpose of the *Cambridge Expanded Learning STEAM Network* is to bring people, providers, and projects together, pool resources, and collaboratively increase access to, awareness of, and quality across expanded learning STEAM opportunities available to all of Cambridge's young people. At this breakout you will hear details about how this fledgling network is taking off by creating a public/private, cross-sector and cross-departmental coalition dedicated to shared goals and approaches of engaging young people throughout Cambridge in STEAM-based learning experiences.

Susan Casey, K-12 Arts Coordinator, Attleboro Public Schools, is a veteran high school and middle school art teacher. Casey has been a Master Teacher in design education with Learning by Design, an educational program funded by the Boston Society of Architects. She has also taught architecture classes in the SMARTS collaborative where students have built scale models of dream houses, tree houses and sustainable structures. Casey has presented to and served on the Southeastern Massachusetts STEM Expo, *Envision Your Future* initiative.

10:30: Design Challenge in Architecture: From Floor Plans to Buildings. Based on the design process, participants will design a scale, two-level structure in or around a forest of trees. They will then build their two-story structure out of cardboard, while giving their

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houses a sense of character using the elements and principles of design.

Amy Charleroy is the Director of Arts for the Office of Academic Initiatives at the College Board, where she oversees arts-focused curriculum, research, and advocacy efforts linking arts participation to college and career readiness. A former museum educator, she coordinated school programs and arts educational research for the Guggenheim Museum and the Walters Art Museum.

4:15: Panel – Three Approaches for Assessing Learning

Joseph P. Cox is the President of the EcoTarium in Worcester, MA. Previously, Joe served as the founding executive director of the Golisano Children's Museum of Naples, Florida, nature center director for the Conservancy of Southwest Florida, and director of marketing for the Malta Ornithological Society, the oldest environmental organization in Malta. Born in Great Britain, Joe is a graduate of St. Mary's University, London, with a degree in environmental science, and earned a master's degree in museum studies from the University of Leicester. He also completed a residency at the Getty Museum Leadership Institute and a fellowship in museum practice at the Smithsonian Institution.

3:10: (With Joyce Kressler): The Art of Science Learning. Worcester is sharing a $2.6 million National Science Foundation grant with Chicago and San Diego as test sites to implement a cutting-edge curriculum that integrates arts-based learning and STEM innovation practices. The Worcester Incubator for Innovation commenced on March 1, 2014 with more than 100 participants drawn from across the arts, sciences, education, and business sectors who are collaboratively applying what they learn to develop solutions to Worcester's transportation challenges.

Gene Diaz is an international teacher and Fulbright scholar who combines her knowledge of the creative process as a visual artist with her teaching and research across cultures at Lesley University and abroad. Her presentations on research methods and arts integrated curriculum explore intersections between the arts, aesthetics and teaching/learning.

4:15: Panel – Three Approaches for Assessing Learning Gene Diaz and Martha McKenna direct the Creativity Commons at Lesley University. They have developed an evaluation to be used by generalist teachers on how to observe creativity and critical thinking skills in integrated arts and creativity in the classroom. This includes 20 identifiers of how these skills integrate with and support the Common Core

David Edwards created the Cloud Foundation in 1999 to provide opportunities for urban teens to create with passion across cultural boundaries, as they have since their own youths. As a scientist, David Edwards chose to work through the arts, recognizing that very often, before ideas grow as science, they emerge as art, the most natural language of youth. The Boston ArtScience Prize is a part of ArtsScience Labs and is hosted by the Cloud Foundation. David is a scientist, writer and inventor, and lives between Paris, France, and Cambridge, Massachusetts, where he oversees his original institution of cultural creation, Le Laboratoire. Le Lab is David Edwards' open experiment with artists, designers, scientists, and the general public, whereby many of his most powerful innovations, from edible packaging, to olfactory communication, have been conceived, developed, and translated into cultural, commercial, and humanitarian practice worldwide. His educational work as faculty at Harvard University, where he is Professor of the Practice of Idea Translation, has spawned the educational program, The ArtScience Prize, now in 19 sites around the world, and closely related to his work at Le Laboratoire. He is the author of over 100 patents, a writer of fiction and nonfiction, and has started multiple for-profit and nonprofit organizations in the USA, Europe and Africa. He is among the youngest members elected to the American and French Academies of Engineering, and has received many national and international honors including Chevalier des Arts et des Lettres from the French Ministry of Culture.

11:30: Keynote Remarks, Oddleifson Award

Carrie Fitzsimmons is the Executive Director of ArtScience Labs, an international network of creativity and innovation labs founded by Harvard Professor David Edwards that catalyzes idea translation in art and design experiments at the frontiers of science, and the founding Director of the ArtScience Prize. She was formerly Chief of Staff at the Institute of Contemporary Art in Boston. She is a connector for Boston World Partnerships; a Fellow for the Royal Society of Arts; a founding board member of the National Creativity Network; on the National Advisory Council for The Art of Science Learning; and advisory board member for Massachusetts College of Arts Artward Bound program.

12:45 Panel—STEAM Policy Initiatives

Dr. Martin Gardiner was trained in science (A.B. Physics, Columbia, M.S. E.E., Stanford, Ph.D., Biophysics (UCLA), Postdocs Brain Research (UCLA, Harvard), and music. He is on the research faculty at Brown University (Dept. of Education, Center for the Study of Human Development), and teaches at New England Conservatory of Music.

3:10 PM Session: Connections Between Music-Math Skill Development: Implications for STEM Education. This session will review and discuss STEM implications of Dr. Gardiner's ongoing and other related continuing research. This includes reviewing Dr. Gardiner's first publication in Nature showed math impact in 1st and 2nd graders of Kodály music education, end leading up to extended research which includes subjects from preschool to age 35.

Glenwood Elementary School presenters. This workshop will be led by two elementary teachers, certified in STEM education through the Christa McAuliffe Center at Framingham State University, at the Glenwood Elementary School in Rutland, MA. The session will be led by two third grade teachers, **Kristine Thayer** who has been teaching for 11 years and **Phyllis Borowiec**, a 25-year elementary veteran teacher. Both presenters have received training through Framingham State University's STEM certification program, in partnership with PTC.

10:30: Arts Infused Engineering and Mathematics at the Elementary Level. Participants will have the opportunity to experience two hands-on learning STEAM challenges, one focusing on engineering and the second on fractions. These tasks are tied to multiple elementary grade levels and the Common Core Curriculum. Participants will leave with the knowledge of how to implement problem-based learning activities and will be challenged to stretch their own thinking and creativity by incorporating 21st-century skills.

Ramiro Gonzalez. STEAM faculty at Boston Arts Academy, Center for Arts in Education Fellow.
Ramiro Gonzalez is a thirty-nine year veteran of teaching and a teacher-of-the-year in both Texas and Boston. Mr. Gonzalez has been teaching at BAA since 1999, where he has been a science teacher, a member of the Governing Board, a member of the Leadership Team, and a co-director of the Center Institute. As a Center Fellow, Ramiro offers professional development workshops in multiple areas including curriculum development, authentic assessment, school climate and culture, differentiated instruction, and inquiry-based learning.

9:15 Panel: What STEAM Looks Like in the Classroom. The Boston Arts Academy is Boston's only public high school for the visual and performing arts serving over 420 students that reflect the diversity of Boston's neighborhoods. Science, Technology, Engineering, Arts, and Math are integrated together into one STEAM department – a creative approach to solving the challenges of the 21st century using the sciences, math, and the arts!

Massachusetts State Representative Kay Khan (Newton). Please see her biography in the Awards Section, page 15.

Priscilla Kane Hellweg is the Executive/Artistic Director of Enchanted Circle Theater. Ms. Hellweg currently serves on the DESE Arts Education Advisory Council, the Holyoke Early Learning Initiative, and the Amherst Superintendents Advisory Council. The Enchanted Circle Theater is an educational theater company in Holyoke MA that specializes in arts integration on the stage, in the classroom, and out in the community. Enchanted Circle has been a leader in the region, integrating arts, education, and social services for over 35 years.

9:15 Panel: Where Does Your Water Go: Arts, Science, and Civic Engagement. One of the Enchanted Circle Theater's programs is exploring science through an arts-integration lens. This is an innovative partnership between the Holyoke Public Schools, Enchanted Circle Theater, the Hitchcock Center for the Environment, United Water Waste Management, the Connecticut River Watershed Council, and the Holyoke Mayor's Office studying storm water sewer run-off into the Connecticut.
2:05 Break-out Session: "Storm Drain Art and Advocacy." Groundwater. Urban runoff. Combined Sewage Overflows! Come learn about a dynamic partnership in Holyoke Massachusetts where 5th grade students transferred their knowledge from hands-on science learning to poetry and public art installations on storm drains around City Hall.

Joyce Kressler has a track record of accomplishment in the arts, education and community engagement, including a 14-year tenure as Executive Director of First Night Worcester, a nonprofit organization that produced the largest, most diverse visual and performing arts festival in Central Massachusetts. Under Joyce's leadership First Night Worcester developed K-12 arts education and professional development programs in the Worcester Public Schools and in partnership with local colleges and cultural institutions. Joyce currently serves as Director of the Worcester Incubator for Innovation, administering a National Science Foundation/Art of Science Learning grant designed to test a new innovation training curriculum that uses the arts to drive creative thinking and critical analysis.

3:10: The Art of Science Learning (with Joseph Cox). Worcester is sharing a $2.6 million National Science Foundation grant with Chicago and San Diego as test sites to implement a cutting-edge curriculum that integrates arts-based learning and STEM innovation practices. While the grant re-imagines science education for workforce development, it is also is designed to study and measure the impact of creative thinking on innovation outcomes. The Worcester Incubator for Innovation commenced on March 1, 2014 with more than 100 participants drawn from across the arts, sciences, education, and business sectors who are collaboratively applying what they learn to develop solutions to Worcester's transportation challenges.

Greg Liakos is the Communications Director of the Massachusetts Cultural Council (MCC) and a member of the Wakefield (MA) School Committee. The MCC provides grant programs, services, and advocacy for the arts, humanities, and sciences in communities across Massachusetts.

12:45 Panel: STEAM Policy Initiatives

Martha Barry McKenna is University Professor and Director of the Creativity Commons at Lesley University in Cambridge, MA, teaching courses in the history and philosophy of the arts, creativity and aesthetic education. She serves on the Advisory Board of the Arts Education Partnership and authored their recent national report Working Partnerships: Professional Development of the Arts Teaching Workforce.

4:15 Panel: Moderator

Patty O'Donnell is an environmental educator with the Hitchcock Center for the Environment in Amherst, MA, where she plans and develops curriculum and provides direct instruction for the Center's home school and field trip programs. The Hitchcock Center helps people connect and reconnect with nature, especially young children, and to encourage development of a deeper emotional bond to the natural world that sustains us all.

10:30: Interactive Enviroscape Model Demonstration. Participants will be engaged in an interactive demonstration of an *Enviroscape Watershed Model.* They will build the landscape, add pollutants, and create

a rainstorm with spray bottles to observe how human and animal activities impact our watershed

Wilhelmina Peragine is an artist-educator interested in teaching and learning at the intersection of health, the environment and the arts. She earned her M.Ed. in Arts in Education from the Harvard Graduate School of Education in 2013 and currently works as a Teaching Fellow at the GSE; she also is a VSA Massachusetts Teaching Artist in two Boston Public Schools. Through VSA, she founded the Parkolation Project, a STEAM program that gets high school students involved in designing small parks called parklets.

9:15 Panel: What STEAM Looks Like in the Classroom

10:30: Build Your Own Parklet session will link Environmental Science and Design. Participants will generate a list of environmental problems and then work in teams to create parklets (mini parks) that address one or more of these problems. We will then discuss your experience as learners and the broader implications of this type of artful problem solving.

Minda Reidy worked internationally as computer professional for 20 years following a BSBA and MSMIS from Boston University before finding a new love teaching high school mathematics. In her 10th year at Andover High School, she has also started the Andover Robotics Club, the first Exploring Engineering course as well as a re-ignited Computer Science curriculum.

Meghan Reilly Michaud holds a BFA in Graphic Design from Rhode Island School of Design, where she currently serves on the Board of Trustees as well as acting as Past President of the RISD Alumni Council. Meghan also has a MEd in Secondary Education from Salem [MA] State University. She became a National Board Certified Teacher in Visual Arts in 2009. Meghan teaches fine arts at Andover (MA) High School. Meghan has been a tireless STEAM champion with numerous publications and related activities.

10:30: Art and STEM – Bridge Design. Favorite bridges are not only well engineered, but well designed. In this activity, participants will look at local bridge designs and discuss the idea that form follows function before setting out in creating their own bridge in a small group activity. Each group utilize material resources to meet a design challenge that offers requires a balance of creative and scientific process to resolve what makes a bridge "work" in a community.

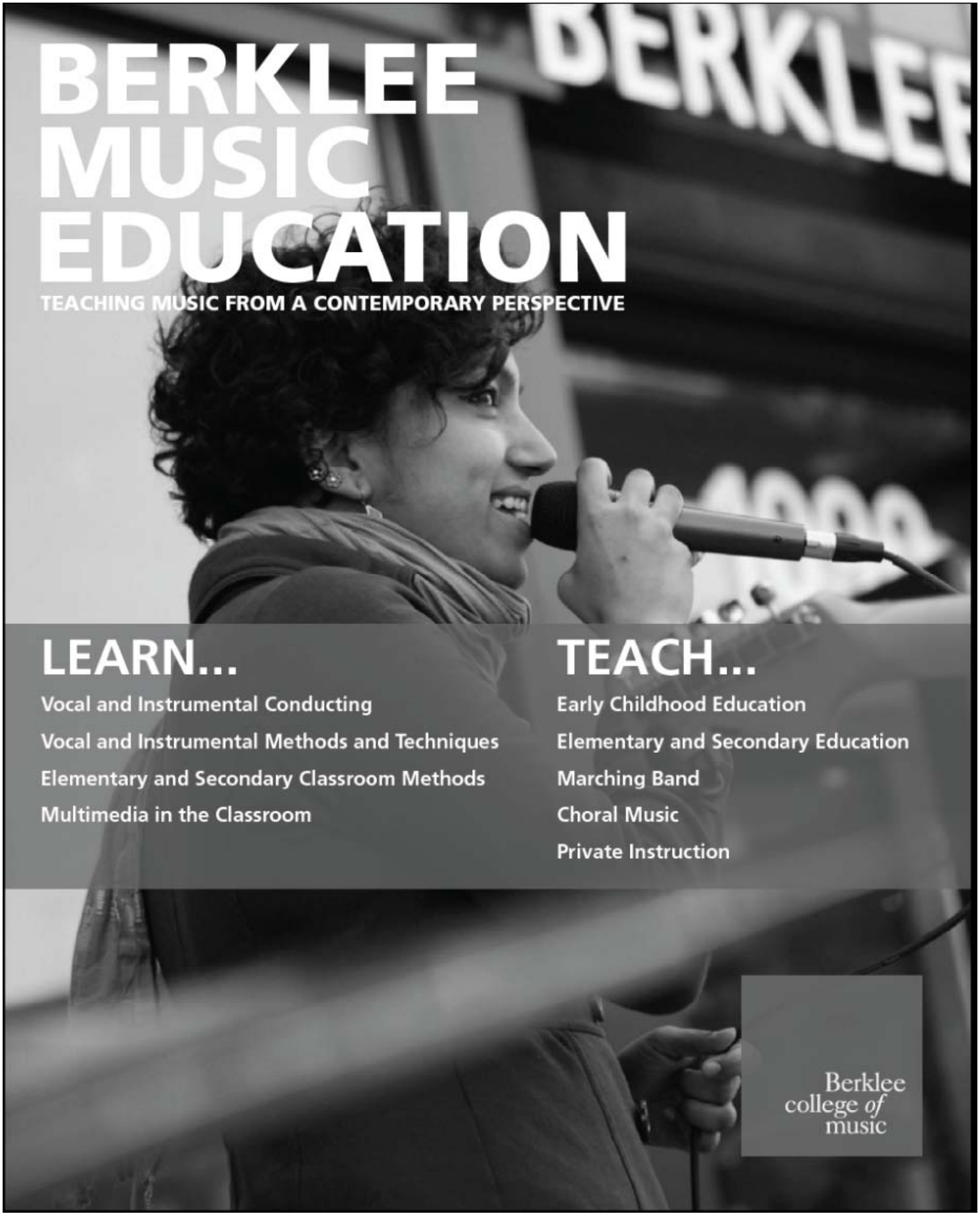
2:05: Geometry Through the Lens of Art (Meghan Reilly Michaud and Minda Reidy)

In this closer look at a field trip that can inspire your students beyond the classroom walls you will look at the collections of local museums to see the potential of intersecting STEAM concepts that exist in our local museums. Students learn to take a deeper look at works of art to recognize the overlaps in Geometry and Visual Arts content. In a scavenger hunt format, small groups interpret the similarities between art concepts and geometric transformations. In example, how are perspective and dilation evident in a Renaissance painting?

Steve Seidel is the Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education and the Director of the Arts in Education Program, 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. Steve is being honored today by Arts|Learning with the "Lifetime Achievement Award."

4:15 Panel: Three Approaches for Assessing Learning

Kristine Thayer – See Glenwood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About Our Awardees

Eric Oddleifson Arts|Learning Service Award

David Edwards is a scientist, writer and inventor, and lives between Paris, France, and Cambridge, Massachusetts, where he oversees his original institution of cultural creation, Le Laboratoire. Le Lab is David Edwards' open experiment with artists, designers, scientists, and the general public, whereby many of his most powerful innovations, from edible packaging, to olfactory communication, have been conceived, developed, and translated into cultural, commercial, and humanitarian practice worldwide.

His educational work as faculty at Harvard University, where he is Professor of the Practice of Idea Translation, has spawned the educational program, The ArtScience Prize, now in 19 sites around the world, and closely related to his work at Le Laboratoire. He is the author of over 100 patents, a writer of fiction and nonfiction, and has started multiple for-profit and nonprofit organizations in the USA, Europe and Africa. He is among the youngest members elected to the American and French Academies of Engineering, and has received many national and international honors including Chevalier des Arts et des Lettres from the French Ministry of Culture.

Arts|Learning Lifetime Achievement Award

Steve 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.

Legislative Leadership Awards

MA Representative Kay Khan, Newton, is the House Chair of the Joint Committee on Children, Families and Persons with Disabilities. She is the founder and co-chair of the legislative Mental Health Caucus, the first of its kind in the country, and founder and co-chair of a task force on Women in the Criminal Justice System and their children, under the Caucus of Women Legislators of which she was the co-chair in 1998. She has been a strong supporter of the arts both locally and across the state. Kay is the co-sponsor of Bill H.2994: Resolve establishing a commission to study the inclusion of arts in STEM related programs.

Kay co-founded the Newton Cultural Alliance (NCA), which promotes the city's many arts and cultural organizations, with the goal of bringing culture and community together. She has served on the Boards of the Newton Community Services Center, the West Suburban YMCA, the Board of Newton's New Philharmonia Orchestra; and numerous other community organizations. Most recently, on May 2, 2012, Kay received the Charles Johnson Maynard Award from the Newton Conservators, Inc. along with the Newton Bicycle and Pedestrian Task Force for the restoration of the Lower Falls Bridge. She is a member of the Cultural Caucus in the Statehouse, and actively has supported MCC and state funding in support of the arts and culture.

MA Senator Daniel Wolf is the two-term State Senator from the Cape and Islands, one of the most unusual legislative districts in the country, stretching from the far tip of Provincetown across 11 Cape towns to Barnstable and including the islands of Martha's Vineyard, Nantucket, and Gosnold. In 1988, Dan and a handful of others founded what would become Cape Air and Nantucket Airlines. Twenty years later, Cape Air is one of the largest independent regional airlines in the country, serving more than 36 communities and more than 700,000 passengers annually in regions as diverse as Key West, the Caribbean, northern New England, rural Missouri, and Guam. Cape Air employs roughly 1000 people, one of the largest employers in the region. In 1995, Cape Air became an employee-owned company. Cape Air also has earned recognition as one of the most philanthropic companies in southeastern Massachusetts. In addition, the company is an environmental leader.

In his first term, Senator Wolf has been named co-chair of the Joint Committee on Labor and Workforce Development and vice chair of the Joint Committee on Municipalities and Regional Government, as well as serving on these committees: Tourism, Arts, and Culture; Environment, Agriculture, and Natural Resources; Health Care Financing; Veterans and Federal Affairs; Public Service; and Redistricting. He is the co-chair of the Massachusetts Cultural Caucus.

Senator Wolf was chief sponsor of the amendment to the FY14 Senate budget that boosted MCC funding by $1.5 million and allowed the agency to double the state's annual investment in the MCC STARS school residencies program this year. As Senate Chair of the Cultural Caucus, he has been a leading voice in supporting the restoration of public funding for arts and culture. He is a longtime supporter and Board member of Harwich Junior Theatre in his hometown.

Irene Buck Service to Arts Education Award

Nancy Moses is department chair for Theater and Dance at Bridgewater State University, where she coordinates nine full-time faculty and 22 adjunct faculty in the two programs. A 44-year veteran of teaching dance in higher education, Nancy created and developed the dance program at Bridgewater State University starting from elective courses through a minor, a concentration, and now as a major over the course of 30 years. Nancy has developed the only public program for licensure for teaching dance in the public schools in Massachusetts.

Nancy is the Founding President and chair of the Massachusetts Dance Education Organization, a state affiliate of the National Dance Education Organization. Her service to field of arts education includes Board and officer positions in the Mass Alliance for Arts Education, Mass Arts Education Collaborative and Arts|Learning. Nancy formerly served as chair of the Arts Education Advisory Council of the DESE, having served three terms on this committee. She served as a MA member of the National Coalition for Core Arts Standards representing dance. She is a Board member and President of Dance Projects, Inc. (Beth Soll and Company) and board member of the Sokolow Dance Foundation.

Media Support of Arts Education

WGBY TV, Public Television for western New England, is known for its strong artistic and cultural programming, as well as support for the arts and arts education. WGBY connects the people of western New England to events, ideas and each other through national PBS programming and locally produced series and specials. With four digital television channels, video on demand, podcasting and streaming video, WGBY is one of the region's most accessible community institutions, providing lifelong learning opportunities for all. WGBY is available over the air on digital channel 57-1 and on cable throughout western Massachusetts and northwestern Connecticut and can be seen in high definition in western Massachusetts at Comcast 857, Time Warner 1807, Charter 782 and over the air on channel 57.

The station has just completed its fourth season of *Together in Song*, a celebration of the region's rich choral tradition. This Emmy-nominated show features the area's top choral groups–more than 1,000 performers–competing in five categories over a period of several weeks. The finalists in each category along with the 2 top vote getters as determined by the viewers competed on April 27. Another WGBY local program is TOLD, a Digital Storytelling Workshop, where people can create their own personal stories or become an intern for the LYMI (Latino Youth Media Institute) and produce a media piece highlighting a personal story, family, community and/or someone in the community. Rus Peotter, General Manager of the station, has been a leader in supporting the creative economy in Massachusetts, and is currently serving as President of the MASSCreative Board. He serves on the board of the Association of Public Televisions (APTS).

Kathy Tosolini Excellence in School Administration

David Jost is the Coordinator of Fine Arts for the Westborough Public Schools and a visiting lecturer/Jazz ensemble director at Assumption College in Worcester, MA. His position in the Westborough schools includes the coordination of 22 teachers in 6 buildings, and ensuring a standards-based comprehensive arts education for every child in the district K-12, in music, theatre, visual arts, and dance. Due to his stellar work in the WPS, the district has been named "Best Community for Music Education 2013" by the NAMM Foundation. This was the 4th consecutive year and the seventh time out of the past 14 years that the Westborough district has achieved this significant honor. David previously taught in the Maynard Public Schools.

David is Co-Chair of the Administrators in Music Education (AIME), where he has hosted an annual AIME fall symposium in Westborough on timely and often pressing arts administration topics for fine arts directors from around the Commonwealth. He is an active member of the Massachusetts Association for Jazz Educations, Massachusetts Music Educators Association, and the American Federation of Musicians. His dedicated service to the profession has earned him numerous honors, including the Massachusetts Visionary Leadership Award (MMEA) 2011, Top 20 innovators in the US News and World Report 1998, and the Lowell Mason Award (MMEA). David is an active performing musician on various woodwind instruments.

Outstanding Community Arts Education Collaborative in Dance

The Brady Academy, Quincy, MA, was founded in 2005 under the direction of Brendan Brady, who is a former World Champion dancer holding various titles. Brendan began teaching in Galway, Ireland and he is registered with An Coimisiún le Rincí Gaelacha in Dublin, Ireland. He is also a member of the Irish Dance Teachers Association of New England and North America. Since 2005, the Brady Academy of dancers have been instructing student dancers and have achieved great success in the competitive dance arena, including New England Regional Titles, Traditional Set Titles, top placements at the North American Championships, and dancers who have medaled internationally at the All Irelands and the World Irish Dance Championships.

The Academy's mission is to share their love for the traditional art of Irish dance and music through their experiences in a supportive and friendly environment. The Academy teaches the appropriate structure, discipline, patience, and teamwork in traditional step dancing. All of their dancers are given the proper expertise and experience to dance with confidence whether they are performing, competing, or dancing in the studio. The Brady Academy is well known in the South Shore & Quincy Community as it delights audiences, creates lasting friendships, and serves as engaging ambassadors on behalf of the Irish culture to the greater community. As MA State Representative Bruce Ayers, nominator for this award, states, "I am proud of the many accomplishments of the academy and I realize what an important role that this dancing school plays in the community. I often hear many compelling stories from my constituents about the Brady Academy."

Outstanding Community Arts Education Collaborative in Visual Arts

United South End Settlements—Children's Art Centre

Since 1891, the mission of **United South End Settlements** (USES) has been to build a strong community by improving the education, health, safety and economic security of low-income individuals and families in Boston's historic South End/Lower Roxbury and to serve as a national model of successful neighborhood engagement. High quality art and cultural programming has a long tradition in the settlement house movement, particularly at USES. The goal of such programming is to foster community interaction, civic pride, self-expression, and development of skills in the arts though hands-on arts education for children and youth, community events, and participatory multidisciplinary programs. Incorporated in 1914 in collaboration with the Museum of Fine Arts, the Children's Art Centre (CAC) was the first public fine arts museum designed exclusively for children. Over the years, the CAC has brought fine arts and cultural enrichment to everyone in the community regardless of race, ethnic background, or ability to pay.

In 2010, USES initiated the South End Arts Education Collaborative, which is a group of parents, arts organizations, educators and community leaders that believe all youth should have access to the arts in order to engage students in learning and to develop 21st Century skills needed for achievement. The work of the collaborative has made an impact on student learning, successfully integrating arts based methods during the school day, empowering educators to use arts based methods as a teaching modality, and increasing the public's awareness about the benefits and importance of arts in education.

Distinguished Dance Educator Advocate

William McLaughlin, **Co-Chair, Boston Arts Academy Dance Department**. As a professional dancer, Mr. McLaughlin has performed with numerous ensembles. His choreography has been performed at the Great City Schools National Convention, the National High School Dance Festival Gala, the Calhoun School, and the Harvard School of Education. In 2008, he was awarded a Surdna Foundation Artist Teacher Fellowship. In 2012, he founded *HumanArts Dance Company*. Mr. McLaughlin has served on faculty at Boston Ballet, The Boston Conservatory, Concord Academy's Summer Stages, The Jeannette Neill Dance Studio, and The Walnut Hill School. As a guest artist, he has taught and choreographed throughout the greater Boston area. He has served as Co-Director and Artistic Director of Boston Dance Collective's *Summer Outreach Program*. Mr. McLaughlin received his B.A. from Cambridge College.

Distinguished Dance Educator Advocate

Sheryl Pollard-Thomas, Co-Chair, Boston Arts Academy Dance Department, is a graduate of Purchase College where she received a B.F.A. in Dance. She was a principal dancer with the *Forces of Nature Dance Theatre Company* for ten years. As a teacher, Ms. Pollard-Thomas has conducted master classes in the Horton technique in Italy, Germany, Detroit and Boston. She also taught modern and jazz dance in after-school programs in New York and was an adjunct dance teacher at the Borough of Manhattan Community College. In recognition of her outstanding work as a teacher, Ms. Pollard-Thomas was awarded a 2012 Sontag Prize for Urban Education. She has served on the faculty of The Boston Conservatory, Jeannette Neill Dance School, and Origination Cultural Arts Center. She is also a guest teacher for Boston University's dance ensemble. Ms. Pollard-Thomas is the Residential Director and teacher for The Earl Mosley Institute for The Arts. She has presented with her BAA colleagues at the Model Schools Conference and the Coalition of Essential Schools Conference for Arts High Schools.

Distinguished Dance Educator Advocate

Erica J. Schwartz is an eighteen-year veteran dance educator in the Boston Public Schools. She has created innovative dance programs for both middle schools (Grover Cleveland and Washington Irving) and high schools (Charlestown High and English High) students. She has designed and implemented curricula in modern dance, ballet, American folk, choreography and dance history. In addition she has choreographed and produced student productions and coordinated artist-in-residence programs. For English High, she has created a new course: Communication/Media Arts: The Great Journey. She is currently directing the dance program at Washington Irving Middle School and serves as the Collaborating Arts Teacher (CAT)-Lead Dance Teacher for Boston Public Schools. During her tenure, she has served on numerous committees including writing the Citywide Standards in the Arts for BPS, Boston Arts Assessment Model and BPS Arts Expansion Initiative. In 2012, she was honored with the *Teachers As Artists Fellowship*, taking her to Tel Aviv, Israel to study GaGa technique with the renowned Betsheva Dance Company.

Erica came to BPS with an extensive professional experience. In New York, she performed and toured with May O'Donnell Concert Dance Company and Pearl Lang and Dance Company. She later started her own company in Boston, Erica Drew Dance Company which was chosen for New England Touring Roster. She was also awarded Choreography Fellowship by The Artists Foundation, Boston, culminating in a performance at Jacob's Pillow. Erica's legacy as a teacher spans three states and across all ages. She has taught at Alvin Ailey American Dance Center in NY, and Ram Island Dance Center in Portland, ME. In Greater Boston area, she has taught in several colleges: The Boston Conservatory, Harvard-Radcliffe Dance Program, Emerson College, and Dean College. She has also taught at Boston Ballet, Lexington School of Ballet, and Dancing Arts Center.

Dennis Wrenn Distinguished Music Educator Advocate

Sandra Nicolucci is the coordinator of student teachers at Boston University's music education department. She is a frequent clinician, and serves as program reviewer for school music departments as well as consultant and facilitator for music curriculum development initiatives, including helping develop the first *Arts Curriculum Framework* for Massachusetts as well as the subsequent state committee charged with developing an arts component for the emerging MCAS. She an active member of the Massachusetts Music Educators Association (MMEA), having served on many conference planning committees, state and district boards, and past Co-Chair of the affiliate association, Administrators in Music Education (AIME). She has been a long-time member of the Arts Education Advisory Council of the DESE.

Dr. Nicolucci has received the Lowell Mason Award, the MMEA Visionary Leadership Award, and the MMEA Distinguished Service Award, its highest honor. Boston University awarded her its Distinguished Alumna Award, and the National Music Foundation honored her innovative work in curriculum development with the American Music Education Initiative Award. She is an active member of the *Urban Music Educators' Coalition* (UMEC) whose mission is to improve access to music instruction for Boston children. She was a member of the Music Education faculty at the Boston Conservatory for over 30 years, where she taught courses in methods, developing a field-based internship program, and working with student teachers. She previously taught music and served as arts administrator in Newton and Brookline, Massachusetts, and was the K-12 Director of Performing Arts in the Wellesley, Massachusetts, public schools, where she supervised programs in music, drama, and dance for 18 years. The Wellesley program was twice cited as one of the "100 Best Communities for Music Education" in the US.

Distinguished Visual Arts Educator Advocate

Kristi Oliver is a tireless art educator and advocate for the Arts. Ms. Oliver joined the MA Art Education Association (MAEA) Board five years ago, and immediately stepped up to the plate and became actively involved in the organization. Currently, she is serving as the *VP-President-Elect*, and in this role serves as the Conference Planning Chair and did a very professional job on the 2013 Fall Conference. Additionally, this past June, she organized and planned the successful *NAEA Eastern Region Leadership Conference*, which was held in New Bedford, Massachusetts. Furthermore, she has been active in MAEA co-sponsored state events at the Worcester Art Museum, such as *Youth Art Month* (*YAM*) and *ART All State* (*AAS*). Her contributions to the profession in leadership roles in our state affiliate, as well as her attendance and sage input at our monthly *MAEA* meetings are indeed commendable.

Ms. Oliver is an "educator's educator" and is a regular presenter at our annual state conferences, and at the *NAEA* National Convention as well as other venues. Her work has appeared in

publications, such as: Rivers, C (2014). *Little Book of Books*, London, UK: Rotovision & Jacqi Small; *Sketchbook Project Limited Edition: Vol. 4, Create & Capture and Pictures & Descriptions*, (2012); New York: Art House Co-Op; *Well Wed Magazine*: Cape Cod, Nantucket & Martha's Vineyard, Spring/Summer 2011, and 2012. Her workshops are creatively charged and streamlined; the materials, instructional methodologies, and clear-cut examples enable attending classroom teachers to easily take away the ideas presented, and implement them in their own classrooms in effective lessons. As a life-long learner Ms. Oliver seeks out professional development opportunities in her discipline, and is currently a Doctoral Candidate at Lesley University, Cambridge, MA.

Distinguished Theatre Educator Advocate

Kathleen Ann Boluch has become increasingly synonymous with children's theater on the South Shore. Kathleen has created a theater education program that has produced over 60 children's musicals in Scituate, MA. Her theater group, the Scituate Play House, is in its sixth year of staging children's musicals for students from kindergarten through sixth grade. Her program allows flexibility and autonomy for the student to experience all facets of a theatrical undertaking. Through Scituate Recreation and two Scituate elementary schools, she has been a tireless proponent of theater arts education in Scituate, Massachusetts.

With a miniscule budget, Kathleen writes musical comedies, creates scenery from cardboard and cast-offs and composes music on her guitar. She has introduced theater to many underserved elementary student populations, particularly special needs students. She holds an annual "academy award" types ceremony and offers a summer musical that is produced, start to finish, in five days. Her students have gone on to act in films produced in Boston, modeling, Boston Children's Theater Company and singing the Star Spangled Banner at Boston sports events. Her love for her company and directing ten shows a year comes through to her students. "It doesn't feel like work to me," she adds. Her trailblazing creation of the Scituate Play House has made a tangible contribution to the theater arts in Scituate, Massachusetts.

Outstanding Student Arts Advocate

Anaia Cayode is a student at the Pioneer Valley Performing Arts Charter School in South Hadley, MA. She is the middle child of three girls; and older sister Caianne who is 16, and a younger sister Brooke Lynn who is 2. Anaia was born with a life-threatening, debilitating disease that kept her from walking – the fact that she dances to this day is a miracle. The doctors said she would never walk and now Anaia dances on stages in front of hundreds of people. Anaia began dancing at the age of 7, and attended the Rebecca Johnson Performing Arts School in Springfield, MA, from Grades 2 through Grade 5. While there, she maintained a straight A average, was a leader among her peers, and performed at numerous events, including the SPS Parent Academy Kick Off, Mass Mutual Hispanic Heritage Celebration, UMASS Sankofa Dance Workshop, and the Superintendent's Roundtable.

Anaia has performed for the Mayor of Springfield, the School Committee, and for Dept. of Education officials, all while speaking about the importance of dance and arts education. Anaia is currently a 7th grader at Pioneer Valley Performing Arts Charter School and a member of the Shooting Star Dance Academy Competition Team. She returns to her elementary school on a monthly basis to teach, train, and talk to aspiring dancers.

Good Neighbor Award

The Highland Street Foundation was established in 1989 by David J. McGrath, Jr., the founder and owner of TAD Resources International, Inc. In his lifetime, David and his wife JoAnn contributed to a great number of varied charitable causes through their personal philanthropy. With the sale of TAD Resources International, Inc., the Highland Street Foundation received the majority of its current endowment. Today, the Highland Street Foundation board continues the traditions started with David. Steadfastly committed to addressing the needs and concerns of children and families in Massachusetts and California, the Highland Street Foundation directs their efforts to providing access and opportunities in the area of education, housing, mentorship, health care, environment and the arts.

Projects that the foundation supports range from the TADpole playground in Boston Common, to providing tickets to local sporting events to local non-profits, and to building capacity and providing technical assistance to hundreds of nonprofit organizations. By donating more than $146 million to more than 900 worthy non-profit organizations, the Highland Street Foundation is a driving force in free, affordable arts and entertainment events in Boston, dedicated to expanding opportunities for families in Massachusetts and beyond.

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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 areas of focus:

• Convener • 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, 2013-2014

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 and the Lifetime Achievement Award are 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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Acknowledgements and Thanks

Arts|Learning is deeply grateful for the financial and logistical support given over the past twelve months from the following foundations and organizations:
The Boston Foundation
Edvisors Foundation
Hunt Alternatives Fund
Kennedy Center Alliance for Arts Education Network
The Marjorie Harris Reynolds Foundation
Massachusetts Cultural Council
MA Department of Elementary and Secondary Education
Walnut Hill School for the Arts, Natick

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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