



SPLATTER MAGAZINE

Volume 5 Issue 4

Summer 2019

Splatter Editor

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By Alexandra Breed
Teacher: Gail Merrick

Splatter magazine

Supporting Washington Art
Educators Since 2014

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FROM THE EDITOR

The theme for the summer issue of Splatter is *Connecting*. You will find articles such as Connecting on YouTube, Connecting with Pet Partners, Connecting with Casual Conversations, and Connecting with Students.

In this issue we are honoring Lisa Crubaugh who was selected as the 2019 **WAEA Tribute Award** Winner. We also are highlighting three new "**Art Educators of the Month**": Margie Scala, Kim Hall, and Tara Gary. I hope you will nominate an amazing art educator you know to be honored with this award.

Don't miss seeing some of artworks by the talented seniors who were selected as the 2019 **Stuart Davis Scholarship Winners**. The work of Alexandria Breed is on the cover of this issue.

This summer we have two great events in August.

- The **Summer Art Retreat** is a one of a kind opportunity at the Mighty Tieton, a unique venue in Tieton (near Yakima). The theme is Learn, Create, Rejuvenate. Choose from a variety of 3-hour hands-on sessions. Aug 4-6
- The **Summer Leadership Retreat** in Yakima. Envision, Connect and Strategize with us as you connect with other art educators and help WAEA work towards its mission and vision. Aug 3-4

I hope you enjoy your summer and find time to relax, make art, enjoy an adventure or two, and spend quality time with family and friends.

Creatively,

Tracy Fortune

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The Mission Statement of the Washington Art Education Association is to promote excellence in visual arts education, advocacy, leadership, professional development, and scholarship in Washington State.



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A MESSAGE FROM YOUR CO-PRESIDENTS



This issue of Splatter showcases evidence of the great work WAEA is doing as towards fulfilling its mission.

The Mission Statement of the Washington Art Education Association is to promote excellence in visual arts education, advocacy, leadership, professional development, and scholarship in Washington State.

Here are some highlights featured in this issue of Splatter Magazine.

Advocacy: Check out a unique way to advocate inspired by our advocacy co-chair James Andrews and read details of WAEAs new Arts Initiative created to garner support for Arts Education for all students in our state.



Professional Development: Find out more about the Summer Art Retreat Aug 4-5 in Tieton. Save the dates November 1-2 for the WAEA fall conference. We are also looking for proposals for the fall conference, so you can share a great lesson with other WAEA members.



Leadership: Get involved with WAEA in a leadership role. To find out more, consider attending the Summer Leadership Retreat Aug 3-4 in Yakima.



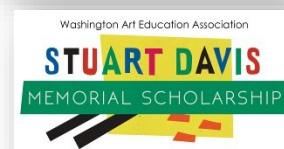
Scholarship: See the great work of the three Stuart Davis Memorial Scholarship winners who are getting funds to support their pursuit of art for their post-secondary education.



If you have any ideas or suggestions for helping WAEA in its mission or have any questions, please feel free to contact us

Tracy Fortune copresident1@waea.net

Melanie Artz copresident2@waea.net



PROFESSIONAL DEVELOPMENT

UPCOMING



OPPORTUNITY

Aug 4-6, 2019

16 Free
Clock
Hours to
WAEA
Members



To Register
(or get more info)

[CLICK HERE](#)

or visit our website
www.waea.net

Learn - Create - Rejuvenate

Summer Art Retreat

Tieton WA

(near Yakima)

Want to learn, create and rejuvenate this summer?
Don't miss out on this great opportunity to improve your
own practice, learn from a variety of different artists and
have fun making art.

3 Hour Hands-On Classes

Choose from a Variety of Options such as Mixed Media,
Sculpture, Photography, Stop-Motion Animation and other
Media with different classes offered each morning and
afternoon.

Accommodations

Comfort Suites

3702 Fruitvale
Blvd, Yakima, WA
98902

(509) 249-1900

WAEA Rate:
\$120/night


Amenities: hot
breakfast, pool, wifi



Summer Art Retreat Schedule and Session Details

WAEA SUMMER ART RETREAT SCHEDULE 2019

(16 Clock Hours Available...which are free to WAEA Members)

TIME	SUNDAY Aug 4	MONDAY Aug 5		TUESDAY Aug 6	
9am - Noon	<i>Leadership Retreat</i>	<i>Elegant & Adaptable Origami---from 2D-3D</i> with Patti Hayes	<i>Using Color Theory to Create Successful Landscape Paintings</i> with Gale Riley	<i>See it—Capture It; Camera Obscura Creations</i> With Reed Carlson	<i>Trace Monotype, the magic of ink, paper and pencil</i> with Janice Baker
12-1pm	LUNCH				
1-4pm	<i>Leadership Retreat</i>	<i>Rhythm, Repetition, and Pattern: An exploration in mark- making, design and handbound books</i> with Jessica Garrick	<i>Design Thinking for Social Change</i> With Mac Buff	<i>The Winding Process- Oriented Path; Making Thinking Visible in Art</i> with Dana Squires	<i>Stop Motion Animation</i> with Janet Arkills
4-5pm		<i>Tour of BOXX Gallery Tieton</i>		<i>Retreat Art Show with Reception and Door Prizes</i>	
5-7pm	DINNER				
7-9pm	<i>3D Design: Sculptures with Emotion</i> With Sherry Syrie	<i>Wine Tour/Tasting</i> <i>Social Time</i>			

SESSION DESCRIPTIONS:



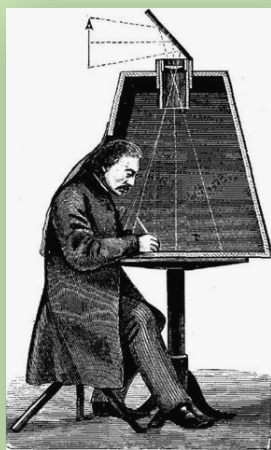
3D Design: Sculptures with Emotion with Sherry Syrie

On Sunday night as we meet and greet, get your creative juices going with a chance to explore creating mixed media sculptures that evoke emotion.



Stop Motion Animation with Janet Arkills

Come explore a variety of stop motion animation techniques. It's a great way to integrate art, technology, and core subjects all while engaging students in a medium they'll love! Learn tips and tricks to teach it as a stand-alone visual arts unit or to work cross-collaboratively with core teachers.



**See it—Capture It;
Camera Obscura
Creations with Reed
Carlson** Camera

Obscuras are one of the oldest art technical aids to artists and continue to be used for photographic image making today.

Come explore the making of your own graphic images, using a Camera Obscura which we will create together. You may also come away with a finished Camera Obscura to take home.



**Trace Monotype, the magic of
ink, paper and pencil
with Janice Baker**

Roll out printmaking ink. Gently lay interesting paper on the ink. Draw shapes, persons, blocks. Lift the paper and imagine the images as part of your collage. Magic!



Design Thinking for Social Change: Inspired by TAM's exhibition "Immigrant Artists and the American West" and contemporary conversations around immigration, learn how you can use Design Thinking to empower students to solve problems in their communities. In this workshop, you will learn how to empathize, define problems, ideate, prototype, and test solutions to a social problem, while supporting your students' creative and artistic thinking. You'll leave ready to implement Design Thinking workshops with your students, complete with a resource toolkit with activities for students at all levels.



**Using Color Theory to Create Successful Landscape
Paintings with Gale Riley**

Learn and practice color theory and color mixing, practice color matching, paint a landscape using accurate local color. Apply your learning as you create your own acrylic on canvas landscape painting from a personal favorite photo. Ideal for teachers working with upper junior high, or high school Intro to Art 1.

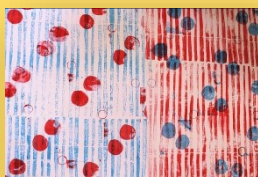
**Elegant & Adaptable Origami---
from 2D-3D
with Patti Hayes**

You will learn many basic folds and how to teach all students to be successful with easy---difficult folds. This elegant art form has been around 100s of years. The concept and technique is used today across curricula as well as the sophisticated uses to prepare for hi tech concepts and beyond.



**Rhythm, Repetition, and
Pattern: An exploration in mark-
making & design with Jessica
Garrick** Participants will explore

the design elements of pattern and repetition and



how these foundational design components can be developed into complex ideas. As part of this workshop the instructor will introduce a range of ways to develop individual mark-making tools and techniques to create a series of textural images to construct their own hand bound book(s).

**The Winding Process-oriented Path;
Making Thinking Visible in Art
with Dana Squires**

Art is a winding process-oriented path of exploration. The end product often becomes the focus, but the learning happens, perhaps undetected, somewhere on the journey. By way of simple hands-on art projects, we will look at bringing this learning process to the forefront using Making Thinking Visible (Project Zero/Harvard) concepts and strategies



PROFESSIONAL DEVELOPMENT

UPCOMING

OPPORTUNITY

Aug 3-4, 2019

10 Free
Clock
Hours to
WAEA
Members



envision - connect - strategize

To Register
For the
Leadership
Retreat
(or get more info)

[CLICK HERE](#)

or visit our website
www.waea.net

Summer Leadership Retreat Yakima WA

Want to get more involved with WAEA? Why not join us for our annual leadership retreat. All are welcome.

- Boot Camp for New Board Members
- Equity, Diversity and Inclusion Training
- Fall Conference Planning
- Advocacy Training
- ESD and Division Strategizing
- Reviewing Strategic Plan
- Plus some FUN! ...and Art Making

Accommodations

Comfort Suites

3702 Fruitvale
Blvd,
Yakima, WA
98902

(509) 249-1900

WAEA Rate:
\$120/night

Amenities: hot
breakfast, pool,
wifi



TRIBUTE AWARD

By Gale Riley WAEA Awards Chair



LISA CRUBAUGH

Congratulations to Lisa Crubaugh who is the WAEA Award Winner for 2019. This legacy award goes to someone who has made substantial contributions to WAEA and to art education in Washington State. Lisa is a past WAEA Co-President and been honored as a state, regional and national award winner.

Lisa wrote...As the Tribute Award recipient this year for WAEA I was very pleased to recognize April Huang's outstanding oil painting for purchase by OSPI in Olympia as part of the awards for the 2019 Washington State High School Art Show. Both the quality of the painting technique and the personal imagery stood out as complex and unique. Congratulations to April Huang. We look forward to how her talents will blossom after high school



WAEA 2019 Tribute Award Art Selection

Artist's Name: April Huang

Title: Country of Hope

Medium: Oil Paint



APRIL

MARGIE SCALA

I have been teaching for 21 years and began teaching in the Clover Park School District 16 years ago and for the last 5 years I have been teaching 6th-8th grade Art at Woodbrook Middle school. I sponsor a chapter of the National Junior Art Honor Society (NJAHS) at Woodbrook and am committed to inspiring my students to become involved in helping to build a more sustainable visual arts platform within our community and school. Many of my students are leaders in this endeavor and have been recognized by our school district for their commitment. I offer parent and teacher workshops after school overseen by the members of my NJAHS. I have been a National Board Certified Teacher for 10 years and have recently renewed my certification. I am a NBCT facilitator at a local University and in my own District. As an artist, I have a passion for art and as a teacher I am dedicated to teaching my students how art plays an important role in our everyday lives.



MAY

KIM HALL

I'm a new art teacher with a lot of life experience behind me. I graduated from Heritage University in 2017 and officially started with Grandview High School (Yakima area) that same spring. The best decision I ever made was switching careers to become an art teacher! Honestly, I love seeing my 160+ students walk through my door each day. I have had the opportunity to teach several different art classes and have been working hard to grow our advanced programs here at GHS. If the truth be told my favorite course to teach is pottery. Although my newest course, DIY, has opened new doors and allowed me to share new artists with non-traditional mediums with my students. I partnered with our music department and we turned the Winter and Spring concerts into the "Night of the Arts". This allows all of my students to have their work shown in a gallery setting for families and members of our community. I'm very lucky to have a supportive team behind the art program at Grandview High School.



WAEA Art Educator of the Month

June

TARA GARY

As I wrap up my second year as an elementary art educator in Spokane Public Schools, my soul is filled with joy. I have been blessed with opportunity to teach visual arts to kindergarten through sixth grade, Designed Instruction, and Behavior Intervention at Spokane Public Schools. Over the last two years, I have been actively involved in developing new art program plans for my district, participated in our assessment and curriculum adoption committees, served as the visual arts gradebook trainer, and regularly participated in WAEA Meet and Make sessions. It has been really exciting to have a voice in what the future of our art education will look like.

I treat every class with my students as an opportunity to provide kids with a memorable life enriching hands on experience. While keeping the art foundations and skills at the core of my teaching, I also integrate content from other subjects to help facilitate the transfer of art knowledge to other world application. This year, I collaborated with the local high school jewelry teacher on a field trip where my fourth grade students were partnered with a high school mentor who helped them execute their plan to make a one of a kind Mother's Day gift. We then displayed their work in the Emerging Artist Art Show over Bloomsday weekend. I also provided opportunities for my students to meet and interview local artists about their artistic process and art in our community.

I look forward to teaching a summer Art with STEM camp for a community enrichment program in a high poverty area, continuing my work on developing our district art program, attending the WAEA Summer Art Retreat, making my own art, and traveling. My goal for the future is to strengthen kid based art opportunities in my region.

Prior to teaching elementary art, I taught paint and sip classes, served as the Director of Education for a tutoring company, taught second grade, and was a multi-media software trainer. The experiences prior to teaching art strengthened my mission as an art teacher because it brought me to the conclusion that all kids are thirsty for rich art experiences. I am perpetually grateful to spend my days enabling young minds to experience creativity and collaborating with the amazing art educators of Spokane.



Washington Art Education Association

STUART DAVIS MEMORIAL SCHOLARSHIP

2019 Scholarship Winners

2019 Stuart Davis Memorial Scholarship For Graduating High School Students

This year's winners for the Washington Art Education Association Stuart Davis Memorial Award for Graduating High School Students are:

Alexandra Breed

Marcus Truong

Guadalupe Garcia Vera

Each of the winning students will receive \$1000.00 towards tuition for the art program of their choice after graduation from high school.

Alexandra Breed received the top score of the three winners this year and is featured on the cover of the summer issue of Splatter Magazine. This is a tradition that WAEA started a couple of years ago and we plan to continue each year.

Usually I paraphrase the student letter of intent for this article, but our winner Alexandra did such a good job of explaining her vision for her future in art I thought I would just share her entire letter with you on the following page. It is one of the best ones I have read and really appreciate her vision and tenacity for her future in art.

I look forward to the student scholarship applications next year. Each year we receive more scholarship entries and I truly enjoy reading each one and seeing all the great teaching behind each entry. The WAEA website has all the guidelines for the scholarships. If you have questions or are interested in being a scorer for the 2020 applicants please contact me.

mARTa Olson—WAEA Scholarship Chair
scholarship@waea.net

Congratulations

to the 2019 Stuart Davis
Memorial Scholarship Winners

**Alexandra
Breed**

Stanwood High School
WAEA Sponsoring
Teacher:
Gail Merrick



**Marcus
Truong**

Eastlake High School
WAEA Sponsoring
Teacher:
Laura Flagg



**Guadalupe
Garcia Vera**

Toppenish High School
WAEA Sponsoring
Teacher:
Laura Wise



Continued on page 13



By Alexandra Breed

Alexandra Breed's Scholarship Letter of Intent

March 1, 2019

Marta Olson
WAEA Scholarship Chair
scholarship@waea.net

Dear Marta Olson:

I was in 5th grade when I saw superhero comics for the first time and, in that moment, I told myself "someday I will draw as good as these guys." Ever since, I've been constantly drawing and taking every opportunity to enhance my skills. In my junior year, my teacher moved me up to the AP Studio Art class, where I was challenged to create 24 pieces of art in only eight months. I scored the highest possible score of 5 on the AP Portfolio Exam! My teacher also entered my art in the Scholastic Art Awards, and I received two Silvers and three Honorable Mentions. I was a proud member of the National Art Honor Society for two years. I had a blast meeting and learning from CAA artists during the Artist Mentors meetings at Stanwood High School. The opportunity to assist artists in the Camano Studio Tour really helped me learn even more about professional artists.

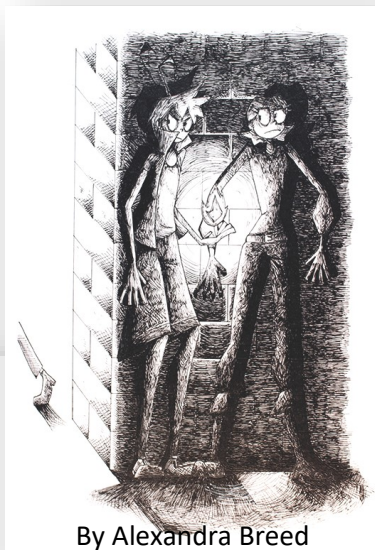
I'm not sure what my future holds, but I'm excited to find out. A job in animation at Pixar would be my dream. I have watched countless animated movies and have given my parents TED talks about why animation is such an amazing medium. I have so many ideas and I want to try all possible paths before making a final decision. I can best achieve this by attending an excellent art college where I can explore art in many ways. Savannah College of Art & Design is the first that comes to mind, but my family's finances say otherwise. Nonetheless, I am applying to SCAD, DigiPen, Cal Arts, RISD and Otis.

Art has affected my life in the most positive way. Art has both helped me through the trials and tribulations of growing up, as well as, shape me into the person I am. My drive to grow as an artist has introduced me to some of the most wonderful people and friends.

I believe I can make my goals a reality with enough time, determination and dedication. I greatly appreciate your time and consideration for the WAEA Stuart Davis Memorial Scholarship.

Sincerely,

Alexandra Breed



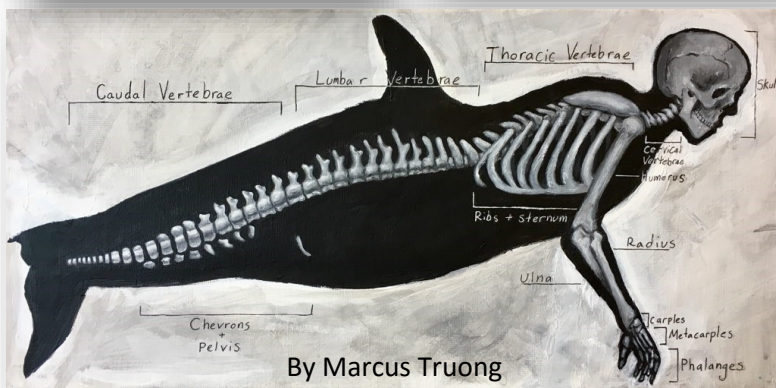
By Alexandra Breed



By Guadalupe Garcia Vera



By Marcus Truong



By Marcus Truong



By Guadalupe Garcia Vera

Equality for Arts Education!

By James Andrews: WAEA Advocacy Co-Chair

A Look at the Past: When I began my career teaching Art, twenty years ago, I was amazed to find the Arts treated, very clearly, as second-class subject matter. It just made no sense to me. There were posters of these things called EALRs on my walls and people seemed to treat them like they were some form of holy covenant. My principal came into my room wanting to know how I was teaching math and reading in my classes. I told her I would let her know as soon as she came back to me with the math and English teachers' plans for how they were going to teach Art in their classes. I didn't have tenure yet and probably should have kept my mouth shut, but that just wasn't my way...still isn't. It was after that visit from my principal that I decided that the Arts needed fixing in our state. Twenty-six-year-old me assumed this must just be a matter of lack of information. I thought those with the power to make the needed changes just didn't realize what was going on and that I was just going to have let the proper folks know what was wrong. As it turned out twenty-six-year-old me was wrong; a very long and frustrating road lay ahead.

An Analysis of the Present: In the years since, I have worked with amazing people at nearly every level of education and government on this issue. I have written draft legislation supporting the Arts in education, worked to have resolutions passed, recognizing the importance of Arts Education, in both local school boards and in our state's legislature. I have spoken to, reasoned with, and downright pleaded with PTA members, school board members, principals, superintendents, state legislators, state board of education members, OSPI officials, a governor, and U.S. senators and representatives. Not one of those good people has ever professed anything but great respect and even love for the Arts. Face-to-face, they expressed how the Arts are an integral part of education, yet over the last twenty years, many districts, including my own, have lost all their elementary Art teachers. We've seen the testing craze push the Arts ever further into the margins and often completely off the page. We've seen laws and policies adopted which have given us hope, only to find no teeth attached to any of them. In fact, I contend that these documents have actually hurt Arts Education. They have given the appearance of a graduation requirement—which has just have performance assessments, we have doc-K-12 Arts Education. However, one need not see the truth---that half of our graduation be easily waived while the requirements in all areas may not, that our performance assessments carry absolutely no weight---no one is even asking how our students have performed---And those documents? Well...they use terms like, "shall provide **opportunities** to have **experiences** in and through the Arts," while not actually requiring any actual Arts instruction or training, and not so much as a slap on the hand for providing nothing at all.

Time To Take The Reins

The simple fact is that we have too many people and agencies with say over things like Arts Education—and as my pop used to say, "When something is everyone's responsibility, it's nobody's responsibility." None of those many organizations, individuals, or legislative and policy-making bodies ever seem to want to be the one to actually make the changes we need---the changes our kids need in order to have a true, complete education. When I have been able to get to the actual issue and what truly needs to be done, the final "escape phrase" hurled my way is "local control." No one ever wants to interfere with local control—that's **sacred**...I mean...unless we're talking about how much math kids are taking and at what level, or about when and in what way students will be annually assessed, or even how many minutes of physical education every student must have. Yes---the

Continued on page 16

actual number of minutes per week is dictated by the State. By the way, the number of PE minutes required is often cited by districts as one of the reasons why they simply can't get more Arts into the day. So---where is the respect for local control there?

How, then, is local control exercised? Often, it is used to take vital arts away from students---particularly students in low socio-economic status (SES) areas. Students who underperform on these "high stakes" assessments have their arts courses taken from them to make room for remediation in the "high stakes" subjects. Since our low SES students tend to have the lowest score on these assessments, we have created a system which systematically denies poorer kids access to the Arts. The great irony of this is that studies have shown that comprehensive, sequential study in the arts raises student performance in nearly all areas, including standardized assessments, regardless of a student's socio-economic status. No wonder SES students drop out of school at such an alarming rate.

A Plan for the Future: It is clear that only one road remains for our kids to get the Arts education they need—the education they deserve, and which has been promised to them.

That road is the initiative process.

The Advocacy Division of the WAEA has drafted the initiative which accompanies this article (See pages 17-18). The goal of the initiative is to remove all ambiguity from the State's language regarding Arts education. It requires all elementary schools to offer at least one visual and one performing art to their students, all year, every year. These Arts courses will be taught during the school day, by people certified to teach the art to which they are assigned. They will also be given instruction time equal to that of the other core subject areas. As for the high school level, the second credit of Visual And Performing Arts (VAPA) will no longer be a waivable credit. The current CORE 24 set-up is blatantly discriminatory against the Arts. This initiative sets that situation right. This initiative also honors the value of Arts-integrated and Arts-infused curricula, while maintaining the Arts as stand-alone disciplines, requiring deep investigation and training, in their own right.

I have faith in the people of this state. Most are unaware of the state of Arts Education in Washington and I have no doubt that once they are shown how things are, they will vote for these needed changes, overwhelmingly. It will take a great deal of work to get this initiative on the ballot—and that's where all of you come in. If you are reading this, we will need your help. We will need you to help gather signatures. We will need you to get the word out to other Arts Education Organizations. We will need you to help spread the word to the professional Arts community.

If we want equality for Arts Education in our state, then it's time to take the reigns, Arts Educators. It's time to exercise our own local control. It is time to do the job our various legislative and policy making agencies refuse to do. It's time to stop cheating our kids out of the education which has long been promised, but never delivered. The Arts are the first language, and still the most effective. They are inherently culturally diverse. They improve student performance in nearly every possible measure, and their benefits reach far beyond the school years. It is long past time for us to stop coming to the table with our hat in our hands and eyes downcast. The Arts are the core of learning; the core of a civilized society. Let's work together to bring them back to our children. Let's fight for....

WE NEED YOUR HELP!

- We will need you to help to gather signatures.
- We will need you to get the word out to other Arts Education Organizations.
- We will need you to help spread the word to the professional Arts community.

Equality for Arts Education

Arts Education Equity For Washington Students

An Initiative To The People

To the People of Washington State

Washington State has long led the way in creating Arts Education policy. Washington was one of the first states to adopt Visual And Performing Arts (VAPA) graduation requirements. Our state has a two credit VAPA graduation requirement, although the second credit may be waived in certain circumstances. We have also been a leader by formally declaring the arts (dance, music, theatre, visual arts, and media) as core and basic. However, there is a very large gap between policy and practice in our state. While most high schools offer a range of arts courses, it is not uncommon for middle schools to offer only one of the arts (usually music) and for elementary schools to offer no formal arts instruction at all, during the regular school day. When arts instruction is offered, it is often as an extracurricular activity, a volunteer docent program, or as a program which meets far less often than other core subjects do. Further, students who perform poorly on standardized tests in math and English often have what little arts instruction they would normally receive taken away, in favor of remediation in the test subject areas. Our students who live in low socioeconomic areas tend to perform worse on standardized tests. As a result, poorer students in our state tend to be denied arts instruction at a higher rate than students from economically stable homes and neighborhoods.

The evidence of the multiple benefits of arts education is voluminous and undeniable. The arts are not only a vehicle for doing better at other subjects; they have immense value in their own right and should be taught as stand-alone disciplines, the way our laws and policies are written. This initiative aims to clarify, for schools and districts, the importance of arts education and to bring our schools' practices in line with our state and federal laws and policies, and the promises made to our communities, by ensuring formal instruction in the core disciplines of Visual and Performing Arts for all Washington students, regardless of their family's socioeconomic status or the relative affluence of the neighborhood in which they live.

Note: The requirements of this initiative are intended to be met using existing funds.

Arts Initiative Continued on page 18

Arts Initiative Continued from page 17

NOTE:

As a result of passage of this initiative, the following changes and additions--

- Include visual and performing arts (VAPA) in the list of common schools required curricula, (new text is in red) and
- Add an additional section (28A.230.025) describing the minimum levels of VAPA instruction which all Washington public schools shall provide-- will be made to RCW 28A.230. (new text is in red)

RCW 28A.230.020

Common School Curriculum.

All common schools shall give instruction in reading, handwriting, orthography, written and mental arithmetic, geography, the history of the United States, English grammar, **visual and performing arts**, physiology and hygiene with special reference to the effects of alcohol and drug abuse on the human system, science with special reference to the environment, and such other studies as may be prescribed by rule of the superintendent of public instruction. All teachers shall stress the importance of the cultivation of manners, the fundamental principles of honesty, honor, industry and economy, the minimum requisites for good health including the beneficial effect of physical exercise and methods to prevent exposure to and transmission of sexually transmitted diseases, and the worth of kindness to all living creatures and the land. The prevention of child abuse may be offered as part of the curriculum in the common schools.

New Section

RCW 28A.230.025

Arts Education in grade K-12.

All Washington State public schools shall offer regular instruction in at least one visual art **and** at least one performing art, throughout the academic school year. Every pupil shall receive instruction in at least one arts discipline, throughout their K-8 education experience. For grades 9-12, all students will be given the opportunity to take arts coursework, each academic year. The current graduation requirement of two Visual and Performing Arts credit shall remain intact; however, this section removes the option to waive the second Visual and Performing Arts credit for any reason other than approved special education accommodations.

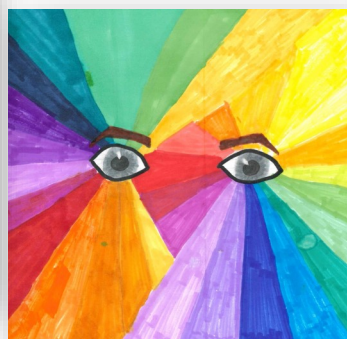
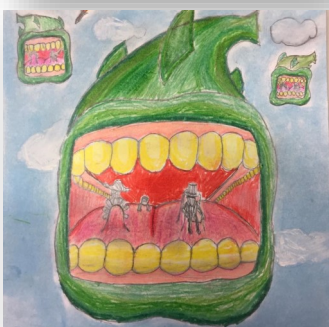
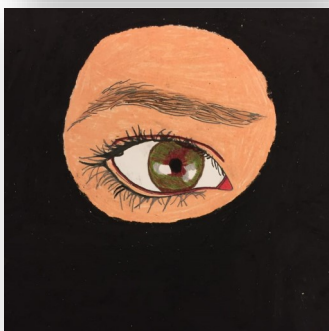
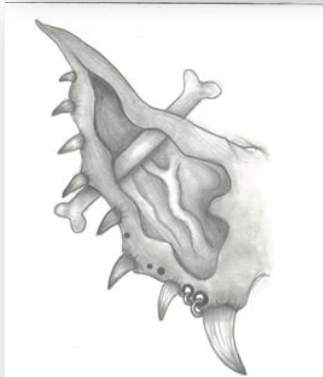
This instruction shall take place during the regular school day, with instruction time for these courses being equal to instruction time devoted to the other core subject areas

Instruction for these Arts course shall be given by qualified dance, media arts, music, theatre, and visual arts specialists in the area being taught. This may be a staff member hired solely for the purpose of teaching Arts courses or existing staff members who have attained the necessary training and endorsements.

This instruction shall be solely for the arts discipline-- that is, the instruction shall be in the skills and craft of each specific arts discipline as their own end, rather than as a vehicle to enhance learning in any other non-arts subject area. If schools wish to **integrate or infuse the arts into other subject matter, they are to do so in addition to the regular, formal arts instruction required by this section.**

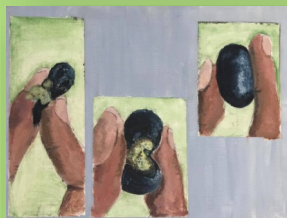
The arts instructors in each district, as subject matter experts, shall be consulted and given an equal part in the decision process for which specific visual and performing arts courses to offer at given grade levels. This is to ensure that instruction is properly aligned to students' developmental stages and to vertically align instruction, giving arts-focused students the best chance for success in their Arts college or career pathway.





USE YOUR 5 SENSES to Advocate For the Arts

WAEA is doing a call for student artwork for a series of Advocacy Postcards and Banners on the theme
"Use your Senses to Advocate for the Arts"
Open to K-12 Students of WAEA Members



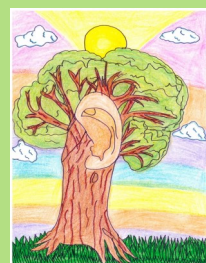
Deadline: JUNE 30th, 2019

Email: Send to secondary@waea.net

Proportions/Size: Square such as 5" X 5"

Subject: Eyes, Noses, Hands, Mouth, Ears

Submit/Questions: Email Amanda Amsel at secondary@waea.net





Wear Art



Connecting and Advocating for Arts Education...



Save the Date

The 2019 conference will be held at the newly rebuilt Cascade High School in Leavenworth. Join us for lots of great sessions, inspiring keynote, student and educator artwork displays, exhibition hall, collaborative community project, and of course the famous after party with karaoke

The main event is Saturday November 2nd, but you won't want to miss out Friday night for the TAB (choice based art) workshops where YOU are the student.

Free Clock Hours to WAEA Members

Nov 1-2, 2019



VOLUNTEERS NEEDED

for the Fall Conference

We are looking for volunteers to help our with planning and running the 2019 fall conference

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TYPES OF SESSIONS

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*Panel Discussion/
Demo (40 Min)*

*TAB Workshop
(2 hours)*



Proposal
DEADLINE:
JUNE 30th, 2019

PROPOSAL FORM



Photo by Reed Carlson

Connecting with

Pet Partners

Community 'Above and Beyond' and 'Out of the Box'

Sharing Community with my Short-Haired, Red, Miniature Dachshund – Jasmine

By Dr. AnnRené Joseph

CEO More Arts! LLC, Retired Arts Program Supervisor, OSPI (2001-2011)

This edition of Splatter is focused on various ways that WAEA members connect in our community or communities. Some definitions of community that are available on the Internet Dictionary include the following:

"A group of people living in the same place or having a particular characteristic in common, such as "the scientific community." One could substitute "art community" in this definition.

"A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals." This definition relates well to all that WAEA provides for members, what our members do in terms of occupation and avocation, and as 'teachers of teachers' and 'leaders of leaders'.

Keeping the above definitions in mind; as well as what I personally do in my occupational and avocational endeavors, it seemed the perfect opportunity to share about Pet Partners. My involvement with the organization has allowed me to be in community with others in countless ways which are 'above and beyond' and 'out of the box'; and allowing me to do

so with my pet dog.

My short-haired, red, 11 year-old, miniature Dachshund – Jasmine – and I, have been a registered Pet Partners Animal Assisted Intervention (AAI) team since August 2015. We weekly provide AAI to others in multiple types of settings, to promote the mission of Pet Partners, which is: "to improve human health and well-being through the human-animal bond." The Pet Partners mission is 'community' in most definitions, and as a volunteer.

"Pet Partners"
mission is to
improve human
health and
well-being
through the
human-animal
bond."



During the past four years, Jasmine and I have logged over 200 hours of volunteer service, in support of the Pet Partners mission. We provide services for skilled nursing facilities, schools, churches, organizations, community and civic events, and businesses; including state, regional, and international conferences. The opportunities are everywhere, and the impact, feedback, satisfaction, and 'good feeling'

Continued on page 24

Pet Partners Continued... from page 23

essence that emanates from the individuals who experience AAI with Jasmine are well worth the time, money, and effort.

Becoming a Pet Partners Animal Therapy Team is perfect for teachers. The process is similar to what educators do on a daily basis. I call it a seven-step process. Research, take a class, pass a test, take a skills test with your animal and pass, complete paperwork, send a photo and check, begin volunteering. Repeat every two years.

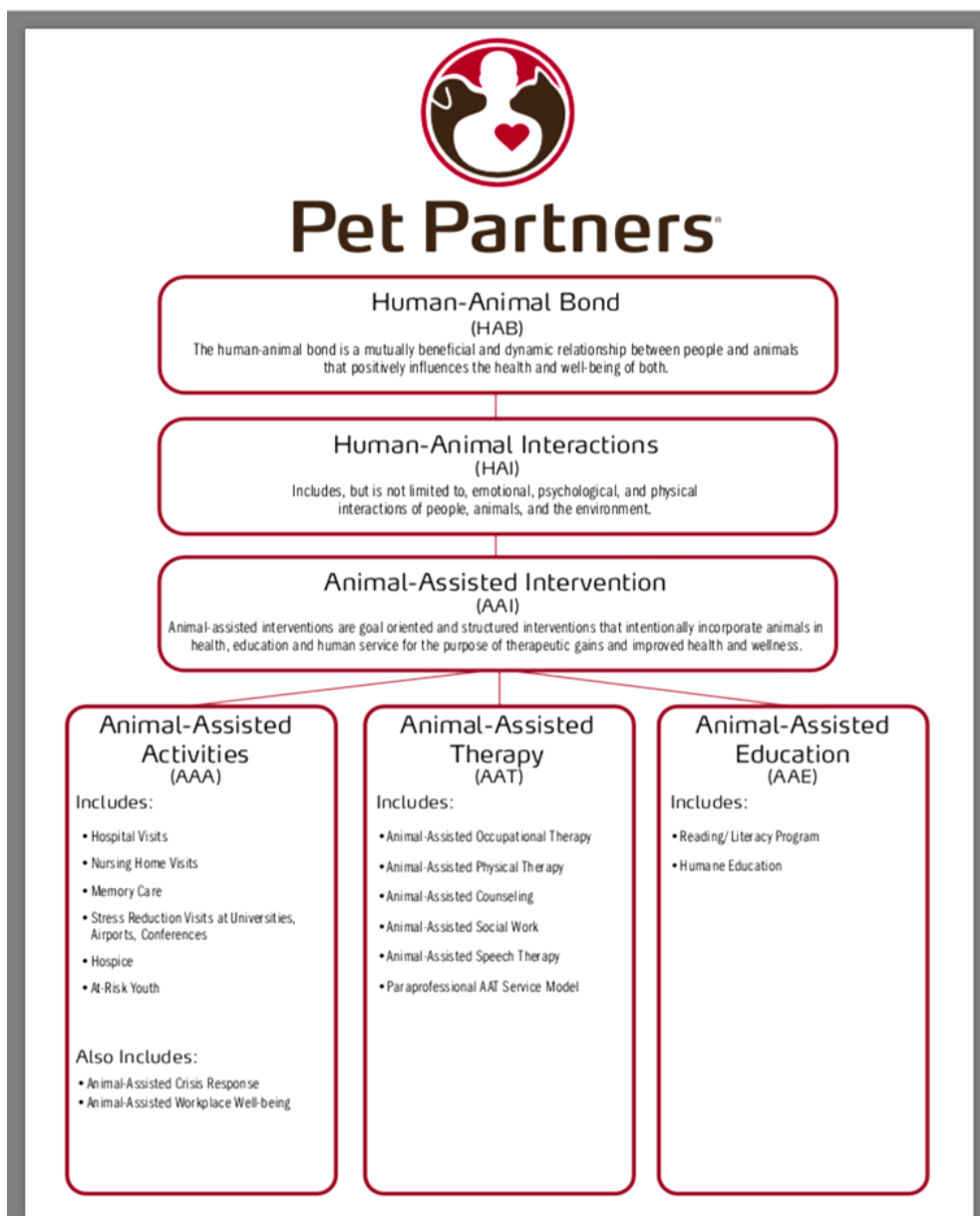
I've included two links about Pet Partners – one that tells all about Pet Partners, as well as one that is a great infographic that illustrates and explains the many ways an animal therapy team may provide AAI services, including the acronyms for such. Additionally, I've included a photo of the Pet Partners infographic, as well as one of Jasmine and me at a skilled nursing facility providing AAI. Check it out. It may be an opportunity for you to provide community with your pet. We hope to be presenting a session on *'Pet Partners and the Artistry of AAI'*, at the WAEA fall conference. Hope to see you there. In the meantime – happy summer vacation.

References:

<https://petpartners.org/about-us/who-we-are/>

https://petpartners.org/wp-content/uploads/2018/09/PP_Flyer-AAI-Hierarchy-Graphic.pdf

P.S. Thanks for everything you do – everyday and in every way – to bring community to your students and multiple 'circles of influence'. Summertime = time for some R & R (rest and relaxation) with family, friends, loved ones, and pets, too!



All Students Are Artists

Learning to SEE the World

By Mac Buff

**WAEA Museum Division Representative
Tacoma Art Museum Education Director**

For as long as I can remember, my father has said things like “I’m not the artist in this family, your mom is.” His stick-figure cartoons are famous in the retirement home he works at, but he turns this into a joke, intentionally drawing things poorly for the laughs. So when I got a job at Tacoma Art Museum a little over a year ago, he asked: “What are you going to do to make art accessible to non-artists like me?”

I had to think about that for a moment, but my reply surprised him. “Dad, you *are* an artist. *Everyone is.*” Before he could protest, I continued: “Do you make decisions about the clothes you will make every morning? How the colors go together? How your outfit will express who you want to be perceived as?” He started to argue, but after a moment, had to concede my point.

The truth is, I didn’t start thinking of myself as an artist until I took this job, either. My formal art training stopped after a forced 7th-grade art elective. I started using art materials in journaling and meditation practices during college, but never saw that as “art,” really. It certainly wasn’t anything



that would get hung in a museum. Like many of the students I see, I had the perception that an artist has to have mastery over technical skill before they can express themselves. And to be honest, this comes from how I was taught about art. My art teachers in elementary and middle school assigned us projects based on a technical skill – one month we’d focus on shading in pen-and-ink drawings, the next month we’d be . . . well, frankly, I don’t remember any of the other lessons, but you get my point.

At Tacoma Art Museum, we have the freedom to break out of that mold. We drill down to the core of what an artist is: someone with the power to express the realities and possibilities of self, communities, society, and the world. Our art-making activities are designed for the

Continued on page 26

All Students Are Artists *Continued from page 25*

broadest possible student choice in materials and subjects. And out of that, we've found, comes a student-led desire for technical skill. Students in a class are struggling to create perfect circles? The instructor breaks out French curves, compasses, and protractors and teaches the kids how to use them. Another class has a number of students wanting to create portraits, so the teaching artist leads a lesson on how to draw a face.

This is a reversal of how I was taught art: rather than technical skill being the underlying requirement for making art, the technique becomes a means of expressing the artist's ideas. Students want to learn technique when those skills will help them express themselves better. (This is even true in

my own life. For the first time, I actually find myself wanting to take a drawing class!) Even in classes where the technical skill is the main focus, how can we clearly connect student self-expression to what they are learning?

My goal as a museum educator is for every student – every person – to see the art museum as a place for them. As part of this goal, I never want to hear a student (or my father) say "I'm not an artist!" As students go through our galleries looking at a wide variety of works of art, I hope they will find something that resonates with them and makes them think:

"What if I created art like that?"



TACOMA
ART
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WAEA would like to thank the Tacoma Art Museum for hosting a wonderful ESD 121 Event for Art Educators on May 17th.

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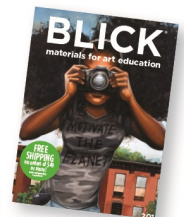
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CONNECTING ON YOUTUBE: “AGENCY IN THE ART ROOM”

Jillian Nettels, NBCT
WAEA Elementary Division Representative
North Star Elementary



A couple of years ago, during my Discipline Based Art Education (DBAE) days, I thought it would be useful to create a video tour of the art room and share it with students on the first day of classes. I was inspired by very popular elementary art teachers whose online influence reaches tens of thousands of people. They were having success and getting positive feedback, so I gave it a try.

The goal of the “art room tour” video was to show where everything is located in the room and also explain some rules of the room. In the video I walked around the art room and talked to the students about how to enter the room, where to go sit, and...what not to touch, like the art supplies sitting on shelves for example. To be fair, this also included a large paper cutter, of which I am still the sole operator. I posted the video to my YouTube channel and after a couple of weeks I received a comment from a woman who said she was an artist and was looking up art studio tours and happened

to watch my video. She said to some effect, that my art room was authoritarian, my art program didn't look like fostered creativity, she felt bad for my students, and that I am wasting kids time by showing the video. I read that comment over and over again and waited a day before I responded. My soul was crushed. I tried to explain to her my point of view in a comment but failed to convince her. She replied by standing by her comments, which I obviously am still affected.

Of course, at first I was defensive, angry, and unsettled. However, the cognitive dissonance I had been feeling years leading up to that YouTube comment was now put into hyper focus. Why was I feeling this way? Deep down, I felt she had a point. Why was I making so many rules against them being active agents in the classroom? Why was I taking on the work of choosing and getting supplies? Why wouldn't I allow them some agency?

It took me another year before I discovered “Teaching for Artistic Behaviors” (TAB) and realized that my kids could do all of this...and so much more. The TAB philosophy is: What do artist do? The child is the artist. The art room is the child's studio. (Douglas, Jaquith, 2018). These 3 basic tenets have become the bedrock of my curriculum, I teach for artistic behaviors rather than DBAE. One main reason I switched was to give my students agency in their learning. They can choose where they sit, they can get their own supplies and put them away. I stopped over-controlling the environment and let them have agency in their

**What is
 TAB?
 TAB
 is....
 Teaching for
 Artistic
 Behavior.**



Continued on page 30

The TAB philosophy is:

- What do artist do
- The child is the artist
- The art room is the child's studio

artmaking and learning. So, I decided to delete the tour video and create new content for my students. I

decided to ask student volunteers to demonstrate how to get supplies and how to put them away properly as I make a video of them on my iPad. I edit that footage into a short video in iMovie and share that with my students. I can replay it as necessary when I get new students or someone needs a reminder. They also love seeing their classmates on the big screen.

On his blog, educator Ron Gresham writes about why student agency is so important as a one size fits all educational model is inadequate. He quotes,

"Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community." (IB, 2017).

In my old art room, I took most of the agency away from the kids. By going through some tough self reflection and learning about TAB, I put the agency back in my students' hands, where it belongs. My students have the responsibility of getting their supplies and putting them away. I love watching them work like busy bees buzzing all over the room getting a wire from the sculpture center, paintbrushes and paint from the paint center, and blue piece of construction paper from the paper supply. They



are the agents and my mind is no longer conflicted.

Change is hard but in my case, necessary. In my mind, teaching is a craft that can always be improved upon. I had to open my mind and reflect on what I was doing in the classroom and if it was the best practice for a large heterogeneous group of children. In my efforts to keep up with popular art teachers and posting to YouTube, I was opening myself up to more than I ever imagined. So, I want to thank that lady on YouTube who took the time to watch my video and give me her brutally honest feedback. If she could only see my art room now.

References:

Gresham, R. (2018, May 26). The science of the individual and the case for agency. *Art with Ron*. Available at: <https://artwithron.com>

Douglas, K.M. & Jaquith, D.B. (2018). *Engaging Learners through Artmaking: Choice-Based Art Education in the Classroom. Second Edition*. New York: Teachers College Press.



Connecting with Casual Conversations

By Faye Scannell

WAEA Advocacy Co-Chair

The other day while I was working out at my favorite gym, a person I've casually met there, asked me what I did for a living before I retired. When I replied, "I taught art to kindergarteners thru adults;" she responded, "And what else did you teach?" Surprised, but after a pause, I recited all the varied 2D and 3D art courses I taught with beginning and advanced students at a local high school. She hesitated before replying, "Gee, I really enjoyed art when I was young but thought others were more talented at drawing than me, so I stopped." This is a regrettable comment I've often heard coupled with a lack of encouragement from others.

Unfortunately, many people connect art skills only with the ability to draw. As a result, I explained to my gym friend that anyone can be taught how to draw and it is up to them as to how far they want to advance these skills; however, some people do inherently have a stronger visual/spatial aptitude. Furthermore, there are artistic abilities beyond the ability to draw. For example, years ago I was teaching a multi-age third/fourth grade classroom where students sat in clustered groups of four. Over several weeks, I observed three of four students in one particular group always came up with outstanding solutions. Curious, why the fourth student struggled and appeared frustrated with his

results, I informally interviewed him. During our conversation, I discovered that he was the "idea" person for the group. As they discussed assignments, he inspired group members with ideas, but he was not able to craft his own concepts. Today, this former student is probably the CEO of a company or its visionary, creative leader.

Finally, I assured her that we all have natural, artistic ability in at least one or more capacities such as: Drawing skills, Creative thinking/problem solving/conceptual skills; Lay-out and organizational spatial design skills that may be abstract; and Technical,

craftsmanship skills. By design, art instruction is varied in approach in order to promote higher level thinking skills, introduce different media

skills & techniques; establish arts vocabulary using elements and principals of design; make connections to artists and history, and pose open-ended problems that rely on personal solutions.

Hmmm.... the conversation with my friend ended as

**"As a Arts teachers,
we are Arts
Advocates every day
in casual
conversations."
- Faye Scannell**

Continued on page 32

Casual Conversations *Continued from page 31*

she silently nodded her head deep in thought. About a week later, my new gym acquaintance excitedly searched for me at the gym. Exuberantly, she told me about her recent purchase of a sewing machine and fabric. While still reviewing the machine's manual, she was practicing stitches with the goal of making "many" quilted lap blankets for hospice. She was especially elated over the choice of fabric, patterns, and color. I never did inquire if our earlier conversation inspired her, but I do hope it did give her confidence to pursue an art form she enjoys. After all, it is the everyday casual conversations we have with people we meet outside the classroom that provide an opportunity to advocate and encourage participation in the arts.



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Photos left: Robert Wade, right: Natali Wiseman

SAM

Art and Culture are Worth a Thousand JOBS

By Maury Forman

I have been pretty fortunate in choosing locations where I want to live over these many years. I have resided in some of the best places in America: Houston, New York and Seattle. I have also relocated to some more rural areas such as Eugene, Galveston and Madrid, New Mexico.

I mostly moved from a rural area to an urban one because I missed the one amenity that communicates across barriers of language, class and culture... the arts. As a theater major, I realized if I was unable to succeed on stage, at least I could enjoy, appreciate and support the creative arts as a patron.

There used to be a time in economic development when people went to where the jobs were. But now that equation has flipped a bit as companies begin to relocate to where the right people are. People who create jobs want to live in places that have a diverse cultural mix and an innovative and educated workforce. Business location decisions are increasingly influenced by factors that cater to people's personal lives as well as their professional ones.

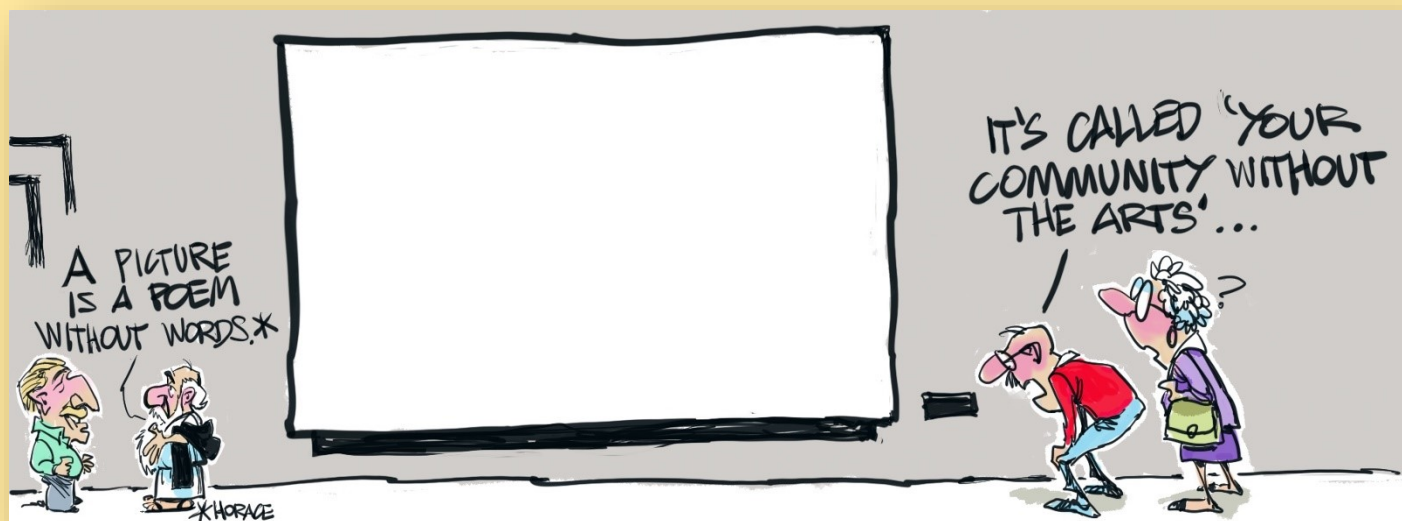
Art and culture are more than just a go-to on date night. The creative arts have a wider, more measurable impact on our economy, health, society, education and our well-being. Those communities that partner with arts and culture organizations and incorporate them into their economic development strategy are recognizing that it is a community resource and treasure.

I bring this up now because a new government report says that the arts and cultural sector contributed over \$763.6 billion to the American economy — more than the agriculture, transportation or warehousing sectors. The arts created 4.9 million jobs and those employed in the sector earned more than \$370 billion, according to the findings (I guess all artists are not starving after all). The arts sector includes not only visual artists and cultural performances but also large economic sectors such as fashion, publishing and broadcasting which are among the fastest growing sectors of the American economy.

Rural communities that are experiencing brain drain and high unemployment should take note. The careers of today and tomorrow must not draw a line between urban and rural. Urban communities do not live solely by software manufacturing just as rural communities cannot live by agriculture alone. A thriving community needs artists, museums, music and visual arts. The community that scorns the humble artist in favor of the trendy programmer will have neither good art nor good programmers.

Can you put a dollar figure on what might happen to a patron after hearing a Beethoven sonata? A good painting, a great play, a sweeping symphony or a jazz concert can broaden our mind, enrich our imagination and heighten our senses. Quality of place has become important again in economic development and those

Continued on page 34



Art and Culture are Worth a 1000 Jobs *Continued from page 33*

places that recognize the arts will see the effects of brain gain, innovative entrepreneurs and diverse employment. Adding more foot-tapping, smile-inducing moments to our lives is sound public policy.

Here are my top ten ideas/trends that can move the needle for growth in helping rural economies grow in the next decade.

Communities should:

1. Consider the creative industry a vital part of their economic development strategy by identifying and mapping cultural assets.
2. Make small business assistance programs more accessible to artists and offer training programs to improve their business and marketing skills.
3. Work with downtown organizations and manufacturers to redesign spaces and establish networks to link local artists more strategically with creative businesses and property developers
4. Encourage art and design districts and historic preservation to turn around distressed neighborhoods.
5. Recognize the value of art and design in the development of workforce skills.
6. Incorporate the arts into a regional and state tourism strategy that focuses on rural communities and adding artists to economic development boards.
7. Attract the arts community by offering incentives supporting business collaboration.
8. Use traditional entrepreneurship tools such as incubators, co-working spaces, maker spaces, and pop up stores as well as startup capital and training to target makers, dreamers and doers
9. Create more art enterprise partnerships with businesses that include thinking local when seeking to design user-friendly products and driving innovation in areas from product development to advertising practices.
10. Promote the idea of "mentorships" for youth that can provide hands-on experience for students interested in pursuing the creative arts sector.



In addition to its other great work in supporting community artists, the ArtsWA creative districts program offers resources and guidance as well as grants in a geographically defined area where art, cultural, social and economic activity takes place. It's a vehicle to grow jobs and create opportunities in the arts. And it showcases the innovation and entrepreneurship Washington is known for.

The Arts Commission has attributed 207,000 jobs in Washington's creative economy, an increase of 4% from the previous year and many of these economic drivers are located in rural areas.

So whatever happened to those communities that I relocated from to get more arts and culture in my life? In Eugene, the Oregon Supported Living Program has become a leader in inclusive community arts for people of all abilities. The city also established its commitment to the visual arts through the Percent for Art Ordinance, which states that it is an "appropriate function of government to foster arts and the development of artists." Madrid, known as a ghost town when I was there, now has a population of about 300 and has more than 40 shops and galleries, several restaurants, a spa and museum. As for Galveston, it has created a 70-block historic downtown and is a veritable treasure chest of culture, from the 19th-century architecture that made The Strand a National Historic Landmark to its museums, galleries and theaters.

These are great examples of what rural communities can do to not only welcome the arts, but also integrate them into their economic development strategy.

Either that or they are great examples of what happens when I move away.

About Maury Forman

Prior to Maury's retirement after 26 years with the Washington State Department of Commerce as the Senior Manager for Rural Strategies, he was a Co-Founder of Reunion Theater in Houston Texas and also started Cartoon Inc in Washington State, curating cartoon art shows for museums and libraries. He currently spends his time writing and volunteering at the [Greater Seattle Bureau of Fearless Ideas](http://www.greaterseattlebureauoffearlessideas.org), a non profit that teaches children the art of writing stories. Maury's latest book, [Noah's Town: Where Animals Reign](http://www.noahstowntale.com), is a 21st century fable about disaster preparation and recovery. Milt Priggee's award winning cartoons can be found at <http://miltpriggee.com/>

WAEA Traveling Workshops

Highlights from Events
from around the state

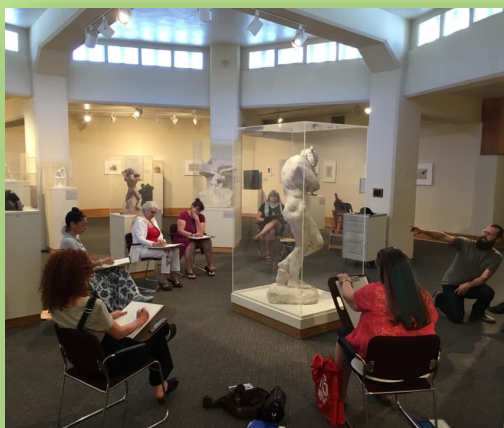
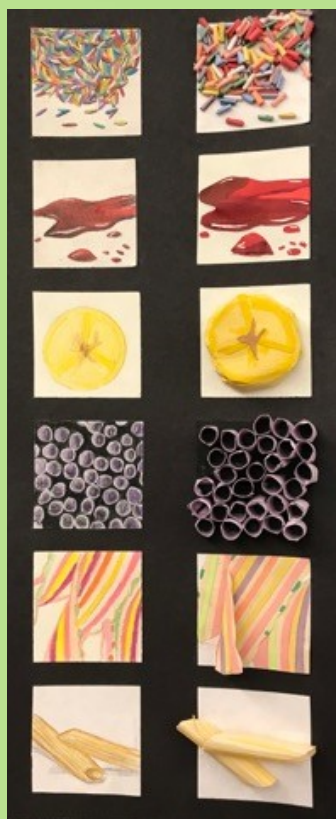


Figure Drawings in Goldendale, WA



Paper Mosaics in Spokane, WA



Observation Paintings
in Tumwater, WA



Creative Journaling in
Battleground, WA

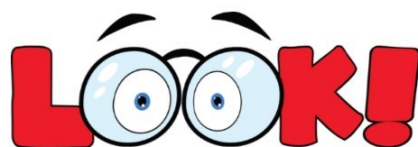


Mixed Media Explorations in Seattle, WA



Fractured Still Lives in Leavenworth, WA

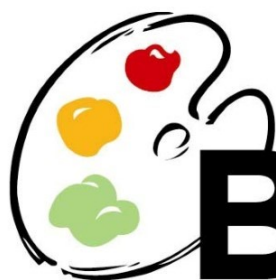
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Organized Splatter

TIPS AND IDEAS FOR THE ARTROOM

BY TRACY FORTUNE

Painter's Tape Murals

Once my AP Studio Art students had submitted their portfolios and prepped their artwork for display in our annual festival of the arts, they had time for some additional art studio work. I had seen some inspiring tape murals online and other places, which gave me the idea to challenge my students to engage in a public art opportunity. After showing students a PowerPoint of examples, they did some planning. Students could work with a group, with a partner or on their own. Students were keen to come up with their own theme/concept and work in a new media. Their ideas evolved during the process as they dealt with the space, materials and working on a large vertical surface. Most students spent 3-8 hours creating their murals

TIPS:

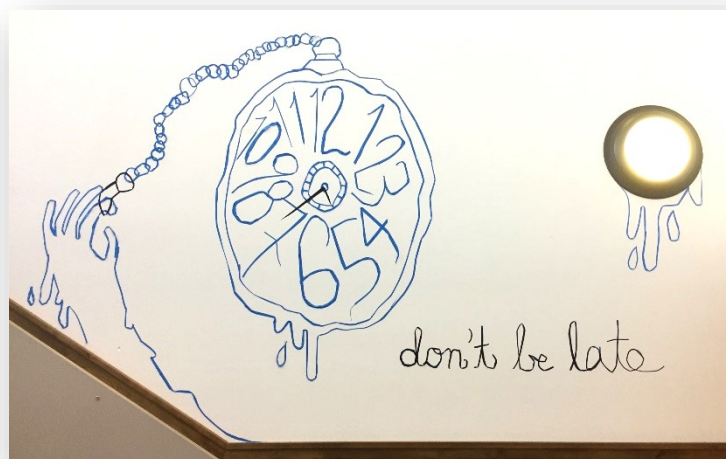
- Make sure students use PAINTER'S tape not other colored tape. Purchase both narrow and wide blue tape. I found tape in green and orange as well as the standard blue.
- If allowing students to use X-Acto blades, make sure they are given explicit instructions to do their cutting on a rubber mat, not on the walls.
- For safety, make sure students have step stools for reaching up on the walls.
- Make sure you get permission from your administrator and the head custodian



Lily Labrador



Lauren Washburn



Ashley Kerwood

Got an Idea to Share?

Send clear photos and short description of ideas for organizing or teaching tips you'd like to share with other art educators. Email Tracy Fortune at splatter@waea.net

WAEA Meeting Highlights

May 11, 2019: Open Membership Meeting at the Maryhill Museum of Art

- **Welcome to New Board Members:**
 - Lily Hotchkiss and Amanda Amsel as the new Membership Co-Chairs
 - Amanda Amsel—ESD 121 Co-Regional Vice President
- **Advocacy:** James Andrews working on Arts Initiative which was approved by the board and will take it to other Arts organizations(see page 16)
- **Tax-Exempt/Non-Profit Status:** Toni and Melanie are continuing to work to resolve our tax status
- **Pacific Region Leadership Conference:** Tracy, Melanie and Connie were approved to attend this training July 23-25 in Portland

APRIL 20, 2019 Fall/Summer Event Planning Meeting in Leavenworth

- **Theme** “Fall into Art”
- **Friday Afternoon:** Leavenworth Tour
- **Friday Night:** TAB Workshops
- **Saturday Sessions:** 90 min hands-on and 40 min best practice/demos
- **Accessibility considerations:** Working on this for all conference venues, Registration should have language about accessibility (ADA)
- **Call for Proposals:** Session proposals are due June 30th
- **Session Scheduling:** This will be done at the summer art retreat
- **Volunteers:** Plenty of volunteers needed

WAEA GOLD AND SILVER SPONSORS



www.blick.com



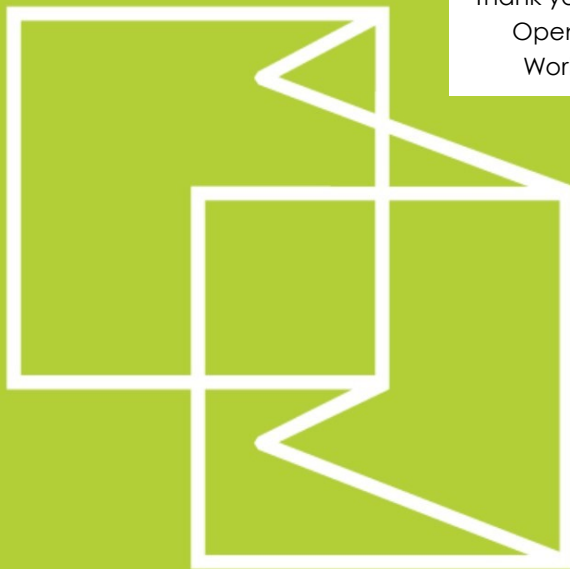
www.sketchforschools.com

Save the Date

WAEA EVENT SCHEDULE

When	Where	What
August 3-4, 2019	Yakima, WA	Summer Leadership Retreat
August 4-7, 2019	Tieton WA	Summer Art Retreat
September 14th, 2019	Bainbridge Island Art Museum	Open Membership Meeting with Hands-On Workshop
October 2019	Tacoma, WA	Open Membership Meeting and SWAG Bag Stuffing
November 1-2, 2019	Leavenworth, WA	WAEA Fall Conference with Awards Luncheon

Thank you to the Maryhill Museum of Art for hosting the May WAEA Open Membership Meeting, an inspiring Hands-On Drawing Workshop and the Educator as Artist Show and Reception



MARYHILL
MUSEUM
OF
ART

Maryhill Museum of Art supports ART EDUCATORS!

Check our website for workshops, exhibitions, tours, and student-focused activities.

www.maryhillmuseum.org

WAEA BOARD OF DIRECTORS

The WAEA Board of Directors includes

Exec Board

Co-Presidents, Co-President Elects, Secretary and Treasurer

ESD Vice-Presidents

from 9 regions around the state

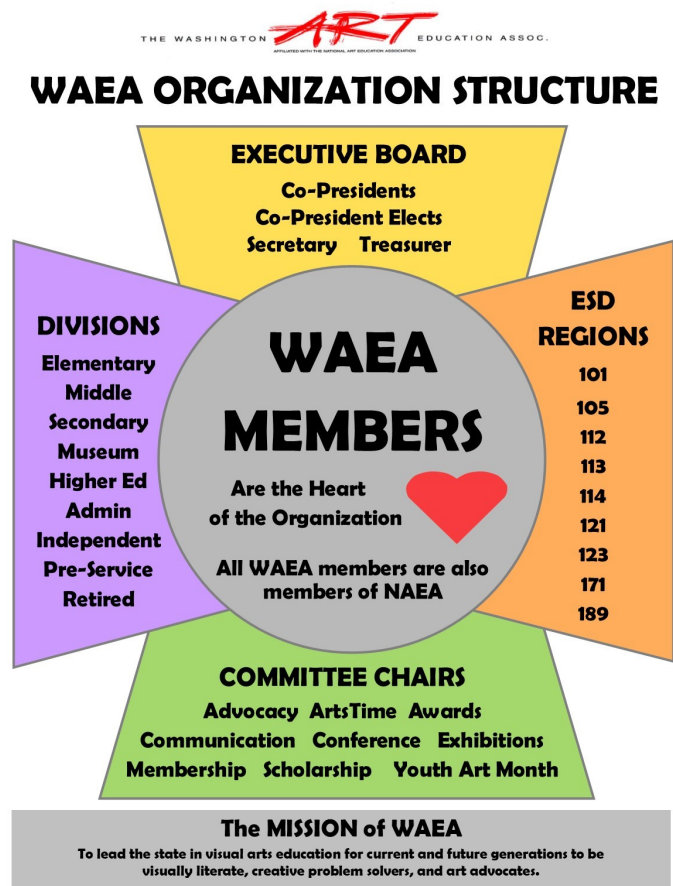
Division Chairs

Committee Chairs

Recent Past Co-Presidents

More information about the structure and governance of WAEA can be found on our website.

GOVERNANCE



2018-2020 WAEA Executive Board

Co-President	Tracy Fortune	copresident1@waea.net
Co-President	Melanie Artz	copresident2@waea.net
Co-President-Elect	Connie Richards-Aigner	elect1@waea.net
Co-President-Elect	Brooke Hutchison	elect2@waea.net
Treasurer	OPEN	treasurer@waea.net
Secretary	Patti Hayes	secretary@waea.net

Past Co-President	Cynthia Gaub	admin@waea.net
Past Co-President	Mandy Theis	mandytheis1@gmail.com



Other WAEA Board Members

ESD Regional Vice-Presidents

ESD 101: North East	Sherry Syrie	esd101@waea.net
ESD 105: South Central	OPEN	esd105@waea.net
ESD 112: South West	Barb Holterman	esd112@waea.net
ESD 113: Capitol	Pamelia Valentine	esd113@waea.net
ESD 114: Kitsap	OPEN	esd114@waea.net
ESD 121: Puget Sound	Marta Olson Amanda Amsel	esd121@waea.net secondary@waea.net
ESD 123: South East	Jenny Rieke	esd123@waea.net
ESD 171: North Central	OPEN	esd171@waea.net
ESD 189: North West	Isolde Beebe	esd189@waea.net

Division Representatives

Elementary	Jillian Nettles	elementary@waea.net
Middle	Tiffany Page	middle@waea.net
Secondary	Amanda Amsel-Wood	secondary@waea.net
Higher Education	Jodi Patterson	jpatterson6@ewu.edu
Museum	Mac Buff	museum@waea.net
Independent/Private	Lily Hotchkiss	independent@waea.net
Administrator	Sharron Starling	ssstarling@cornish.edu
Pre-Service	Ashanti Walther	preservice@waea.net
Retired Art Educator	OPEN/PENDING	retired@waea.net

Committee Chairs/Roles

Advocacy	James Andrews Faye Scannell	jandrews@nkschools.org fsnyder1962@gmail.com
Awards	Gale Riley	awards2@waea.net
Arts Time Rep 1	Mari Atkinson	maribethmba@gmail.com
Clock Hours	OPEN (July 1)	clockhours@waea.net
Communications	Olga Surmacheva	communications@waea.net
Educator Art Shows 1	Carolyn Benjamin	artshow@waea.net
Educator Art Shows 2	OPEN	artshow@waea.net
Membership	Lily Hotchkiss & Amanda Amsel	membership@waea.net
Scholarship	mARTa Olson	scholarship@waea.net
"Splatter" Staff	OPEN	splatter@waea.net
Social Media	Melanie Artz	socialmedia@waea.net
Youth Art Month	OPEN	yam@waea.net