

Winter Issue 2019-2020

# Splatter Magazine

ART

Washington Art Education Association

Volume 6 Issue 2





# Content

PUBLICATION OF THE WASHINGTON  
ART EDUCATION ASSOCIATION

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# Bottle-Body Sculptures

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**These flexible, curious creatures are inspired by the “Nana” sculptures of Niki de Saint Phalle.**

Following a brief modeling career, artist Niki de Saint Phalle created figurative sculptures that defied the ideal of feminine beauty. This project embodies her belief that beauty, confidence, and strength come in all sizes, shapes, and colors, and encourages students to create their own unique sculptures.

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# A Message From Your Co-Presidents:

The 2019 WAEA Fall Conference was a huge success this year with the largest number of attendees to date. Highlights included guest speaker Yoon Kang O-Higgin's enlightening and thought-provoking speech, the annual awards lunch, the many hands-on and best practices sessions. It was truly an inspiring two days. We got lots of great feedback from members who commented on how they appreciated the new Cascade High School and the great location of Leavenworth, WA with all the beauty and amenities the town provided for members. With the rave reviews, we are excited to hold the conference there again next year.

We want to give a big shout to all our volunteers who helped make the conference possible. From the WAEA Member Art Show, Silent Auction that raised money for the Stuart Davis Scholarship, and the many other countless tasks and jobs that were all completed by many volunteers. Thank you to everyone for making the 2019 WAEA Fall Conference successful.

We hope everyone had a great break over the holidays and had an opportunity to get some much-needed rest and relaxation over the break in preparation for the upcoming second semester and the new year. We wish everyone a Happy 2020 and a year full of successes in the classroom and beyond.

Looking ahead to 2020, WAEA will be continuing its development in the area of ED & I (Equity, Diversity, and Inclusion). In the area of Advocacy, we will be sending one WAEA Advocacy Committee member to attend the National Arts Action Summit: Americans for the Arts Advocacy Training in Washington D.C. from March 30-31st. We are also looking for two people who have a great interest in advocacy and would like to attend the Arts and Heritage Day in February. WAEA will provide funds for for sub

coverage. Look for an application that will be coming out soon to apply.

The newly formed Summer Art Retreat Committee is working on plans for the 2020 Summer Art Retreat in central Washington. We will be looking for presenters for this several day event. If you or someone you know is interested, reach out to Cynthia Gaub at [admin@waea.net](mailto:admin@waea.net).

WAEA will also be holding our annual Leadership Retreat May 15-17, 2020. This is a change from the previous annual summertime date. WAEA would love to have more members get involved to make our organization the best it can possibly be. If you are interested in contributing in a leadership position or just want to be more involved, please contact Tracy at [copresident1@waea.net](mailto:copresident1@waea.net) or Melanie at [copresident2@waea.net](mailto:copresident2@waea.net). Stay tuned for more information to come regarding details for Leadership Retreat. This will be held in beautiful Seabrook, WA.

**Here's to making 2020 great!**



## ORGANIZATIONAL VIBRANCY



# Editor's Corner

Welcome to the editor's corner! I am humbled and excited that I've been given the opportunity to be your new WAEA Splatter Magazine editor. WAEA has been so welcoming and I've met many creative and supportive people during this process. I hope to continue building relationships with wonderful educators and garner more tools and information for all of us within Splatter. With this being said, I need your help! WAEA has been putting a large focus on our growth in the area of **Equity, Diversity, and Inclusion** and thus this will be our theme for the next Spring issue of Splatter. We need content submitted that helps us all develop in the areas of ED & I.

## We are looking for:

- Classroom lesson plans
- Teaching reflections and successes (not specific to a lesson)
- Classroom management and organizational tips
- Concerns and issues that address arts in our state
- Any other information you think would be useful or important for your fellow educators to have

For the Spring issue of Splatter, we will be using a more interactive platform that will allow for videos, hyperlinks, and more to be included in the magazine. If you have articles, photographs, or even videos you'd like to submit please reach out to me, **Cheyenne Gillett**:

email: [splatter@waea.net](mailto:splatter@waea.net)

website with information about guidelines for submitting to Splatter: <https://www.waeaboard.net/>



Deadlines are Dec 15, Apr 15, June 15 and Sept 15.

## Splatter Magazine Volume 6 Issue 2

### Email The Editor:

Cheyenne Gillett

[splatter@waea.net](mailto:splatter@waea.net)

### Splatter Writer's Guidelines:

<https://www.waeaboard.net/splatter-guidelines.html>

### Splatter Submission Dates:

Spring: March 15th

Summer: June 15th

Fall: Sept. 15th

Winter: Dec. 15th

### For Permission To Reproduce Articles:

Contact the Editor: [splatter@waea.net](mailto:splatter@waea.net)

### Advertising/ Sponsorship:

[advertising@waea.net](mailto:advertising@waea.net)

Click Here To See

## Splatter Archives

## VIBRANCY

# ORGANIZATIONAL



## WAEA Executive Board

### Co-Presidents:

Tracy Fortune

[copresident1@waea.net](mailto:copresident1@waea.net)

Melanie Artz

[copresident2@waea.net](mailto:copresident2@waea.net)

### Co-President Elects:

Connie Aigner

[elect1@waea.net](mailto:elect1@waea.net)

Olga Surmacheva (Interim)

[elect2@waea.net](mailto:elect2@waea.net)

### Treasurer:

Steve Okun (Interim)

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### Secretary:

OPEN

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### Webmaster:

Olga Surmacheva

[communications@waea.net](mailto:communications@waea.net)

### Cover Art:

By international baccalaureate art students at Ingraham High School

## Get More Connected With WAEA



Join our group on Facebook  
(Washington Art Education Association)

[Click Here To Go To Our Page](#)



Follow Us On Instagram  
(@waeaeducators)

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Find More Information On Our Website:

<https://www.waeaboard.net>








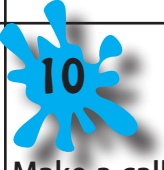



# 25 Day Challenge

# Happy Art Educator Challenge

Bring a bit of creativity and positivity to your day by completing the following daily challenges to make you a happier art educator.

Print this calendar for your desk!

Information gathered by Cheyenne Gillett

 <b>1</b> Watch an episode of Bob Ross and learn something new while you relax.	<b>2</b> Do a drawing prompt with your students. Discuss what culture is and then have them make a drawing inspired by their own cultures.	 <b>3</b> Have a few students/friends help you clean and reorganize your art materials.	<b>4</b> Write a funny art joke/pun on your board for students or colleagues to enjoy when they enter your room.	<b>5</b> Take a break today to get to know a colleague that you don't talk to very much.
<b>6</b> Do research to find a new artist to bring into your classroom that showcases new cultural perspectives.	 <b>7</b> Greet students at the door and try to learn at least one new thing about a student.	<b>8</b> Share a successful lesson plan with a colleague and encourage them to try something new!	<b>9</b> Play some instrumental soundtracks as you and your students work on art.	 <b>10</b> Make a call home and give some positive feedback about one of your students.
<b>11</b> HYDRATE! You're an educator, take care of yourself!	<b>12</b> Think about a student who often goes unnoticed. Write them a note stating their strong qualities.	 <b>13</b> Make sure you give a genuine compliment about EVERY student's artwork.	<b>14</b> Write a thank you note to the custodian who is always cleaning up your art "splatters."	<b>15</b> Intentionally smile at students and colleagues today. It's contagious!
<b>16</b> Pass out index cards and have students write two fun facts about themselves on them. Take time to share these throughout the year.	 <b>17</b> Pull a student aside and tell them how proud you are of their improvement.	<b>18</b> Organize your art lessons whether they are in a file cabinet or stored on your computer.	<b>19</b> Do something nice for a colleague today. Buy them coffee or bring them a snack.	<b>20</b> Take at least 30 minutes after work today to exercise!
<b>21</b> Pass out index cards to your students and have them write one thing they wish their teacher knew about them.	<b>22</b> Do a drawing prompt with your students. <b>Example:</b> Make a drawing inspired by one of the four elements (Earth, Wind, Fire, Water).	<b>23</b> Praise your students for raising their hands, volunteering information, and being risk-takers.	 <b>24</b> Write down 5 or more things you love about being an art educator and post it in your room.	<b>25</b> Take at least 30 minutes to do a hobby that genuinely makes you happy.

# "MOTIVATE TO CREATE WITH CHOICE"

BY JILL NETTELS  
NAEA ELEMENTARY DIVISION REPRESENTATIVE

"Let's make some art!" This phrase is exclaimed by students as a response to my call, "Are you ready?". The general feeling in the art room is excitement, but it wasn't always this way. One of the biggest changes I have observed in my K-5 art classroom is the level of motivation dramatically increasing since I adopted the "Teaching for Artistic Behaviors" (TAB) philosophy 2 years ago.

In 2017, the Washington state standards were updated to reflect the national standards of visual arts. Like most elementary art teachers I knew, I was teaching elements and principles of design through teacher directed art projects. Students had little to no choice in how their art product would look, I did all the decision making for them based on the lesson goal. For example, "Students will learn about line, color, and shape by making an abstract painting in the style of Wassily Kandinsky using watercolor paint." The enthusiasm of this lesson was lukewarm at best. The students were pleased to paint, but would rush through it only to ask for some free draw paper. It seemed most of them were compliant makers with a desire to be authentic creators.

When the standards changed, I felt like my elements and principles based curriculum was not fitting well with teaching the 4 artistic processes of Connecting, Responding, Creating, Presenting. The standards ask our kids to brainstorm, collaborate, synthesize, invent, investigate, plan, refine and present. These actions are what artists do, after all. In order to best teach these artistic processes I truly felt students need to have some choice in how to demonstrate them. After learning about TAB, I knew the philosophy was a good fit for my practice and my students. Introducing choice as a strategy for visual arts learning transformed me and my students. At first

I was unsure and untrusting that my students would be motivated to create without a "project" to copy. However, I quickly realized that they were extremely willing and able to make their own art. They all had a visual voice. Now, each day they arrive energized and eager to create. I provide my students with cognitive, organizational, and procedural choice in the art room. This change required me to rethink how to assess their growth as artists. I could no longer give them rubrics for how well they can follow my directions to replicate an art project. I wondered, "How do I track 20-30 different art choices?"

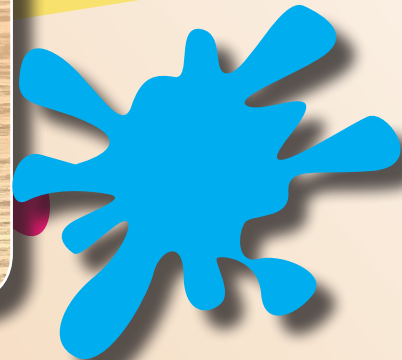
I looked to the standards to set unit and lesson goals.

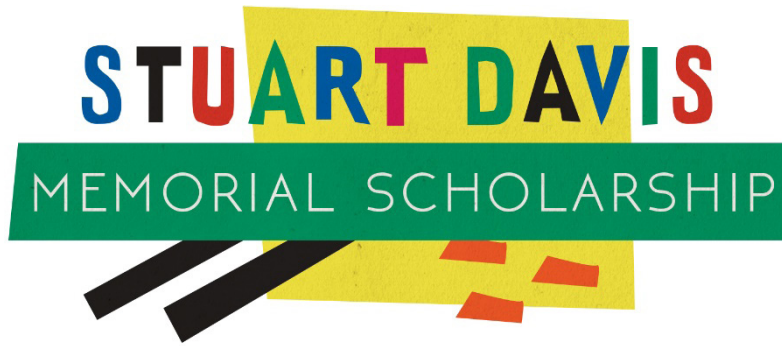




For example, I now open a unit with an anchor standard such as this one for 4th grade, (Creating 2.1) “Artists explore and invent artmaking techniques and approaches.” Then follow it with the performance standard as a lesson objective, “Today, investigate how you can explore and invent techniques and approaches in your chosen art media. You will share any discoveries with a partner at the end of class.” I then model this by saying, “What happens if I tape to my mask, to cardboard shapes make it more 3-D?”. Students will choose which art media and subject matter to best achieve this goal. They become creators of their learning as they develop independence with my support. I collect information from them, such as which techniques do they need? Which artist should I share with them next? How much more time can I provide for this lesson? What feedback is needed? This informs what, why, and how I teach them next. Choice can be a powerful tool to motivate students to create in the art room. The visual arts state standards is a framework in which choice based learning can occur. Like any art teacher out there, I’m always trying to do what is best for my students and evolving my practice to meet their needs. When I hear them shout, “Let’s make some art!” I know I’m on the right path.

*“I was unsure and untrusting that my students would be motivated to create without a ‘project’ to copy. However, I quickly realized that they were extremely willing and able to make their own art. They all had a visual voice.”*





## WAEA Stuart Davis Memorial Scholarship Info

Each year WAEA is proud to select three \$1000 WAEA Stuart Davis Scholarship Recipients who are high school students who plan pursue art or art education after they graduate from high school or receive their GED.

### Amount of Scholarship

- 1st: First place award will be \$1000.00 plus their photo and/or art on the cover of WAEA's Splatter Magazine. The first-place student will also receive a free one-year student membership to the Washington Art Education Association.
- 2nd: The second award will be \$1000.00
- 3rd: The third award will be \$1000.00

### Who Can Apply:

- The applicant must be a senior, graduating or receiving a GED this school year.
- The sponsor must be a current WAEA member.
- Individuals planning to attend a college, community college or art school classes with a focus on visual art or majoring in art or art education.

**Deadline for Applying:** The Receipt Deadline for Entries is **May 15 each year**. Notification of awardees will be on May 23 of that year

### Awarding Scholarship:

The funds for the Stuart Davis scholarship awards will be given to an arts institution of the winner's choice. The WAEA treasurer will be responsible for sending the award money to the scholarship winner's choice of institution. The institution can be a college, university, community college, art school or an art course that helps the award winner further their education in art or art education. Once the award winners are selected, they will receive the information on how to contact the WAEA treasurer to have the funds sent to their choice of institution.

***NOTE: The funds will NOT be sent directly to the award winner, but instead to the school or college***

For more info contact our Scholarship Chair mARTa Olson mail to: [scholarship@waea.net](mailto:scholarship@waea.net)





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- One overall winning student would receive art supplies worth \$500; and the overall winning teacher would receive classroom art supplies worth \$1000 retail value.




Go to the Youth Art Month link on YOUR Art Education association's website for deadline and details of the YAM activity.

For details of prizes: go to [www.sargentart.com](http://www.sargentart.com), click on the Art Contest tab, then click on the YAM button, and select your state

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# Arts Education Needs YOU!

Filing for the  
November 2020  
election opens  
January 3, 2020



It will take  
about 310,000  
signatures to get  
this initiative in  
front of the state.

Real change takes work—especially when that change has to do with increasing arts education. As an active advocate for the education our kids deserve, I have spent the last twenty years writing letters to newspapers, showing up at school board meetings, joining district committees, attending legislator “coffee talks,” participating in arts advocacy days in Olympia, and even writing draft bills and resolutions for the legislature. I know I’m not alone. I know many of you have done all of these things and more. You know about hard work for our kids and you have never once shied away from it.

However, you are human and it is tough to keep showing up and never seem to get anywhere; to never get to that real change you’ve been so tirelessly fighting for. I know this to be true because I feel it, too. In these past two decades I have pushed over and over—talked common sense—brought forth irrefutable evidence---as I said, I have even literally written laws for our legislators and handed these drafts to them on a silver platter....and nothing. No change. None. We are battle weary, and deservedly so.

While I have never met a board member or politician who hasn’t professed their deep love and respect for the arts in education, I have also never met one who was actually willing to do anything substantive about making arts education a priority, or even just making sure our schools give kids the arts education our own laws and policies promise them. It is clearly time to approach this a different way.

On the following page, you will see an Initiative To The People of Washington State. This initiative is sponsored by your WAEA and is currently being circulated to every major arts and arts education organization in the state. It will take the issue of arts education to the people of this state and allow them to finally have a direct, positive effect on the education of our children. The initiative will require arts to be taught to every student, at

every grade level, during the school day, as stand-alone subjects, by certified arts instructors. The instructional time for these courses will be equal to that allotted to the other core subjects. At the high school level, the second credit of Visual And Performing Arts (VAPA) will no longer be allowed to be waived, ending a practice which is clearly discriminatory against the arts. But...real change takes work. This initiative will be submitted to the Secretary of State on January third. When it is finally approved, the process of signature gathering to get the initiative on the November 2020 ballot will begin. It will take a little over 310, 000 signatures to successfully get this initiative before the people of our state. I have every confidence that it will pass by a wide margin once it is there to be voted upon, but 310, 000 is not a small number. When the time comes to gather those signatures, our kids will need every single one of us to get out there and help. Perhaps a couple of hours on one day will be all you can offer. Offer it. It’s important. Every single signature matters. Every single signature is one closer to putting this initiative...putting real change in the hands of the good people of this state...putting the joy of the arts into the lives of our kids.

Stay tuned for more information about how you can help with this arts advocacy initiative. Real change takes work, but I know the arts teachers of this state are up for this battle, because you know that this work is too important to be left undone.



## Arts Education Equity Initiative Looks great...Now what?

### What is this, exactly?

The Arts Education Equity Initiative (AEEI) is an Initiative to the People. This type of initiative is submitted to the people on a general election ballot. If it passes with a simple majority, it becomes law. This is different than an Initiative to the Legislature, which gives the Legislature the control to either adopt, reject, or propose a different option to the measure.

### Would this be WAEA's Initiative?

Yes! Wait...No...Maybe? Any registered voter can propose legislation—either on their own or on behalf of an organization. I have written this measure. My goal is for it to be primarily sponsored by the WAEA and have our organization joined by a coalition of most of our state's other arts organizations. The goal is for the WAEA to be viewed by our current and potential members as a powerful force for Arts Education advocacy. Who doesn't want to be a member of an organization which has their back like that!!!?

### So WAEA approves and sponsors...what are the next steps?

Filing for this type of initiative begins in late December/early January, with signature sheets being due in early July. This means we will have a little over a year to build support among our fellow arts organizations and plan for signature gathering. The basic steps are as follows:

Initial Filing- set up account, pay fee (\$5), etc.....

*\*Filing for the November 2020 election does not open until January 3, 2020*

Code Reviser Review- Reviews text and makes suggestions for improvement

Final Filing- official filing of revised measure to be sent to Attorney General

Ballot Title & Summary- Attorney General reviews, assigns a title and writes a concise description

Petitions- Creation of signature gathering sheets

Signature Verification- official review of signed petition sheets

Certification- verification of signatures is complete and the initiative is cleared to go on the ballot.

Voter's Pamphlet- Final language is placed in the pamphlet, for and against statements are gathered from committees, and the Office of Financial Management issues a fiscal impact statement for the measure.

### How many signatures will we need to get this initiative on the ballot?

The State requires signatures, from registered voters, equaling 8% of the total votes cast in the most recent gubernatorial race. For this measure, that would mean roughly 260,000 signatures. However, it is suggested to obtain as much as 20% over the needed number to account for any invalid signatures, which normally occur in significant numbers. This would put our new goal at roughly 312,000 signatures. Certainly, the more arts organizations we get involved, the more easily we'll be able to achieve our goal. My hope and goal for the WAEA is to have our Regional ESD Reps coordinate with members in their region to gather signatures, when the time comes. That, combined with signature gathering help from the state's other arts organizations, should make the work a bit less overwhelming.



Information compiled and written by James Andrews

# Arts Education Equity For Washington Students-

*An Initiative To The People*

**W**ashington 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.

The requirements of this initiative are meant to be met using existing funds.

As a result of passage of this initiative, the following changes and additions-- to include visual and performing arts (VAPA) in the list of common schools required curricula, and to 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 highlighted on next page):**

Keep Arts  
Education Thriving  
In Washington State!

A



## 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.

**Arts + Politics = Activism**



# MINNEAPOLIS

March 26–28

REGISTER NOW!



The NAEA National Convention is where your vibrant professional community comes together to learn, create, share ideas, and be inspired!

## DETAILS

### Register

Register online now at  
[www.arteducators.org](http://www.arteducators.org)  
or call 800-299-8321

### Where

Minneapolis Convention  
Center/Hilton Minneapolis,  
Minneapolis, MN 55403

### Accommodations

Book discount accommodations  
(available for a limited time)  
at [www.arteducators.org](http://www.arteducators.org)

### Member Pricing

\$185 Now | \$215 after 2/10/20\*

### Non-member Pricing

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\*See additional member  
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# What's New With NAEA?

## School For Art Leaders



NATIONAL  
ART EDUCATION  
ASSOCIATION

Committed to supporting art educators in their quest to excel as leaders, NAEA has designed a 21st century flagship program: School for Art Leaders at Crystal Bridges Museum of American Art.

Utilizing experiential action learning modules and in-depth conversations with expert leaders, the program provides participants with learning experiences and skills to successfully lead in any environment.

Those selected for each class annually will contribute to the development of an extraordinary community cohort committed to leadership excellence. Upon successful completion, participants become members of the national School for Art Leaders network and are positioned to excel as leaders in education, the arts, and advocacy.

### Application Process

Applications for the 2020 NAEA School for Art Leaders Class are due by Sunday, February 16, 2020.

A completed application package includes:

- Online application form
- One-page statement (500 words or less)
- One letter of recommendation to include:
  - How the recommending individual knows you/how long
  - Why you are a good candidate
  - Evidence of leadership potential
- Resume limited to one to two pages

For More Information About This Program And Application Process Please Follow The Link:

<https://www.arteducators.org/events/school-for-art-leaders>

WAEA voted on Dec. 7 to annually pay \$800 registration if any member is accepted to the School For Arts Leaders program and willing to serve as a WAEA leader for at least one year.



## School for ART LEADERS

at Crystal Bridges Museum of American Art

Questions? E-mail [artleaders@arteducators.org](mailto:artleaders@arteducators.org)

# More Arts!

## Dreams Come True

### and Empirical Research to 'Make the Case'!

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**By Dr. AnnRené Joseph**

*Chief Executive Officer (CEO) @ More Arts! LLC, Educational and Research Consultant, Author;  
Retired Program Supervisor for the Arts for Teaching, Learning, and Assessment, Office of  
Superintendent of Public Instruction (OSPI), Washington State from 2001-2011;  
e-mail: [moreartsannrene@gmail.com](mailto:moreartsannrene@gmail.com) Website: [www.moreartsannrene.com](http://www.moreartsannrene.com)*

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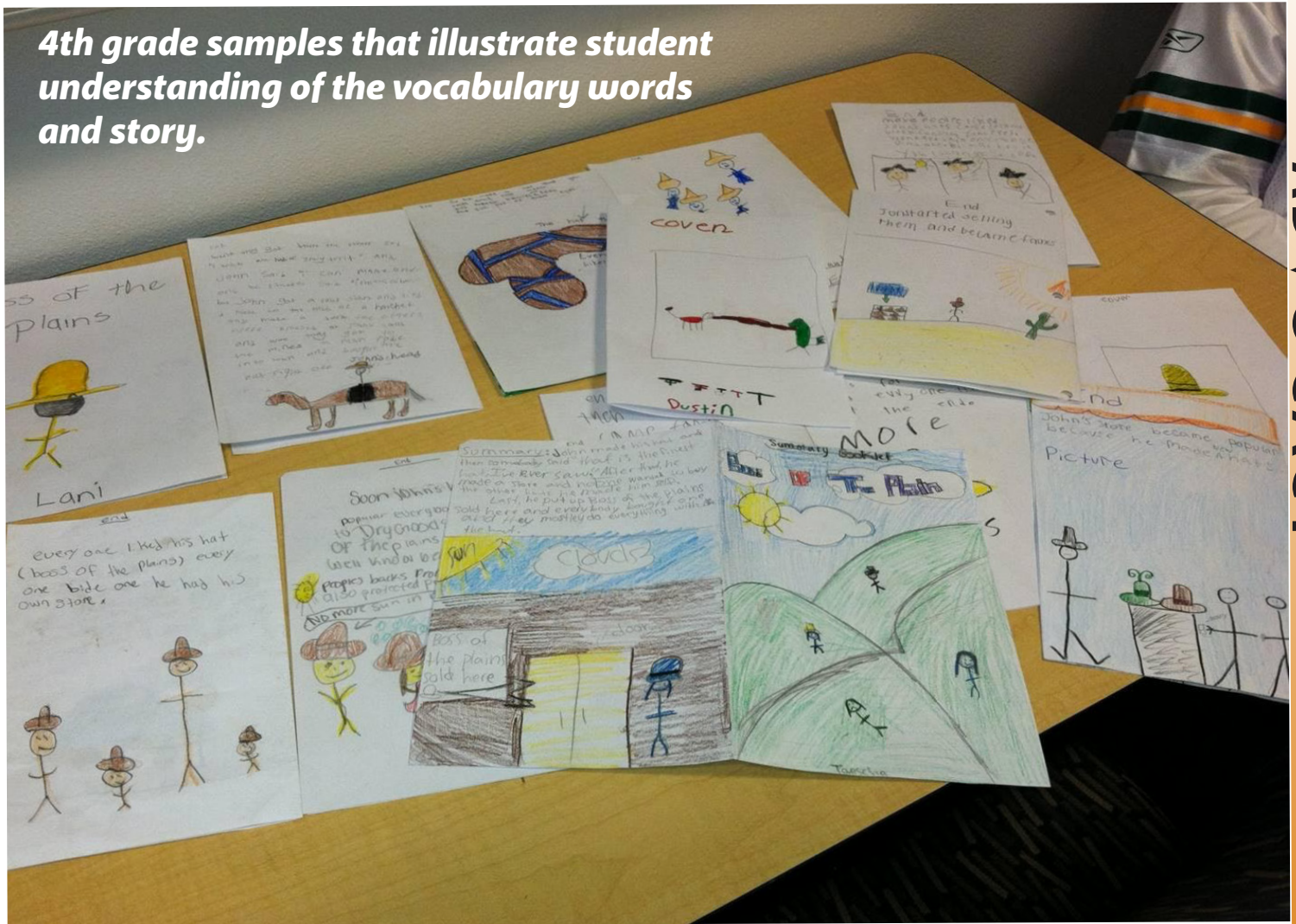
“More Arts!” has been my answer to most everything in my personal and professional career, second only to prayer. This article is brief and to the point in support of that answer, providing empirical evidence to ‘make the case’ for more arts – birth through life. One of my life dreams was to conduct a dissertation study that would examine the causal relationship of more arts instruction on academic achievement – arts for ‘art’s sake’, integrated arts (dance, music, theatre, and visual arts), and arts in other content areas (referred to as arts integration or interdisciplinary arts). This dream came true, and the results have been published, peer reviewed, and are available in multiple arts education data-bases, and now in an international journal. My

dissertation, *The Effects of Creative Dramatics on Vocabulary Achievement of Fourth Grade Students in a Language Arts Classroom: An Empirical Study* (Joseph, 2013/2014), provides statistical significance for the use of creative dramatics strategies to improve student scores in vocabulary achievement in an experimental design research study, during the school day, and with a random assignment of an entire grade level of students and teachers. The IDE-Online Journal (International Dialogues on Education: Past and Present) recently printed a significantly shortened version of the aforementioned dissertation study and results, written specifically for the journal and available on-line and in print at the following:



# More Arts!

4th grade samples that illustrate student understanding of the vocabulary words and story.



Arts and Academic Achievement-Empirical Evidence for Arts Realities in United States Education Law and Around the World (Joseph, 2019).

**Why is this important to share?** This is research you can use to 'make the case' for more arts in your schools, districts, and regions, in alignment with state and federal law by citing my dissertation findings, either from the actual dissertation, or from a peer reviewed article (see references). Citing this dissertation and/or article has the potential to garner grant money through its connection to the United States Every Student Succeeds Act (ESSA) Title I Part A Sections 1008-1009 (United States Department of Education [USD OE], 2015), representing strong empirical evidence to advocate for arts instruction and access to all learners during the school day (Jones, 2018/2019, p. 29). Specifically, all




Dr. AnnRené Joseph


# Dreams Come True

**“All four arts disciplines evidenced themselves as ways the students in the study demonstrated their individual ‘ways of knowing’ the vocabulary words.”**

four arts disciplines evidenced themselves as ways the students in the study demonstrated their individual ‘ways of knowing’ the vocabulary words. Visual arts summary booklets were a part of one of the treatment groups – the group that performed the best out of the three groups. This was a significant piece of empirical research in support of my on-going advocacy to promote all four arts disciplines being offered and taught to students in the PK-12 public and private school systems; as well as arts opportunities birth through life. The Washington Art Education Association (WAEA) is a major part of the dreams in this article becoming realities, via members who are my colleagues, critics, friends, and inspiration. Two significant points where WAEA and members contributed to the success of the dissertation, completion of the doctorate, publishing the findings, and sharing the findings at state, national, and international conferences and events follow and are:

 **1.** Sharing my intent to conduct the empirical dissertation research about arts and academic achievement and that a school site had been found, at the WAEA 2011 fall

conference; and sharing the dissertation findings at the WAEA 2013 fall conference; and

 **2.** Sharing my hope to present my research at state, national, and international conferences and publish the findings; and doing so at WAEA fall conferences (2011-2019), and at four National Art Education Association (NAEA) Conferences with WAEA members co-presenting with me and in attendance (2012, 2014, 2015, 2016); and publishing an article about my dissertation in the 2nd issue of WAEA’s Splatter magazine (2015).

These opportunities to share, take feedback, practice the treatments, and dialogue about the findings, have been essential to ‘keeping on keeping on’ with ‘staying on the message’ of ‘more arts for academic achievement’. It is easy to get discouraged as we serve in our various positions as teachers, leaders, administrators, consultants, parents, grandparents, and advocates for more arts in the midst of ever-changing systemic structures, fiscal issues, and scheduling issues that plague educational systemic structures; oftentimes dismissing the arts. My research findings are powerful resources of hope in your advocacy efforts to keep arts education as core, basic, essential, and part of a well-rounded education for the whole child, per state and federal laws and policies.

My hope is that this article, the references that follow, as well as the dissertation and the journal article (and their references) will provide you with the support you need to ‘make the case’ for More Arts to happen where you serve. What does the research say? More Arts! Arts and Academic Achievement!



# and Empirical Research to 'Make the Case'!

Continued From Pages 15-18

## References:

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Joseph, A. (2019a). Arts and academic achievement – Empirical evidence for arts realities in ESSA and around the world – Arts speak! Presentation presented at the 10th Biennial Symposium – Educational Innovations in Countries around the World – Educational Innovations and Reform, Seattle Pacific University, Seattle, WA, pp. 5-6. URL: <http://jsis.washington.edu/wordpress/wp-content/uploads/sites/17/2019/06/Symposium-Program-2019-Final-1.pdf>

Joseph, A. (2019b). Arts and academic achievement Empirical evidence for arts realities in United States education law and around the world. IDE-Online Journal (International Dialogues on Education: Past and Present) (6)2, 164-198. URL: <https://www.ide-journal.org/article/2019-volume-6-number-2-arts-and-academic-achievement%e2%80%95empirical-evidence-for-arts-realities-in-united-states-education-law-and-around-the-world/>

U.S. Department of Education (USDOE). (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114095 § 114 Stat. 1177 (2015-2016). URL: <https://www.ed.gov/ESSA>

*A Personal Note of Thanks to WAEA: WAEA and its members are a part of my accountability system. I have been an on-going member of WAEA and NAEA since 2001, and that affiliation has enhanced and expanded my life in countless ways, as well as 'drawing and leading out the visual artist within' me. WAEA members are my colleagues, dream keepers, dream makers, and oftentimes – my muse. Thank you to all of you who have been a part of the 'dreams come true' that are shared in this article.*



# IF EMOTIONS WERE MONSTERS,

## WHAT WOULD THEY LOOK LIKE?

### A Little Information About This Project

I teach this unit differently every time using a variety of art mediums, teaching strategies, and smaller formative assignments. However, the core of this lesson never changes and it provides students with a powerful opportunity to explore their own emotions and wellbeing through their art and artist statement. We also spend a good amount of time exploring a variety of art styles and movements analyzing how emotion is portrayed through art.

Provide students an opportunity to address a variety of emotions with drawing entry tasks. I have a spinning wheel that I write emotions on and students get to spin it at the beginning of class to see what emotion they will represent in their drawing entry task. (students love to be the one to spin the wheel!) Alternatively, you could have them draw a monster that represents the emotion that they have been dealing with for most of the day.

At the end of the unit have students post their work on the wall and have them try to guess what emotion each monster is representing. This will lead to a critique analyzing body posture, facial features, added objects, colors, background, and other features that help express emotion.



Serenity



Furious



Greedy

The above examples were large cutouts painted on chipboard. Students even created chipboard stands so that their monsters could stand on their own.

Lesson plan created by Cheyenne Gillett. To receive more resources pertaining to this lesson plan please email [cgillet@cloverpark.k12.wa.us](mailto:cgillet@cloverpark.k12.wa.us)



# If emotions were monsters, what would they look like?

**Project:** Draw a monster (A character that doesn't look exactly like an animal or person) that represents an emotion.

These examples are color pencil drawings made by 9th graders.



## Directions:

1. Draw four original sketches of monsters that represent one emotion. Each monster should represent the same emotion, but be different. Please write your emotion on your sketches.

### Your Monsters must include four things:

- One or more eyes
- Textured skin or fur
- An object or thing that also represents your emotion (Your monster can be holding the object, sitting on it, etc. Be creative!)
- Color that represents the mood or emotion you are representing

2. Get your sketches approved

3. Using the paper we provide you, draw one of your sketches in pencil LIGHTLY. Your drawing should take up the majority of the paper.

4. Using colored pencils, fill in your monster with three or more values of color. **Value** is going from light to dark in a color.

### What You Will Be Graded On:

*(Extremely shortened version. I find it best to give students the full rubric at the beginning of a project).*

1. Incorporating three or more values of a color in your drawing
2. Incorporating the FOUR things your monster must have
3. Being NEAT and clean with your work (colored pencil marks go in one direction)
4. Working diligently on your project during class time.

# 2020 YAM



## YAM Flag Contest

### TIMELINE:

- **Friday, January 17, 2020** - Flag/Banner designs due digitally to Connie Richards Aigner [elect1@waea.net](mailto:elect1@waea.net)
- **February** - Design made into vinyl flag/banner and shipped to national YAM Chair
- **March 24-28, 2020** - Flag on display in Minneapolis at the YAM Museum, NAEA Convention
- **May 15, 2020** - OSPI High School Art Reception in Olympia, Washington, 1-3 p.m.

### WINNING FLAG:

- The Student Artist who is selected as the 2020 Washington YAM Flag/Banner Winner will
  - Be honored at the OSPI State High School Art Show
  - Receive the "Charlene Dixon Scholarship Award" (\$100)
  - Have their flag on display at the OSPI Building in Olympia
  - Be given a copy of their flag to hang in their school



## YAM Art Exhibition

Sponsored by Sargent Art and the Tacoma Art Museum

### TIMELINE:

- **Saturday March 21 2020** - Art due to the Tacoma Art Museum (TAM)  
Bring your student artwork to
  - ◇ a WAEA meeting
  - ◇ Hudtloff Middle School, Lakewood WA
  - ◇ Drop it off at the Tacoma Art Museum (to Mac Buff)
- **April 9, 2020** - Hanging of Show
- **April 16, 2020** - Show Reception (7-8:30 pm) and Awards Presentation (7pm) at TAM 7pm
- **May 15th to May 24th** - Art picked up at TAM

**YAM SHOW 2020**

**April 10 - May 14th**

**Tacoma Art Museum**

### PRIZES: Art Supply Prizes Provided By Sargent Art:

- ◇ **Best in Show:** Student \$500 in art supplies, Teacher \$1000 in art supplies
- ◇ **High School, Middle/Junior High, Elementary Winners:** Student \$100 in art supplies, Teacher \$300 in art supplies
- ◇ **Gift to all Participating Schools**





# CALL FOR SUBMISSIONS:

## EDUCATORS AS ARTISTS TRAVELING EXHIBITION

### 2020

### Theme: "Women Who Have Inspired Me"

In honor of 2020 being the 100th anniversary of (white) women getting the vote in America.

The idea of "Women Who Have Inspired Me" can manifest itself by any artistic style, media, or genre. Communicating through landscape, still life, abstract, or portrait, or other subject can be used to celebrate impactful women in our lives.



**TACOMA  
ART  
MUSEUM**

### Submission Window:

February 13-28 (Note: Images need to be submitted digitally using a google form)

Notifications of Acceptance will take place March 16.

### Exhibitions:

Location 1: Maryhill Museum of Art (April 14 - May 26, 2020)

Location 2: Tacoma Art Museum (June 11- mid July 2020)

### For Information Contact:

Carolyn Benjamin [artshow@waea.net](mailto:artshow@waea.net)

Lou Palermo [louise@maryhillmuseum.org](mailto:louise@maryhillmuseum.org)

<https://www.waeaboard.net/educator-exhibits.html>

[Click Here For More Information](#)

DATE	LOCATION	LEARNING/SOCIAL OPPORTUNITY
February 1, 2020	Vancouver, WA	Open Membership Meeting With Workshop(10am)
March 2020	North West Region	Open Membership Meeting With Workshop(10am)
March 26-28, 2020	Minneapolis, Minnesota	National Art Education Convention
April 16, 2020	Puget Sound Region	Fall Conference Planning Meeting With Workshop (10am)
May 15-17, 2020	Olympic Region	WAEA Leadership Retreat
July 15-18,2020	Park City, Utah	National Leadership Conference
July 2020	South Central Region	Summer Art Retreat
Nov. 7-8, 2020	North Central Region	2020 WAEA Fall Conference at Cascade HS, Leavenworth

## Board Notes

### SEPTEMBER 14, 2019 at Bainbridge Island Museum of Art

Accepted resignations of Jenny Rieke (ESD 123), Amanda Wood (Secondary Division Rep) and Tiffany Page (Middle Vision Rep)

New Leadership: Voted in Tiffany Page as new ESD 123 Rep

Advocacy: James Andrews gave overview of the Arts Initiative that would make providing arts education requirement for all students. James would like to get this on the next presidential ballot. 300,000 signatures at needed to get on the ballot. ESD reps will be critical at this time to signature gathering as well as other arts organizations

Fall Conference Planning: Details for the 2019 conference were discussed to prepare for the upcoming event Nov 1-2, 2019 in Leavenworth.

### DECEMBER 7, 2019 Meeting at UCDS in Seattle

Accepted resignations of Patti Hayes (Secretary) and Brooke Hutchison (Elect) and Sharron Starling (Admin/Supervision)

New Leadership: Voted in Lou Palermo as Educator Art Show Co-Chair, Cheyenne Gillett as Splatter Editor, Gregg Schlanger as Admin/Supervision Division Rep, Molly Quammen as Middle Division Rep, Shannon Brennan as Clock Hour Rep, Steve Okun as Interim Treasurer, Olga Surmacheva as Interim Co-President Elect and Cynthia Gaub, Cindy Hall and Gregg Schlanger as Summer Art Retreat Coordinators.

Discussed/Debrief of Fall Conference: We invited anyone interested in joining the Fall Conference Planning Committee. There is a meeting April 18<sup>th</sup> at the Tacoma Art Museum

Finances: With the successful Fall Conference WAEA has a healthy financial balance of about \$36,000.

Non-Profit Status: We are awaiting confirmation from IRS regarding our reinstatement

Leadership Retreat: Voted to fund spring leadership retreat to a maximum budget of \$3000 to cover lodging, food and scholarship. This event is open to all board members and others interested in learning about WAEA.

NAEA School for Art Leaders: Voted to annually pay \$800 registration if any member is accepted to the School of Arts Leaders conference and willing to serve as a WAEA leader for at least one year.

Advocacy: WAEA will provide funding for 1 member to attend the DC training up to \$2000 and to send 2 people to the Arts and Heritage Day registration and sub. Motion seconded, Motion approved.

WAEA Art Educator of the Year: Approve registration payment for the NAEA conference for the WAEA art educator of the year award. James Andrews is the 2019 Winner.

Regional Titles: WAEA will form a committee to discuss renaming regions and possibly changing some borders.



# Fabric Artist Presentation

and Open  
Membership Meeting



Date: Saturday Feb. 1, 2020

Location: Vancouver Community Library

Address: 901 C Street Vancouver, WA 98660

Open Membership Meeting: 10am-Noon

Fabric Artist Presentation: Noon-1pm

(Join us for lunch afterwards at 1:15pm at a nearby restaurant)

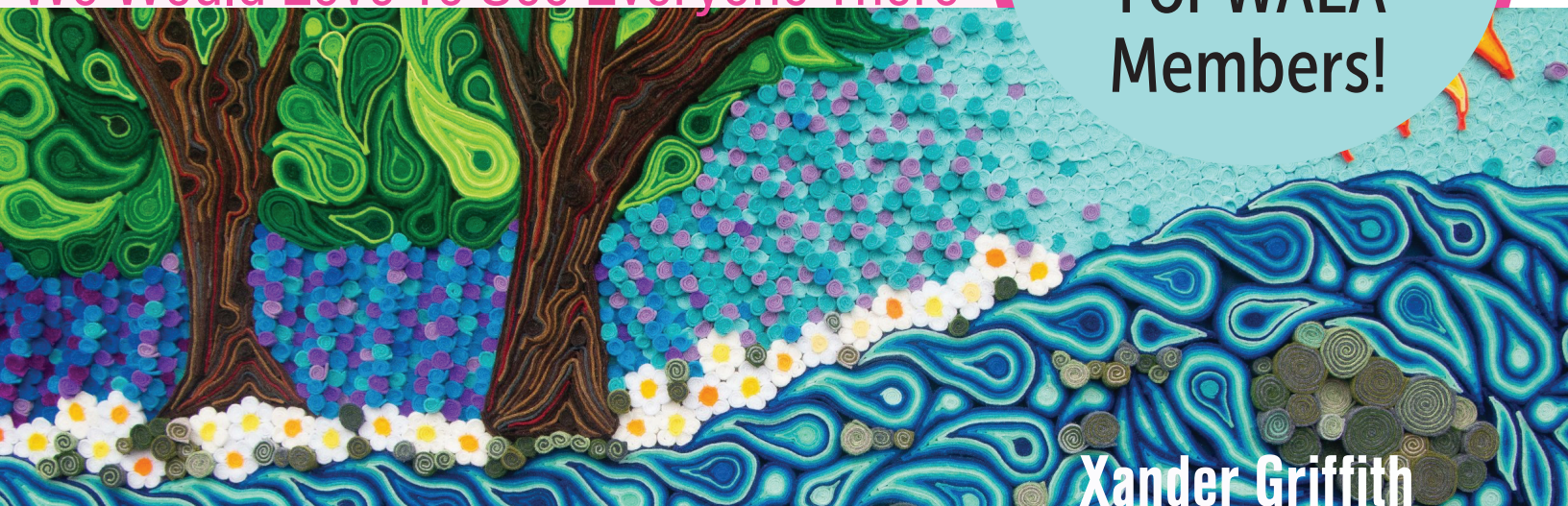
**We Would Love To See Everyone There**

Featured Artist:  
**Xander Griffith**

<http://xandergriffith.com>

Free Artist Presentation

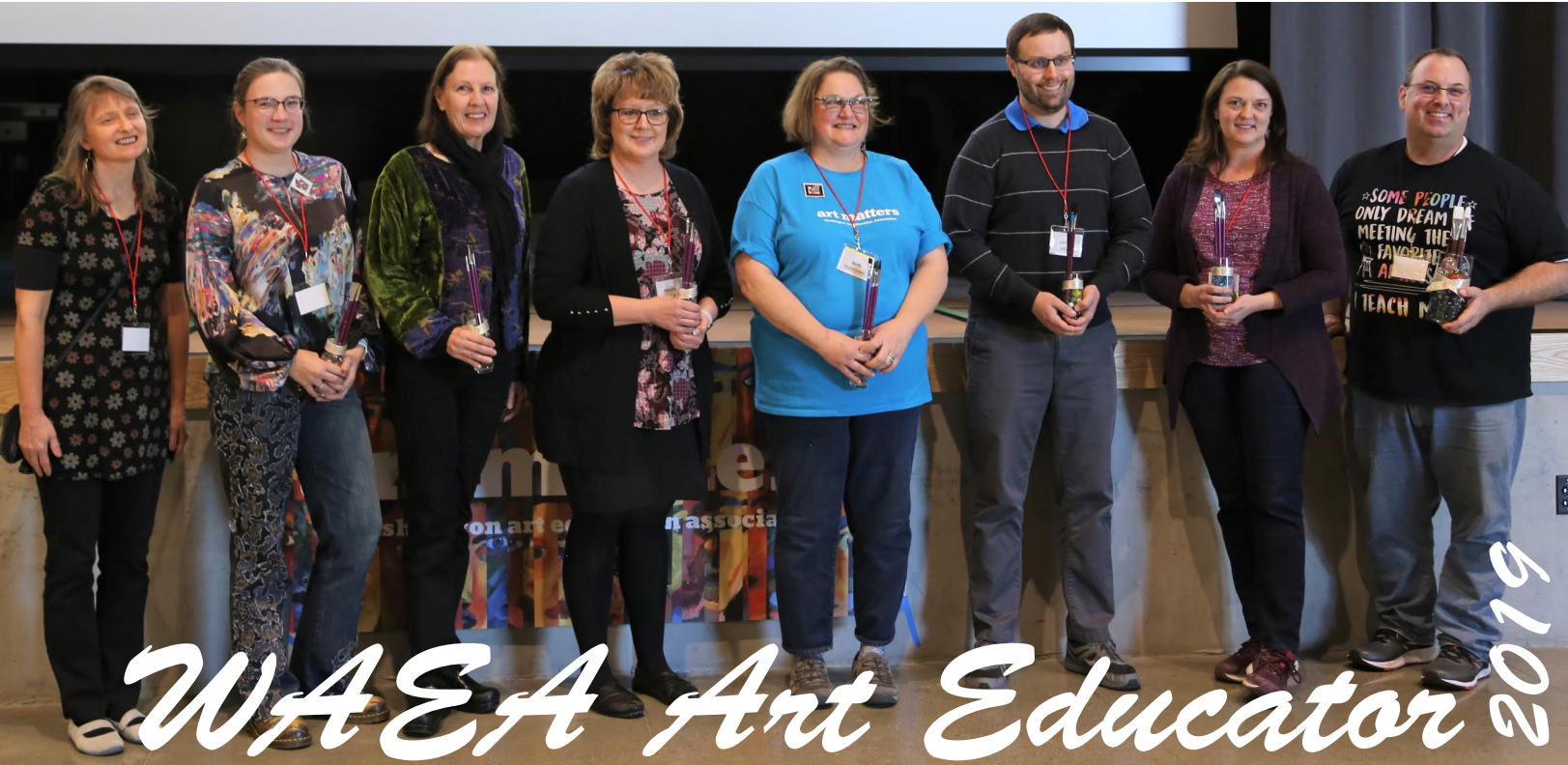
One Free  
Clock Hour  
For WAEA  
Members!



**Xander Griffith**

My career has been focused solely on felt. I strive with every new piece, to further the evolution of expression with this amazing textile. I have always been fixated on nature, finding new ways to interpret previously traversed topics. Bold beauty is the highest priority. My fascination with expanding on the locations that surround us has led me to explore the true multi dimensionality of felt. This concept is realized in my ability to hide images and vivid new colors in conventional situations. Art should hold hidden treasures not just in meaning but also on the surface. By challenging the limits of traditional 2-D pictures, the viewer is invited to explore this snapshot of reality as complex as the world we live in. The setting for a great deal of my work is of the PNW, with its endless possibilities.





# WAEA Art Educator Award Winners

**James Andrews**

(North Kitsap School District)

Art Educator of the Year

**Olga Surmacheva**

Distinguished Service

**Barb Holterman**

(Battle Ground School District)

Elementary Art  
Educator Of The Year

**Laurel King**

(Mukilteo School District)

Secondary Art  
Educator Of The Year

**Nicole Blake**

(Richland School District)

Arts Administrator Of  
The Year

**Linda Martin Chitturi**

(Bellevue School District)

Middle-Level Art  
Educator of the Year

**Josh Miles**

(Edmonds School District)

New Art  
Educator Of The Year



# Nominate An Art Educator In Your Life!



**PURPOSE:** To recognize outstanding art educators who demonstrate excellence in the art classroom as well as leadership, dedication and involvement in the community.

**QUALIFICATIONS:** The nominee must be currently employed as an art educator in the state of Washington.

*(Note the nominee does NOT have to be a WAEA member)*

Washington Art Education Association invites you to nominate an outstanding educator you know for WAEA Art Teacher of the Month. Please follow the link to make a nomination:

[Click Here To Make A Nomination For Art Educator Of The Month](#)

## DEADLINE FOR NOMINATIONS:

**April 30th**

Winners are selected each May and recognized at the Fall Conference Luncheon.

[Click Here To Nominate Deserving Art Educators](#)



Each year WAEA looks to honor outstanding art educators and art supporters in our state. These educators have contributed by **EDUCATING, ADVOCATING** for and **PARTICIPATING in Visual Art Education** in their school, district, region and/or state.

- WA Art Educator of The Year
- WA Elementary Art Educator of the Year
- WA Middle Level Art Educator of the Year
- WA Secondary Art Educator of the Year
- WA Higher Education Art Educator of the Year
- WA Distinguished Service Award
- WA Museum Educator of the Year
- WA Supervisor/Administration of the Year



# TRIBUTE AWARD

The WAEA Tribute Award is given annually to recognize an individual or group who over time has made significant contributions and/or service to WAEA. We are looking to honor individuals who have made contributions in one or more of the following areas:

**LEADERSHIP:** Leadership contributions to the State and/or National Association

**LEARNING:** Contributed to WAEA/NAEA through their knowledge and understanding of the processes of artistic growth as well as the theory and practice of teaching art (for example by presenting at conferences and writing articles)

**ADVOCACY:** Advocated for visual arts and the importance of art education in schools

**ASSESSMENT:** Helped develop accountability systems for assessing performance in art

**Nominations  
are due  
February 1**

Award winner will be honored at the OSPI Superintendent High School Art Show Reception in May.

[Click Here For Tribute Award Nomination Form](#)

[Click Here To Email Our Awards Chair, Gale Riley](#)



# Congratulations Kaya McLaren

[Click Here  
To Nominate A Deserving  
Art Educator](#)

For More Information Go To Page 28

## Educator Of The Month



Kaya McLaren

WAEA Art Educator for November/December

## WAEA 2019 Fall Conference Recap

The 2019 WAEA Fall Conference was a huge success this year with the largest number of attendees to date. Highlights included guest speaker Yoon Kang O-Higgin's enlightening and thought-provoking speech, the annual awards lunch, the many hands-on and best practices sessions. It was truly an inspiring two days.



### School Sculpture Garden with Cast Concrete Sculptures

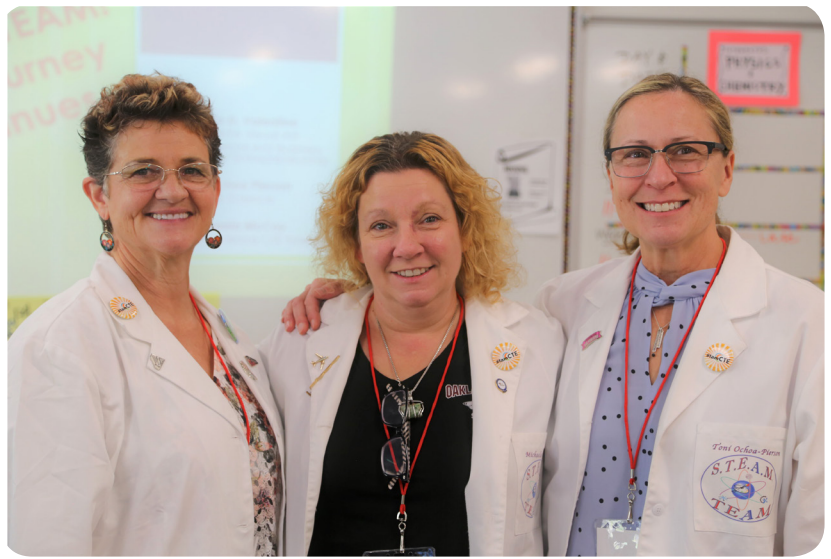
Educators learned how to make sculptures with cast concrete.

Yoon Kang O-Higgins



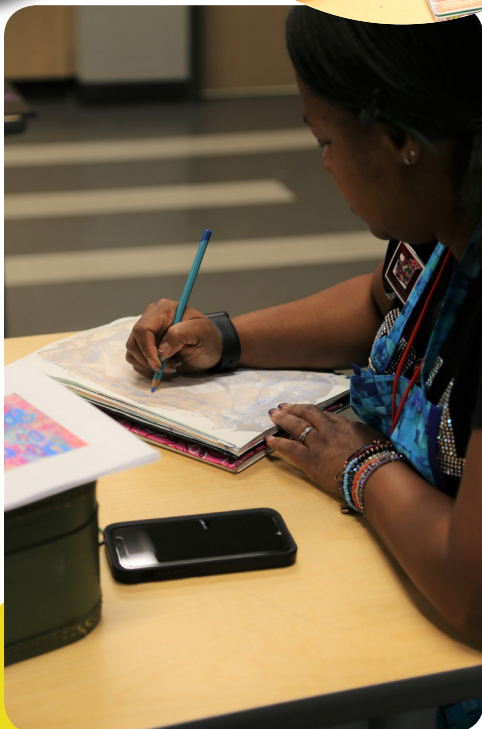
Photos Taken By Amada Lang





### STEM to STEAM

The STEAM Team presented the NEXT set of exciting lessons that brought a STEAM Team garden filled with sculpture, structures and alternative energy applications to life!



### Wenatchi Twined Basketry and Storytelling

Bernadine Phillips, a Wenatchi/Colville tribal member and local artist, led a workshop on basketry and storytelling.



# Letter From Our New OSPI Program Supervisor



## SUPERINTENDENT OF PUBLIC INSTRUCTION

**Chris Reykdal** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

October 24, 2019

Dear Washington Art Education Association members:

I am delighted to have the opportunity to work with you to support and promote quality arts experiences for all students in Washington.

My personal journey with the visual arts began as a child, when my mother encouraged my creative expression by providing ample art supplies in lieu of ready-made toys. She may have regretted this when she found that I had used the living room walls as my canvas! My mother passed away in 2012, and soon after this I became inspired by some collage work done by my niece, made of paper that I had painted. This was the springboard to my current pursuits with collage. There never seems to be enough time in the studio to make art!

I hope that through your involvement with WAEA, you find ways to develop the artist in yourself alongside the educator. With your creative spirit, you are an ambassador for the arts in your classroom and in the community. Together, let's spread the word about the value of the arts and remind others that the arts are a part of a basic education (this is documented in state and federal law).

Mostly, I'd like to thank you for the good work that you do every day. You are at the heart of nurturing art in the lives of so many.

With gratitude,

A handwritten signature in blue ink that reads "Janet Hayakawa".

Janet Hayakawa

Program Supervisor

The Arts – Dance, Media, Music, Theatre, Visual





# Incoming WAEA Board Members



**Molly Quammen**

Middle Level Division Rep

A 5th year art and pottery teacher at Cascade Middle School in Evergreen Public Schools in Vancouver, Molly holds an interdisciplinary BA with a concentration in Semiotics from the Gallatin School of Individualized Study at New York University (2007) and a MA in K-12 Art Education from Brooklyn College at the City University of New York (2015).

Originally from Georgia, she lived in NYC for a dozen years before moving to the Northwest. When she is not teaching or creating art, she can usually be found reading, practicing yoga, or walking in the woods with her dog. *Follow her work on Instagram @quammen and her classroom account @cascade\_art for middle school project inspiration and examples of student artwork.*



**Steve Okun**

Interim Treasurer

Steve Okun has lived in Redmond for 14 years and has been teaching art at Redmond High School for most of that time. Before that, he lived in San Francisco where he worked as an artist and designer. He has an MFA from the School of the Art Institute of Chicago.



**Greg Schlanger**

-Summer Art Retreat Coordinator  
-Admin/Supervision Division Rep

Gregg Schlanger joined the Department of Art + Design at Central Washington University in 2011 as the department Chair. Professor Schlanger received his BFA from Boise State University in 1987 and his MFA from Northern Illinois University in 1989. Gregg's artwork has been exhibited both nationally and internationally.

# Incoming WAEA Board Members



**Olga Surmacheva**

Interim Co-President Elect

Olga Surmacheva has served as the director of ThriveArt School; overseeing after school enrichment curriculum and program development which serves up to to nine public and private area schools. Under her leadership, her business has donated thousands of dollars to special programs for the WAEA. Since 2017, she has been the WAEA Communications chair and has also been a presenter and supporter of the visual arts.

**Shannon Brennan**

Clock Hour Rep

Shannon Brennan teaches art at Curtis Junior High in University Place.

She enjoys connecting with other art educators and has been a volunteer at WAEA fall conferences. She is excited to get more involved with WAEA.



**Lou Palermo**

Educator Art Show Co-Chair

Lou Palermo is the Curator of Education at the Maryhill Museum of Art in Goldendale Washington. Her enthusiasm for art and art education led to the inspiring annual "Teacher as Artist" Exhibition at Maryhill. Lou is also a member of the WAEA Equity, Diversity and Inclusion Committee.



**Cheyenne Gillett**

Splatter Editor

Cheyenne Gillett is a visual arts teacher at an international baccalaureate school. She got her undergraduate degree at Humboldt State University obtaining a visual arts degree, art history minor, and a certificate in museum and gallery practices. She also graduated from Seattle University with her master in teaching degree.



# Current WAEA Board Positions Overview

Updated November 2019

Board Category	Position Title	Currently Holding this Position
Exec Board (2018-2020)	Co-President 1	Tracy Fortune
	Co-President 2	Melanie Artz
	Co-President Elect 1	Connie Aigner
	Co-President Elect 2	Olga Surmacheva (interim)
	Secretary	OPEN
	Treasurer	Steve Okun (interim)
Division Reps	Elementary	Jill Nettles
	Middle	Molly Quammen
	Secondary	OPEN
	Independent	Jessica Garrick
	Pre-Service	Ashanti Walther
	Retired	Dr. AnnRené Joseph
	Museum	Mac Buff
	Admin	Gregg Schlanger
	Higher Ed	Scott Aigner
	101 - North East	Sherry Syrie Tara Gary
	105 - South Central	OPEN
	112 - South West	Barb Holterman
	113 - Capitol	Pamelia Valentine

<b>ESD Regional Vice-Presidents</b>	<b>114 - Olympic Peninsula</b>	<b>OPEN</b>
	<b>121- Puget Sound</b>	Marta Olson Amanda Amsel
	<b>123 - South East</b>	Tiffany Page
	<b>171- North Central</b>	<b>OPEN</b>
	<b>189 - North West</b>	Isolde Beebe Patti Hayes
<b>Committee Chairs and Committee Members</b>	<b>Advocacy Chair</b>	James Andrews Faye Scannell
	<b>ArtsTime Chair</b>	Mari Atkinson
	<b>Awards Chair</b>	Gale Riley
	<b>Communication Chair</b>	<b>OPEN</b>
	• Website	Olga Surmacheva
	• Vendor/Advertising	Yvonne Kunz
	• Splatter	PENDING
	• Social Media	<b>OPEN</b>
	<b>Summer Art Retreat Coordinator(s)</b>	PENDING
	<b>ED&amp;I Chair</b>	<b>OPEN</b>
	<b>Educator Exhibitions Chairs</b>	Carolyn Benjamin
		Lou Palermo
	<b>Membership Chair</b>	Amanda Amsel
	<b>Professional Development Chair</b>	<b>OPEN</b>
	• Clock Hours	Shannon Brennan
	<b>Scholarship Chair</b>	Marta Olson
	<b>Youth Art Month Chairs</b>	Margie Scala Lindsey Bertolini
		• YAM Flag Connie Aigner
<b>Past Presidents</b>	<b>Past President 1</b>	Cynthia Gaub
	<b>Past President 2</b>	Mandy Theis



# WAEA Leadership and Volunteer Opportunities



## Join a Committee:

### Awards Scoring: Part of Awards Committee

Time Commitment: 3-6 hours

Timeframe: April-June

Type of Commitment: online/emails

Tasks: Review nomination packets, score against a rubric. Solicit and encourage nominations.

Requirements: must be a WAEA current member, past award winners encouraged

Contact Committee Chair: Gale Riley

### Student Art Scholarship Scoring: Part of Scholarship Committee

Time Commitment: 3-6 hours

Timeframe: April-June

Type of Commitment: online/emails

Tasks: Review student artwork packets, score against a rubric. Solicit and encourage nominations.

Requirements: must be a WAEA current member, knowing what high school quality artwork looks like is helpful

Contact Committee Chair: Marta Olsen

### Website Content Updater: Part of Communication Committee

Time Commitment: 1-2 hours per month

Timeframe: monthly; year-round

Type of Commitment: online/emails

Tasks: update pages with new information, write and upload content as needed. Attend communications committee meetings as needed.

Requirements: must be a WAEA current member, experience with Weebly or other web platforms is recommended

Contact current webmaster: Olga Surmucha

### Social Media Post-er (Facebook and/or Instagram): Part of Communication Committee

Time Commitment: 1-2 hours per month

Timeframe: monthly; year-round

Type of Commitment: online/emails

Tasks: Admin Facebook page to add meetings and events to calendar, refresh group images, approve new members, delete unnecessary content, regularly share art related information and association events. Attend communications committee meetings as needed.

Requirements: must be a WAEA current member, experience with Facebook recommended

Contact current social media: Melanie Artz

### Presentation Scoring: Part of Prof Dev. Committee

Time Commitment: 5-20 hours

Timeframe: March- June for summer and/or May -Sept for Fall

Please Note: CAN commit for Summer OR Fall OR both

Type of Commitment: online/emails and IN-PERSON at the fall and summer conference

Tasks: seek out and solicit presenters, review session proposals against a rubric to ensure quality and inter-

est, work with a team to create a schedule, notify and communicate with presenters.

Requirements: must be a WAEA current member, willingness to attend the conference committee meetings, should know what a good session sounds like.

Contact presentation lead: Cynthia Gaub

#### **Online Registration Manager: Part of Prof Dev. Committee**

Time Commitment: 30-60 hours

Timeframe: March- June for summer and/or May -Sept for Fall

Type of Commitment: online/emails and IN-PERSON at the fall and summer conference

Please Note: CAN commit for Summer OR Fall OR both

Tasks: set up and manage the EZ-Register platform (or other online platform) to accept and track event registrations and payments, attend summer and/or fall conference to check-in attendees. Attend conference committee meetings virtually or in person. Work with committee to set pricing. Build a team to run check-in tables. Field questions via email and in person about registration. Work with book keeper to track income and refunds. Keep conference committee informed. Print registration information and tickets for check-in.

Requirements: must be a WAEA current member, willingness to attend the conference committee meetings, must be google savvy and willing to learn EZ-register or present alternative platform. Skills with Excel and word mail merge advised.

Contact presentation lead: Cynthia Gaub

#### **SWAG Bag Manager: Part of Prof Dev. Committee**

Time Commitment: 5-15 hours

Timeframe: May -Nov

Type of Commitment: IN-PERSON preferably in Leavenworth

Tasks: accept shipments of free vendor supplies and other gifts, put into WAEA storage unit at or near conference location. Possibly use NAHS or other HS students to stuff bags for conference.

Requirements: must be a WAEA current member, can communicate with vendor rep to anticipate and accept shipments, can lift heavy boxes.

Contact vendor lead:

### **NOT NEEDED at the time**

#### **Clock Hours Facilitator: Part of Prof Dev. Committee**

Time Commitment: 10-20 hours

Timeframe: year-round mostly around conference time

Type of Commitment: online/emails and IN-PERSON at the fall and summer conference

Tasks: check the "Clock hours" email consistently for member questions, prepare forms for ESD events and fall/ summer conferences, archive paper documents in a good organization system to be prepared for potential audits from the state.

Requirements: must be a WAEA current member, willingness to be Clock hours trained and to attend events to answer questions about clock hours.

Contact current Clock Hours facilitator: Melanie Artz



*Thank You*

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