

Advocacy Workshop

August 6, 2005

Lansing, Michigan

MAEA Leadership Vision/Ideas

Carousel Questions

Purpose: On August 6, 2005 MAEA council met. Advocacy questions were posted around the room. Council members brainstormed answers to the questions. Here are the results of our work. These ideas and comments set the stage for further work in the area of advocacy for Michigan Art Education Association

1. What do you want the State Board of Education to do about the arts in Michigan schools?

- a. Fund it!!! And add all arts as part of H.S. Curriculum initiative/programming.**
- b. support national board Certification like other States**
- c. Work on establishing State Arts Assessment**
- d. Equity within the fine Arts**
- e. Bring back "Seeds" Program.**
- f. Make it a graduation requirement.**
- g. More funding.**
- h. Require certified art personnel.**
- i. More artists as politicians.**
- j. Make a fine arts 1 credit for H.S. graduation from Michigan.**
- k. Work on grade level expectations for the H.S. level for fine Arts.**
- l. Assessment for H.S. art.**

2. Should we add an Advocacy Tab to MAEA's website? If so, what would you like see on it that you could use?

YES!

- a. Artserve Graand**
- b. .State Website Info.**
- c. Links to other advocacy sites**
- d. Access to links w/info like what was in our advocacy packet August 6**
- e. Advocacy tips and successes**
- f. Include a defn of what it means for MAEA, include op ed letters**
- g. Add a 'chat room' for great ideas that teachers could put when they felt like it and not for a deadline (arteacher)**
- h. Add direct link to Capwiz**
- i. Lots of links**

- j. Links to send info to school board and administrators
- k. Also include legislation that relates to general ed funding because it affects the arts too!

3. What advocacy resources do you use? Know of? Recommend?

- a. Hallway displays with State Standards and benchmarks. Ditto: This is crucial!
- b. Display cases with information for example: Women's history month, focus on women artists, Black History, Hispanic History, American Indian month (Nov.).
- c. Exhibits at board room, transportation, Business, Maintenance. These change monthly, every art teacher in district has one month.
- d. Adopt a local business and provide seasonal framed art (business provided frame) Ditto.
- e. Review what each day's lesson was taught. Students tell homeroom teacher.
- f. Make art approachable through community friendly events.
- g. Share state legislator experiences/contacts with students, for example visits/talks with leg/senators on advocacy day. Share my letters to leg. and ask them to write as well.
- h. Students writing about their work and why it is important to them. YAM participation – Wendys YAM
- i. Coordinate with other departments regularly, Example: music and art, drama and art.
- j. Contact media about special events.
- k. Parent involvement
- l. Display learning statements
- m. Web site created by art teacher fosters interaction with parents, administrators and community.
- n. Combine an art show power point presentation with the spring band concert (combining the Arts).

4. How are arts programs in your school district affected due to inadequate state funding? Please include your district name and region number.

- DIA suggested donation going up to \$6 adults, \$3 kids
- Region 3: Onsted district – went from 4 _ art teachers to 3. Class sizes went from 25 to approx. 33+. Western School District: hasn't affected either of our programs.
- North Branch – small budget.
- Region 4: cuts staff and diversity of class of offerings, budget cuts.
- Region 6: decreasing budget while increasing class sized, while supply costs increase.
- Region 7: budget! Region 7: FPS next proposed cut 2.5 visual elementary art teachers, increased work load/no. of students, no change in work load for music/gym.

Region 8: H.S. Art Dept. lost 1/3 when teacher retired in 2004. Brighton H.S. – 180 art students were placed in other classes. Did not replace retired teacher.

Region 9: Zeeland West cuts?, Cuts in Coopersville to materials budget, see more students in less time, example: 18 week classes cut to 9 weeks in middle school.

Region 11: Kingston School, 1 advanced art cut, budget \$500 7-12, \$500 K-6. Cass City, cut 4 H.S. art classes to 3.

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Region 13: FRUITPORT SCHOOLS

Region 14: attempted cuts in staff - ?

Region 16, 17, 18: cuts in budgets and staff.

Berkley is adding a teacher because the union is bargaining for equal prep time for elementary teachers!

- 4. What do students learn in the art classroom?**
 - a. Ability to deal with ambiguity/nuance**
 - b. Ability to complete a successful end product.**
 - c. Team work skills/compromise**
 - d. Creative problem solving.**
 - e. Organization, deadlines, time management. Ditto**
 - f. Think out of the box. Ditto.**
 - g. Community based social skills.**
 - h. Thinking deeply about making personal meaning about an idea.**
 - i. Self-reflection (developing self awareness)**
 - j. Self esteem**
 - k. Joy**
 - l. Communication skills – verbal listening, team members**
 - m. Appreciate diversity thru multiculturalism**
 - n. Art is life**
 - o. Problem-solving, creative thinking**
 - p. Visual art provides a place of orientation for the changing world.**

- 5. What career skills do students learn in the art classroom?**
 - a. Problem Solving skills.**
 - b. Sequencing skills.**
 - c. Ability to see cause and effect.**
 - d. Effective visual communication skills.**
 - e. Meeting deadlines.**
 - f. Communication – being able to explain their process.**
 - g. Articulating about one's idea visual and verbally.**
 - h. Responsibility**
 - i. Quality matters**
 - j. Self initiative (discipline)**
 - k. Time management**
 - l. Presentation skills**

6. What do arts classes have to offer general education?
 - a. Art is an applied (hands on) educational experience for the core subjects.
 - b. This notion may affect the value of art ed as a subject in and of itself!
 - c. Multiple ways of knowing reinforce learning. Example: learning history though art and its social context.
 - d. Writing across curriculum 0 bookmaking Ditto 2X
 - e. How about the classroom teacher integrating with the art program?
 - f. 2-way collaboration needs administrative support.
 - g. Another outlet for expressing ideas multiple way of knowing, making connections with big ideas.
 - h. People learn in holistic ways easier then compartmentalizing knowledge, Ditto 2X
 - i. Relevance
 - j. In art you look at the whole picture first.
 - k. Art and the academics are a weaving!

7. Do art teachers need to advocate for their programs?
 - a. To keep your program alive and well!
 - b. To educate ht masses as to how art education increase high level thinking skills.
 - c. To inform school/community/students.
 - d. Strengthen Programs.
 - e. Promote arts learning throughout districts.
 - f. Extracurricular activities
 - g. Support and continue to support existing local artists and programs.
 - h. To remind ourselves of why we are here / teach to the goal
 - i. Survival!!! Ditto!!
 - j. For our students – for the future of the arts
 - k. To share the quality education that does happen in our classrooms and how it is interdisciplinary.
 - l. Proven to raise meap, sat , act scores
 - m. Many other programs find support through community/parent booster programs – visual art need to develop more visual presence and gain a voice
 - n. To maintain art programs
 - o. Art is integral to critical thinking skill

8. What motivates students to learn?
 - a. success
 - b. engagement in activity
 - c. express themselves in different modes
 - d. interaction with peers (colaborat5ionn)
 - e. student relevancy to their lives
 - f. relationship with teacher

- g. their ideas**
- h. teacher attitude/excitement ditto 3X**
- i. peers**
- j. ability for self-discovery**
- k. hands on activities which are lacking in other disciplines (visual learner support)**
- l. having fun while creating something unique**
- m. comfort**
- n. passion**
- o. encourage individuality**
- p. show excitement regarding the program**
- q. share own art work with students**
- r. positive classroom attitude**
- s. student/teacher respect**
- t. confidence /risk taking**
- u. positive role models**

- 9. What do you say to students when they ask “Why do we need this class? I don’t need it to get a job?” (think careers)**
- a. arts helps you think in a new way! Ditto!**
 - b. What was Einstein without an imagination?**
 - c. Broadens your knowledge socially.**
 - d. 30% of all jobs are centered in the arts. Point out how art is connected to everyday living/personal career choice.**
 - e. We use art everyday in our lives.**
 - f. Art makes you culturally literate. Ditto 2 X**
 - g. Creative thinking skills are characteristics of a visionary leader.**
 - h. Visual culture: MTV, movies, videogames, mags**
 - i. The New economy is based on innovation (arts thinking)**
 - j. Art helps you gain intellectual flexibility- which aids in other subjects.**
 - k. How does art influence your decisions?**
 - i. What did you think about when you picked out your clothes today?**
 - ii. What would your favorite room, building, or playground look like?**
- 10. How can MAEA help you with advocacy efforts? What do you need?**
- a. Provide FACTS about the types of learning that art education provides for the student.**
 - b. Provide a clear explanation of what ADVOCACY is and why it is important to the programs and students.**
 - c. Being an MAEA member (active) keeps one from becoming complacent in advocacy.**
 - d. Provide advocacy resources for top level administrators. Ditto**
 - e. Provide teachers with a snapshot of current advocacy information.**

- f. **Support action/teacher research in the art classroom. Administrators lunch at conference.**
- g. **MAE\$A inspiring poster for classroom. Ditto**
- h. **Invite Mike Flanagan to speak at conference. Ditto.**
- i. **Provide a concise packet for resources.**

11. How do you measure what students are getting out of art classes? What are they learning?

- a. **By the size of the smile on their face.**
- b. **MS + HS tests**
- c. **Art shows**
- d. **Rubrics**
- e. **Self evaluation/group discussions**
- f. **Critiques – learned new techniques at summer workshop**
- g. **Portfolios**
- h. **Interaction with other students**
- i. **Anecdotal evidence (overhearing what students say)**
- j. **Ask**
- k. **Observation**
- l. **Student interviews**
- m. **Rubrics**
- n. **Written self reflection and learning statements peer critiques**
- o. **Talking about other students artworks**
- p. **Parent feedback**

12. What is your vision of advocacy leadership in MAEA? If advocacy was redesigned, what would it look like?

- a. **Distribute current (Most recent) information**
- b. **Workshops/In-services**
- c. **larger part of MAEA conference**
- d. **more emphasis put on Advocacy at meetings**
- e. **Develop a comfort zone/with the political strategies overcoming fear of articulating what we want to say**
- f. **Advocacy bulleted e-mails – short and sweet ideas that are user friendly! Ditto2X**
- g. **Post cards for members without e-mail**
- h. **Continue to be aware and active in state and national education policy.**
- i. **Count number of hits on our website**

13. What is it about advocacy that makes you feel uncomfortable?

- a. Talking about it
- b. We talk about it from the heart and passion, not necessarily with knowledge.
- c. Here's safety in e-mails and letters but face to face or even phone is awkward (e-mails are too easily deleted and/or misconstrued)
- d. A better understanding of our goal
- e. Simple plan of action: step by step procedure
- f. Lack of information/knowledge to support beliefs. Ditto!
- g. Talking to legislators and how to go about it
- h. Amount of time it takes. Ditto
- i. Lack of Time
- j. Give More personal evidence
- k. The 'other' side is better organized, funded.

14. What are your thoughts on developing performing arts high schools throughout Michigan?

15. How can we get parents and community members involved in changing our schools?

16. How can we help the 27% of Michigan H.S. students that do not reach graduation? (This statistic comes from Supt. Flanagan at July 28 mtg., St. School Bd. Of Ed., 27% is lower than average for states in the nation.)

- a. Work with counselor to enlighten them about the success and importance of art classes. Ditto.
- b. After school programs – more art programs at Career Centers.
- c. Offer arts education options before high school to get them hooked.
- d. MAEA needs to develop a packet for middle school and high school counselors to advocate the importance of the arts.
- e. Special funding For Alternative funding.
- f. Identify students strengths early on.
- g. Help channel them into areas of interest.
- h. Provide apprenticeship or job shadowing in their interest area/this would make their education experience more meaningful – a goal!
- i. Recognize the role that the fine arts have in keeping students in school. Percent would be higher if there was no arts education.
- j. Engage students relationally.
- k. Overturn the zero tolerance law.

17. During our fall conference a luncheon is planned for liaisons to work with their region. How would you like to structure this meeting time to effectively 'teach' others about advocacy? What do you need?

- a. List of issues important to teachers and liaisons.
- b. Region Show criteria
- c. Judging
- d. Good to work together as a region

- e. Sign up information available for Graand and capwiz for those who don't know about it.**
- f. Model a conversation with advocacy contact.**
- g. Give out a packet "how to Advocate" with ideas, short and sweet.**
- h. Key contact people given**
- i. More structure at meetings**
- j. Pass information from today to Region members**
- k. How do we articulate what are students are learning more effectively? Ditto.**
- l. Food for Body, Art Advocacy for soul.**
- m.**