



ArTeacher

Issue No. 85

miarted.org





Fall 2020 • Issue No. 85 • Quarterly Publication
Free to MAEA Members

The Michigan Art Education Association's mission is to promote quality visual arts education through leadership, service, and professional development.

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Contact

www.miarted.org

inhul2@gmail.com

MAEA *ArTeacher* is published three times per year: January, May, and September by the Michigan Art Education Association. Publications for Spring/Summer and Fall are in newsletter format published as full editions and are posted on the website. The Winter publication is in micro-newsletter format with the full edition posted on our website.

Annual Membership includes membership and publications for both the National Art Education Association and the Michigan Art Education Association: \$95 [Active Membership], \$95 [Associate], \$65 [Retired], \$80 [First Year Professional], \$45 [Student], \$220 [Institutional].

Post Master send address changes to:

Jane Inhulsen
18674 Goldwater Road
Westfield, IN 46062

Deadlines for submitting material to the MAEA *ArTeacher*:

April 1 – Spring/Summer

July 1 – Fall

November 1 – Winter

To submit, please email articles to: inhul2@gmail.com.

Graphic Designer: Amy James

Editor: Jane Inhulsen



All I Really Needed to Know President's Message

• • •

Sharon Stratton
president@miarted.org



Have you ever seen one of those posters titled "All I Really Need to Know I Learned in Kindergarten?" This, I learned, was the title of a book by Robert Fulghum. I have also seen them with different sources for knowledge. For example some profess to have learned everything from their dog, their cat, Star Trek or even The Kardashians. In my case, "All I Really Need to Know (for writing this article) I Learned from Organizing My Art Room."

The art room I refer to, is the smallish room in my house filled with shelves and shelves of labeled storage totes crammed with every type of art supply. I do love when everything is in it's assigned location, but when I stepped in to begin my annual project, I realized that many things were not in their place. There were also things that needed to be taken to school, trashed, recycled or donated. I went through lots of boxes and bags, which was when I discovered something I needed to see, the spring 2007 issue of the ArTeacher. This particular issue was filled with many nuggets of inspiration.



- The letter from President Madeline Milidonis-Fritz was truly wonderful. In it, Madeline was describing the process that the Executive Board had gone through to update EVERY MAEA policy and document. This was a huge undertaking and they did such a thorough and capable job that as a board, there have been only a handful of updates needed in the following years. I loved the parallels that Madeline drew between these documents and "undergarments" and how these policies had to be "One Size Fits All." At the time of this article, she referred to the tough financial times that Michigan was facing, which happened to be at the beginning of a financial crisis that we would still be suffering in for another year. What I learned is....that tough times don't last. Right now, we are in the midst of another financial crisis that started with the COVID19 Pandemic. We are all wondering when things will get back to normal and what the "new normal" is, but based on history you can be assured that things will get better. Will it be painless and easy? Probably not, but I believe that we will find our way through this storm and come out on the other side with new skills, experiences and be better.
- An article titled "Problems, Solutions & Rewards" by Vice President Suzanne Butler-Lich spoke about the incredible feat that preparing for our annual art shows were to our liaisons, division level chairs and members. She talked about how, like her students, they were learning from past problems and making things better. She encouraged members to follow guidelines and be patient with the individuals who were working on the shows. What I learned is....that art helps create problem solvers. This was meaningful to me for a couple of reasons. First, we have all had to solve more problems than usual since the pandemic struck and being artists helps us to think outside of the box and adapt. Secondly, it made me think about the wonderful job that our conference team is doing to switch gears and bring you our first Virtual MAEA Conference.

- Right next to the article by Suzanne, is a photo of me and three other Kendall students doing a demonstration at Barnes and Noble (which was probably one of the reasons that I saved this issue). I was involved with MAEA beginning as a student and have been involved ever since. I was thankful for this connection then and the direction they gave me and the other students. Then, when I began teaching, MAEA gave me the support, advocacy and sense of community that I needed. What I learned is....that MAEA is as important to preservice teachers as they are to MAEA. They are the future of Art Education. Encourage a student today.
- There were at least a dozen other great articles and sections, but the article by Tamiko Powell-Johnson, titled "Should We Celebrate or Integrate Black History?" got my full attention. Tamiko was our Multi Ethnic Concerns Chair. In her article she spoke about how excluded artists of color are from the Art History that many of us grew up on. She pointed out that while everyone spoke of being smarter and more open to past mistakes, that many were still teaching the same errors and omissions in history to their students. She encouraged our members to "question, dig, dissect and give" their students the full story. Then she said, "As an artist it is my duty to disrupt and change." Thirteen years later we are reminded that there is more to do. We have the opportunity and the honor of being able to influence this next generation to, in the words of NAEA's Dr. Rolling, "design an anti-racist world." What I learned is....that through art we need to continue to encourage greater equity, diversity, and inclusion.

All of that from one newsletter! Wow! I had better get back to organizing that art room, who knows what else I'll learn. I hope that I am done before it's time for the next newsletter. Take care and stay healthy!



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Imagined Plants

Lesson Plan for Grades K-12

Take a cue from Dr. Seuss! Create a new plant species and imagine its role within an ecosystem.

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Message from the Vice President

• • •

Meredith Giltner
vicepresident@miarted.org

This was a strange summer. I feel as though I have been tossed back and forth on the waves of Covid. However, in the wake of the past school year and with the waves of fall approaching, I am finding some footing in doing what I know will benefit my students best by educating myself. I can see this happening across the State of Michigan as MAEA members are sharing their resources, participating, and presenting in online conferences like the Online Art Teachers OATK-12 Facebook group as well as the NAEA presentations. These opportunities have served me well and have really made me focus on what I am reading, which online events I attend, and continuing relationships with my students, parents and colleagues. I know this school year's plans are still pending, the fall conference will be virtual and that at best I will need to be flexible and patient as well as a resilient learner and educator.

"When you know yourself well - when you understand your emotions, social identities, core values, and personality - you gain clarity on your purpose in life and in work. Being anchored in purpose makes you able to deal with setbacks and challenges."

(Elena Aguilar (2018) - Onward: Cultivating Emotional Resilience in Educators pg. 15)

Since there are so many variables outside my control, I thought it would be best to make a list of the items I do have control over:

1. What I choose to read
2. What Professional Development I attend or present in
3. What I choose to include in my curriculum that reflect equity, equality and social justice
4. How I approach trauma and social emotional issues
5. How I approach difficult conversations amongst my high school students and colleagues
6. How I present my lessons/projects to my students with technology
7. How I advocate for the art program in my school
8. How I reflect and grow from my experiences
9. How I stay POSITIVE with the different modes of teaching
10. What art I make and view (BIPOC)

This is a short list and I am sure I could continue but the point is that we need to reclaim or claim those items as choices and to choose at least three to focus on. More than likely you did several of these items over the summer, but we will have to continue this hard work throughout the coming school year. It will take research with trial and error to find our way. Stay positive, reach out to your MAEA liaison or fellow art teacher, share your ideas with others and above all, listen.

Check out the Black Lives Matter resources from the NAEA Black Lives Matter: An Open Letter to Art Educators on Constructing an Anti-Racist Agenda at <https://www.arteducators.org/advocacy-policy/black-lives-matter> and the NEA Black Lives Matter at School - Resources at <https://neaedjustice.org/black-lives-matter-school-resources/>. Start a virtual book club or be a part of a virtual book club, attend a rally or support a rally virtually, but above all be engaged with what the future hold for the Arts, our students and our families. Volunteer to discuss how the schedule for the Arts will be affected and offer advice from the Arts perspective. Be present.

While there is no one answer for what the coming school year will look like, it won't be our normal, predictable school year. When our classrooms open, there will be some form of social distancing and other hygiene measures in place that may challenge our traditional teaching and learning. Potential future outbreaks will make for unpredictable waves of closures with virtual learning filling these time gaps with synchronous learning. Remember we are innovators who have been practicing alternatives to the mainstream. Lean in and get in SHAPE (Social Sciences, Humanities, the Arts for People and the Economy). And remember the purpose of art.

"Art and politics are the same thing. They're both forms of advancing humanity... The blurring between what is art, what is politics, what is engagement, what is education – these things are all part of the same conversation." -

Hank Willis Thomas (July 2019)

https://www.ted.com/talks/deb_willis_and_hank_willis_thomas_a_mother_and_son_united_by_love_and_art

Stay safe and healthy. If you happen to teach the digital arts or are starting to include more of it in your curriculum, feel free to reach out to me. I have resources for Digital Photography, Graphic Design and AP Art History. All my students did an amazing job of engaging during the stay at home order with distance learning.



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Black Lives Matter

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Dr. Cam McComb
Higher Education Division

It is time to be Anti-Racist. At this critical moment in American history we in higher education must speak up and stand up in support of Black students, colleagues, administrators and their families to say yes... you matter: Black Lives Matter.

It is important that MAEA Higher Education members make this claim because we are a group of mostly white professionals teaching mostly white preservice art teachers. We may infrequently witness overt acts of racism in class, however the effects of systemic racism lay just below the surface evidenced in students' micro-aggressive comments about others or in students expressing fear about working with "urban" populations. Protecting students from making and receiving racist comments in the classroom is no longer enough. We professors responsible for cultivating the next generation of art teachers need to help our white students to better see the inequitable system into which they were born. By challenging white supremacy, Black Separatist, Anti-LGBTQ, and Anti-Muslim sentiments we position Michigan art teachers to create equitable, diverse, and inclusive classrooms where Black students feel safe, respected, and valued.

The need to initiate conversations on race became evident to me on October 31, 2016 when I arrived on EMU's campus to learn that hateful racially charged graffiti had been spray-painted on the exterior of a building in the School of Art & Design. Stopping my curriculum in its tracks, students and I paused to discuss our feelings. Many expressed fears, some anger, and others disbelief that such a crime could be happening in the 21st century. The conversation enlightened and connected me to a need for social justice education like I had never felt before. I knew that I had to stop being silent and start educating myself in how to better facilitate these difficult and necessary conversations so I turned to Derald Wang Sue, Professor of Psychology and Education at Columbia University.

Sue, D.W. (2016). Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race. Hoboken, NJ: John Wiley & Sons.

- Chapter 12: Being an Agent of Change: Guidelines for Educators, Parents, and Trainers
- Chapter 13: Helping People Talk About Race: Facilitation Skills for Educators and Trainers

Sue's writing helped me understand 1) that microaggressions are a form of hate speech and, 2) the main reason why white people stay silent. He suggested that because conscientious white people deeply fear being labeled as racist, they/we say nothing even when we know that another person's comments are masking racism. Sue's book provides needed guidance and strategies professors can use when facilitating conversations of race (Ch. 12 & 13). It will be through such conversations that we help our preservice teachers to better understand the impact systemic racism has had upon their/our beliefs about the value of Black Lives. Preservice teachers have to value and support Black Lives in order to authentically uphold the Michigan Code of Educational Ethics, part three, Responsibility to Students, which states in item B-2 that a teacher:

Demonstrates an ethic of care through: Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture...

For those wanting to support the Black Lives Movement, I encourage you to make a slow read of An Open Letter to Art Educators on Constructing an Anti-Racist Agenda (2020), written by NAEA President-Elect Dr. James Haywood Rolling, Jr. Our esteemed leader and colleague used systems theory to envision 12 areas where artists, teachers, and museum workers can each confront and begin to transform the impact of systemic racism in art education. I suggest that we in Michigan can become Anti-Racist professors right now by:

- Disrupting Racism as Part of our Creative/Scholarly Work (#12)
- Mentoring Black, Indigenous, and People of Color to Be Art Teachers (#4)
- Learning to See and Value Color (#2)

Working to be Anti-Racist is likely to make us feel uncomfortable. Let us be uncomfortable together for radical and systemic change is needed right now in order to create an equitable, diverse, and inclusive world that sees and values Black Lives... for they Matter.

¹ <https://blacklivesmatter.com/>

² <https://today.emich.edu/story/news/1117>

³ https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

⁴ <https://www.arteducators.org/advocacy-policy/black-lives-matter>

Additional Resources:

<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

<https://www.angelicadass.com/>

<https://theracecardproject.com/>



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Elementary Art Education in Uncertain Times

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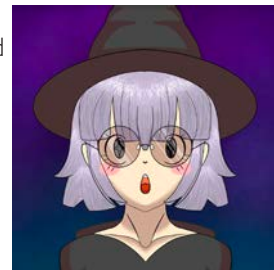
Jane Brumfield Montero
Elementary Division Chair

In *The War for Kindness: Building Empathy in a Fractured World*, Stanford University psychology professor Jamil Zaki (2019) claimed, "Modern society is built on human connection, and our house is teetering" (p. 10). As we've attempted to balance communication with our students and families since the government shutdown this past March of 2020, we have become keenly aware of the difficulties in providing high-quality art education online. Many districts outlined expectations for educators, which included the buzzwords engage and enrich but did not require assessment of student work. Thus, everyone scrambled to create online tutorials, hold live Zoom meetings, and share activities through Google Classroom links. As we approach the start of an unknown school year, planning for different scenarios in advance can help us embrace these uncertainties so that our focus can remain on developing relationships with our students.

Scenario A: 100% Online Instruction

Reflecting back upon the last few months of this past school year, teaching online was new for most us, highly stressful, and completely exhausting. I found myself running ragged between creating video tutorials for lessons normally taught in the classroom, scheduling zoom meetings every day, and trying to develop innovative ways to engage students in any kind of art-making process. I created choice boards, virtual classrooms, and a Virtual Art Newsletter each week. The pace was nonstop, and my creative juices were tapped out by mid-June. However, from all of my frantic production, I discovered my first silver lining in the process: I was able to put my prior graphic design training to good use. While my homeroom students were not submitting any work, I did create two Google Classrooms for my Sketch Club and Photography Club. At school, I had a Sketch Club that met once a week for 30-minutes before the school day and only

had 12 students on a regular basis. These new online clubs skyrocketed with over 70 members and many student submissions each week. The more students submitted their pencil sketches and iPad drawings, the more students offered positive feedback to each other. What occurred to me was that students were seeking relationships in spite of isolation. Thus, my second silver lining was realized. (iPad art by Anna L.)



This scenario may or may not be what we face in September, but I have decided to continue my online clubs and Virtual Art Newsletter regardless of how we deliver curriculum. The more we can do to promote connections with our students, the more we are apt to build trusting relationships that last throughout this current pandemic. Teaching art online is definitely a challenge, but if we can celebrate the connections we make with our students, the workload of teaching virtually might not seem so overwhelming.

Scenario B: Blended Instruction via School and Home

How would this type of scenario actually be implemented? Many districts all across the country shared plans for in-school instruction twice a week, with online instruction for the remainder of the week, and having school buildings closed for one day during the week. For all of us, this is the most unknown of all the scenarios because this is a novel situation. Depending on what phase of the pandemic we are experiencing, there is a high level of anxiety and health risk for us as educators if we are teaching face-to-face.

The good news is, now that we've experienced online teaching for a few months, we are more comfortable teaching this way. However, the in-school procedures are unclear and troubling. Some school plans include a clause stating art teachers may be asked to teach art on a cart, visiting



"Science is going to get us out of this, but art will get us through it"
- Mo Willems, 2020

homerooms to deliver instruction. As a 5th and 6th grade art teacher, I hope this will not be the case. With fewer students in the building each day, students would have plenty of distance between others in the art room. In fact, because my school was a former high school, the art room is one of the largest spaces in our entire building with two-story high ceilings, and large windows to open for fresh air.

Art education provides opportunities for students to explore their creativity, to problem-solve, and to understand the complexity of art as a form of expression. The potential problems with teaching art on a cart would impact the strength of art education. Time will tell if this idea comes to fruition. If not, we will be able to teach in our art rooms with smaller class sizes in a safe studio space with individual supplies for students.

Other Scenarios

Given the continued rise in new COVID-19 cases across the country, new scenarios are proposed daily. I cannot imagine the pressure superintendents face with every plan they create. Teaching online would be the safest healthwise, but not aligned with best practices. Being back in our buildings is the least safe but would be more in line with how we are used to teaching.

Reference

Zaki, J. (2019). *The war for kindness: Building empathy in a fractured world*. Broadway Books.

Into the Future

As we enjoy these relaxing summer days, perhaps the best way to prepare for the new year is to embrace what we can control and accept what we cannot. We can research and order supplies for individual student art kits. We can delve into learning new online teaching platforms. We can continue to read updated information from our school districts and State Department of Education. We can also take time to re-energize ourselves and relax with our families. Summer is the perfect time to reflect on the past and reimagine our future world of teaching. Now more than ever the power of connecting with friends, colleagues, and family can bring much needed joy back into our lives.



Family from Spain



Membership - A Few Suggestions (Some Help with Conference Registration)

...

Jackie Whiteley
Membership News

Hello Members!

With our first ever online conference approaching, I have a few suggestions to help with registration.

1. Please try to renew your membership and register early.
2. Registering for the conference does NOT include your membership renewal. This is a separate fee.
3. If you live in a region, outside of the region you teach in, you may want to use your school address to be sure you're included on regional information for exhibitions, etc.
4. If you are not receiving information from your region, please let me know so that we can get you connected.

Take advantage of your membership and attend the state and national conferences, utilize your state and national websites, and connect with art teachers all over. If you'd like the MAEA to send a card of sympathy or celebration to a member, please contact me with your requests.

Kindest regards,
Jackie Whiteley

Welcome!

Welcome to the 2020 MAEA Fall Conference, Arts In Tandem.

- Darcy Schreiber, Carrie Jeruzal and Janine Campbell •
- 2020-2021 MAEA Fall Conference Co-Chairs •



When selecting the theme for the 2020 conference, we never expected the circumstances surrounding our educational institutions would be scrambling to provide for students, families and communities. We never expected that our Mackinac Island Conference would be put on hold until 2021, but we recognize the need to assure the health and safety of our members. We continue to marvel at the lengths that educators will go in order to continue to meet the educational needs of their students. Technology has assisted in creating a dynamic platform for social and learning experiences. Educators are embracing the power of collaboration to learn how to best administer educational offerings during this pause in face-to-face instruction.

Our theme, “Arts In Tandem,” has become a foundation for not only the challenges we face as art educators, but also the challenges we face during our place in history. We challenge you to continue to think and share how the arts are necessary and important to navigating the human experience. How can the arts work in conjunction to create discourse surrounding the environment, social justice and help create systemic change?

The 2020 MAEA “Arts In Tandem” is developing as a virtual road-trip of experiences. We are excited to provide you with more opportunities to learn by partnering with the Illinois Art Education Association. Through this Midwest collaboration, you will gain access to an interstate of virtual sessions and collaborative opportunities in special interest groups. Our goal is to establish a virtual platform to provide quality professional development opportunities and create social connections of mentorship and collaboration. Our hope is that through this developing virtual experience, you will be able to continue to envision how the arts are a catalyst for divergent thinking across educational disciplines and platforms. We are planning to give you an interactive experience through hosting a hybrid of live presentations, chat sessions and prerecorded mock-live sessions with

presenters. We want to develop technologies that will assist our educators in having resources to explore after the conference is complete. Plan to enjoy an interactive experience, perhaps in the leisure of your best quarantine outfit (pajamas), without the hassle of leaving your home.

Our all-star cast of “Arts In Tandem” virtual 2020 will feature keynote speakers Cassie Stephens, Nate Heck and Mark Newman and an array of other special guests. Art teacherin’, blogging and podcast sensation, Cassie Stephens will join us to share some of her greatest hits. Be prepared for Stephens to inspire and delight your inner artist through some hands-on workshops. Nate Heck, the producer and host of Artrageous With Nate, which is geared toward demonstrating the power of creativity of innovation and to prove what happens in the art room is connected with everything outside of it. Mark Newman has been presenting his Sooper Yooper program to students of all ages with an enthusiastic and entertaining style that is multidisciplinary in its approach. Drawing on art, science and literature, his engaging message brings a much-needed awareness to the plight of the Great Lakes and the role that youth can play in protecting the environment.

Despite the challenges within this dynamic shift of the educational system, teachers have continued to demonstrate how adaptable, innovative and responsive we can be when met with adversity. Instead of being defeated, we can choose this as a transformative, trail blazing moment in our history. As a conference team, we continue to think of this challenge as a new opportunity to evolve and merge art and visual culture to the forefront of engaging students. We are excited to curate “Arts In Tandem,” as we seek further development of our art educational pedagogy. We hope you will join us in embracing this virtual world of connectedness!

Enjoy!

Conference Costs

EARLY BIRD CONFERENCE COSTS

(10-01-20 through 10-15-2020)

Members: \$50.00

Non-Members: \$75.00

CONFERENCE COSTS

(10-16-2020 through 10-30-2020)

Members: \$75.00

Non-Members: \$100.00

Why Attend the MAEA Virtual Conference?

The 2020 Michigan Art Education Association (MAEA), “Arts in Tandem” is scheduled for November 14 -15, 2020. Through this engaging experience you will be able to gain access to quality professional development opportunities, create social connections of mentorship and collaboration. Your total access pass will include:



- Save time & money! There are no travel costs, hotels, transportation fees or meals. Come as you are from the comfort of your home.
- Extend your global reach! Make social connections with art educators from across the Midwest by taking advantage of access to TWO conferences for the price of one! Our partnership with the Illinois Art Education Association (IAEA) will allow your art education wanderlust to venture into new ways of connecting and collaborating.
- Interactive sessions through a hybrid of live presentations, hands-on workshops, chat sessions and pre-recorded mock-live sessions with dynamic presenters
- An all-star cast of keynote speakers including art teacherin' extraordinaire Cassie Stephens, Emmy award winning Nate Heck from Artrageous With Nate, and Mark Newman, the author of Sooper Yooper
- Collaborative breakout sessions featuring areas of special interest
- Exciting giveaways and discount codes from our vendors and sponsors like an iPad from Artsonia
- Participate in Artisans' Gallery page where you can purchase goods from talented peers
- Post-conference access pass to recorded sessions and resources for members until June 2021



Arts in Tandem: MAEA & IAEA

The Illinois Art Education Association (IAEA) is hosting a robust and engaging online conference November 6 - 7, 2020. MAEA conference registrants will receive an “IAEA After Pass,” to access recorded sessions, hands-on workshops, as well as networking opportunities with fellow art, design, and media educators. You can additionally expect:

- Noteworthy and inspiring Super Session speakers
- Invitations to live interstate sessions based on timely topics and with facilitated breakouts

Keynote Speakers

Cassie Stephens



As a graduate of Indiana University, with a painting and art education degree, Cassie Stephens student taught in the magical land of Ireland before being hired to teach art in Nashville, Tennessee. Join her as she unravels her journey from her “jean-jumpers” days to self-discovery and how she became an author and a blogging sensation where she shares all things life and art teacherin’.

Nate Heck



As a former classroom art teacher, Nate Heck was concerned with the yearly decrease in arts funding. In 2013, Nate set out to create online arts content showing the power of creativity and innovation, and thus, the inception of Artrageous.

Sharing his passionate knowledge, Nate will help rekindle the creative fire within each of us, and give the tools to demonstrate that what happens in the art room is connected to everything outside of it.

Mark Newman



Mark Newman is a writer and photojournalist who brings tremendous energy and endless passion to his pursuit to prove that everyone can be a superhero when it comes to protecting the environment. He is, in fact, a man on a mission. He started his Sooper Yooper children's book series with artist Mark Heckman and when his friend died from non-Hodgkin lymphoma 10 years ago, Newman vowed to continue his legacy.

For the past 10 years, Mark Newman has been presenting his Sooper Yooper program to students of all ages with an enthusiastic and entertaining style that is multi-disciplinary in its approach. Drawing on art, science and literature, his engaging message brings a much-needed awareness to the plight of the Great Lakes and the role that youth can play in protecting the environment.

Virtual Artisans' Marketplace



The MAEA recognizes the artists amongst us by featuring a virtual Artisan Marketplace opportunity. If you would like to showcase your handcrafted work for retail, please consider being part of this exciting virtual event. Artisans can reserve a spot to showcase their work for \$10.00! No need to risk breaking fragile work in transport or setting up or tearing down your booth, simply link your website directly into our virtual platform! Members will be able to access your work through direct links for the entirety of the conference rather than a single night! This event will be broadcast through notifications to our members during our conference.

SCECH Form

State Continuing Education Clock Hours (SCECH) may be earned for attending approved MAEA workshops and keynote presentations. The SCECH form will be \$5.00 for this year only. This fee will sponsor a donation to the Memorial and Professional Development Scholarships.



Conference 2021 Planning



Would you be willing to be part of the conference planning committee for 2021 on Mackinac Island? We invite you to be involved to make our next in-person conference truly memorable. Please join us for our virtual planning session during the conference! If you can't make the live session, please email Conference2020@miarted.org.



Jane Inhulsen
Executive Secretary
18674 Goldwater Road
Westfield, IN 46062

Change Service Requested

NAEA/MAEA Membership Application

Membership with MAEA is membership to both NAEA and MAEA:

Mail to: MAEA Membership Chair: Jackie Whiteley, 3233 Hunt Road, Adrian, MI 49221

-OR- Membership online: www.miarted.org click on *About*, then click on *Membership*

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☐ Associate \$95

☐ Retired \$65

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☐ Full-Time Student \$45

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Graduation Date: _____

☐ Institutional \$220

SUB TOTAL _____

Subscription Option:

☐ Studies in Art Education \$20

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