From June 21-23, 2013, seven members of the MAEA Council attended the Eastern Region Leadership Conference in New Bedford, Massachusetts. This beautiful, historic city on the Acushnet River was once a major whaling port during the 19th century and is still a major commercial fishing port today. Many of the downtown 18th- and 19th-century buildings have been renovated and a walking tour of the area revealed many art galleries and innovative restaurants. The conference was held at Artworks, a community arts center, located in the heart of the historic district.
Hi MAEA members,

My name is Elizabeth Stuart and I am the new MAEA president. I am very excited to be in this position for the next few years. I have been involved in MAEA for about 10 years now and I’ve served in various roles during that time such as the Elementary Division director and Supervision & Administration director. I’ve attended monthly board meetings over the years and learned the ins and outs of this organization. Like many past presidents before me, we each hope to make this organization better and more aligned to your needs.

PROFESSIONAL DEVELOPMENT

In the next few years, my plan is to continue the work that my predecessor, Eleni Dykstra, started. MAEA Connect is a series of new professional development workshops that was started in the spring of 2012. I hope to continue and expand on these offerings around our state. We will be looking for feedback from you to help us decide what topics are of interest. There were several workshops at our conference that were very popular that we may be offering as longer sessions. In addition, we will be offering some new and exciting workshops designed to get your creative juices flowing and provide you with lesson ideas you can begin implementing right away. Last year, MAEA offered its first “Crawl and Draw” as part of the MAEA Connect

MAEA STATEMENT OF PURPOSE

The purpose of this organization is to encourage, strengthen, and promote the role of the visual arts in education by: promoting quality instruction in visual arts education conducted by certified art teachers; encouraging study of art teaching; improving the conditions of art teaching; and encouraging and conducting research in art education. To these ends the Association will: hold public discussions; sponsor institutes, conferences and programs; publish articles, reports and surveys; and work with other related organizations to provide advocacy for arts education.
series, where teachers visited a few museums with their sketchbooks and were led on special tours. We will definitely be offering one (or more) of these events again this year.

**WEBSITE**

We are hoping to improve the current MAEA website and will be soliciting your thoughts and feedback about what you want included. A survey will be sent to all members asking for suggestions and guidance about which features would be most beneficial to you.

**INVolvEMENT**

We need you! MAEA is run entirely by volunteers. From the state conference to the professional development workshops, this organization could not exist without your help and support. Please be sure to join us for workshops and our annual conference which takes place each October. You may also get involved by submitting student artwork to the Youth Art Month (YAM) Contest that takes place each winter. Please also consider getting involved by joining one of the many committees (e.g., website, professional development, and student exhibits). Additionally, we have some open positions on the MAEA council. Please see below for a list of open positions and contact me if you would like to get involved or if you have any questions. Remember, this is your organization! Please let your voice be heard.

Feel free to contact me at any time as topics, issues, and ideas come up. MAEA is here to support you. Look for e-mail blasts about upcoming events coming soon! I hope you have a wonderful winter.

Sincerely,

Elizabeth Stuart
MAEA President
president.mdarted@gmail.com

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Chair, National Art Honor Society  
*Sherri Fisher*

Chair, National Board Certified Teachers  
*To be named*

New Teachers  
*To be named*

Youth Art Month  
*Meghan Zanskas*

Communications/Web Page Editor  
*To be named*

Communications/Gazette Editor  
*Elisa Patterson*

Director, High School Division  
*S. Craig Llewellyn*

Director, Higher Education Division  
*Kay Broadwater*

Director, AIMS Division  
*Joan Newcomer*

Director, Middle School Division  
*Raven Bishop*

Director, Museum Division  
*Amanda Kodek*

Director, Elementary School Division  
*Virginia Bute-Riley*

Student Chapter Liaison  
*To be named*

Director, Supervision/Administration  
*Mark Coates*

Program Committee Vice-President  
*Gino Molfino*

Program Committee Chair, Membership  
*Katie Heuston*

Program Committee Chair, Conference 2013  
*Linda Adams*

Program Committee Chair, State awards  
*Jamila Bellamy*

Program Committee Chair, Student Exhibits  
*Laura Patacca-Kerr*

Program Committee Chair, Special Events/Members Exhibit  
*Lillian Jenkins*

Program Committee Chair, Scholarship Committee  
*To be named*
Attending from MAEA were Eleni Dykstra, Lisa Stuart, Sarah Neubold, Sherri Fischer, Jamila Bellamy, Virginia Bute-Riley, and Elisa Patterson. Kristi Oliver, president-elect of the “other” MAEA (Massachusetts Art Education Association) and conference coordinator, and Linda Popp, Eastern Region Vice-President, welcomed Marylanders and members from Connecticut, Delaware, District of Columbia, Massachusetts, Maine, New Jersey, New York, Pennsylvania, New Hampshire, Rhode Island, Vermont, and West Virginia.

Here are some of the highlights from the very packed agenda:

- Representatives from each state reported on what they were working on, current trends in their states, and what they could use help with.
- Ralph Caouette, a member of the newly formed NAEA Research Commission, discussed its purpose and mission which is to conduct, coordinate, and communicate research that relates to the visual arts field (http://www.arteducators.org/research/commission).
- Bob Sabol, past president of NAEA, spoke eloquently about new evidence for why art education matters and the success it can bring to students in the classroom, at work, and in life.
- We also reviewed and provided our recommendations for current and future NAEA position statements, learned about the NAEA Membership Growth Rewards Program, and discussed a new initiative by the National Art Honor Society called Creative Industries Studio, among other topics.
Of course, the informal conversations, gallery walks, and other social activities shared with our Eastern Region colleagues were just as rewarding and helped to form a tighter bond amongst our MAEA committee members.

For me, that weekend in June stayed with me because I came away feeling like I was a part of something larger than just my own personal work and that of MAEA. It inspired me to a deeper commitment to our field in the visual arts and NAEA.

Here are comments from some of the other attendees:

“The Eastern Region Leadership Conference (Team East Retreat) is a high-energy professional development opportunity for all members. I would encourage you to consider attending a conference in the future. It is vital for visual arts teachers to recognize themselves as leaders and work to develop their leadership skills. You will learn so much from the experience that will impact you in your classroom and beyond.”

—Linda Popp

“This was my 5th Team East conference and it was one that will go down in my history books. There is nothing like meeting with other like-minded leaders from the eastern region to talk about art education in our region and across the country. I have grown to love attending these conferences and plan to attend them for many years to come.”

—Lisa Stuart

“Team East was one of the most valuable professional development experiences in my career. I learned about current trends in art education, made great connections with art teachers across our region, and saw great works of art! I came back with so many great ideas for my art room, my district, and our state organization. I can’t wait to go back!”

—Sarah Neubold
GROWING OUR MEMBERSHIP = ART MATTERS!

KATE HEUSTON
MAEA Membership Chair

Did you know that currently, our Maryland professional organization (MAEA) has the potential to gain 2,028 members? At the moment, only 19% of art education professionals are a part of our organization in Maryland. This means that the collaborative force of MAEA is operating at less than a quarter of its capacity. It is important to all of us that we build the team. Joining MAEA is the best way to ensure that you are giving everything you’ve got to show that ART MATTERS!

MAEA is a collaborative voice. Being a part of MAEA allows you to have opportunities to improve your practice through professional development, conferences, networking, publications, and more. With all of this at your fingertips, you directly become a part of helping to grow your art education practice and that of others. With all of this growth and support, we can make bigger waves in the world of teaching. Together we know and show what good quality education is all about: ART!

If you are not a member of MAEA/NAEA, you can become one by:

- Registering online at www.arteducators.org
- Calling 800-299-8321
- Emailing members@arteducators.org

If you are already a member, spread the word! Until December 16th, members who recruit other members will be entered into the NAEA pARTners Program drawing to win a $500 Blick Art Materials coupon. For more information on recruiting visit http://www.arteducators.org/community/partners-program.

So don’t hesitate. Become an active part of something big.
On Friday, October 25th, 2013, students from the Student Chapter of Towson University’s National Art Education Association happily clamped down on a button press to turn small artworks into wearable masterpieces. The organization was asked by a representative from the Children’s Home, a place that provides services and shelter for children who have been abandoned, abused, or are homeless, to provide an art activity for their...
annual Gala's guests. Art is a large part of the Children's Home and students are encouraged to make art and display their work within the home. Both “graduates” of the home’s program, foster families, and community leaders were there to show support for this amazing cause while enjoying live music, a photo booth, and art station. After creating their artwork with colorful painted papers, stamps, markers, and magazine images, guests eagerly waited for their art to be placed into the button press and come out transformed into a pin-back button. In keeping with the theme of the night, Everyone Deserves a Home, attendees were given bird houses that were built and painted by the Student Chapter as “thank you” gifts. There were over 200 birdhouses to be assembled and painted before that night but the hammered thumbs and paint stained clothes were well worth it. Not only were they a great way for us to show support for a wonderful cause, they also provided our organization with another creative outlet and an opportunity to work as a whole to accomplish something wonderful.

Have you considered writing for the MAEA Gazette? Did you try something new this fall that really worked well and can be shared with other art educators? Did you attend any classes for your own professional development? If so, take out your reporter's pad and pencil and draft a quick paragraph about something that was meaningful to you or that could be useful to others. Perhaps you’ve read a good book or article on Common Core or some other relevant topic. It would be great to include a review in the next Gazette.

Also, “a picture is worth a thousand words” and a great photograph accompanied by a caption and a few sentences can really tell a great story.

Please share your passion and best practices with fellow art educators across the state.

The Gazette is for you!

For more information and writing guidelines, please contact Elisa Patterson, Gazette editor, at e-patterson@nga.gov

Or, find information under “Forms” at www.marylandarted.org


How can students use technology and design to examine cyberbullying? Art educators can encourage students not to be bystanders of cyberbullying and take action through art projects that connect technology, design, and deep reflection. Students can build a strong awareness of what cyberbullying is, investigate real world experiences, and discover how to be resilient, compassionate, and supportive of victims of cyberbullying.
Flyer Design: Dynamics of Text and Image

Students in my 12th grade graphic design class at the Charles E. Smith Jewish Day School in Rockville, Maryland were asked to create a flyer in Adobe Photoshop that responds to cyberbullying and to post their designs in different spaces within the school. Students examined how graphic artists use concepts such as unity, composition, layout, text, color, balance, slogans, questions, or guidelines in their work.

Students worked in pairs and were given prompts such as “Power Dynamics,” “Intervention,” or “Protectors.” They used these prompts along with assigned current newspaper articles to inform their artmaking process such as “Teenage cyberbullying,” (New York Times, 2013, http://www.nytimes.com/2013/09/23/opinion/teenage-cyberbullying.html?ref=cyberbullying&r_r=28) and “Text-message bullying becoming more common,” (Chicago Tribune, 2011, http://articles.chicagotribune.com/2011-12-01/site/sc-nw-texting-bullying-1130-20111201_1_text-messaging-david-finkelhor-cyberbullying). They followed criteria that included creating original images, slogans, and phrases that captured their own ideas of how other students and adults in the school community could reflect on cyberbullying.

Eric and Evan’s flyer designs reflected the idea of power dynamics and showcased how cyberbullying can diminish someone’s power to stand on their own. They pulled from various experiences they discovered online and through compelling articles. On a classroom blog, students examined their design work and what they might do when faced with a cyberbullying situation in school. Students wrote about experiences with Adobe Photoshop and how they connected their thoughts about cyberbullying to personal and social experiences. Students had comments such as, “If a close friend was really hurt, I would console him/her,” “Many students think cyber bullying is a joke, although people don’t always show they are hurt, many times they are,” “If cyberbullying was present in my class, I would inspire two people to talk off the internet, allowing them to see the impact of their words on the other person, the reality of what their words are doing,” and “I think schools should inform students more about the serious effects that cyberbullying could have on people.”

Conversations to Integrate into Studio Projects

Art teachers may consider having students develop positive imagery of themselves in order to develop confidence in the classroom (Griffiths, 1993). Having conversations with students...
about their digital footprint or “online presence” is a key to beginning an art project about cyberbullying, and how their online presence impacts their persona online. Teachers can communicate the importance of not posting any text, images, or messages that can make another person feel uncomfortable or bullied. Throughout a studio project, art teachers can check-in with their students regarding their internet usage, encouraging them to have face-to-face communication with other students. The importance of open communication is important for students to feel safe in school.

How to Handle Cyberbullying in the Studio Classroom

What happens if a bully presents himself or herself through an art project? How do art educators handle a situation where a student lacks empathy for others and will not cooperate? Discussions need to take place amongst art educators in their school communities on how to handle various bullying situations that arise in class and how to handle bullying behaviors appropriately.

Teachers need to intervene whenever a bullying situation presents itself in the classroom as a way to stimulate dialogue between students (Graham, 2010). When bullying behaviors are observed in class, teachers must intervene and make administration and guidance counselors aware of the situation immediately. Also, having one-to-one conversations outside of class time with the students involved and parents is critical.

Through art making, students can have meaningful discussions and share experiences which address some of the issues of cyberbullying. Reflecting on this topic can be the initial step in creating a positive digital school environment.

Resources


Benjamin Tellie is an artist and art educator who teaches art at the Charles E. Smith Jewish Day School, Rockville, MD. He is also a Gallery Instructor for the High School Seminar Program at the National Gallery of Art. Visit www.benjamintellie.com.
Annual Showcase of Outstanding Maryland Student Artwork

Isaiah P.
Benjamin Foulois CVPA
Prince George’s County Public Schools

Mia C.
Piccowaxen Middle School
Charles County Public Schools

www.marylandarted.org
Johnathan G.
Wendy Hill Middle School
Calvert County Public Schools

Xiaodeng Z.
Burleigh Manor Middle School
Howard County Public Schools

Christopher V.
Northwestern High School
Prince George's County Public Schools

Anna K.
Maryvale Preparatory School
AIMS
Keana Z.
Martin Luther King Middle School
Montgomery County Public Schools

Mia J.
Rolling Knolls Elementary School
Anne Arundel County Public Schools
Highlights of the 2013 MAEA Conference

Keynote speaker, Dr. Marilyn Stewart, Kutztown University

Student volunteers from James Hubert Blake High School
Super Art Fight!
Celebrating 20 Years!

General sessions and workshops acknowledge participants’ diversity in arts integration experiences, grade levels and subjects taught.

Deep and rigorous conversations related to; what is arts integration and why implementing arts integration strategies in the classroom are important.

Commitment to enhance the natural connections between the arts, reading language arts and social studies as well as nourishing a link to the sciences and mathematics.

Save the Date

JULY 7-11, 2014
20TH MARYLAND ARTIST/TEACHER INSTITUTE

Professional Development for Maryland Educators In Arts Integration
The Maryland Artist/Teacher Institute (MATI) is a 5-day residency program for Maryland educators Pre-K to 8th grade. The institute provides hands on workshops in Creative Writing, Dance, Music, Theatre and Visual Arts. Using best practices engages the learner by integrating the arts with Reading Language Arts and Social Studies as well connections to the Sciences and Mathematics.

Sponsored by the Maryland State Department of Education and the Maryland State Arts Council, an agency of the Maryland Department of Business and Economic Development, in partnership with the Arts Education in Maryland Schools Alliance and the University System of Maryland.

Maryland State Department of Education
Office of Fine Arts
200 W. Baltimore St.
Baltimore, MD 21201
Inquiries: Shelley S. Johnson, Director sjohnson1@msde.state.md.us