

Envisioning Arts Education in Vermont



Vermont College of Fine Arts
September 11, 2014



in partnership with:



with support from:



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Introduction

On Thursday, September 11, 2014, The Vermont Arts Council, with support from the Vermont College of Fine Arts, the Office of the Creative Economy, and the Vermont Agency of Education, held a visioning session on the future of arts education in Vermont. The participants, 120 leaders in the arts, education, non-profit organizations, government, and business communities, identified a series of priorities and strategies to ensure that Vermont students have the opportunity to develop creative abilities and critical thinking skills. Their findings will serve as the basis for a state-wide conversation about arts education in Vermont.

After remarks from Ellen McCulloch-Lovell, President of Marlboro College (Appendix A), and Vermont Secretary of Education, Rebecca Holcombe, participants were presented with an overview of Vermont's current arts education landscape, and examples of excellence from around the state presented by the Integrated Arts Academy, Music Comp, and the River of Light Parade. Participants then worked in groups to consider specific challenges/opportunities that had been previously identified by a planning committee. This document contains an analysis of those group conversations with common points of interest as well as the raw record of them.

Analysis of Findings

After conducting an analysis of the various breakout group discussions and their individual recommendations, we have identified the following goals as immediate priorities for moving arts education in Vermont forward. This is not a finalized list of objectives, but rather, a preliminary list of findings that will inform a series of state-wide hearings this fall and winter about the future of arts education in Vermont. The information collected at those hearings will be compiled, reviewed, and prioritized by a task force of representative stakeholders.

Recommendations

- 1) Arts education efforts need to include a focus on pre-K education.
- 2) The Agency of Education should employ an arts content specialist.
- 3) Deliver high quality professional development for arts educators and non-arts educators focused on ways to integrate the arts across the curriculum.
- 4) Create an "advocacy toolkit" with current research on the importance of arts education.
- 5) Adopt the new National Core Arts Standards.
- 6) There should be a consistent, designated amount of funding for arts education in schools, and funding efforts should be coordinated to ensure maximum effectiveness.

Breakout Session Findings

Professional Development

Breakout Group Members: Casey Murrow, Beth LeCours, Martha Fitch, Carol Gargon, Ben Doyle (facilitator), Marni Leikin, Owen Leavey, Tillie Quattrone, Noel Bryant, Jonathan Silverman, Rebecca McGregor, Micha Carlson, Mary Hepburn (scribe).

What's working?

- There are a variety of regional and national organizations offering professional development opportunities to arts educators (The Flynn Center for the Performing Arts, Catamount Arts, Music Comp, The Kennedy Center).
- There are Professional Learning Communities (PLC) for arts educators that provide professional development resources (newly created PLC for Dance instructors, Vermont Arts Teachers Association, Vermont Music Educators).

What are the challenges?

- There is no centralized system in place for arts educators to learn about professional development opportunities.
- There is a need for professional development in *both* content specific areas and general pedagogy.
- Current professional development in schools centered on the Common Core standards is perceived as offering little for arts instructors.
- Which set of standards arts instructors should be using is not clear and this limits the opportunities for meaningful development around those standards.
- Part time arts instructors (the majority) receive little professional development funding making it difficult to take advantage of existing opportunities.
- Because part time arts instructors must juggle schedules between multiple schools, attending professional development in-services or after school sessions is difficult.
- There is no arts content specialist at the Agency of Education to coordinate professional development opportunities or with whom arts instructors can collaborate.
- The arts are not viewed as part of the "literacy" discussion.

What needs to happen to move arts education in Vermont forward?

- A centralized system for alerting arts instructors about meaningful professional development needs to be established.
- Professional development centered on the Common Core needs to integrate subjects (including the arts) across the board.
- Students and student work should be utilized in professional development through the use of e-portfolios.

- More regional Professional Learning Communities should be established.
- The arts should be utilized in professional development around Project-based Learning for both arts content and non-arts content specialists.
- Secure professional development funding for part time arts instructors.
- There needs to be an arts content specialist at the Agency of Education.
- Provide additional professional development for arts educators to explore their own craft.

Prioritized group recommendations:

- 1) The arts should be utilized in professional development around Project Based Learning for both arts content and non-arts content specialists.
- 2) There needs to be an arts content specialist at the Agency of Education.
- 3) Provide additional professional development for arts educators to explore their own craft.

Inclusive Teaching in the Arts

Breakout Group Members: KM Monley, Judy Chalmer (facilitator), Stefanie Weigand, Richard Heller, Emily Collins, Gigi Weisman, Bruce Audette, Lisa Condino, Casey Bailey, Erica McLaughlin, Bailee Layn-Gordon, Reeve Lindbergh (scribe), Heather Clark Warner, Stephan Pite, Kim Desjardins, Leah Joly

What’s working?

- Many students with special needs are in art classes.
- The arts are probably one of the few opportunities for students with special needs to be fully included in the larger school community.
- Many students with special needs (specifically autistic students) blossom through the integrated use of technology.
- Participation in the arts allows many students with emotional challenges to stay in the classroom.
- Choice-based art activities encourage students to find their strengths and give them the opportunity to be more engaged.
- There has been growing recognition of the importance of the arts for students with special needs.
- Arts integration has proven successful for engaging students in other subjects (for example, math concepts introduced through art).

What are the challenges?

- Too often students with special needs are pulled from art classes for special services. This isn’t limited to students with disabilities, but in some cases anyone who needs tutoring, guidance, etc.
- Classes are too large and there is insufficient support in the classroom.

- There is not enough differentiated instruction happening in classrooms in general. As a result, students are pulled out of class.
- Para educators do not receive sufficient training; many don't know how to support arts activities and sometimes try to "complete" the project for their student.

What needs to happen to move arts education in Vermont forward?

- There needs to be professional development, training, and classes for art teachers and support staff in working with special needs students (adaptation and Universal Design for Learning).
- There should be more communication at the supervisory union level about the need for the arts.
- Art teachers should provide instruction to their non-arts colleagues about the ways in which to integrate the arts into curriculum and support students with special needs.
- Students should be encouraged to help each other and should become advocates for the arts.
- Specialists should be available to work with teachers on issues of access.
- There must be an increase in planning time so that special educators and para educators can collaborate with art content specialists.
- There should be an intentional team approach to improving student outcomes that includes special education and the arts.
- The needs of English as a Second Language students should also be remembered in this conversation.
- We need to respect student voice and let them become advocates for the arts.

Prioritized group recommendations:

- 1) There needs to be professional development, training, and classes for art teachers and support staff in working with special needs students (adaptation and Universal Design for Learning).
- 2) There must be an increase in planning time so that special educators and para educators can collaborate with art content specialists.
- 3) We need to respect student voice and encourage students to become advocates for the arts.

Funding

Breakout Groups: Sara Katz, Edie Sawitsky, Mark Sustic, Eddie Gale, Sharon Biddle, Marguerite Adelman, Paul Gambill, Greg Marino, Ed Clark, John Killacky, Karen Taylor Mitchell, Katariana Lisaius, Mollie Burke, Dianne Derby, Dick McCormack, Harry Frank, Christopher Kaufman-Ilstrup (facilitator), Susan McDowell (scribe)

What's working?

- The things community members valued are an integral part of the example models (Integrated Arts Academy, The River of Light Parade, Music Comp). Once the community is involved, it's hard to cut the budget.

- Results Based Accountability (RBA) will make a difference in funding discussions and can help funders recognize successful outcomes.

What are the challenges?

- The local community needs to be continually reminded of the arts' value. The arts are an easy area to cut in the run up to town meetings.
- Tax payer fatigue. It's not realistic to believe that the arts budget can grow.
- The largest cost in education is personnel.
- Local control creates redundant overlaps. A statewide policy for arts education is needed.
- Yearly funding can be difficult to obtain if reform efforts are the goal. There needs to be a longer commitment of grant funds.
- There are conflicting visions for the role of the arts and for the role of education itself. Are the schools meant to prepare someone for a profession or for citizenship? Many of the issues are tied to class-distinctions.
- Organizations are often so busy trying to keep the organization running that they are unprepared to take advantage of grant opportunities when they come along.
- There is a wide disparity between economic and geographic availability for the arts in Vermont.
- Grant applications can be challenging, especially if an organization or school doesn't have someone with the necessary skills.
- Advocacy at local public schools suffers when parents choose to homeschool or enroll their children in private school/lessons. These people are often passionate about the arts and have pursued other avenues for their children.
- The public doesn't understand that this isn't about the arts but about student outcomes.
- The outcomes of student access to the arts haven't been sufficiently identified.

What needs to happen to move arts education in Vermont forward?

- The discussion needs to be broadened immediately to include pre-K.
- Efforts to increase funding need to be grassroots. Funding for arts education should be a communications campaign.
- The pitch for arts education needs to be made continuously—not just in town meeting.
- Consider framing the issues "arts in education" rather than "arts education" so that the arts become fully integrated into other subjects—making the arts difficult to cut.
- Make the connections between policy and pre-K-12 pedagogy clear. Standards and best practices will articulate "this is the way we teach now" and make the case for increased funding to support an arts-integration approach.
- Build funding coalitions that are less fractured and can have a more significant impact.
- Use collaboration to overcome scale/leadership challenges that make it difficult for Vermont to take advantage of funding resources.
- Organize school data in preparation for funding opportunities that might arise at the federal level so that the state can act quickly.

- Ensure that the Agency of Education is a central partner (this means an arts content specialist that can help coordinate efforts).
- Improve collective organization management to ensure all parties are informed. A lead organization and/or a figurehead need to be clearly identified.
- Expand focus of Arts Advocacy Day to include demonstrations of arts integration’s impact on student outcomes.
- Find ways to successfully engage businesses in support of arts education.
- Encourage collaboration as an alternative to consolidation. Make funding go further by sharing resources.
- Improve data collection for outcomes measurement.

Prioritized group recommendations:

- 1) Make the connections between policy and pre-K-12 pedagogy clear. Standards and best practices will articulate “this is the way we teach now” and make the case for increasing funding to support arts integration approach.
- 2) Use collaboration to overcome scale/leadership challenges that make it difficult for Vermont to take advantage of funding resources.
- 3) Improve data collection for outcomes measurement.

Community Partnerships

Breakout group: Rosemary Leach, Holly Groschner, Christina Weakland, Pat Cushing, Rebecca Schwarz, Kim Bent, Susan Calabria, Maudelle Driskell, Angela Lannuzzi, Maggie Lisman, Melissa Steady, Victor Prussack, Deana Mallory, Karen Trenosky, Tillie Quattrone, Gowri Savoor, Alex Aldrich (scribe), Sonia Rae (facilitator)

What’s working?

- Vermont has a vibrant arts community and a number of arts organizations that are committed to foster connections to school communities.
- Artists are passionate advocates.
- There are existing in-services that while hard to access, provide an opportunity for connecting school communities with arts/cultural organizations.
- There is existing data (as evidenced by Ellen McCulloch-Lovell’s speech) that supports the importance of the arts in children’s education.

What are the challenges?

- There is a need for advocacy training and information (pamphlets, brochures, instructional materials) to help people speak to the existing data.

- Inertia: it can be difficult to convince people to change practice if they are accustomed to doing things a certain way. How do we make the case that arts integration can enhance teacher practice?
- It is difficult to crack the in-service “glass ceiling” and communicate directly with teachers and administrators.
- Establishing community partnerships takes a great deal of time and many artists and teachers lack the amount of time needed to form or maintain those relationships.
- Community partnerships must be dynamic as the needs of the schools and arts organizations change or evolve.
- There are financial challenges. Different artistic disciplines have different “price-points” and smaller rural communities face a greater challenge in providing an appropriate variety of arts experiences.
- Arts organizations need to have greater awareness about grant opportunities that could support this work.
- The business community needs to be more involved—not just underwriting, but also supporting the work through in-kind contributions (paper, art supplies, marketing and promotion).
- Target populations, potential advocates, and tools for engagement need to be clearly identified.

What should be done to move arts education in Vermont forward?

- Develop an advocacy network of trained, knowledgeable practitioners who can not only speak the language of legislatures and key influencers, but also know the best practices that will help strengthen community partnerships.
- Ensure that arts integration and community partnerships are on in-service agendas.
- Create an “idea swap” for arts education that involves both educators and arts organizations.
- Interview teachers to find out exactly what they need and develop programs that address those specific needs.
- Build an arts education advocacy toolkit for organizations, teachers, parents, and students.
- Invite principals, superintendents, and school boards to meet in community arts organizations’ facilities. Hosting is a powerful tool.
- Secure information from the Agency of Education about who teaches what and the best ways to communicate with teachers.
- Establish better pathways for sharing knowledge and information about arts integration.
- Arts organizations should listen, build trust, start small and build, and finally identify the common benefits of the relationship.

Prioritized group recommendations:

- 1) Ensure that arts integration and community partnerships are on in-service agendas.
- 2) Build an arts education advocacy toolkit for organizations, teachers, parents, and students.
- 3) Establish better pathways for sharing knowledge and information about arts integration.

Barriers to Access

Breakout group: Rebbie Carlton, Liz DeNiord, Rosina Cannizarro, Amy Cunningham, Doreen Kraft, Stacy Raphael, Art Bell, Anni Mackay, Krista Huling, Gail Kilkelly, Peter Miller, Martha Allen, Karen Taylor-Mitchell, Paul Costello (facilitator), Bill Schubart, Valerie Stuart, Diane Derby, Shannon Furnari, Patti Riley, Ellen McCulloch-Lovell, Steve Owens, Chaunce Benedict, Elijah Hawkes, Maddie Goddard, Marissa Mattogno, Ann DeMarle, Troy Hickman (scribe), Lars Torres, Navah Fried, Josh Hoffman

What is the current landscape? What are the barriers that prevent students from receiving excellent arts education?

- How the arts are currently defined and imagined in school communities is ultimately limiting.
- There is a “scarcity mentality” around budget priorities.
- The absence of an arts content specialist at the Agency of Education means that teachers and administrators do not have a source for information, resources, or support.
- Smaller schools often (but not always) lack access to the opportunities that students in larger communities have.
- “Itinerant” arts instructors, given the nature of their position, don’t have equal access to common planning time or opportunities for collaboration.
- Some school cultures don’t value the arts, as evidenced by awards ceremonies in which 90% of the awards given are for “core” subjects (math, science, English).
- The arts are viewed as supplemental—not essential.
- Scheduling that prioritizes “core” subjects limits student access.
- There is no common thread from elementary to high school arts instruction (although these silos are coming down, there is still work to do).
- The long term benefits of arts education have not been adequately communicated.
- There are inequities in professional development opportunities for public school teachers, specifically for the arts.
- Transportation (cost, distance, insurance) is a challenge for schools trying to take advantage of cultural resources in the state.

What should be done to move arts education in Vermont forward?

- Broaden our definition of the arts and arts education to include everything from folk arts to digital arts.
- Engage school boards in the conversation.
- Require all licensures to include arts integration to help prepare administrators, teachers, and community leaders.
- Advocate for an arts education content specialist at the Agency of Education.
- Explore expanding times that arts activities could be made available or incentivize student participation in arts activities outside of school hours.

- Improve professional development opportunities in arts integration for arts content teachers and non-arts content teachers.
- Make portfolios mandatory for graduation and host a statewide recognition event to honor student work.
- Communicate to the public about the career paths and opportunities available to artists (get rid of the “starving artist” model).
- Build a regional expansion of the Governor’s Institute for the Arts for upper elementary and middle school students. Make it more available for high school students.
- Make the case for arts education to policy makers through a multi-media campaign. The campaign should include rationale, metrics, and stories to demonstrate importance.
- Build connections between businesses and school board associations to demonstrate the importance of creativity and arts in business.
- Support student agency in the creation of Personalized Learning Plans and the ability for students to incorporate the arts into those plans.
- Provide greater opportunity for out-of-state professional development.
- Expand high quality out-of-classroom opportunities for students.
- Make the art that student create visible to the community and highlight the ways in which the art reflects the community.
- Create common database or website to share practices, resources, and ideas.
- Advocate for an expected/minimum arts budget based on the number of children enrolled in a school.
- Ask that a percentage of lottery funds be allocated for arts education.

Prioritized group recommendations:

- 1) Advocacy and Marketing: Make the case for arts instruction publicly.
 - The case should be made upon an expanded definition of arts education. The definition should be broad - from folk to digital arts and should respect diverse cultural views of art.
 - The case should demand increased resources for arts education.
 - The case should demand an expected Arts Budget for children in k-12.
 - The case should demand a percent of Lottery revenue for Arts Education.
 - The case should emphasize and delineate the relationship between the arts and economic possibilities, specifically highlighting career paths that are arts-related.
- 2) Address the structure that supports art education in Vermont:
 - Require programs of licensure to include instruction around arts education to help prepare administrators, teachers, and community leaders
 - Advocate for an arts education content specialist in the Agency of Education.
 - Expand Governor’s Institute through increased access or replication.
 - Create a regulatory definition of integrated arts education. The definition should differentiate between integrated arts education and add-in activities.

- Require portfolios for graduation and celebrate these portfolios by recognizing and awarding excellence.

3) Work to change the culture at the school level:

- Demand that arts education be prioritized on class schedules. Students are not able to attend arts classes or events due to scheduling conflicts with required classes. Other possibilities are to explore expanding times when arts activities could be made available (before or after school hours) or incentivize student participation in arts activities outside of school hours.
- Expand planning time and professional development opportunities for teachers.

Standards

Breakout group: Braelyn Ingolstad, Keri-Anne Lesure, Phyllis Perkins, Chris Case (facilitator/scribe), Joanna Elliot, Robin Lauzon, Tina Logan, Sandi MacLeod, Robin Perlah, Jodi Sanders, Erin Galligan-Baldwin, Judy Klima.

What are the current standards for teaching in the arts? What are the strengths and limitations of those standards?

- The Vermont Framework of Standards and Grade Expectations for the Arts are the current standards for arts instruction in Vermont.
- Came out of the Discipline-Based Art Education movement that emphasized technical knowledge and interdisciplinary connections.
- Developed by a team of Vermont educators and arts administrators.
- Published in 2004, currently widely utilized.
- Highly useful at the time as a way of framing instruction and communication, improving skill development, more consistently incorporating aesthetics and critique into PK-12 instruction.
- Professional development for standards implementation is inconsistently supported at the local-level.
- No widely-used online resources beyond the Grade Expectations documents, or regular statewide professional development opportunities.
- Emphasizes technical elements and principles as being at the core of the standards, coupled with transferable skills (i.e. reflection and critique, making connections).
- Media Arts not included as a unique art discipline, although Media Arts could be used to meet learning standards from other disciplines.
- Creative use of technology is not addressed explicitly, except in music, but teachers have room to include technology as a part of addressing learning standards.
- Unclear alignment with the 2014 Vermont Teaching Standards.
- High School standards are categorized as Proficient and Advanced.
- Pk-8 Discipline standards are divided into 2-grade level blocks, and are often repetitious, not accounting for students' developmental growth.

- The current standards aren't as explicit about current trends in education as might be desirable (related to 21st Century Skills, integration of technology, etc.), and could be updated to promote continued relevance.

What are the National Core Arts Standards (NCAS)? What are the strengths and limitations of those standards?

- The National Core Arts Standards were published in June, 2014.
- Came from a push to develop art standards that better reflected the importance of 21st Century Skills/transferrable skills (in the tradition of Common Core State Standards and Next Generation Science Standards).
- Developed over three years by a national network of thousands of educators, including K-12 practitioners, theoreticians in art education and educational psychology, district arts administrators, and higher educators.
- Standards and related resources are currently available online in a searchable and customizable format.
- Still a developing document. More resources and model assessments will be added in the future.
- National professional arts education organizations are currently asking for volunteers to implement and evaluate the standards' cornerstone assessments.
- Framed around four process headings: Creating, Performing, Responding, Connecting.
- Emphasize critical thinking, analysis and critique, while incorporating skills and technical principles.
- Include Media Arts as a dedicated arts discipline (implications for connections to Career and Technical Education programs).
- Provide scaffolding for teachers, including sample assessments and curriculum.
- Take advantage of current cognitive, social emotional, and arts education research.
- Reflect the thinking that informed CCSS, NGSS development, including promoting opportunities for critical thinking and reflection, and for the development of 21st Century Skills.
- Creative use of technology is explicitly framed across all five disciplines.
- Emphasis on the creative process as a function of critical and innovative thinking, as opposed to a pure application of technical skills.
- More directly aligns with the 2014 Vermont Teaching Standards.
- High School Standards are categorized as Proficient, Accomplished, and Advanced.
- Pk-8 Grade level bands are broken out by single grade level, with significant differences in standards from grade to grade, providing teachers with appropriate targets for learning.
- Rich standards and sample curriculum supports teachers across content areas who are looking to create integrated curricula.
- Include enduring understandings and essential questions for each anchor standard.
- Supplemental resources support differentiated instruction and inclusion for students.
- Guidance for formative and summative assessment development are included in the supplemental resources.
- Supported with ongoing national professional development efforts (webinars, conferences, electronic resources, etc.).
- Music is divided into strands (general music, harmonizing instruments, music technology, music theory-composition, traditional and emerging ensembles), reflecting current curriculum and school practice.

Prioritized group recommendations:

- 1) A statewide group representing all NCAS disciplines should advocate for the state to adopt the National Core Arts Standards.
- 2) Increase state-level support and infrastructure, including an arts content specialist at the Agency of Education, for implementation of National Core Arts Standards.
- 3) Create a professional development framework (including Agency of Education support and peer-to-peer networks) to support implementation of National Core Arts Standards.

Planning Committee

Rebecca Carlton	Vermont Art Teachers Association
Chris Case	Vermont Agency of Education
Judy Chalmer	VSA Vermont
Hal Colston	Partnership for Change
Paul Costello	Council on Rural Development
Doreen Kraft	Burlington City Arts
Zon Eastes	Vermont Arts Council
Paul Gambill	Community Engagement Lab
Sara Katz	Burlington City Arts
Marni Leikin	Vermont College of Fine Arts
Anni Mackay	BigTown Gallery
Sonia Rae	Vermont Arts Council
Stacy Raphael	Flynn Center for the Performing Arts
Bill Stetson	President's Council on Arts and Humanities
Lars Torres	Office of Creative Economy

Participants

Marguerite Adelman	VSA Vermont
Alex Aldrich	Vermont Arts Council
Martha Allen	Vermont NEA
Bruce Audette	Baird Center
Casey Bailey	Flood Brook School
Art Bell	Dreamlike Pictures
Chaunce Benedict	Bakersfield Elementary/Middle School
Kim Bent	Lost Nation Theater
Sharon Biddle	Catamount Arts
Julian Bradshaw	Essex High School
Noel Bryant	Rutland Central Supervisory Union
Mollie Burke	Vermont House of Representatives
Susan Calabria	Brattleboro Museum & Art Center
Anne Campbell	Catamount Arts
Rosina Cannizzaro	Vermont Youth Orchestra Misha
Carlson	South Burlington High School
Rebbie Carlton	Vermont Art Teachers Association
Lawrence Carnahan	Washington Northeast Supervisory Union
Chris Case	Vermont Agency of Education
Judy Chalmer	VSA Vermont
Ed Clark	Vermont Arts Council Board
Heather Clark-Warner	U32 High School
Emily Collins	Chittenden East Supervisory Union

Lisa Condino	Teaching Artist
Paul Costello	Vermont Council on Rural Development
Anne Cummings	Colchester School District
Amy Cunningham	Vermont Humanities Council
Pat Cushing	Randolph Union High School
Ann DeMarle	Champlain College Emergent Media Center
Liz DeNiord	Brattleboro Union High School
Diane Derby	Senator Leahy's Office
Kim Desjardins	Teaching Artist
Ben Doyle	Vermont Arts Council
Maudelle Driskell	The Frost Place
Joanna Elliot	Richmond Elementary and Flynn Elementary
Peter Evans	Vermont Principals' Association/UP for Learning
Ethan Felder	U32 High School
Martha Fitch	Doty Elementary School/Vermont Craft Council
Harry Frank	Vermont School Boards Association
Navah Fried	Montpelier High School
Shannon Furnari	Congressmen Welch's Office
Eddie Gale	Henderson Foundation
Erin Galligan-Baldwin	U32 High School
Paul Gambill	Community Engagement Lab
Carol Gargon	Johnson State College
Maddie Goddard	U32 High School
Betsy Greene	Champlain Elementary School

Holly Groschner	Vermont Arts Council
Elijah Hawkes	Randolph High School
Richard Heller	Brattleboro Union High School
Mary Hepburn	Vermont Academy
Troy Hickman	Vermont Arts Council
Josh Huffman	Randolph High School
Krista Huling	Vermont State Board of Education
Braelyn Ingvolstad	Brattleboro High School
Leah Joly	Williston Central School
Sara Katz	Burlington City Arts
Christopher Kaufman-Ilstrup	The Vermont Community Foundation
Gail Kilkelly	South Burlington Schools
John Killacky	Flynn Center for the Performing Arts
Judy Klima	Integrated Arts Academy
Doreen Kraft	Burlington City Arts
Angela Lannuzzi	Helen Day Arts Center
Robin Lauzon	Champlain Valley Union High School
Rosemary Leach	Contemporary Dance Studio
Owen Leavey	Stowe High School
Beth LeCours	Hardwick Elementary School
Marni Leikin	Vermont College of Fine Arts
Keri-Anne Lesure	Chittenden Central Supervisory Union
Reeve Lindbergh	Vermont Arts Council Board
Katarina Lisaius	Office of Senator Sanders

Maggie Lisman	Shelburne Museum
Tina Logan	Albert Lawton Intermediate School
Bailee Lynn-Gordon	Chittenden East Supervisory Union
Anni Mackay	BigTown Gallery
Sandi MacLeod	Music Comp
Deana Mallory	Bennington Museum
Greg Marino	Charlotte Central School
Marissa Mattogno	U32 High School
Dick McCormack	Vermont Senate Education Committee
Ellen McCulloch-Lovell	Marlboro College
Susan McDowell	Vermont Arts Council
Rebecca McGregor	Dance Teacher/ Lyndon Institute
Erica McLaughlin	Randolph Elementary School
Peter Miller	Rutland Intermediate School
MK Monley	Thatcher Brook Primary School
Casey Murrow	Southeast Learning Collaborative
Steve Owens	Calais/Sharon Elementary Schools
Phyllis Perkins	Essex-Caledonia Supervisory Union
Robin Perlah	Champlain College/Center for Technology Essex
Stephen Pite	Vermont College of Fine Arts
Victor Prussack	Burlington School District
Tillie Quattrone	U32 High School
Sonia Rae	Vermont Arts Council
Jay Ramsey	Agency of Education

Stacy Raphael	Flynn Center for the Performing Arts
Nancy Reid	Agency of Education
Patti Riley	University of Vermont
Jodi Sanders	Hardwick Elementary School
Gowri Savoor	Teaching Artist
Eddie Sawitsky	Vermont Arts Council
Bill Schubart	Vermont College of Fine Arts
Rebecca Schwarz	Art from the Heart
Jonathan Silverman	Saint Michael's College
Melissa Steady	Burlington City Arts
Valerie Stuart	Vermont House Education Committee
Mark Sustic	The Permanent Fund
Karen Taylor-Mitchell	Governor's Institute of Vermont
Lars Torres	Office of Creative Economy
Karen Trenosky	Brattleboro Union High School
Christina Weakland	Flynn Center for the Performing Arts
Stefanie Weigand	Harwood Union Middle/High School
Connie Wilcox	Black River Middle/High School

Appendix A

[*Eloquent Evidence: Envisioning Arts Education in Vermont,*](#)

Ellen McCulloch-Lovell, President, Marlboro College

Appendix B

[Video: Envisioning Arts Education in Vermont, ORCA Media](#)

Alex Aldrich begins speaking at 0:00

Ellen Lovell begins speaking at 6:30

Rebecca Holcombe begins speaking at 35:50

Ben Doyle begins speaking at 52:35

Examples of Excellence in Arts Education

Integrated Arts Academy 69:52

Music Comp 90:39

River of Light Parade 106:43