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Award Recipients

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Illinois Art Education Association 2022



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Making the Change:  
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Chris Sykora  
honored as  
IAEA Teacher  
of the Year!

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Equity, Diversity  
and Inclusion

The purpose of the newsletter is for Communication and as a forum for the expression of ideas. The IAEA encourages contributions of articles or description of activities related to art education. Opinions expressed by the authors may or may not represent the views of the Association, its members, or its governing body.

We welcome carefully proofread articles and good quality photographs. The Illinois Art Education Association publishes one print issue and regular issues online at [www.ilaea.org](http://www.ilaea.org). Cover background by 2021-2022 Student Show Winner, Grace Rowan (teacher Kathleen Gordon-Davis). Cover inset image courtesy Kristen LaJeunesse Roach, Lake Zurich High School.



Illinois Art  
Education  
Association

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Print submissions due  
December 31st

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# President's Message 2022

*From IAEA President, Michael Jon Skura*

[IAEApresident@ilaea.org](mailto:IAEApresident@ilaea.org)

## Continued Legacy, Relationships, and Empathy

As the 2022 year moves forward, art, design, and media educators continue to build on the IAEA legacy, relationships, and empathy with our students and community. There are many new and expanding opportunities to join the IAEA legacy; here are just a few examples.

Our Schools of Distinction program has moved into our third year recognizing a school's art, media, & design programs that demonstrate excellence in curriculum and assessment, authentic learning, showcasing student learning, connected communities, leadership, advocacy, and professional development, and training. The program advocates that art, design, and media education are central to a comprehensive education. To promote and encourage best teaching practices and pedagogy for our students, we ask primary, middle school, and high school programs to show evidence of many 21st century skills. I invite you to consider submitting your school's art program this year! However, this is just one of many ways to foster legacy, relationships, and empathy through IAEA.

IAEA has begun to create a community with the Sponsors of the National Art Honor Society & National Junior Art Honor Society Chapters in Illinois. In the last year, the idea of a Leadership Conference was birthed. On Saturday, October 2nd, we hosted our inaugural NAHS & NJAHS Student Leadership Conference, reaching students and educators from 32 schools in nine states. The event aimed to equip and encourage our creative students at the middle and high school level to be advocates for the arts and positive change. Please consider participating in this upcoming fall NAHS & NJAHS Leadership Conference, which is open to all middle and high schoolers regardless of whether you have a chapter; look for more information on our website, e-newsletter, and social media platforms.

The Collaborating for Excellence (CFE) program has enabled educators to develop and refine culturally responsive collaborative, standards-based lessons embedded with social-emotional learning. Art educators have collaborated in a series of sessions to build lessons adaptable to the range of teaching situations in Illinois and beyond. In partnership with over 60 educators, their leadership has created a library of lesson plans and resources of the highest quality and reflects the best practices and pedagogy in art education.

Over the last several years, IAEA has reached out to Art ConnectED and the Chicagoland 4x5 Art Exhibition to build a partnership to promote and support these two secondary art exhibitions in the Chicagoland area and central and southern Illinois. Illinois Art Education Association is delighted to foster these partnerships and promote both programs, which help showcase and highlight creativity and art education throughout Illinois.

Lastly, I invite you to share your time and talent with the IAEA. Consider attending a Council event, nominating an educator for an award, applying for the School of Distinction recognition, or consider starting a NAHS or NJAHS Chapter with your art students to continue the legacy, relationships, and national empathy inherent in art education.

Be Creative & Advocate,



**Michael Jon Skura**  
**President, Illinois Art Education Association**





## From the Editor

*Nicholas Leonard, Visiting Lecturer, Northern Illinois University*

[MOSAIC@ilaea.org](mailto:MOSAIC@ilaea.org)

Hello!

My name is Nicholas Leonard and I am excited to introduce myself as the new editor for the IAEA MOSAIC Magazine! I want to start by thanking both Kerry Parrish and Jennifer Wargin for their assistance and guidance as I transitioned into this new role and for all that they have done for the MOSAIC. The theme of this MOSAIC is “Connecting” which continues the trend initiated by Kerry and Jennifer to address the four areas of the Illinois Visual Arts Learning Standards: Creating, Presenting, Responding, and Connecting.

During these past months, COVID protocols have encouraged various forms of safe distancing which presented different challenges for fostering relationships and forming a community with our students during the pandemic. Despite these hurdles, I was inspired and encouraged to see the work being done by IAEA members who were exploring new ways to engage students and having them artistically explore ideas across societal, cultural, and historical contexts to deepen their understandings and build strong classroom communities. The stories and experiences shared by our five contributing writers address a wide range of community-building related topics including creating a virtual visiting artist series, addressing mindfulness in the classroom, using design to engage the larger school community, incorporating social justice topics to explore anti-ableism, anti-discriminatory, and anti-racist pedagogies, and moving beyond a homonormative inclusion of LGBTQIA+ content. My hope is that these ideas and stories inspire you, as they did me, to build strong and inclusive educational communities.



## President-Elect's Message

*From IAEA President-Elect, Karen Popovich*

[PresidentElect@ilaea.org](mailto:PresidentElect@ilaea.org)

### Strength in Community

Hello, My name is Karen Popovich and I am happy to be back on the IAEA board. I have previously served as Secretary and State Vice President and now I have begun my term as President-Elect/ President. I currently teach high school art at Metea Valley High School in Aurora, Illinois, and am in my 26th year of teaching. The IAEA has a tremendous group of individuals on the board and I look forward to working closely with these leaders as we work together toward meeting our organization's goals; move forward with important initiatives; continue to provide excellent professional development opportunities for our members; and advance into year two of the Business Plan.

Sincerely,

**Karen Popovich**

**Illinois Art Education Association President-Elect**





## Advocacy Update

From Josh Shearer, IAEA Advocacy Advisor

[Advocacy@ilaea.org](mailto:Advocacy@ilaea.org)

This past spring, Governor Pritzker's budget allocated an unprecedented 50 million dollars to the creative sector and named art education organizations specifically as one of the recipients of this investment in the arts. This is the first time art education organizations have been named specifically in a governor's budget. This historical investment in the arts was made possible through an 18-month advocacy campaign spearheaded by our friends at Arts Alliance Illinois and included arts leaders across disciplines and our state.

In other news, 12 students from Southern Illinois were selected to attend the School of the Art Institute's Early College Program this July. This opportunity was made possible through direct funding from the Illinois General Assembly. This brings to fruition the One Great State Art Exchange which was a collaboration between the Illinois Art Education Association, the School of the Art Institute, Southern Illinois University, and Shawnee Community College. These students will receive a once in a lifetime opportunity for arts learning and is another example of our state's investment in our creative future.

Cobden and Mt. Carmel have received funding to establish elementary and middle school art programming. This was made possible through the continued efforts of the Art for All team. Since our beginning in 2018, we have started or expanded visual art and design education to seven school districts in Southern Illinois. To become active in Art for All please email [advocacy@ilaea.org](mailto:advocacy@ilaea.org).

In closing, the Illinois Art Education is currently in collaboration with Arts Alliance Illinois in planning Advocacy Day 2023. This event will take place in Springfield and will hopefully be our biggest and best Advocacy Day so far. **Please stay tuned as this event develops.**

## IAEA POSITION STATEMENTS



Advocate Passionately  
Advocate Creatively  
Advocate Strategically



**1 ART, DESIGN, AND MEDIA EDUCATION ARE ESSENTIAL**  
and vital to comprehensive student education. They play a crucial role in cultivating collaboration, communication, critical thinking, curiosity, innovation, and problem-solving skills.

**2 EQUITABLE LEARNING**  
is democratic learning. All students, regardless of school funding levels, deserve a visual art, design, and media education that embraces diversity and the voices of different people and communities.

**3 FACILITIES, CLASS SIZE, & INSTRUCTIONAL TIME MATTER**  
for quality learning. Course-equitable instructional time and funding are essential to meet developmental learning needs, state and national standards, and utilize research-based practices. It is recommended that age-appropriate class sizes do not exceed 25 students.

**4 ASSESSMENT IS DYNAMIC**  
and requires flexibility. Authentic assessment in the art, design, and media include innovative and non-traditional means of formative, summative, portfolio, self, peer and rubric assessments.

**5 LICENSED PROFESSIONALS**  
are pedagogical and developmental experts able to personalize, differentiate, and individualize for all students. Art, design, and media courses should be taught by licensed educators and these educators should have access to ongoing, research-based professional development.

**6 COMMUNITY IMPACT**  
in the school and larger community are the result of supported creative, visual learning. Positive school culture, climate, and the preparedness of learners as creative leaders are documented outcomes of art, design, and media programs.

**7 FIELD TRIPS**  
are authentic context- and museum-based learning experiences promote creative and critical thinking skills in a real-world environment. They are vital to a comprehensive education that prepares students to interact with the larger community.



Illinois Art  
Education  
Association

## Collaborating For Excellence

by Chris Sykora, Arts Educator, Deerfield High School and  
Nicholas Leonard, Visiting Lecturer, Northern Illinois University

c.sykora@ihsae.org

The Collaborating for Excellence (CFE) program was developed for art, design, and media educators to deeply connect around actionable content. Participants across Illinois explored new and meaningful ways to integrate culturally responsive, standards-based lessons embedded with social-emotional learning and research. The statewide program was the first of its kind across the US and will be revamped and relaunched this fall.

The expanded program allows for flexible exploration of new modules, including:

- Incorporating trauma-informed practices
- Integrating creativity and cognition
- Overlapping technology and studio art
- Visual analysis and new media for students
- Maximizing student engagement
- Including Contemporary artists and practices

Like last year, the program includes synchronous and asynchronous online events, special guests, collaboration and coaching sessions, and the option to flexibly earn PD around your schedule.

Continuing a focus on the fundamentals of excellent teaching and learning, participants will also be eligible to participate in special webinar events featuring past CFE graduates and notable visual creatives.

If you are Interested in enrolling or learning more about the upcoming CFE 2.0 program this fall, be sure to visit the IAEA website at [ilaea.org/cfe](http://ilaea.org/cfe). This project is supported in part by an award from the National Endowment for the Arts as well as a grant from the Illinois Arts Council Agency.

### The Collaborating for Excellence Program is Getting Rave Reviews!

What previous participants are saying ...

"(It's) the power and knowledge that can be found when you collaborate with other educators to make yourself a better educator ... I have been amazed by the amount of things that I did not know or had not given proper consideration to until hearing other educators share their experiences utilizing the skills and knowledge we have covered..."

"My experience so far is easily described as the best choice I have made. The people all have been amazing... Each module has been engaging, and I am so honored to be a part of this group. I am currently in the process of reworking my entire canvas course. I have been applying almost everything I can... I am very excited and hope that the students will benefit from the changes that I have been going through."

"The CFE cohort is easily the best professional development opportunity that I have ever taken part in. The content has been relevant, engaging and actionable. The speakers and module facilitators have been extremely knowledgeable and relatable. The methods of interaction have been diverse and enabled collaboration far better than any online course I have taken."



# PLNs

## Professional Learning Networks

### *What are Professional Learning Networks?*

*PLN's are necessary! They exist on a wider scale, presenting grade-level specific opportunities to connect, learn, and grow from the perspectives and processes of others. Now more than ever, we need OUR people. Here is another way to find them!*



### Middle School Art PLN

## Connections

by Alicia York

IAEA Middle Art PLN Coordinator, Glenn Westlake Middle School

It is yet another year in which many of us are trying to edit and revise how we do things to accommodate the changes and needs in our classrooms. As a result, regularly questioning our choices and decisions that affect our daily or long-term happiness, effectiveness, or success occurs. The last two years have been a bit of a roller coaster, although luckily for me, it hasn't been the highest of highs or the lowest of lows; I realized the best I can do is hang on for the ride and keep going. Surprisingly, the ride has gradually introduced me to new experiences that allow me to keep things in perspective.

This past year has highlighted two areas in middle school arts education for me: creation and compassion. First, a "fight" to create with traditional art mediums, getting kids off their Chromebooks after so much tech time, to work with supplies, manipulate media, create original work, and explore new ideas.

**Can you relate?** If so, keep working to implement your plan! Advocate for the arts! Secondly, does your teaching include compassion and kindness? Under current conditions and unfortunate circumstances, the experiences of our students may be dramatically different from previous years, requiring a softer and more compassionate approach to artistic processes and products.

**Do you see this happening too?** Continue to reflect and think about what is most important right now and to continue to move forward celebrating success where it appears!

Out of all encounters, there is some good news: unique supplies & exhibits! This old dog doesn't always learn new tricks; however, I am brushing up on my sewing and fiber arts units because of a temporary need. I forgot how much I enjoyed teaching traditional weaving with my classes and brought back wrapped coiling core bowls and baskets. Recently I introduced soft sculpture using felt donated to me almost twenty years ago, and I am now exploring dry needle felting independently so I can teach it to a whole class! I will need a supply management strategy when working with those beautiful fibers from Esther's Place! **Have you taken an opportunity to learn something new to invigorate your soul?** And now that the kids are in awe over their tactile works, it's time to display it! As routines & exhibits may have changed a bit due to the pandemic, and as life gets back to normal, I try to include more opportunities to showcase work. Some methods are regularly rotating framed work in the school library, installing easy & quick pop up displays in the staff lounge using Teacher's Tape – which is excellent if you haven't used it before, updating a virtual bulletin board on Padlet that I share with staff periodically and installing a month-long display of 3D work locked



Award winning watercolor painting by Ishi Ramos, an 8th Grader at Eisenhower Jr. High (teacher, Liese Hearth). See page 26 for a list of all the 2021 Student Artist Winners.

in a glass cabinet at the local library. **Have you put your student's work out there?** Ask permission or make a call to set something up. If you haven't, you should! Youth Art Month 2023 will be here before you know it; this is an excellent opportunity to display work in the community to show what awesome things are happening in Art education. Give everyone something to celebrate!

Remember, a middle school is a special place. So continue doing great things and reach out to share, collaborate, and ask questions!

**BONUS:** the first five middle school art teachers to email me a picture of a possible display, a new project, or a strategy they have begun using to support students will win a roll of Teacher Tape courtesy of the company-woohoo! I can't wait to hear about your experiences this year!





## IAEA Equity, Diversity, and Inclusion

*From Nick Hostert, Past President, Illinois Art Education Association*

The Illinois Art Education Equity, Diversity, and Inclusion (EDI) Committee seeks to create an inclusive and equitable society that promotes creativity, empathy, and connectedness. Our classrooms are not just art and design studios but are sites for student expression, communication, and spaces with the potential to challenge oppressive models and transform education. By critically investigating the intersectionality of privilege, access, power, race, gender expression, sexuality, and ableism, teachers and students make space for emergent, alternative narratives and shared discussion.

This year, the Committee hosted multiple online learning sessions. As a result, teachers shared what diversity, equity, and inclusion look like in the art classroom, reflected on their practice, and explored resources to enhance their curriculum. We encourage all IAEA members to use these recorded sessions and accompanying materials as resources to support their teaching practices.

- **Make Your Lessons Inclusive** (featuring Alaiyha Bryant, Jonathan Pruc, Deanna Sortino, and Adriana Vonkgorad, with support from the Chicago Community Trust) featured educators who shared inclusive practices ranging from virtual artist talks, abolitionist teaching strategies, and designing curricula around artists of color.
- **Critical Reflective Practice** (featuring Dr. Sarah Travis and Dr. Emily Hood) guided participants in utilizing personal narratives and artmaking to critically reflect upon sociocultural factors within art education.
- **Disabled Conceptual Artists** (featuring Dr. Bert Stabler) focused on intellectually compelling contemporary work by artists with disabilities, suggesting ways to lead units with this artwork and use the ideas behind the work to challenge conventions in which schooling can marginalize students with disabilities.
- **Recognizing and Countering Dominant Narratives in Art Education** (Featuring Tanya Scott, Dr. Bert Stabler, and Carol-Lynn Comparetto) engaged participants in analyzing artworks and images while considering representation, omitted or false narratives, and the impact of images on students. In addition, they explored resources to help counter dominant narratives and support meaningful curriculum development.

Scan the QR code

to view IAEA Equity, Diversity,  
and Inclusion webpage  
and resources



This year also saw the growth of other fantastic resources designed to help educators transform their curriculum into more inclusive, diverse, and representative of their students and the world. For example, the **Black Creatives Matter** list grew to feature over 600 Black artists, and the **Latinx Creatives Matter** list launched this year with over 200 Latinx artists. Each of these lists is categorized by the artist's primary media and features a link to their site, an image, notes, and contact information. These lists are curated by a team of educators organized by Deanna Sortino and Jonathan Pruc. The Committee owes a huge thanks to dozens of dedicated arts educators who have helped create these lists by sharing the artists they and their students find inspiring. Consider sharing your favorite BIPOC artists with the team as these resources continue to expand. Better yet, share an example of a successful lesson or project you have done based on the artist(s). Likewise, the EDI Committee is an open, welcoming group of arts educators who come together to support one another as we advance our mission. We invite YOU to join us!

## Regional Councils

### What are Regional Councils?

Regional Councils provide opportunities for educators to come together in their local regions for professional development, social gatherings, and advocacy efforts. Get to know the other arts educators in your area and enhance your practice. Contact your Regional Council leadership if you have an idea for an event or want to share programming in your area and be sure to stay connected with dedicated Facebook groups.

### Council FAQ

#### *How do I know which council is right for me?*

Councils are determined regionally in the state by county. Check out the map on the IAEA site.

#### *Can anyone plan an event or social outing?*

Yes, any member can! The council depends on the input of its members, who best know the variety of activities and opportunities in their area. Submit an event request or contact your council leadership.

#### *How should I let IAEA know what's going on in my area?*

Post on your council's Facebook group or contact your council leadership.

## South Council Report

*From Michael J. Berry, South Council VP*

[SouthernVP@ilaea.org](mailto:SouthernVP@ilaea.org)



Hello from the Southern Council! As 2022 begins, we are excited about several initiatives in our region.

Last year, we launched a new elementary art program at Zeigler-Royalton CUSD#188 district, bringing art to over 400 students! These students now have art access for the first time.

This year we are working towards the same for Cobden CUSD#17, Jerry Crawford's district, and Wabash CUSD#348, Raven Drone's district. Projects like these are critically important to ensure that hundreds of students are provided access to Art Education where programs are underfunded or do not yet exist. This process is a considerable undertaking, and these educators and their teams – all participants should be commended for their efforts in serving students and communities.

Special thanks also to the Illinois Arts Council Agency and the Illinois State Board of Education for launching programs like this, which otherwise would be impossible to establish.

The Southern Council has worked in partnership with Centerstone (a non-for-profit multi-state agency that focuses on mental health and wellness), Southern Illinois University Carbondale, and the School of the Art Institute of Chicago for an art show titled "Pandemic Project: Processing the Pandemic through Art."

This show will allow Southern Illinois students to reflect and share their experiences during the pandemic, focusing on social-emotional well-being. Teachers and students will utilize thoughtfully crafted lesson plans created by SIUC Art ED students. All participating students will be allowed to present their work in a regional art show exhibited at John A. Logan Community College on May 6th. As a bonus, SAIC will be inviting seven select students to participate in SAIC's Early College Program Summer Initiative, for free, during the summer of 2022.

Our council is also pleased to announce this year's Southern Illinois Art Education Conference. Not only for art and design educators, the conference, titled "Eco-Art Conference and Symposium," provides integrated learning for both Art and Science Educators. The keynote speaker, Dr. Hilary Inwood of the University of Toronto, has authored and co-authored multiple publications on sustainability. We are grateful to Jody Paulson, Program Coordinator for Art Education at SIUC, for her planning and grant writing efforts to make this conference possible. This April 8th at Southern Illinois University Carbondale, we hope you will join us for this excellent conference.

# COLLEGE OF ARCHITECTURE DESIGN AND THE ARTS





# Central Council Report

From Carol-Lynn Comparetto, Central Council VP

CentralVP@ilaea.org



## Announcing our upcoming Central Council Events:

### Join us for future Makers Meetups!

We are excited to offer our IAEA Central Council Members opportunities to collaborate, commiserate, celebrate, and create. Our Maker Meetup series of virtual social events aim to give art educators a safe space to share their experiences with their community of art educators while also adding new skills and ideas to their arsenal of art-making strategies.

We hope that each session will start with a small meet and greet social experience. Then, the event host will facilitate a casual discussion about participants' recent incidents in the classroom (20 minutes or so). Finally, we invite each member to bring a drink/snack of choice to help them relax and unwind.

After we wrap up our conversation, we aim to start the maker portion of our event. This is where our featured maker will share their knowledge with us! Attendees can choose to follow along or simply observe/take notes.

Spring schedule to be announced soon! Check your email! If you'd like to host one, please reach out to Carol-Lynn Comparetto at [CentralVP@ilaea.org](mailto:CentralVP@ilaea.org).



Have you ever wondered what orange sounds like? What texture comes to mind when you imagine hot pink? What color is your name? Join us in learning about the synesthetic experience and how it can be utilized in the art classroom!  
Ms. Rachel Angus (Tri-Valley High School) will share her experiences living with synesthesia and how it has affected her art making. Then, participants will have the opportunity to learn about and/or create their own Synesthetic Soundscape!

**THURSDAY  
NOV. 17TH  
7:00-8:00PM**

For questions and to RSVP, please email Emma Long-Ingram at [CENTRALSECRETARY@ILAEA.ORG](mailto:CENTRALSECRETARY@ILAEA.ORG)  
Zoom link and list of materials will be sent to all those that confirm attendance.



# Online



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# Congratulations



## **Congratulations to our IAEA 2021 Educators of Distinction!**

*Row 1, left to right: Amber Akes, Jayme Banzhoff, Katrina A. Barge, Dr. Judith Briggs. Row 2, left to right: Annamaria Castellucci Cabral, Kelly Eggleston, Monica Estabrook, Jenna Goeringer. Row 3, left to right: Sam Ingram, Jill Lagerstam, Jorge Lucero, Dr. Rochele Royster. Row 4, left to right: Susan Tiemstra, Heidi Stachulak Varela.*





## SCHOOL OF DISTINCTION

ILLINOIS ART EDUCATION ASSOCIATION

### Schools of Distinction

Art, design, and media education are central to a comprehensive education. Participation in these courses uniquely affords students creativity, critical thinking, collaboration, and communication skills.

Along with social and emotional skills, students involved in art, design, and media programs are well-prepared for college, career, and citizenship. Therefore, it is essential to recognize when excellent school programs in art, design, and media education provide students with these critical skills. The Illinois Art Education Association seeks to honor this programmatic and professional excellence where it occurs in Illinois schools.

Excellence in programming begins with a high-quality curriculum, instruction, and assessment. It provides students with direct, authentic engagement with the creative sector and includes students' engagement with the art, design, and media education community. Excellence in programming is driven by educators deeply engaged with broadening their expertise through participation in communities of practice and by seeking out content-specific professional development and training.

The Schools of Distinction Program recognizes schools that demonstrate excellence in the following areas:

- curriculum and assessment
- authentic learning
- showcasing student learning
- connected communities
- leadership and advocacy
- professional development and training

These areas reflect the Illinois Professional Teaching Standards (IPTs), The Illinois Fine Arts and Media Standards, and Social-Emotional Learning priorities. Alignment between the Schools of Distinction Criteria and the IPTs is highlighted. Embedded within the requirements are the principles of equity,

cultural responsiveness, critical multiculturalism, and inclusion. Documentation can include events or activities extending back 36 months.

Excellence in programming begins with a high-quality curriculum, instruction, and assessment. It provides students with direct, authentic engagement with the creative sector and includes students' engagement with the art, design, and media education community. Excellence in programming is also driven by educators who are deeply engaged with deepening their expertise through participation in communities of practice and by seeking out content-specific professional development and training. The Schools of Distinction award not only recognizes programs that do this but provides a more equitable and impactful opportunity to honor quality where and when it happens in Illinois Schools.

The Schools of Distinction recognition lasts two years and includes:

1. A digital banner for display on your school's website.
2. A physical award.
3. Recognition on the IAEA website.
4. A press package.

After the recognition expires, schools may reapply at any time.

To learn more about the recognized schools and how your school can be identified in 2022, please visit the Schools of Distinction webpage:

[ilaea.org/programs-events/awardsgrants/schoolsofdistinction/](https://ilaea.org/programs-events/awardsgrants/schoolsofdistinction/)  
or email [schoolsofdistinction@ilaea.org](mailto:schoolsofdistinction@ilaea.org)

Scan this QR Code  
to see how the award  
aligns with state markers.



## And the Winners Are ...

The Illinois Art Education Association is pleased to recognize the following five Illinois schools as the 2021 Schools of Distinction:

### Hinsdale Middle School

Art, Design, and Media Educators:  
Theresa McGee

Principal: Mr. Ruben Peña

Superintendent: Dr. Hector Garcia

### Oswego High School

Art, Design, and Media Educators:  
Michael Skura, Aaron Kolkay,  
Dan Whipple, Jennifer Nagle

Principal: Mr. Chris Grays

Superintendent: Dr. John Sparlin

### Downers Grove North High School

Art, Design, and Media Educators:  
Marty Voelker, Amy Bernard,  
Robyn Bican, Josh Hoering

Principal: Ms. Courtney DeMent

Superintendent: Dr. Hank Thiele

### Glenn Westlake Middle School

Art, Design, and Media Educators:  
Alicia York

Principal: Mr. Scott Stehlik

Superintendent: Mr. Ted Stec

### Oswego East High School

Art, Design, and Media Educators:  
Heather Stanich, Lauren Schmidt,  
Laura Cavanaugh, Lisa Cook

Principal: Ms. Laura Bankowski

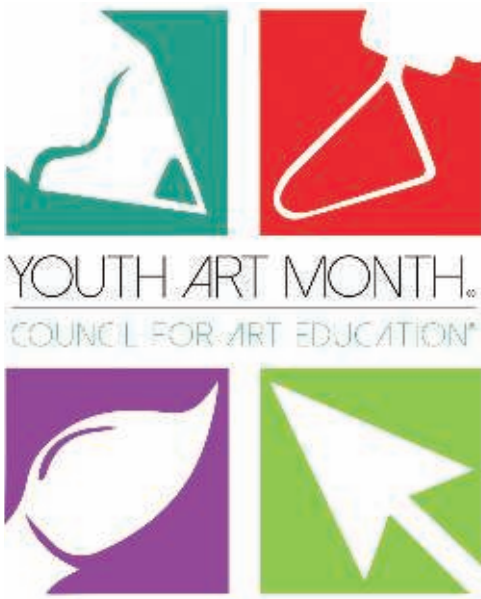
Superintendent: Dr. John W. Sparlin



# Youth Art Month 2021-2022 Poster Flag Contest Winners

from IAEA YAM Coordinators, Tricia Frost & Aiysh Cooper

[youthart@ilaea.org](mailto:youthart@ilaea.org)



Youth Art Month is celebrated across the nation every March to encourage support of the Arts in our schools. IAEA holds a state-wide poster/flag contest to kick off this annual event. CFAE sponsors the contest. This year's theme is "Art in a Dream" and was open to all K-12 students whose teachers are IAEA members. The winners' designs were on display virtually at the National Art Education Association convention this past March in New York City as well as this MOSAIC issue.

The prizes are sponsored by Blick Art Materials and awards grade level winners for Elementary, Middle School, High School, and a Grand Prize. Grade level winners are awarded \$100 worth of art supplies and \$300 worth for their teacher. The grand prize winner is awarded \$500 worth of art supplies and \$1,000 worth for their teacher.

Help IAEA celebrate Youth Art Month each March using #ilyam on Facebook, Twitter, and Instagram. In addition, we would love to showcase how you celebrated YAM with your students.

Congrats to the winners!

## Elementary

Abigail McDuff, Grade 5  
Cossitt Avenue School

*Art Teacher - Abigail O'Connell*

## Middle School

Hayden Henkel, Grade 8  
Yorkville Middle School

*Art Teacher - Lizzy Pankau*

## High School

Rebecca Yee, Grade 10  
Belleville East

*Art Teacher - Candice Santos*

## Grand Prize

Kennadee Gabby, Grade 12  
Marion High School

*Art Teacher - Amber Akes*

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# Opening Up Your Classroom When The World Is Closed: Establishing An Artist Talk Series

by Jonathan Pruc, Arts Educator, Mundelein High School

Among the many problems teachers encountered during a pandemic, student engagement during remote learning seemed to be one of the most pervasive. As a member of the creative community, I've always felt art teachers were especially well equipped to solve unique problems. I've always done well making personal connections with my students, but when separated by a computer screen, even the students I have had for four years and know intimately suddenly shut down and went silent; even everyday pleasantries became nonexistent. Student disengagement along with the personal challenges of my wife and I both teaching from home with a new baby and a 4-year-old made for a very difficult time.

One day, during a particularly quiet class, I turned the camera towards my 4-year-old daughter who was painting alongside us, and let her teach my class. My student's response was lively and enthusiastic, they were interested in what she had to share. Thinking about how my students quickly engaged the new member within the virtual classroom, combined with a recent interaction with an artist I had over Instagram, I became inspired to incorporate a visiting artist aspect into my online classes.

I began to speak with multiple artists via social media and Zoom; telling them about my students and asking if they would be interested in sharing their artistic experiences with my class in hopes of reigniting the creative spark that had diminished during the lockdown. When finding artists to participate, I focused on inclusivity and representation so that my students interacted with successful artists they could relate to and see themselves in. This resulted in a rich array of artists who varied in ethnicity, gender, sex, age, professional status, and artistic style. I also wanted to promote creative professions to show my students that a career in the arts is a valid and attainable goal.

Each virtual artist visit was presented as an Artist Talk which centered around a back and forth dialogue so students would get the chance to ask practicing artists how they dealt with varying issues and challenges throughout their careers. I also invited my colleagues and their students to the artist talks to begin reconnecting the artistic community we had lost during remote learning. In lieu of a traditional honorarium, I purchased a piece of artwork from the visiting artists to be displayed within the school. While compensating and supporting the artist's time and practice, the artworks also became an ongoing discussion topic and reference for future students within the school.

As a result of the Artist Talk program, my student engagement went up. My students were excited again, asking when the next talk would be, helping do research, and becoming partners in the curriculum design. As the artist talks continued, the discussions became more energetic and in-depth. Students asked thought-provoking questions and sought advice from artists which translated directly into students' work. By taking advantage of the new opportunities made available during remote learning, I was able to experiment, take risks, and transform what I teach and how I teach it. Once again, creativity has shown to be an essential skill for solving the many problems that emerge in the world.

"Creativity takes courage."

- Matisse



Scan the QR code to  
view Jonathan Pruc's  
Slide Show:



Visiting Artist Lecture Series -  
A Guide For Establishing  
Virtual Artist Talks



## Making the Change: Social Justice and Arts Education

by Jennifer Horan, Arts Educator, Turner High School in Kansas City, Kansas

Artists are thinkers who, as engaged citizens, provide a critical eye of society. Since, the artmaking process is a reactionary undertaking that “reflects [the artist’s] time and place in the world [and their response] to the ideas, issues, and opportunities around them” (Hamlin & Fusaro, 2018, pg. 12), artworks can both challenge status quo and provide hope and courage to explore future possibilities. The field of art education is actively seeking and developing social-justice-oriented curricula, incorporating anti-ableism, anti-discriminatory, and anti-racist pedagogies to push back on structures of injustice and inequality (Hafeli, 2022). If art educators are invested in pursuing a social justice-inspired curriculum to “help students understand their world and participate in a democratic society” (Buffington, 2019, pg. 19), then educators must be prepared to be curious, humble, vulnerable, and avoid complacency.

Avoiding complacency includes addressing contemporary issues to involve students in understanding how their art can connect to larger societal issues (Buffington, 2019). Developing an arts curriculum that is relevant to current issues and students’ daily lived experiences can help encourage deeper thinking and foster intrinsic motivation for

student engagement. Students are passionate about issues that directly impact them and their families and are naturally prone to engaging with the material and conversations with their peers (Hamlin & Fusaro, 2018). This places the job of the educator to meaningfully research and introduces events into the art classroom while simultaneously guiding student questioning and encouraging an attitude of respect and empathy for students to begin developing artistic responses.

Utilizing social justice arts education begins in the classroom and works its way out into the community. To facilitate this line of thinking in our classrooms we as educators first need to provide a positive environment for students to discuss sensitive topics. A lesson plan involving social justice arts education should be addressing injustice in the world. Students should research their selected issue to understand the historical context from which the injustice is occurring and be able to identify how these injustices emerge in the present day. After researching the issue, students can create informed artistic responses that provide hope and alternative possibilities to a better future within the communities they live in. A result of such a curriculum is a rise in intrinsic motivation for students as they interact with concepts and

materials that are relevant to their own lives. Doing so empowers students to affect change in their own lives and the lives of others in their community through their artworks originating in the art classroom.

It is important to recognize that much work has still yet to be done in developing comprehensive social justice art education curricula, supporting art educators and their students to enact meaningful change. As such, it is important for art educators to actively work to obtain new knowledge and share resources in the field. The first steps can include researching the latest publications, such as articles (Hafeli, 2022), books like *The Palgrave Handbook of Race and the Arts in Education and Race and Art Education*, as well as resources like IAEA’s Equity, Diversity, and Inclusion resources.<sup>1</sup> Next, actionable anti-racist change must take place as a result of engaging with these materials. If art educators want to support a more inclusive, equitable, and just world, then art educators must put in to help students critically view and respond to current events to hope for and create such futures.

<sup>1</sup> <https://ilaea.org/equity-diversity-inclusion/>

### References:


- Buffington, M. L. (2019). Confronting hate: Ideas for art educators to address Confederate monuments. *Art Education*, 72(1), 14-20.
- Hafeli, M. (2022) Brave Spaces and Next Practices: Reimagining the Preparation of Art Educators [Special issue]. *Art Education* 75(1).
- Hamlin, J., & Fusaro, J. (2018). Contemporary strategies for creative and critical teaching in the 21st century. *Art Education*, 71(2), 8-15.



Student documented artwork.



Student documented artwork.




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# Trusting the Process: Mindfulness in Art Education

by Samantha Butkus, Arts Educator, DeKalb High School

Presently, both art educators and art students are trying to navigate life during the effects of the global COVID-19 pandemic. During these stressful times, the meditative benefits of artmaking emerge as a great way to support our students holistically. Furthermore, since the pandemic has created a vast array of challenging education situations, mindfulness art practices present themselves as an attractive alternative to more product-over-process oriented curricula. By addressing the concept of mindfulness in art education and how to begin adjusting teaching approaches, this article hopes to inspire and encourage more holistic support for art education students during the pandemic.

Supporting mindfulness in art education, Bassi (2020) states: "By practicing art-making activities, art educators can help their students to be aware and mindful of the present moment to develop their sensorial, perceptual, and embodied experiences" (p. 51). While the world is dynamically changing in response to the pandemic, our students are going through many challenging and unique experiences that they may not have time to process. By cultivating a mindful artmaking space, students can begin addressing and processing their experiences, emotions, and relation to the world.

Creating mindful art experiences requires a focus on the artistic process. This can be a

challenge to art education approaches where students are expected to produce art like a factory. In response to art classrooms mirroring a factory, Lois Hetland (2012) created the eight Studio Habits of Mind and states:

We get really trapped and stuck in thinking that it's our job to make really high-quality work so that we can put it out in the hall and everybody will say that we have a good art program. I think we have to be careful of that trap because you can turn your class into a production factory and then your kids won't develop artistic minds, even though they may be making beautiful work that is hanging in the hall (p.64)

By engaging the Studio Habits of Mind, there can become a renewed focus on the artistic process. Since there are many resources based on the Studio Habits of Mind framework, this can be a great way to begin addressing mindfulness in artmaking. Another great resource to begin developing more mindful approaches to artmaking can be found through the National Art Education Association's Caucus on the Spiritual in Art Education.

By focusing on the artistic process and creating an optimum level of ambiguity in your art assignments, you can support a mindful and holistic approach for your students. Hetland (2012) describes this ambiguity for our students as "structured enough to guide, and open enough to discover our unique paths" (p. 64). This openness encourages mindfulness in the sense of being present in work and building awareness to both be proactive and reactive. Through the application of the Studio Habits of Mind with a focus on mindfulness, art educators and their students can break away from a factory approach to experience the benefits of mindfulness artmaking as they navigate through the challenges emerging from the COVID-19 pandemic.



### Scan the QR Code

to view the NAEA Caucus for the Spiritual in Art Education resources file to explore mindfulness research in art education, or go to

<https://csaeoutreach.wixsite.csae>

### References:

- Bassi, M. (2020). Using mindfulness software applications to practice art making and meditation. *The Journal of the National Art Education Association*, 73 (2), 49-57.
- Hetland, L. (2012). A look at Lois Hetland's eight studio habits: a presentation transcribed. Retrieved October 11, 2021, from CTC@NEIU Northeastern Illinois University: <http://www.everyarteverychild.org/index.html>



# Cultivating an Inclusive Space

by Nikki Fuentes, Arts Educator, Victor J. Andrew High School

Educators today are continuing the work of identifying and dismantling biases in order to develop inclusive and equitable practices in their classrooms. Specifically, within the art curriculum, it is valuable to visually explore how society constructs gender, gender norms and roles, and the problematic nature of these social constructs (Millett, 2019). Through the power of art viewing and art-making within a safe and inclusive space, art educators can help develop the tools necessary for students to identify and respond to heteronormative logic and gender stereotyping within popular visual culture.

Judith Butler describes heteronormativity as the practices and norms that construct and present heterosexuality as normal, and reinforce the dichotomies of male/female (Butler, 1990). These practices and norms are perpetuated in society through both language and the visual. Since gender is performative, socially constructed through the visual, then art educators can help students begin to critically view images and develop other ways

of seeing. A case study at the Berardo Collection Museum in Barcelona presented queer, postcolonial, and feminist readings of artworks including Marcel Duchamp, Francis Bacon, Jean-Michel Basquiat, and Keith Haring (Grácio, Coutinho, Falé, & Sobreira, 2020). While the selected works present depictions of the dichotomy between feminine and masculine, the engagement with various narratives helped change perceptions of how visitors either thought of or experienced queerness. Moments like this show the power and influence that critically viewing and questioning the visualization of heteronormativity within the arts can help develop a more inclusive and equitable classroom regarding queerness.

Moving beyond a homonormative inclusion of LGBTQIA+ content in the classroom, which can be seen as including “others,” a deeper and more meaningful engagement with gender and sexuality content in the curriculum involves seeking alternatives for artistic practice (Millett, 2019). Here, educators are called to reconstruct curricula by actively moving away from heteronormativity, which can be seen as homophobia, supporting binary thought and heterosexual norms such as monogamy, childbearing, etc. Since the artmaking process explores future potentialities and the world as it has yet to exist, artmaking can be a powerful tool to challenge heteronormative assumptions and empower students to change or create new narratives. By establishing methods and frameworks to artmaking that encourage students to challenge binary logic and explore alternative possibilities, educators can advocate for the protection of queer lives and normalize incorporating gender identity and exploration in everyday interaction with modes of creating art.



### References:

- Butler, J. 1990. *Gender trouble: feminism and the subversion of identity*. London: Routledge.
- Grácio, R., Coutinho, A. C., Falé, L., & Sobreira, M. (2020). The art of feminist-queering the museum: gate-leaking. *Museum International*, 72(3-4), 200-211.
- Millett, T. V. P. (2019). Queering the Art Classroom: Queering Matters. *International Journal of Art & Design Education*, 38(4), 809-822.



“Fresh Widow” was the first work Duchamp signed as Rose Sélavy (later spelled Rose Sélavy), the female alter ego he adopted in 1920.



# How Might We Build Community Through Design

by Kristen LaJeunesse Roach, Arts Educator, Lake Zurich High School

I recently taught a pilot Design Thinking course in the Art + Design department within the STEAM program at Lake Zurich High School. One of the main objectives for the course was to build a community around design; in the school, district, and town. As an art and design educator, I strive to intentionally construct my classroom as a collaborative artist and designer community to support creativity and innovation. The words of Ken Blanchard that “none of us is as smart as all of us” would be a very appropriate slogan for the course. Students share common attitudes, interests, and goals by designing learning experiences to foster fellowship with others.

Building a classroom community like this requires a safe space and a brave space that challenges both the student designers and myself to notice and address our biases, preconceptions, and assumptions so that we can critically address current systems, processes, and user experiences. Projects are developed to provide opportunities for fostering connection in multiple ways, including authentic conversations, interviewing and observing users, seeking out subject matter experts and career professionals, and involving the district and community members as essential stakeholders. In my experiences, I have found that when educators model, facilitate, and practice open-mindedness, failure as a norm, deep equity, and social responsibility, they empower student designers to solve complex problems moving from me to us, then to our mentality.

I share with my student designers that every one of us has a story, and all of our stories are different, and our diversity is what gives us our strength as a design community. Sharing our experiences was hard and made us feel vulnerable. Still, I’ve also learned through the work of Brene Brown (2015) that “Vulnerability is the birthplace of love, belonging, joy, courage, empathy, and creativity.” The act of sharing stories when designing connects people. When designers implement the design thinking process, they begin with empathy to better

connect with the stories and experiences of others, gaining insights and a deeper understanding of users. Better strategies, systems, objects, spaces, graphics, art, apparel, media technology, learning experiences, and communities can emerge through an empathetic approach. Thus, when students are engaged in the design thinking process, they consistently leverage collaboration every step of the way. Empathizing and designing with their users, classmates, and educational community to innovate the best design solution.

In my class, student designers have expanded their community to include their high school peers, faculty, staff, administration, and upper administrators, such as our superintendent, school board members, and Lake Zurich High School alumni. All of which were invited to participate in our design solution exhibition, Mind Behind Design, in our Learning & Innovation Hub. Many in this expanded community provided essential feedback as testers of our solutions, which informed our redesign. Art and design alumni professions were panelists and our content specialists. Teachers and technology specialists also supported our solutions through ideation, prototyping, and testing phases. Both the projects and the greater school community were enriched by actively keeping empathy, vulnerability, and community as the main focuses within the design thinking course.

In closing, I wanted to share the words from one of our community members, Lisa Warren, a School Board Member, and District 95 Educational Foundation Board Member. They visited our Mind Behind Design exhibition. Lisa shared her support by encouraging designers to “Take it beyond the semester, have their student’s voice heard and act upon (their design solution) with a potential funding source; the foundation makes some of these solutions more feasible.” Reflecting on the design thinking course, Lisa states that “It was a great class and a neat experience to be a part of.”

#### References:

Brown, B. (2015). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Penguin.





"Vulnerability is the birthplace of love, belonging, joy, courage, empathy, and creativity."

- Brene Brown





## 2021 Illinois Art Education Association Award Recipients



### Chris Sykora

Illinois Art Education Association **2021 Art Educator of the Year**

Chris Sykora serves as the Executive Director for Art ConnectED, of which he is a co-founder. He teaches high school visual art at Deerfield High School and holds a Master in Educational Leadership with a Principal Endorsement. Chris has served as the Executive Board Member for the Illinois Art Education Association and as the Advocacy Taskforce Chair. With a social constructivist education philosophy and passion for the arts, Chris has led

numerous community-based projects and professional development workshops with such partners as the Museum of Contemporary Art, IAEA, School of the Art Institute Chicago, and Illinois Association of School Boards, on topics of Creative Curricular Systems and Student Choice. All of which is highlighted in his TEDx Talk: How Creativity Will Save Schools. He also has experience bridging intersections across disciplines, learner communities, and democratic policy.



### MacKenzie Pollastrini

Illinois Art Education Association **2021 Early Educator of the Year**

MacKenzie Pollastrini is an Elementary Art Educator in Lemont, Illinois, where she teaches art and STEAM classes to students from Early Childhood through second grade. MacKenzie's passion

for Art Education goes far beyond the walls of her classroom as she consistently advocates for the field through communication with stakeholders and practicing artists. Hosting events such as STEAM night art shows and sponsoring

an after-school Art Club for first and second graders are more ways she advocates for the arts. MacKenzie's primary goal is to erase the perspective that art is merely a 'special' subject taught in school. She avidly works towards this goal by blurring the lines between art and other subjects and teaching students about the relationship art has with their interests. In addition, she is teaching visual culture, and building student understanding that artistic choices shape communities is at the basis of her curriculum. With three years of experience behind her, MacKenzie Pollastrini looks forward to continuing to grow as an educator in the years to come.

# 2021 Illinois Art Education Association Award Recipients

## Kryssi Staikidis

Illinois Art Education Association **2021 Higher Education Art Educator of the Year**



Kryssi Staikidis is Professor and Head of Art and Design Education at Northern Illinois University. She holds a Doctor of Education Degree in Art and Art Education from Teachers College Columbia University in New York City, a Master of Fine Arts in Painting from Hunter College in New York City, and a Bachelor of Science degree in Anthropology and Art History from Columbia University. Her research interests are indigenous research and pedagogy, art studio practice as a site for research and critical pedagogy in the

classroom. She has published in the journals *Studies in Art Education*, *The Journal of Art Education*, *Visual Arts Research*, *Visual Culture and Gender*, *The Journal of Social Theory in Art Education*, and *The Journal of Qualitative*

*Inquiry*. In addition, she has multiple book chapters in art education and general education anthologies. Dr. Staikidis received the National Art Education Association Western Region Award in 2014, the J. Eugene Grigsby Jr. Award for contributions to multicultural and social justice scholarship in art education 2015, and the NAEA National June King McFee Award 2021. During the years 2011-2013, Dr. Staikidis served as Editor-in-Chief of the *Journal of Social Theory in Art Education*, was Commentary Editor of *Studies in Art Education* 2019-2021, and is currently Associate Editor of *Studies in Art Education* 2021-2023, and will be Senior Editor, 2023-2025. In 2017, the National Art Education Association published her co-edited book *Transforming Our Practices: Indigenous Art, Pedagogies, and Philosophies*. In August 2020, her single-author book, *Artistic Mentoring as a Decolonizing Methodology: An Evolving Collaborative Painting Ethnography with Maya Artists Pedro Rafael González Chavajay and Paula Nicho Cúmez* was published by Sense/Brill Publishers, Netherlands. Correspondence should be addressed to [kstaikidis@niu.edu](mailto:kstaikidis@niu.edu).



## Jonathan Pruc

Illinois Art Education Association **2021 High School Art Educator of the Year**

Jonathan Pruc is an artist and educator living and working in the northwest suburbs of Chicago, Illinois. A graduate of The School of the Art Institute of Chicago ('09) with a Bachelors of Fine Arts with an Emphasis in Art Education and Concordia University Chicago ('16) with an M.A. in Curriculum and Instruction, he has been teaching art for 12 years, most of the time teaching: AP Studio Art, Honors Drawing Painting, 2D Art, 3D Art, Digital Photography & Graphic Design, and Special Education Art at Mundelein High School.

As an Illinois Art Education Association member, Jonathan has attended and presented at several IAEA conferences and events. He is a leader in IAEA's Equity Diversity and Inclusion Committee. In addition, he is a co-creator of the Black Creatives Matter and Latinx Creatives Matter curricular resources, which are intended for art educators to diversify their curricula by including the artwork, perspectives, and concepts of BIPOC artists.

Jonathan is the director of the Northern Regional Art Exhibition for ArtConnectED (formerly IHSAE) and former Senior Scholarship Exhibition assistant director. In 2021, due to the pandemic, he was instrumental in facilitating the creation of a virtual art exhibition experience. In the last four years, Jonathan's students have been awarded over 4 million dollars in scholarships through ArtConnectED.

Jonathan is an educator who thinks outside the box, looks at art and education through a critical lens, and constantly works to connect and engage his students. He has utilized the challenges of pandemic teaching to virtually connect his students with a diverse array of professional artists through his Visiting Artist Talk series. Jonathan teaches with eagerness, commitment, and passion for providing equitable educational experiences for his students.





Award winning tempura painting by Colton Converse, a Kindergartener at John Shields Elementary (teacher, Colleen Grigg). See page 26 for a list of all the 2021 Student Artist Winners.



## John Odum

Illinois Art Education Association

### 2021 Elementary Art Educator of the Year

John Odum is an artist and educator in his 24th year with Champaign Schools. He is currently the visual art specialist at Carrie Busey Elementary School. John holds a Bachelor of Fine Arts and a Masters in Art Education from the University of Illinois at Urbana-Champaign. In 2008 and again in 2016, John was selected by his district to work alongside two other teachers in developing and writing the district's K-5 art curriculum. He was later chosen to guide

the creation of the 6th-8th district art curriculum. As part of a team in 2018, John also began facilitating professional development opportunities for the other art teachers in his district. John has been a co-presenter at the IAEA annual conference on teacher-led professional growth and National Science Teacher Association (NSTA) STEM conferences on arts integration, teacher collaboration, and community partnerships. John finds inspiration in working with a variety of media and processes. His creative interests usually involve assemblage sculpture, paper manipulation, and painting. John is active in exhibiting his work in his community and, over the past 20 years, has focused his creative practice on advanced and nontraditional techniques of paper folding. Where John finds his greatest joy is in his classroom working with children. His passion for art education is rooted in the desire to help his students grow confident in the creative process and in developing their artistic identities. John's art room is a place to experience the curiosity and fun of engaging with art.



## Jennifer Baker

Illinois Art Education Association

### 2021 Middle Level Art Educator of the Year

Jennifer Baker is a visual arts educator at Bloomington Junior High School in Bloomington, Illinois. She supports her art students with compassion and understanding, planning lessons that build skill, confidence, and ingenuity. Her students are encouraged to bring their passions and identities into their exploration of art. It is vital to Ms. Baker that students feel supported and understood. She recognizes that each young person is trying to find their place in the world. Some may find it through art, but in art, all of them have a chance to see reflections of themselves.

She supports her colleagues as an occasional graphic designer, supplier of random materials, maker of the concession stand popcorn and treasurer of the Bloomington Education Association. During her time in District 87, she has worked on technology and professional development committees and as a staff representative on several PTO boards. Ms. Baker also

spent several years as a board member at the Illinois Art Education Association as conference co-chair, advertising/vendor rep, publication editor, and on-site conference chair.

Ms. Baker is a Wausau East High School graduate in Wausau, Wisconsin. She then graduated summa cum laude from Illinois State University with a degree in art education and ceramics after receiving her Associate in Arts degree from Heartland Community College in 2006. Finally, she returned to ISU to obtain her Master's in Education, graduating in 2012. At each of these institutions, a phenomenal educator made her success possible both then and now. Jim Bouche at Wausau East, John Ernst and Joe McCauley at Heartland Community college, and Dr. Linda Willis-Fisher at ISU. Thanks to these passionate educators, she has a blueprint for how to be a good and compassionate human in a profession that touches so many lives.

2021 Illinois Art  
Education Association  
Award Recipients

# 2021 Illinois Art Education Association Award Recipients



## Erin Garrity-Duffey

Illinois Art Education Association

### 2021 Art Administrator of the Year

Erin Garrity-Duffey, an art educator and administrator for Township High School District 211, has dedicated herself to cultivating a department where students and teachers can be their authentic selves. She is in her 17th year teaching and 5th year as the Art Department Chair. Her pedagogy focuses on SEL awareness for her staff and students. She is motivated to create a curriculum that emphasizes inclusivity and amplifies the voices of underrepresented artists.

In and out of the classroom, she advocates for students and works to create an environment of growth and trust. Her contributions to the art programming in Township High School District 211 have resulted in the inclusion of STEAM, Graphic Design Production, and restructuring of course flow, making more courses available to incoming first-year students.

As an Administrator, Erin works to support her department's collective vision. Their community work increased student enrollment in their programming by 38%. In addition, they are resulting in the hiring of 1.5 art educators. Art advocacy is at the heart of the Conant Art Department's mission and reflected in Erin's leadership at the district, state, and national levels.

Professional service and leadership are also central to Erin's contributions. She has mentored new teachers, presented on various platforms, and led district-wide professional development on best practices. In addition, she serves on Conant's Equity Committee and has been instrumental in progressing equity education and awareness to staff.

Erin is a practicing artist (@egarrityduffy), a proud mom of two curious children, and a graduate of The Art Institute of Chicago. She is humbled and honored to have been recognized for this award and sees this accomplishment not earned alone but in partnership with her department and school administration.

## Theresa McGee

Illinois Art Education Association **2021 Presidential Award Recipient**



Theresa McGee is a National Board Certified educator in her eighth-year teaching art & digital media at Hinsdale Middle School, after many years of art education in the same district at Monroe Elementary. A frequent presenter online and at local, regional, and national conferences, Theresa covers technology integration, design thinking, and literacy. Recent online presentations include the Redford Film Center presentation: "Transformational Power of Listening," an NAEA Webcast: "Is It Art? Data Visualization," and has also been a

featured presenter for Wisconsin & Virginia art educators. Theresa has also significantly contributed to the advancement of art education through Illinois art advocacy events, published articles in "Media Arts" & "Typocracy" books, and written articles for her monthly technology column in SchoolArts. She has also served in the Illinois Art Education Association as President, Vice President, Webmaster, and Webinar Coordinator. In addition, Theresa currently brings her passion for art education to the national level by serving on the NAEA Board of Directors as Western Region VP-Elect.

In the classroom, Theresa creates a nurturing environment for students to express themselves creatively, articulate conceptual ideas, and exhibit personal voice in their artwork. As a result, her art students have been recognized for their outstanding work with winning recognition in Scholastic Art, the Chicagoland 4x5, as well as having student artwork selected for display by the IAEA every year for the past 10 years! Her many contributions and innovative teaching strategies have led to numerous prestigious honors, including the National Art Education Technology Outstanding Teaching award, IAEA Distinguished Member, Apple Distinguished Educator, National PBS Teacher Innovator winner, Outstanding Contributions to IAEA award, and IAEA Elementary Art Educator of the Year.

Theresa resides in Orland Park with her supportive husband and two amazing teenage sons. She contributes to her community as a founding member of the Orland Park Arts Alliance with the goal is to building community and amplifying the importance of art and culture.

## 2021 Service to Art Education (Outside the Profession)



### Dr. Jason Helfer

Dr. Helfer is the Deputy Officer of Instructional Education at Illinois State Board of Education. He was selected for his committed understanding of how art, design, and media education support student learning. His leadership and advocacy for art education have extended from adopting the National Core Arts Standards to the passage of art education as a weighted arts indicator to Illinois Every Student Succeeds Act (ESSA) state plan.

Because of his vision, Illinois students have greater access to a creative and engaging K-12 educational experience that supports their social-emotional wellness.



### Cheryl Russell

Cheryl Russell is the Executive Director of Corporate, Foundation, Government, and Civic Relations at The School of the Art Institute of Chicago (SAIC). Cheryl was the driving force behind the SAIC's collaboration with the IAEA and the Illinois Library Association (ILA) in the One Great State Exchange. The Exchange invited Illinois high school students in the Southern Regional Council to develop creative responses to a panel dialogue about the First Amendment, which

was simulcast at schools and libraries throughout the state. In addition, Cheryl's leadership helped secure full scholarships to attend SAIC's Early College Program Summer Institute (ECPSI). This two-week summer intensive offers 15 selected students to earn two college credits in classes with SAIC faculty while accessing the Art Institute's collection.



### Meg Cooper

Meg Cooper is the Executive Director of the District 181 Foundation. Mrs. Cooper believes that every student has a voice through their art and that every student should have the opportunity to find their voice through art. Through her role in the District 181 Foundation, she facilitated exhibits showcasing student artwork with an evening reception and recognition program.

Mrs. Cooper celebrates student artistry vocally, in a similar way that a community may celebrate student mathematicians, scientists, and football players. Her work has shown that celebrating student artists can produce long term effects such as:

- Influencing student self-perception, confirming their identity as creative
- Impacting parent perception of their child's engagement in comprehensive education, and
- Changing how the school district and broader community perceive the importance of art education.

## IAEA DISTINGUISHED MEMBERS

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Becky Blaine	Angela Paterakis
Mary Bortz	Karen Popovich
Judith Briggs	Mary Acierito Ridley
Rod Buffington	Colette Rinn
B. Dianne Cinkovich	Robin Russell
Joseph Corsello	Nadine Saitlin
Anna Marie Coveny	Marilyn Schnake
Marge Dickinson	Roger Shule
Judy Doebler	Richard Siegesmund
Ruth Esserman	Karyl Silerzio
Truman Fox	David Smith
Don Gruber	Dr. Ralph Smith
Olivia Gude	Miriam Socoloff
Jerome Hausman	Kimm Stastny
Connie Heavey	Jerry Stefl
Kathryn Hillyer	Edward O. Stewart
Jack Hobbs	Lucinda Vrine
Joanne Hogan	Jamie S. Willis
Nick Hostert	Linda Willis Fisher
Pat Indovina	John Yake
Lorelei Jones	
David Knoebber	

2021 Illinois Art  
Education Association  
Award Recipients





### Laura Milas

Illinois Art Education  
Association

**2021 Distinguished  
Service to the IAEA**

Laura Milas is an art educator at Hinsdale Central High School in suburban Chicago. Laura is a former National Art Education Association Vice President of the Western Region. She has served on the NAEA Executive Finance Committee, chaired the NAEA Platform Writing Group, National Core Assessments Writing Team, and is a Past President of the Illinois Art Education Association. A Board member of IAEA for over 25 years, Laura served as Publications Chair, MOSAIC Editor, Northeast Council Vice President, and Youth Art Chair.

### MIAD MAJORS

COMMUNICATION DESIGN

ILLUSTRATION (+ ANIMATION TRACK)

INTERIOR ARCHITECTURE & DESIGN

NEW STUDIO PRACTICE : FINE ARTS

PRODUCT DESIGN



*Where passion finds purpose.*

### OTHER OFFERINGS

+ CLASSES AT MARQUETTE UNIVERSITY  
(CROSS REGISTRATION)

+ PRE - COLLEGE

+ STUDY ABROAD PROGRAMS

+ PROFESSIONAL COLLABORATIONS

(KOHLS , GENERAL MOTORS, GE,  
HARLEY DAVIDSON, & MORE )



### Nick Hostert

Illinois Art Education  
Association

**Distinguished  
Member Award**

Nick is a National Board-Certified educator who earned his MA in Art Education from the School of the

Art Institute of Chicago. He was a Trustee Merit Scholar and received the Robert G. Bone Scholarship, the highest honor an undergraduate can receive, in 2003 from Illinois State University. He has taught visual and media arts for 17 years at Palatine High School where he is the sponsor of Film Club, Photo Club, and NAHS while coordinating many art exhibitions and events in the school community. Nick is passionate about providing youth opportunities to receive recognition for their achievement and connect them to post-secondary opportunities. He has helped showcase 1000+ students annually who have received over \$292 million in scholarships combined since 2013 in his service to the Illinois High School Art Exhibition. Nick's pedagogical expertise involves using contemporary artists to drive curriculum and instruction, and he explores intersections among visual media, critical art theory, and forced artistic failures in his practice. He guides an annual cohort of educators in these methodologies as lead facilitator of the Museum of



Contemporary Art Chicago's immersive Teacher Institute program. Nick has been published in "Studies in Art Education" and written chapters for three NAEA-published books: "Authentic Assessment for Reflective Practice by Teachers and Students," "Connecting Creativity Research and Practice in Art Education;" and "Inter/Actions/Inter/Sections: Art Education in a Digital Visual Culture." Nick has been a member of the Illinois Art Education Association and the National Art Education Association since 2001. Nick was previously recognized as the recipient of IAEA's Secondary Art Educator of the Year (2009) and the President's Award. Nick has served as a leader in the IAEA as Youth Art Month Coordinator (2006-2011), Treasurer / Business Manager (2010-2017), and president of the IAEA from 2019-2020.

# The 2021 Illinois Art Education Association's Statewide Student Art Show and Student Video & Animation Showcase!

Saturday  
November 13, 2021  
Bloomington/  
Normal

The Statewide Student Art Show featured 44 pieces of Kindergarten through 12th-grade student artworks, including artworks created by students in both General Education and by students with Special Needs.

This year, we also showcased sixteen Student Videos & Animations created by 1st Grade - 12th Grade students!

Congratulations to these student artists and their art teachers! We celebrate your creativity, your perseverance, and your resilience!!!

## 2021-2022 Student Show Artists

*from Student Art Show & Student Video & Animation Showcase Coordinator, Susan Tiemstra*

STUDENT	GRADE	TEACHER	SCHOOL
Angelika Hudacek	K	Heidi O'Hanley	Frank A Brodnicki School, Justice
Colton Converse	K	Colleen Grigg	John Shields Elementary, Sugar Grove
Hunter Johnson	K	Tracy Zerwas	Brighton North Primary, Brighton
Alondra Macias Beltran	1st	Michael Freitag	Lake Louise Elementary School, Palatine
Alexis Malleney	2nd	Diane McLuckie	Reed Custer Elementary School, Braidwood
Lilly Reinhart	2nd	Dawn Bertolotto-McKay	Hilltop Elementary, McHenry
Amelia Lim	3rd	Rebecca McNealy	Little Fort, Waukegan
Olivia Rodrigues	3rd	Christopher Morris	Prairie Elementary, Buffalo Grove
Cali Wagner	4th	Laurel Scigouski	McDole Elementary School, Montgomery
Lydia Thomas	4th	Christine Kueker	Old Post Elementary, Oswego
Avery Scalora	5th	Jasmine Anderson	Sandburg Elementary, Wheaton
Matej Naunov	5th	Carissa Zill	Pleasantdale Elementary, Pleasantdale
Molly Das	5th	Katherine Lindgren	Ivy Hall Elementary School, Buffalo Grove
Kate Kang	6th	Kelly Sabatini	Marie Murphy School, Wilmette
Addie Hsieh	7th	Theresa McGee	Hinsdale Middle School, Hinsdale
Rachel Chen	7th	Donna Davis	Still Middle School, Aurora
Tessa Welninski	7th	Alicia York	Glenn Westlake Middle School, Lombard
Tristan Lopez	7th	Kelly Eggleston	Woodland Middle School, Gurnee
Reema Alhayani	7th	Carissa Zill	Pleasantdale Middle School, Pleasantdale
Alaina Boule	8th	Jamie Dusek	Yorkville Middle School, Yorkville
Cassandra Cramer	8th	Suzanne Farr	Harter Middle School, Sugar Grove
Eyman Ali	8th	Elizabeth Farnesi	Wilkins Jr. High, Justice
Ishi Ramos	8th	Liese Hearth	Eisenhower Jr. High, Darien
Adiba Anjum	9th	Aaron Cummins	Prairie Ridge High School, Crystal Lake
Maggie Hughes	9th	Deanna Pierce	Mother McAuley High School, Chicago
Marriah Guzman	9th	Rachel LaVine	Joliet Central, Joliet
Monserrat Munoz	9th	Michael Jansma	Round Lake High School, Round Lake
Ally Finch	10th	Kerry Parrish	Crystal Lake Central High School, Crystal Lake
Nailyn Offett	10th	Christine Marcordes	Homewood Flossmoor
Natalie Joy Kuzmenko	10th	Grahame Wilkin	Aurora Christian High School
Anthony Ramirez	10th	Venessa Hardy	Lisle High School, Lisle
Abby Zellak	11th	Venessa Hardy	Lisle High School, Lisle
Danielle Donovan	11th	Michael Skura	Oswego High School, Oswego
Jaime Rasmussen	11th	Daniel Whipple	Oswego High School, Oswego
Natalie Wiersema	11th	Jonathan Pruc	Mundelein High School, Mundelein
Gracie Benstine	12th	Aaron Kolkay	Oswego High School, Oswego
Callie Lauderback	12th	Jack Clifford	Washington Community High School, Washington
Cesar Almazan	12th	Adrienne Lessard	George Westinghouse, Chicago
Emma Wiewel	12th	Katie Swalve	Westminster Christian School, Elgin
Esther Iluyomade	12th	Stacey Gross	Centennial High School, Champaign
Grace Rowan	12th	Kathleen Gordon-Davis	Mother McAuley Liberal Arts High School, Chicago
Kimberly Fitzsimmons	12th	Nick Vogt	Pontiac Township High School, Pontiac
Jayden White	12th	Margaret Kuchan	Washington Community High School, Washington
Chaiy Feliciano Rodriguez	12th	Judy Krueger	Johnsburg High School, Johnsborg



Special Thanks to our Student Art Show Sponsors

# IAEA Student Video & Animation Showcase Winners:

STUDENT	GRADE	TEACHER	SCHOOL
Adam Bengtson	11th	Kerry Parrish	Crystal Lake Central High School, Crystal Lake
Andrew Siebert	3rd	Laura Allan	North School, Villa Park
Angel Phan	11th	Kerry Parrish	Crystal Lake Central High School, Crystal Lake
Aniyah Beal	6th	Liese Hearth	Eisenhower Jr. High School, Darien
Casey League	7th	Donna Davis	Still Middle School, Aurora
Charlotte Bernard	6th	Alicia York	Glenn Westlake Middle School, Lombard
Chazz Nelson	12th	Judd Shutt	Crystal Lake Central High School, Crystal Lake
Chloe Smith	8th	Theresa McGee	Hinsdale Middle School, Hinsdale
Fiamma Fuchsen-Ramundo	5th	Laura Allan	North School, Elmhurst
Haris Smajkic	8th	Theresa McGee	Hinsdale Middle School, Hinsdale
Isabella Woolard	7th	Donna Davis	Still Middle School, Aurora
Jade Gomez	1st	Bonny Ramirez	Benavides STEAM Academy, Aurora
Johanna Macolor	6th	Liese Hearth	Eisenhower Jr. High, Darien
Kameron Peterson	12th	Stacey Gross	Centennial High School, Champagne
Madi Hood	12th	Amber Akers	Marion High School, Marion
Sophie Morgan	12th	Jayne Banzhoff	Washington Community High, Washington

Questions about submissions for the 2022 Statewide Student Art Show or 2022 Statewide Student Video & Animation Showcase?

Email Susan Tiemstra at **StudentShow@ilaea.org** or text 630-732-5718.

Check it all out  
at [ilaea.org/programs-events/student-show/](https://ilaea.org/programs-events/student-show/)



Poster Design - Angie Golden, D181; Printing - Alphagraphics, Lisle





# IAEA Membership Benefits

by MacKenzie Pollastrini

[Membership@ilaea.org](mailto:Membership@ilaea.org)

## Greetings valued IAEA Members!

Did you know that the Illinois Art Education Association is led by members just like you? Each of the people behind the scenes of this wonderful organization are Art Educators who volunteer their time to keep our association running. We are a team of educators who work to serve other educators. By being a member you not only benefit from our offerings, but you are also contributing to the organization to keep it growing. Education is an ever-evolving field that changes and adapts to accommodate the needs of students as the world around them does the same. To carry out our mission to serve all Art, Design and Media Educators in our state, IAEA is ever-evolving too. The support from our members makes this all possible.



To best support you, we have added some amazing benefits to our memberships. A full list of your benefits as an IAEA Member are listed below:

- **Webinars and Professional Learning Events** that extend your knowledge and earn you precious PD hours – Did you know that we release amazing webinars that can earn you PD hours? You can also play ALL archived webinars back if you missed them! Visit our website to learn more.
- An **Advocacy Team** that fights for you and for art education in Illinois. In the past 5 years, the IAEA has helped bring art programs back to 7 schools AND worked with ISBE to get the fine arts as a weighted success indicator on the state report card.
- **Scholarships and PD Grants** – As a member you can apply for scholarships and PD grants on our website.
- **Discounted Conference/Event Rates and Benefits** – Our conference is an amazing opportunity to network with art teachers from across our state, attend amazing sessions and earn a hefty amount of PD hours. As a member you are entitled to a great discount!
- **Arts Standards Resources** – You can find helpful resources and videos about our Illinois Art Standards on our website.
- **SLO/PERA Resources** – Better understand how you are evaluated as an educator, you can find helpful resources and videos on our website.
- **Job Postings** – Be the first to know about job openings for Art Education positions

Save the date  
for IAEA's 2022  
Conference!



IN PERSON  
NOVEMBER 10-12  
IN ST. CHARLES



# Board of Directors

## IAEA MISSION STATEMENT

Whereas, Art plays a significant and vital role in our culture, economy and the education of our children, it is the mission of the Illinois Art Education Association to provide leadership for the advancement of excellence in art education.

- Providing support, direction and advocacy for quality art education
- Providing professional development for the pursuit of knowledge, skills and content in the making and teaching of art
- Encouraging innovation, research and reform
- Networking within the arts and with other organizations
- Encouraging membership, leadership and efficiency of the organization's operation

## Executive Committee:

### President

Michael Skura  
IAEAPresident@ilaea.org

### President-Elect

Karen Popovich  
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### Past President

Nick Hostert  
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### State Vice President

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### State Secretary

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### Treasurer/ Business Manager

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Members who are interested in becoming more involved in professional association affairs should contact their Regional Vice President.

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Melissa Righter

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