



# GAZETTE

# INDEFULNESS



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Katherine Hess

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Cover:  
Eyes of Nature, Christina Le, 11th grade, Albert Einstein HS (Montgomery County), Teacher: Mygenet Harris

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*Maryland Art Education Association’s Mission*

Our mission is to advocate for and advance art education in Maryland to fulfill human potential and promote global understanding. Art instruction is a vital component of every child’s core education. Visual arts experiences cultivate creative expression, innovative thinking, problem solving, and personal development. We hope you enjoy our site and consider joining us!

The purpose of MAEA is to encourage, to strengthen, and to promote the role of the visual arts in education by: promoting quality instruction in visual arts education conducted by certificated art teachers; encouraging study of art teaching; improving the conditions of art teaching; and encouraging and conducting research in art education. To these ends the Association holds public discussions; sponsors institutes, conferences and programs; publishes articles, reports, and surveys; and works with other related organizations to provide advocacy for arts education throughout Maryland.

Top Left:  
Through My Eyes, Aimon Zia, 12th grade, Owings Mills HS (Baltimore County), Teacher: Alex Garove

Top Right:  
Blind, Andrew Beard, 8th grade, Sevem School (Anne Arundel County), Teacher: Yehee Shin



# PRESIDENT'S MESSAGE

The theme of the Gazette this issue is mindfulness. While I can't claim to be an expert on this topic, I can certainly appreciate its relevance to contemporary pedagogy. As an educator, parent, taxpayer, and voter in Montgomery County, I recently sat in on our Board of Education's public hearing to seek input on the Superintendent's operating budget. My guess is similar events are happening this time of year across the state. I can't say that I was surprised, but I was a little disheartened, by the numerous community members — students included — who pleaded for more mental health support in our schools.

Stress and anxiety have a negative impact on students and educators alike. The rate of attrition is alarming as an increasing number of educators are leaving the profession within the first five years. Teacher burnout becomes a real problem when, despite our best efforts, many of the students in our care are unavailable for learning; their social-emotional needs are not being met, and we don't have adequate resources to offer enough support. So what can we do? How can we help learners experiencing debilitating levels of stress, anxiety and — in some cases — severe trauma? Many educators are seeking out mindfulness strategies for support. Mindfulness strategies develop tools to relax, to regain control, to increase self-awareness, and to self-regulate behavior and emotions. While these tools certainly are a benefit to students, educators can also use these tools for their own self-care and preservation.

I think there are some natural connections that can be drawn between visual art and mindfulness. Visual art education already provides a constructive outlet for self-expression. As artists, we experience and develop our own creative process through continuous practice, refinement, and reflection. We must build resilience, persevere, become more self-aware, and have a growth mindset. I think that partnering mindfulness with studio practices in art education has the potential to be a powerful combination to improve the social-emotional well-being of our learners. The art educators who contributed to this issue are your colleagues. I hope you can gain helpful insight from their experience and expertise.

Enjoy!



What I See, Talika Gorski, 3rd grade, Cesar Chavez Dual Spanish Immersion School (Prince George's County), Teacher: Elena Gastón Nicolás

# MESSAGE FROM ADVOCACY

*Michelle Katz*  
*VP, Advocacy*

For the area of Advocacy in art education, we have a focus on the following questions:

1. How can we demonstrate the value of the arts to our schools and communities?
2. How can we make the arts more accessible for all students?
3. What barriers do arts educators in Maryland face? What can we do to help alleviate or remove these barriers?

This year, MAEA is working with local venues to display student art in various communities — displaying student art publicly is one manner of showcasing the importance of the arts. We worked in conjunction with BWI airport to host a student art show, "See Through My Eyes". We are also working with The Walters



Museum to host a second student art show, as well as an awards assembly to recognize outstanding students and teachers. Additionally, we are working in conjunction with Sargent Art to plan and host art activities for Youth Art Month.

*What barriers do you face as an art educator?*  
*How can we help?*

This year, the Arts Education in Maryland Schools Alliance (AEMS) is working to provide a fine arts report card for all Maryland schools. This is a tool to "ensure that all Maryland public school students have equitable access to high-quality arts education, regardless of their geographic location or socioeconomic status." One goal of MAEA is to support the AEMS in this endeavor.

Another of our goals this year is to hear from our members: What barriers do you face as an art educator? What can we as an organization do to help lessen or remove these barriers? At the MAEA conference, we hosted a "Conversations with Colleagues" session where we discussed this topic. We heard about challenges that affect art teachers currently and we brainstormed some ideas for how to provide support.



Top Right: "Gabriela," Lauren Mattison, 11th grade, Albert Einstein HS (Montgomery County), Teacher: Sarah Hamish  
Center Right: "Identity," Emily Garner, 10th grade, Albert Einstein HS (Montgomery County), Teacher: Sarah Hamish  
Bottom Left: Beauty Yet to Be Discovered, Arielle Ruiz, 11th grade, Seneca Valley HS (Montgomery County), Teacher: Katherine Hess



# MESSAGE FROM PROGRAMS

*Samantha Nachlas*  
VP, Programs

For the area of Professional Learning, we have a focus on the following questions:

- How can we reach educators across all districts with professional development (PD) that is relevant to today’s teaching?
- How can we broaden our PD to reach educators who teach outside of the public school setting?

This year, MAEA is looking to expand the scope of our reach in terms of location for professional development seminars. To do this, we will have a series of traveling presenters who will do their professional development training for teachers four different times in the four different regions of our state from March through July. Presenters and their training topics have been chosen based on feedback directly from our members.



Top:  
Self-Portrait, Sarah Haines, 11th grade,  
Liberty HS (Carroll County), Teacher: Lauren  
Latane-Valis

Bottom:  
I can see through my Eyes, Mercy Adebisi,  
3rd grade, Cesar Chavez Dual Spanish  
Immersion School (Prince George’s County),  
Teacher: Elena Gastón Nicolás

✈

CALL FOR ARTWORK

**BWI MARSHALL SPRING 2020**

**MARYLAND YOUTH ART GALLERY**

EXHIBITION THEME: MAKING CONNECTIONS

SUBMIT DIGITAL IMAGES OF STUDENT ARTWORK FOR CONSIDERATION BY APRIL 8, 2020  
[HTTPS://TINYURL.COM/BWISPRING2020](https://tinyurl.com/BWISPRING2020)

QUESTIONS? CONTACT [StudentArtShowsMAEA@gmail.com](mailto:StudentArtShowsMAEA@gmail.com)

# Creating Connections

	REGION 1 Garrett, Allegany, Washington, Frederick, Montgomery	REGION 2 Carroll, Howard, Baltimore City, Baltimore County, Harford, Cecil	REGION 3 Prince George’s, Charles, Calvert, St. Mary’s, Somerset, Worcester	REGION 4 Anne Arundel, Kent, Talbot, Caroline, Queen Anne’s, Dorchester, Wicomico
<b>Monoprints, Metacognition &amp; Portfolio Development: A Deep Dive into Artistic Thinking and Planning</b> Hannah Butcher  Take a deep dive into your own artistic process through hands-on exploration of various monoprinting techniques. Not only will we focus on learning new techniques, educators will also incorporate a heightened mental awareness into their practice. We will reflect together on our divergent thinking processes in order to understand differences in thinking, and how we can appreciate and apply those differences into our pedagogical practice.	March 7 REGION 3  Charles County Public Library Potomac Branch Indian Head, MD  1:00-3:30	April 4 REGION 4  LOCATION TBD  Baltimore County  LOCATION TBD	May 16 REGION 2  LOCATION TBD  Baltimore County  LOCATION TBD	July 25 REGION 1  LOCATION TBD  Baltimore County  LOCATION TBD
<b>No More Fuzzy Caterpillars: A Fun Fine Arts Approach to Teaching Pre-K and Kindergarten</b> Leela Payne  Inspire and nurture a sense of wonder and curiosity in your youngest artists. This workshop will provide arts integration strategies for teaching students in pre-K and kindergarten. It will also include extended opportunities for an exchange of ideas and the sharing of best practices, as well as a hands-on demonstration and activity. We will take a fine arts approach that is grounded in art elements and design principles while embracing the national standards and curricular goals.	March 21 REGION 4  Studio 39 Annapolis, MD  10:00-12:00	April 18 REGION 3  Frances Fuchs Early Childhood Education Center Beltsville, MD  9:30-12:00	May 16 REGION 1  Frederick County  LOCATION TBD	July 25 REGION 2  Howard County  LOCATION TBD
<b>Close Looking Strategies</b> Anjali Wells  Explore "close looking" strategies and how to use them in the classroom to facilitate student creation and writing. You will discover the benefits of object-based learning in addition to practicing multiple "close looking" strategies that can be used in a gallery or in the classroom with images. After a morning of observation, we'll head into the studio for some artmaking in response to the objects you engaged with!	March 21 REGION 1  Washington County Museum of Fine Arts Hagerstown, MD  11:00-1:00	April 18 REGION 2  LOCATION TBD	May 2 REGION 3  Smithsonian Institute National Museum of Asian Art  10:00-12:30	July 25 REGION 4  LOCATION TBD

## Save the date!

MAEA professional learning workshops are hitting the road in 2020 and traveling the state! We want to create connections and build community by coming to your region. We're still scouting locations, but we'll keep you posted.

Space is limited. Registration will open online at [www.marylandarted.org](http://www.marylandarted.org) on FEB 18.

**\$20 for MAEA members**  
**\$30 for non-members**



# MESSAGE FROM MEMBERSHIP

*Sherri Fisher*  
*VP, Membership*

At MAEA we advocate and celebrate art education! On December 15<sup>th</sup> 2019, 69 Educators were honored by MAEA at the district and state levels. Here is a highlight featuring 4 outstanding art educators that were honored for their excellence and service at the Walters Art Museum.

## State Award Winners

Gino Molfino, Maryland Art Educator  
(Howard County Public Schools)

Vernon Fains, Leadership in Art Education (Baltimore County Public Schools)

April Steele, Pre-Service Art Educator (Maryland Institute College of Art (MICA))

Ronald E. Kohler, Jr., Elementary Art Educator (Montgomery County Public Schools)

Camille Gibson, Middle Level Art Educator (Baltimore County Public Schools)

Katherine Hess, Secondary Art Educator (Montgomery County Public Schools)

Elizabeth Benskin, Museum Art Educator (Baltimore Museum of Art)

Vanessa López, Higher Education Art Educator (MICA)

## Longtime Members

**30 YEARS**  
Renee Sandell  
Karen Carroll  
Frank Chetelat  
Jane Bates  
Sheila Brooks  
Susan Hendricks  
Linda Popp

**20 YEARS**  
Jennifer Fox  
Lori Snyder  
Stacey Salazar



## District Awards

**ANNE ARUNDEL COUNTY PUBLIC SCHOOLS**  
Kim Mason, Elementary Career  
Douglas Ellmore, Elementary Novice  
Meredith Perry, Middle Level Career  
Amanda Nicholson, Middle Level Novice  
Jennifer Rolfsness, Secondary Career  
Erin Lehrmann, Secondary Novice

**BALTIMORE CITY PUBLIC SCHOOLS**  
Christina Bole, Elementary Career  
Sienna Cureton Mahoney, Elementary Career  
Michelle Lolli, Elementary Novice  
Grace Griffin, Middle Level Novice  
Martin Goggins, Secondary Career

The Forgotten, Paola Batista, 12th grade, VAC Albert Einstein HS (Montgomery County), Teacher: Mygenet Harris



**BALTIMORE COUNTY PUBLIC SCHOOLS**  
Kyria Joseph, Champion of Art Education  
Harold Smith, Elementary Career  
Taylor Boren, Elementary Novice  
Joyce Boyer, Middle Level Career  
Jasmine Silverman, Middle Level Novice  
Megan Gerstenberg-Kline, Secondary Career  
Jennifer Moss, Secondary Novice

**HOWARD COUNTY PUBLIC SCHOOLS**  
Avery McClelland, Elementary Career  
Forreste Colson, Elementary Novice  
Benjamin Shipley, Middle Level Career  
Jacqueline Bates, Middle Level Novice  
Patricia Hunter, Secondary Career  
Rachel Stein, Secondary Novice

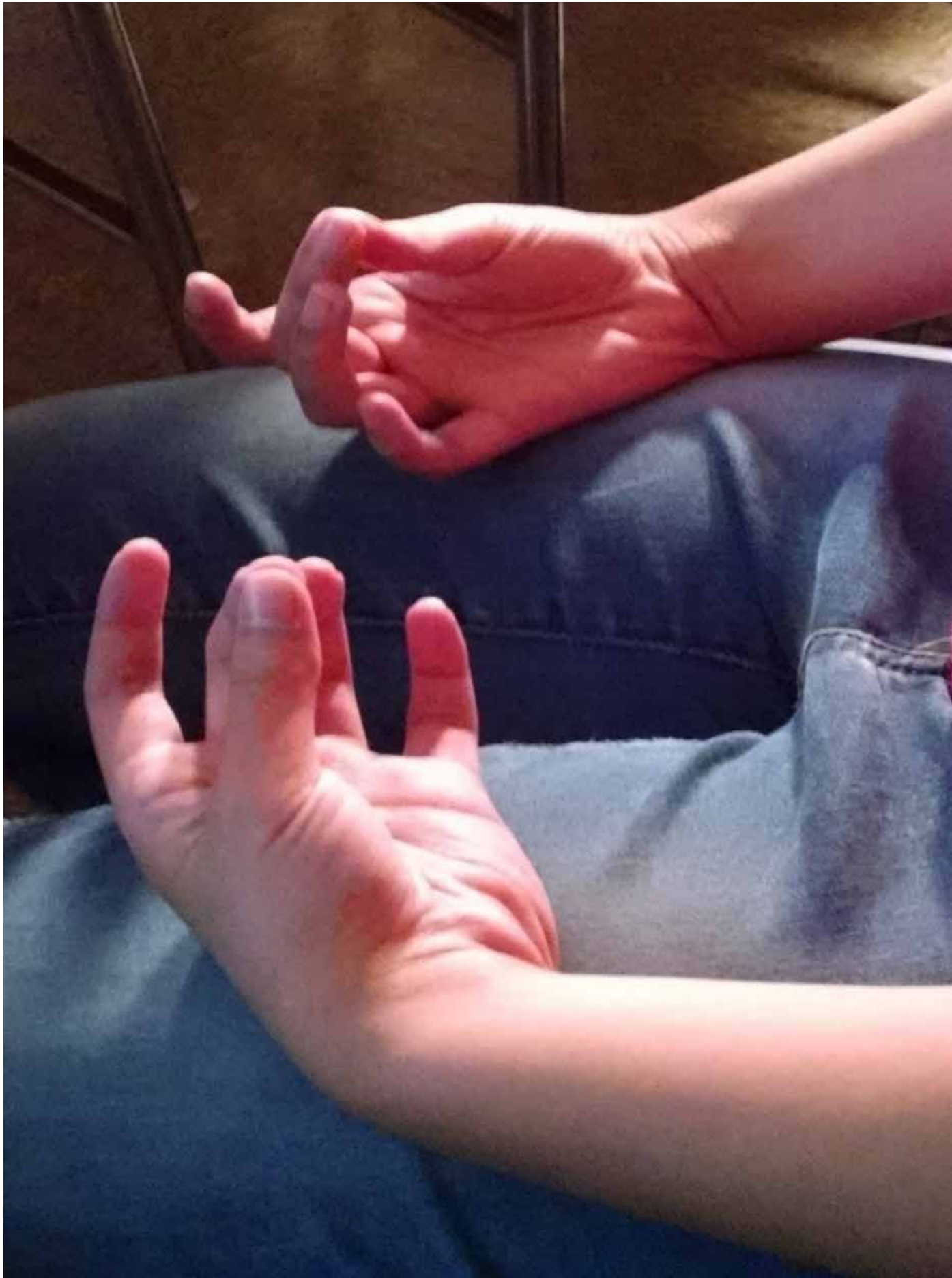
**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
Nicole A Sosik, Champion of Art Education  
Leela Payne, Elementary Career  
Jill McCowan, Elementary Career  
Alison Brooks, Elementary Novice  
Chirstina Campo-Abdoun, Middle Level Career  
Jacob Hicks, Middle Level Novice  
Margaret McKinney, Secondary Career  
Mary Ellen Beck, Secondary Emeritus  
Nancy Mornini, Secondary Emeritus  
John Ward, Secondary Novice

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**  
Diedra Tramel, Champion of Art Education  
Lorca Beebe-Diaz, Elementary Career  
Jana King, Elementary Emeritus  
Nicolette Pitts, Elementary Novice  
Sheila Hyman, Middle Level Career  
Renee McDonald, Middle Level Novice  
Elizabeth Sumner, Secondary Emeritus  
Phaedra Byrd, Secondary Career  
Tery Anderson, Secondary Novice

**WASHINGTON COUNTY PUBLIC SCHOOLS**  
Djohariah Singer, Elementary Career  
Luke Harteis, Secondary Career  
Marsha Secrest, Secondary Novice

**INDEPENDENT SCHOOLS**  
Mr. Kristian Whipple, Career  
The Siena School, Champion of Art Education  
Kate Santorineos, Career  
Jeremy McDonald, Career





# CREATIVE MINDFULNESS – SIMPLE STRATEGIES FOR PEACE AND PRODUCTIVITY IN THE VISUAL ARTS CLASSROOM

*Vernon Fains*

*Visual Arts Teacher & Content Leader*

Back to School can be an exciting time for middle school students. It can also be a stressful time. Middle schoolers have a lot to navigate every day with making good decisions, managing emotions, coping with puberty, balancing friendships, and incorporating extracurricular activities. On top of all that, we expect our students to be thoughtful, attentive, and creative problem solvers in the classroom. As an art teacher, I am eager and excited to meet the new school year's young and talented artists. And, very soon, I inevitably experience the challenges of being a teacher, department chair, coach, mentor, and parent.

Four years ago, I found myself meditating to manage the social, emotional, and physical challenges of being a teacher. Mindful activities like meditation would soon become a continual journey to greater awareness for me. I began to practice calming techniques, including regulating my breathing and visualization to improve my mental fitness. I realized that if I am not

my best self, I am unable to manage my stress and emotions; ultimately the classroom climate suffers. The more I researched and practiced mindfulness, the more I began to experience positive results in my interaction with friends, family, colleagues, and students. Through meditation, I was able to slow down, feel calmer, and be more grounded in the present moment — able to handle what life sent my way daily. Mindfulness helped me to be more responsive and less reactive. It helped me to communicate more effectively with my students. I was able to better manage classroom behaviors and provide a supportive and trusting environment for my students.

Later in my mindfulness journey, I began to wonder what would happen if I applied mindfulness to the creative process in an attempt to reduce mental blockage and subconscious negativity, opening my mind for more intentional and creative thinking. When the brain is busy dealing with stress and emotion it doesn't allow for creative thinking.

I needed to declutter my mind in order to express myself with clarity and creativity. And that's what I wanted for my students!

*Mindfulness helped me  
to be more responsive  
and less reactive.*

According to Jon Kabat-Zinn, founder of MBSR (mindfulness-based stress reduction), "Mindfulness is paying attention on purpose, non-judgmentally." It can mean many things to many people, but for me it is simply different ways of paying attention or focused awareness. Mindfulness allowed me to release the past, not obsess about the future, and become more focused on the here and now; what I am doing and feeling without being distracted by what is around me.

Unless otherwise noted, all photographs were provided by Vernon Fains.





#### WHAT ARE THE BENEFITS OF MINDFULNESS?

- Meditation cultivates mindfulness. It begins and ends in the body. It involves taking the time to pay attention to where we are and what's going on, and that starts with being aware of our bodies.
- Mindfulness in the art room fosters metacognition. Metacognition is the ability to monitor one's thinking and learning. In the art room, being metacognitive allows students to reflect critically, learn from mistakes and face challenges.
- Mindfulness works for ALL students. It is especially beneficial for students with special needs, including those with behavioral challenges, to incorporate calming techniques into their daily routines.
- Visual art students that participate in mindfulness in the classroom demonstrate improvements in working memory, attention, academic skills, social skills, emotional regulation, resilience, and self-esteem.
- Mindfulness reduces anxiety, stress, and fatigue. It cuts down on daily chaos and stress and allows us to not be overly reactive or overwhelmed by what's going on around us. Mindfulness slows us down when we need to. Students can find relief from stressful situations by simply focusing their attention on their own breath and body.
- Mindfulness supports social emotional learning skills which helps create the ideal conditions for learning. It can help students manage their complicated lives more effectively, addressing the five core competencies of Social Emotional Learning (SEL), which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- Mindfulness creates more effective communicators and more active listeners.
- Mindfulness boosts creativity and sparks innovation. Sometimes our emotions get in the way of thinking.

Left:  
movement, Benjamin Ferree, 2nd grade,  
Centreville ES (Queen Anne's County),  
Teacher: Lucia Calloway  
Center:  
F.A.I.T.H., Taya Dickens, 10th grade, DuVal  
HS (Prince George's County), Teacher: James  
Shindle  
Top Right:  
Mixed Emotions, Lizzie Veiel, 6th grade,  
Sevem School (Anne Arundel County), Teacher:  
Yehee Shin

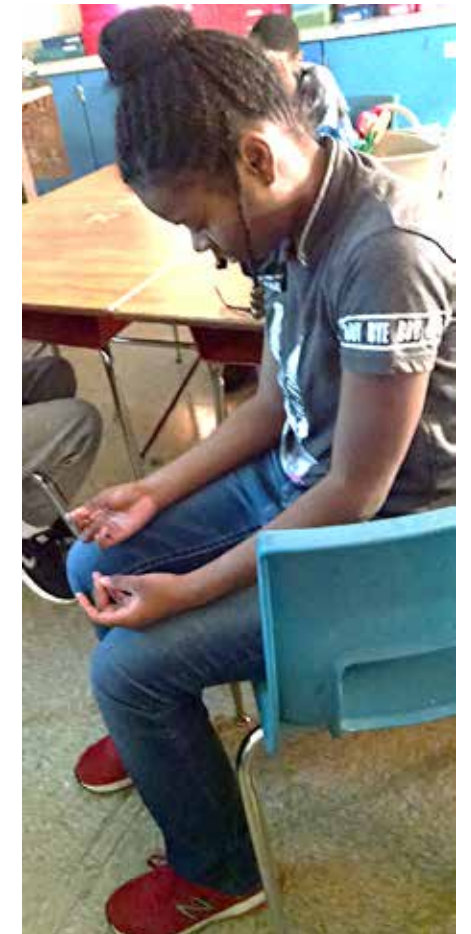


*Mindfulness boosts creativity and sparks innovation.*

- It sparks deeper thought which could lead to creative problem solving and sharpens concentration skills so that students can focus!
- Mindfulness encourages visualization skills (the ability to see what is being described) through imagination and descriptive language.
- Mindfulness encourages self-reflection. (How can I improve on a behavior or task? What do I need to do to be successful?)
- Mindfulness helps us strengthen the classroom community as it builds relational capacity in students.

#### SO HOW DO I TEACH MINDFULNESS TO MY MIDDLE SCHOOL STUDENTS WITH SIMPLICITY AND CLARITY? HERE ARE SOME MINDFUL STRATEGIES AND TIPS:

- Get administrative and art department support.
- Research by doing your homework.
- Stay grounded personally in your own mindfulness practices.
- Preparation of the space includes calm ambience with dimmed lights and relaxing music or sounds, including a timer, bell, or singing bowl.
- Trust must be established prior to mindfulness practice.
- Frame it as an invitation; don't force it on students. Over time, resistant students may develop trust and become comfortable with mindful practices.
- Speak with calm confidence.
- Model the process. Model the process. Model the process.
- Be okay with doing nothing briefly.
- Mix it up with silent, guided, meditative drawing and coloring (working quietly with intentional concentration).
- Follow mindful activity with reflective writing or thinking about personal artworks and the artwork of others.
- Resistant students should be encouraged to remain quiet and not interfere with peer participants.







Sketchbook page after several weeks of drawing meditation activity.

*Make a peaceful journey  
from MindFULLness to  
MindFULness*



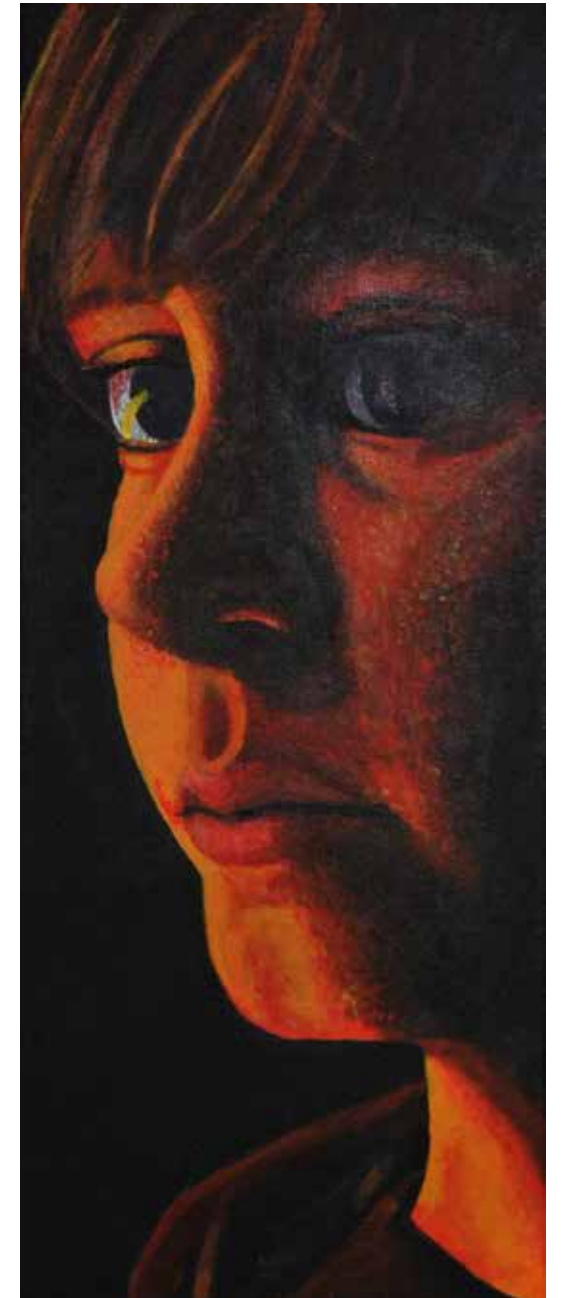
Mindfulness in the art classroom has transformed my teaching practice and classroom environment. My students see and feel its benefits. Mindfulness brings peace and clarity into the art room, setting the tone for purposeful thinking and art making. As I remain personally grounded in my own mindful practices, I will continue to provide a safe and peaceful place for my students to express themselves with confidence and creativity. My hope for them is to embrace a life-long skill in mindfulness and transfer that experience well beyond classroom; making a peaceful journey from MindFULLness to MindFULness.

*Vernon Fains is a Visual Arts and Content Leader at Pine Grove Middle School, Baltimore County Public Schools, and an Adjunct Faculty member at Towson University. This year he also was recognized with the MAEA Linda Popp Leadership Award at a ceremony at The Walters Art Museum.*

#### SOURCES

Srinivasan, Meena, (2014). Teach, Breathe, Learn: Mindfulness in and out of the Classroom. Berkley, CA: Parallax Press.

Mindful Schools. (2019). Retrieved from <https://www.mindfulschools.org/>  
Mindful Staff. (2017, January 11). Jon Kabat-Zinn: Defining Mindfulness. Retrieved from <https://www.mindful.org/jon-kabat-zinn-defining-mindfulness/>



Opposite  
Top Left:  
Analogous Quadrilateral Symmetry, Bailey Jorgensen, 12th grade, Eleanor Roosevelt HS (Prince George's County), Teacher: Monique Connealy  
Bottom Left:  
Caution, Israel Siqueira, 12th grade, Seneca Valley HS (Montgomery County), Teacher: Katherine Hess  
Right:  
My Brother, Thomas McCarthy, 11th grade, Old Mill HS (Anne Arundel County), Teacher: Carrie Beth Witham



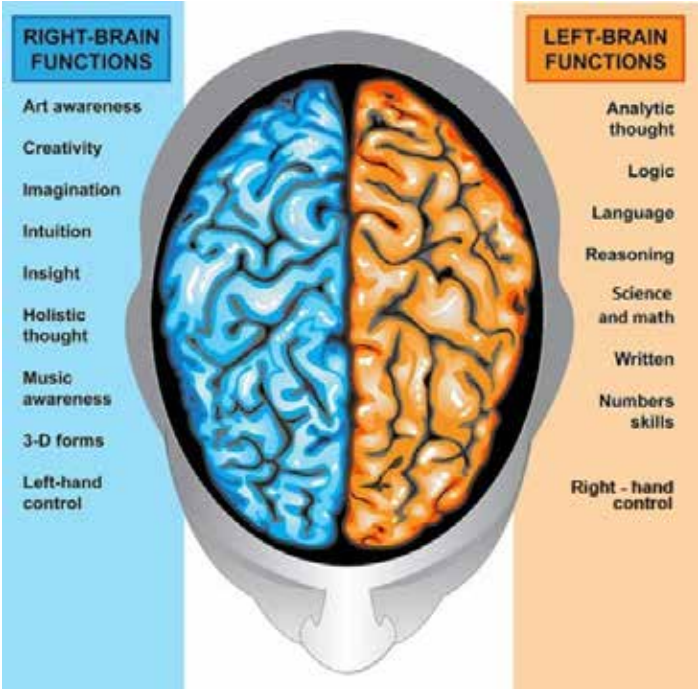
# THE ARTS AND MINDFULNESS TECHNOLOGY

Jeffrey Donald  
Mindfulness Coordinator

In today’s society, we are bombarded with distractions and temptations — a Starbucks or two in every neighborhood, grocery store aisles stocked from floor to ceiling with processed food, hundreds of channels on your TV, the omnipresent blinking or beeping of our phone or computer trying to get our attention. It’s easy to become addicted to the escape or the numbing these outlets create. A mindfulness practice creates stillness, awareness, and peace of mind, so it’s a wonderful antidote to today’s distractions.

Added to this scenario, each day our students go to school where they analyse, compare, contrast, calculate, reflect, and write in a steady stream of linear thinking for six hours. Their left brain hemisphere, which are responsible for these functions, can become very fatigued and overworked in the process of

learning. A complete education also exercises the right brain hemisphere, which is responsible for imagination, creativity, and beauty — which is



where the arts play a large part. Many students relish the opportunity for the “brain break,” and, regardless of talent, jump into the arts, music, and dance. Ironically, after so many hours of analysis, another segment

of students, unfortunately the majority, have difficulty in “changing gears” to the right brain, which to any teacher of the arts will manifest into the sound of something similar to: “I don’t know what to do. Tell me what to do. I can’t think of anything”; or worse: “I can’t do this”. Some of the most important tools in our teacher toolboxes are conscious breathing techniques, which can be utilized for very specific purposes; in this case, the shift from left to right brain functioning.

After thirteen years in the High School art classroom, I have found many methods to bring students from the left brain into the right brain, but none more effective and expeditious than mindfulness practices.

Most art teachers have had the experience at some point in our lives of being so immersed in art making

Unless otherwise noted, all graphics were provided by Jeffrey Donald.

*“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”*  
-Richard Buckminster Fuller



that they lost track of time — we went “into the zone,” so to speak. This happens because creative activities send us into a process of focus, concentration, and absorption, which is the same process we experience when we are meditating. The obvious question to art educators is: “How can we teach our students to do this as well?”

This is why drawing, painting, ceramics, photography, dance, music arts, and writing are meditative in nature. If you have no meditation experience, or find it hard to calm your mind so you can sit still and meditate, then creative activities are a wonderful way to enhance your capacity for focus, concentration, inner peace, and calm through this technology. Who says mindfulness requires stillness, sitting in some austere position like a yogi?

### HOW DO I DO IT?

Although breath is our number one tool for survival — more important than water, exercise, or food — we tend to breathe shallowly and irregularly. Breath not only gives us physical life, but also tunes us into our surroundings.

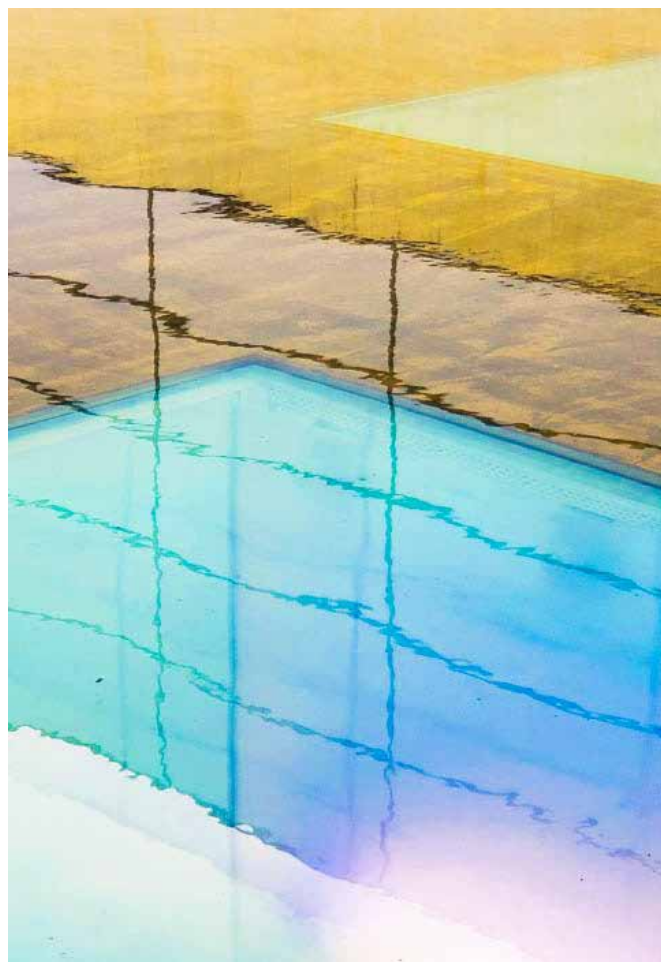
The average person uses only one tenth of their lung capacity when breathing normally. An average breath rate is 16 breaths per minute, but stress may increase this rate up to twice this, to 32 breaths per minute. By consciously reducing the breath rate, slowing down the heart, and simultaneously increasing the oxygen intake (oxygenating the blood and brain), we willfully induce a state of calmness, creativity and clarity. Additionally, breathing only through the left nostril will oxygenate the right brain hemisphere, kickstarting the creative and imaginative processes almost immediately. My art students have affectionately called this breathing technique the “Art body hack.”

A common style of mindful breathing known as box breathing works well here. Also known as square breathing, this technique is used when taking slow, deep breaths. It can heighten performance and concentration while also being a powerful stress reliever. It’s also called four-square breathing. This technique can be beneficial to anyone, especially those who want to meditate or reduce stress. It’s used



Top:  
“close to my Heart” Self-Portrait,  
Christopher Murray, 4th grade, Rock Creek  
Valley ES (Montgomery County), Teacher: Abby  
Ingersoll Gilbertson  
Bottom:  
Walking in the Rain, Autumn Green, 12th  
grade, Liberty HS (Carroll County), Teacher:  
Lauren Latane-Valis





*After thirteen years in the High School art classroom, I have found many methods to bring students from the left brain into the right brain, but none more effective and expeditious than mindfulness practices.*

by many people: athletes, U.S. Navy SEALs, police officers, parents and school teachers.

- Sitting upright, cover your right nostril with your thumb or finger. All breathing from here will only be accomplished through the left nostril only.
- Slowly exhale through your nose, getting all the oxygen out of your lungs.
- Inhale slowly and deeply through your nose to the count of four. In this step, count to

four very slowly in your head. Feel the air fill your lungs, one section at a time, until your abdomen is full and the air fills your lungs.

- Hold your breath for another slow count of four.
- Exhale through your nose for the same slow count of four, expelling the air from your lungs and abdomen.
- Leave the breath out without inhaling for a count of three. Repeat for a duration of three minutes

#### **BENEFITS**

Provided you have given direction and provisioned before-hand, students will move immediately into the creative process from the stillness you will have created in the classroom with imagination flowing, no matter the age. Watch the creativity blossom!

*Jeffrey Donald is the Mindfulness Coordinator for Montgomery County Public Schools, housed in the Office of Student and Family Support and Engagement. He is a master yoga teacher, meditation teacher and reiki practitioner.*

Facing Page

Top Left:

Self Exposure, Chance Carvalho, 12th grade, Liberty HS (Carroll County), Teacher: Lauren Latane-Valis

Top Right:

Abstract #3, Lauren Deputy, 8th grade, Annapolis Area Christian School (Anne Arundel County), Teacher: Karen Luttrell

Bottom Left:

Sunset Reflected, Joseph Lee, 12th grade, James Hubert Blake HS (Montgomery County), Teacher: Melisa Matthews

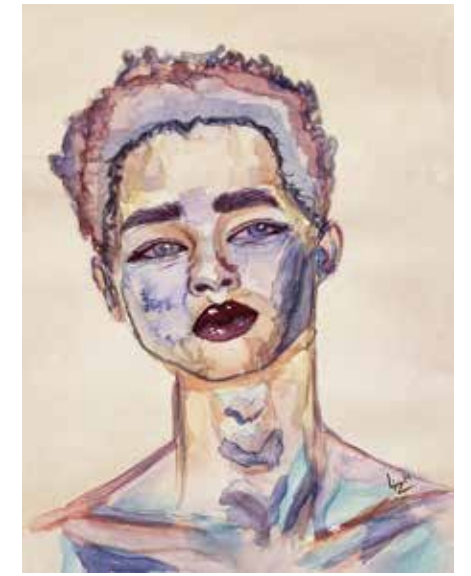
Bottom Right:

My Universe, Alanis Hernandez Rosales, 3rd grade, Cesar Chavez Dual Spanish Immersion School (Prince George's County), Teacher: Elena Gastón Nicolás





Left:  
Untitled, Grace Washinger, 11th grade, Liberty HS (Carroll County), Teacher: Lauren Latane-Valis  
Right:  
hands can see, Joseph Mendez Romero, 2nd grade, Cesar Chavez Dual Spanish Immersion School (PGCPS), Teacher: Elena Gastón Nicolás



## INTEREST AREAS

### PRE-SERVICE *Christopher Whitehead*

I had the pleasure of meeting with pre-service members at this year's MAEA conference. We had a great discussion about the hiring process to become a new art teacher. We discussed the various ways counties conduct interviews, handle communication and the passion/skill set that is looked for in each candidate. There appeared to be some nervousness about getting hired. We discussed everything from teaching portfolios to dressing professionally. Some of our discussion was about making sure they and the school are the "right fit" and sometimes the first offer is not the best option. More importantly, we discussed what our organization

can do to help these new teachers get certified, get hired, and be supported during their first few years of teaching. Linda Popp, veteran art educator extraordinaire, was in the conversation and contributed many details to the discussion. This eager bunch of young educators had some good ideas for how we could assist, for example, a Praxis study session with veteran teachers. Another idea was that the MAEA could help by offering scholarships to cover the cost of the Praxis exam. Some expressed interest in having an MAEA board member visit during the candidate's student teaching to offer support/suggestions/resources. Overall, I was impressed with the eagerness and preparedness these candidates demonstrated during our discussion. I feel they will make great future art educators.

### ELEMENTARY *Katelyn Smith*

While at the most recent MAEA Conference at Watkins Mill, I was able to meet with several different elementary art educators to discuss the current needs of our teachers across the state.

One of the biggest topics during our group discussion was early childhood art education; elementary art teachers are being expected to teach increasingly more Pre-K. Many veteran teachers have never taught this level before, and it can be overwhelming. There needs to be more resources and shared content amongst elementary art teachers so we can support our youngest learners. Suggestions during our

conversations included providing members with sample lesson plans, rubrics, and techniques to keep Pre-K students engaged. Many members who do currently teach Pre-K said they provide stations for students to help them explore and learn through play-based learning. Based upon this feedback the MAEA will be providing professional development sessions focusing on Pre-K within the next school year so teachers can collaborate and connect with colleagues.

Top Left:  
War, Thong Tran, 12th grade, John F Kennedy HS (Montgomery County), Teacher: Anjali Wells  
Top Right:  
Untitled Portrait, Elizabeth Hager, 11th grade  
Eleanor Roosevelt HS (Prince George's County), Teacher: Monique Connealy  
Bottom Right:  
See Through My Eyes, Ana Rodriguez-Diaz, 8th grade, Highlandtown #215 (Baltimore County), Teacher: Chadrick Shoales





# SECONDARY

*Lindsey Miller*

- What do you already use from MAEA?
- conference with CPD credit, opportunity for CPD credit
  - Programs- RV- art show on art assessment, building programs that get teachers to meet
  - Workshops that are around the state- one-of programming

Does your county offer CPD- how can MAEA fill the gaps?  
Getting Baltimore city more involved?  
Counties that don't transfer credit or tenure- advocacy support for teachers trying to change counties, how do visual arts coordinators, supervisor communicate with each other?

How can MAEA connect more counties? How do larger states do it? Can we connect and learn from other state education?

WHERE IS EVERYBODY?

- how can we advocate for getting the Friday back? Flex day? Auto-letter from MAEA to schools to say that teachers are absent for professional reason. Certificate to prove you were here, this is how MAEA used today

Suggestions

- Meet and greet day to invite MAEA members- making the organization more accessible, how can you join the state council?
- Meet and greets all around the state
- Summer involvement- summer meet and greet so that teachers don't have to take off time
- Workshops with how to advocate for art programs- talk to your admin- advocacy tools- advocating for not just your content

Top:  
I Can See I'm Free!, Taylor O'Brien, 4th grade, Mechanicsville School (St. Mary's County), Teacher: Yvonne Patton  
Bottom:  
Life is on the line, Tenley Mann, 6th grade, Sevem School (Anne Arundel County), Teacher: Yehee Shin



# INDEPENDENT SCHOOLS

*Jeremy McDonald*

The meeting of Independent School Art Educators during the Conversations with Colleagues at MAEA was a wonderful opportunity to connect. As Independent School Art teachers know, our roles are very isolating and any chance to be with like-minded and artistic individuals is refreshing. Our group was small, but we were able to connect and share our common goals, struggles, and ideas. There is a feeling among all the participants that the Independent Schools need to get connected and that we would like to create more opportunities for us to gather and share. We want to start working on creating a common forum for communication and professional development focused specifically on independent schools. If you have any suggestions, please contact Jeremy McDonald ([jdmcdonald@stjames.edu](mailto:jdmcdonald@stjames.edu)).



Top:  
"What do you see? No, what do I see." Anna Mookkung, 12th grade, VAC Albert Einstein HS (Montgomery County), Teacher: Mygenet Harris  
Bottom:  
Bird's Eye View, Olivia Cochran, 6th grade, Sevem School, (Anne Arundel County), Teacher: Yehee Shin





## ADMINISTRATION & SUPERVISION

*Gino Molfino*

The MAEA Administration & Supervision Division discussed the need for support in three main areas.

1. Seek partnerships with regional colleges/art education departments to address the art teacher shortage and high need of certified art educators throughout all Maryland districts.
2. Facilitate/support professional learning for new, non-tenured, veteran visual arts staff to ensure that staff actively engage and are current on contemporary teaching, pedagogy, art making, and well-being strategies.
3. Seeking a time that the division can regularly collaborate and engage in relevant professional learning and share strategies/ideas that inform our district practices and initiatives.

Left  
Fluffball, Jessica Theis, 11th grade,  
James Hubert Blake HS (Montgomery County),  
Teacher: Melisa Matthews  
Right  
Maybe I Don't Want To Know What I'm Meant To  
Be, Graceann Tasel, 11th grade, Patterson  
Mill HS (Harford County), Teacher: Alison  
Filicko

## GET MORE INVOLVED WITH MAEA, YOUR ART EDUCATION ORGANIZATION

- Write an article for the Gazette, or recruit others.
- Copy-Edit the Gazette.
- Format the Gazette.
- Write a blog post for the website, or recruit others.
- Help create social media content.
- Assist with the website.
- Represent an interest area (regional or level)
- Submit student work for a show.
- Attend a Professional Development training.
- Lead a Professional Development training
- Attend a meeting of the full council.
- Apply for a grant or scholarship.
- Take photographs to document MAEA events.
- Encourage people to join our organization.



SKY, Andy Berrios, 12th grade, James Hubert Blake HS  
(Montgomery County), Teacher: Melisa Matthews

Back Cover  
Sunset Forest Landscape, Victoria Maldona, 1st grade,  
Rock Creek Valley ES (MCPS), Teacher: Abby Ingersoll  
Gilbertson



