

# **Arts Education Symposium on Anti-Racism & Abolitionist Teaching**

**Saturday, November 21, 2020**

**11am-2pm**

**Featuring Keynote Speaker**

**Dr. Bettina Love**

**Author of "We Want to Do More  
Than Survive: Abolitionist Teaching  
and the Pursuit of Educational  
Freedom"**



**Click Here  
to go to the  
Keynote Zoom**

# Contents



**1-2.....Foreword**

**3.....Pre-Symposium Reflection Questions**

**4.....Statement of Land Acknowledgment**

**5.....Symposium Agenda**

**6-7.....About Keynote Speaker Dr. Bettina Love**

**8-12...About the Facilitators**

**13-15..About the Educational Professional Associations**

**15.....About AEMS**

**16.....About the Anti-Racist Educators in the Arts  
Learning Lab (A-REALL)**

**16.....Additional Acknowledgments**

**Share this learning with the world!  
Post your insights, revelations and thoughts  
about the symposium using the Hashtag  
#ArtsEdSymposium!**

# Foreword by AEMS Executive Director Quanice Floyd

Dear Arts Education Family,

I'd like to personally welcome each of you to the Arts Education Symposium for Anti-Racism and Abolitionist Teaching. It's an exciting time for Arts Education in Maryland Schools (AEMS) as we continue to grow and adapt, remaining always adaptable, motivated and responsive to this "new normal". Our organization is confronting a time of many changes and we're meeting these changes during a time of larger nation-wide and global change. I'd like to give you an idea of what you can expect and what we hope to achieve today. We'll be starting off together in the "main zoom room" for our welcome and keynote by the phenomenal speaker Dr. Bettina Love. Afterward, we will transition into our breakout sessions. These sessions are being facilitated by amazing Maryland arts educators and will focus on how to operationalize arts education in your classroom. The breakout groups will be based on the following categories: Community Arts, Dance, Music, Theatre, and Visual Arts. During the transition, you will get to select which breakout group is relevant for the work that you do. As we deal with two pandemics: COVID-19 and racism, AEMS is transforming the way we operate to continuously improve our ability to respond to the needs of educators, parents, students, and school leaders. The arts education field in Maryland has adapted and responded to ensure that we support our communities the best way we can, and for that we should be proud...

# Foreword by AEMS Executive Director Quanice Floyd (cont'd)

The arts education field in Maryland has adapted and responded to ensure that we support our communities the best way we can, and for that we should be proud... but we can't stop now. There is so much more work to do and I look forward to what is to come. You, as educators have the vision, the knowledge, the wherewithal and the experience to help us pave our way into the future. You are truly our greatest asset and we could not accomplish what we do without your support and leadership. Throughout this symposium, I ask you to stay engaged, keep us proactive and help us shape the future of arts education in Maryland. My personal respect and thanks goes out to all of you. I'd like to give a special thanks to our facilitators who you will see in the breakout groups. Their expertise is worth their weight in gold plus more... please be sure to utilize their brilliance during your breakout sessions. Another special thanks to the AEMS staff, especially Peter Dayton, who has played an instrumental part in organizing this event. Thank you again for attending and please enjoy!



**Quanice Floyd**  
**AEMS Executive Director**



Arts Education in Maryland Schools

# **Pre-Symposium Reflection Questions**

**What was your first personal experience in dealing with race, racism and/or inequity?**

**What was your most recent personal experience in dealing with race, racism, and/or inequity?**

**How have your race-based experiences impacted the way you currently work with students?**



Arts Education in Maryland Schools

# **Statement of Land Acknowledgment**

**We begin by acknowledging, with humility, that the lands where AEMS is headquartered are the traditional and ancestral lands of Piscataway, Lenape, and Susquehannock Indigenous peoples. Present-day Baltimore City was a vast coastal area that sustained Indigenous peoples until the arrival of Europeans from the 1600–1700s. Over the next 400 years, many Piscataway communities were decimated to low numbers, absorbed by larger villages and tribes, and/or forced by the US federal government to move west beyond the Mississippi River with larger tribes. Although Susquehannock elders ceded this land to the English by treaty in 1652, it was likely held in common among several tribal peoples and not exclusively theirs to cede. Along with Piscataway communities to the south, Lumbee and other Indigenous peoples in diaspora are still here. On January 9, 2012, two tribes of Piscataway heritage: the Piscataway-Conoy Tribe and the Piscataway Indian Nation became the first tribes recognized by Maryland. We acknowledge we are standing on stolen lands. We also we honor the thousands of enslaved Africans whose lives were physically and spiritually stolen, and brought to Maryland through the European Transatlantic Slave trade. We pay respects to their elders, past and present.**

*Language adapted from the Rare Books & Manuscripts Section of the Association of College & Research Libraries 2019 Conference website and from the US Department of Arts & Culture publication "Honor Native Land: A Guide and Call to Acknowledgment." Additional consultation provided by Ryan Koons, Ph.D.*

# Agenda

**11:00-11:15am.....Welcome from AEMS, MSDE,  
and the Arts Education Professional Associations**

**11:15am-12:15pm.....Keynote by Dr. Bettina Love**

[Click Here  
for the  
Welcome & Keynote](#)

**12:15-12:30pm.....Break**

**12:30-2:00pm.....Discipline-Specific Breakout Sessions**

**2:00pm.....Adjourn**



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# About Keynote Speaker

## Dr. Bettina Love, Ph.D.

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. She is one of the field's most esteemed educational researchers in the areas of how anti-blackness operates in schools, Hip Hop education, and urban education. Her work is also concerned with how teachers and schools working with parents and communities can build communal, civically engaged schools rooted in intersectional social justice for the goal of equitable classrooms. For her work in the field, in 2016, Dr. Love was named the Nasir Jones Hip-hop Fellow at the Hutchins Center for African and African American Research at Harvard University. She is also the creator of the Hip Hop civics curriculum GET FREE. In April of 2017, Dr. Love participated in a one-on-one public lecture with bell hooks focused on the liberatory education practices of Black and Brown children. In 2018, Georgia's House of Representatives presented Dr. Love with a resolution for her impact on the field of education. Dr. Love is a sought-after public speaker on a range of topics, including: anti-blackness in schools, Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity and inclusion.





## About Keynote Speaker

### Dr. Bettina Love, Ph.D. (cont'd)

In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. In addition, she is the inaugural recipient of the Michael F. Adams award (2014) from the University of Georgia. She has also provided commentary for various news outlets including NPR, The Guardian, and the Atlanta Journal Constitution. She is the author of the books *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* and *Hip Hop's Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*. Her work has appeared in numerous books and journals, including the *English Journal*, *Urban Education*, *The Urban Review*, and *Journal of LGBT Youth*. In 2017, Dr. Love edited a special issue of the *Journal of Lesbian Studies* focused on the identities, gender performances, and pedagogical practices of Black and Brown lesbian educators.



# About the Facilitators

## Theatre Action Group (Community Arts)

Theatre Action Group (TAG) utilizes theatre, visual arts, storytelling, music, and dance to incite meaningful dialogue around challenging topics or specific issues. TAG assists groups in developing strategies for self-empowerment, authentic communication, anti-oppression and celebration. We develop unique workshops and interactive performances with communities, institutions, non-profits and small and large groups to achieve specific outcomes. TAG is excited to take our unique style of workshops online, and has been building powerful exercises for an impactful zoom theatre experience!



## McKinley Wallace (Community Arts)

McKinley Wallace III is a mixed-media painter and muralist whose art depicts strength expounded by the oppressed and an educator dedicated to cultivating people-oriented environments that foster inclusive community building and high-quality learning. He is currently in his second year of graduate school at Maryland Institute College of Art to receive a Master of Arts in Teaching (MAT) degree. His studio work has obtained both local and national attention, including solo and group exhibitions in community spaces and commercial galleries.



# About the Facilitators

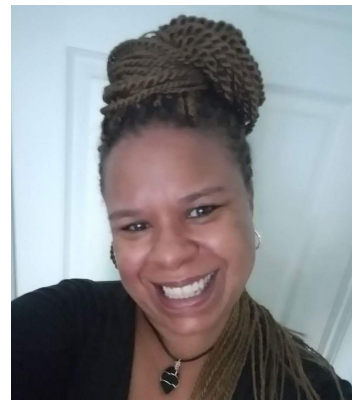
## Vanessa Jackson (Dance)

Dr. Vanessa L. Jackson is a Professor of Dance at Coppin State University. She holds an EdD in K-12 Educational Leadership, MFA in Dance Performance and BA in Dance from UMCP where she was a recipient of the Creative and Performing Arts Scholar award (CAPA). She held adjunct dance positions at The Johns Hopkins University Peabody Preparatory, University of Maryland College Park, Towson University, and Chair of the Dance program at The Community College of Baltimore. Vanessa is the Founder and CEO of Mindful Living 4 Live--a mindfulness meditation and movement program elevating the lives of women and children through the science of creative consciousness. For more information contact: [mindfullivng4life@gmail.com](mailto:mindfullivng4life@gmail.com)



## Asia Maxton (Theatre)

Asia (Azya) Maxton is an actress, writer, mother and educator with over twenty years experience teaching from pre-K to college. She received her B.A. in Theatre from Clark Atlanta University, and her M.F.A in Theatre from the University of Louisville with a certificate in African-American Theatre. Her teaching memoir *Before I Burn Out: Tales, Trials and Triumphs* of a City School teacher was released this month. Currently, she is an adjunct professor of speech and theatre at Coppin State University in Baltimore. Connect with Azya through [Facebook](#), [Instagram](#), and [Twitter](#).



# About the Facilitators

## **Camille Gibson (Media Arts)**

Camille Gibson is currently an Art Teacher at Golden Ring Middle School. She also serves as Department Chair and Art Lead Teacher for East Zone. In addition, Camille Gibson created a student driven art program called “Art for a Cause”. The program allows her students to use their artistic abilities to address issues that are relevant in their community. Camille Gibson has worked at Golden Ring Middle School for 7 years and has her masters degree in Leadership Teaching in Cultural Proficiency and Post Master Certificate in Administration and Supervision at Notre Dame of Maryland University. Mrs. Gibson philosophy of art education is creating a safe space where students can foster their artistic abilities within an equitable environment and provide an outlet to students to explore various components of the visual arts.



## **Patrice Lawrence (Media Arts)**

Patrice Lawrence grounds her service in a commitment to encourage creativity and relationship building. As a Teacher of the Year finalist, curriculum writer, senior teacher leader and media arts instructor, Patrice is PGCPS proud. She graduated from the Prince George's County Public School system and this year marks her twentieth year of service with the school district.



# About the Facilitators

## MeLinda Ford (Music)

MeLinda Ford is passionate about everything that she does. Born in rural Southwestern Virginia music was the saving grace for her. She has spent over two decades as a music educator in Virginia and Maryland. She received her Bachelor's and Master's degrees in Music Education from Virginia Union University and Shenandoah Conservatory respectively. After completing her Bachelor's of Arts degree, MeLinda became a high school band director in King George County Virginia for four years before she moving to Maryland to teach music in Montgomery County. MeLinda has been a general music teacher as well as an instrumental music teacher for MCPS for the last 20 years.



## Krystal Williams (Music)

Krystal Williams is currently the 14 year Band Director for Baltimore City School at Western High School for Girls. Mrs. Williams matriculated from Morgan State University with a B.A. in Music and also holds a M.A. in Teaching from the College of Notre Dame Maryland. She also is a Curriculum Writer, Music Education Clinician, New Teacher Ambassador all while holding the position of Music Technology Chair for the Maryland Music Educators Association.



# About the Facilitators

## Matthew Adelberg (Visual Arts)

Matthew Adelberg is an artist and educator who is deeply passionate about art education as a social justice issue, and works collaboratively with students to develop relevant, emergent curriculum stemming from their lived experiences. To this end, he has presented about art education, equity and social justice nationally. Adelberg received his BFA from Maryland Institute College of Art in 2015, and his MAT in 2016. He is currently the Visual Arts teacher, Fine Arts Department Chair, and Equity Fellow at the Baltimore Polytechnic Institute. Adelberg also serves on the Fine Arts Leadership Team for Baltimore City Schools to help plan and facilitate district wide events, develop culturally relevant k12 sequential curriculum, plan and facilitate Professional Development for district arts teachers, and develop equitable assessment tools.



## Natovian McLeod (Visual Arts)

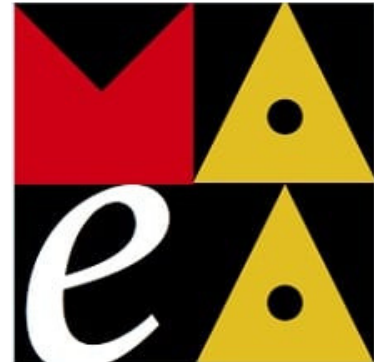
Natovian McLeod graduated from Maryland Institute College of Art in 2015 with her BFA in General Fine Arts and her Master of Art in Teaching in 2016. Currently Natovian is the coordinator of MICAs Art and Design College Accelerator Program and an elementary art teacher in Baltimore County Public Schools.



# About the Professional Associations

## Maryland Art Education Association (MAEA)

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.



## Maryland Dance Education Association (MDEA)

The mission of the Maryland Dance Education Association is to serve dance educators and elevate dance in the State of Maryland as a creative process, discipline, and performing art that informs the human experience in a variety of environments including, but not limited to, dance studios, K-12 schools, colleges, universities, recreational and community centers. The Maryland Dance Education Association is a proud state affiliate to the National Dance Education Organization.



# About the Professional Associations

## Maryland Music Education Association (MMEA)

Maryland Music Educators Association (MMEA) is the professional association for the school music teachers of Maryland and is a registered 501(c)(3) non-for-profit organization. MMEA's mission is to provide professional development for music teachers, opportunities for over 26,000 people to engage in state-wide music activities, events involving students, teachers, and volunteers, plus to serve as an advocate for and to advance music education in Maryland schools. MMEA is a federated unit of the National Association for Music Education (NAfME), the largest arts advocacy organization in the world. From local activities to national issues, MMEA and NAfME offers the combination of networking, professional development and resources you need as a music educator.



## Maryland Theatre Education Association (MTEA)

The Maryland Theatre Education Association (MTEA) works closely with the Maryland State Department of Education Fine Arts Office. Their commitment is to serve theatre educators and teaching artists in the state of Maryland through professional development and advocacy. Their professional development approach focuses on the theatre educator's skills as an artist. They are a teacher focused organization who believes that serving the theatre teacher as an artist empowers them to be a great teacher.





# About the Professional Associations

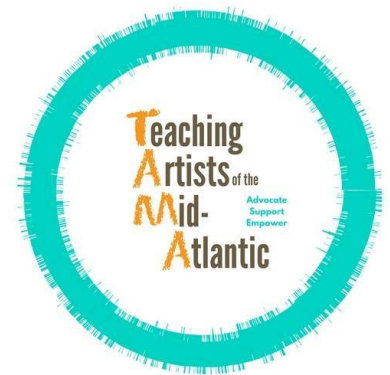
## Teaching Artists of the Mid-Atlantic (TAMA)

A network that advocates for, supports and empowers Teaching Artists in the Mid-Atlantic region. TAMA's mission is to:

**ADVOCATE** - TAMA is the Teaching Artist seat at the table where decisions are made.

**SUPPORT** - TAMA is a TA's connection to best practices and other artists and the community.

**EMPOWER** - **TOGETHER** we are stronger and more confident to reach career goals.



## About AEMS

AEMS is committed to ensuring that all students in the state of Maryland have access to high quality arts education by mobilizing power to communities through advocacy programs, professional and leadership programs, and resource building and sharing. We envision a public education system in

Maryland that supports, cultivates, nurtures, and uplifts ALL students' creativity through a robust arts education experience so that they can thrive in a healthy society.



[\*\*Click Here  
to explore AEMS's  
Advocacy Resources  
for Arts Educators\*\*](#)

## About the **Anti-Racist Educators in the Arts Learning Lab**

Formed in collaboration between AEMS and the Maryland State Department of Education Fine Arts Office, A-REALL is a

The logo for A-REALL is a red parallelogram with the text "A-REALL" in white, bold, uppercase letters. Below it, in smaller white text, is "Anti-Racist Educators of the Arts Learning Lab".

**A-REALL**

*Anti-Racist Educators of the Arts Learning Lab*

professional learning community for arts educators, teaching artists, and arts integration classroom teachers committed to anti-racism in learning spaces. The inaugural cohort of Maryland participants will convene bi-monthly to address racial inequities in arts education by learning and reconciling history and the root causes of educational and art world disparities; working collaboratively to address procedures, policies, and practices that lack cultural competency; developing teaching and learning resources for the field; and developing facilitation skills for brave dialogue about race with students and stakeholders. This Symposium is the kick-off event for the 2020-2021 cohort. Stay tuned for future opportunities to engage with A-REALL.



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## **Additional Acknowledgments**

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**Thank you for attending the  
Arts Education  
Symposium on Anti-Racism  
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