



PPAA

National Art Education Association

PPAA News

By Sarah Ackermann, PhD



March is an exciting month for art educators as we celebrate our annual convention virtually this year. While many of us will miss the face-to-face collegiality that comes with our national gathering, we also embrace new modes of connection, including our bi-monthly *PPAA News* articles here.

This month, we took time to sit down with Joyce Huser who serves as the fine arts education program consultant for the Kansas State Department of Education.

My Interview Joyce



You currently serve as Fine Arts Education Program Consultant for Kansas State Department of Education. Can you tell us about your journey towards that role?



Joyce: My journey has been one of consistent dedication and passion for arts education for our youth. I believe the arts play a vital role in preparing our future generations for personal success and the growth of our nation. This pretty well summarizes what has guided me toward this role. I have tried to listen to each step during my career journey from teaching in inner-city schools, to suburban schools and rural schools. Those steps helped prepare me for where I am today. Communication,



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transparency, and working collaboratively with others has had an impact, not to mention personal growth and knowledge gained through graduate degree work in Art Education and National Board Certification.

Can you tell us about your work in that role, and what it is that compels you to the mission?

Joyce: As fine arts education consultant, I am part of the Standards and Assessment Services division at the [KSDE](#). I assist in implementing state and federal legislation and regulations. This includes addressing school improvement, accountability, standards development, curriculum and assessment professional learning for fine arts teachers and implementation at building and district levels. I provide professional learning opportunities both individually and as an integrated support team, with a strong focus on both school and student improvement.

50% of my time is dedicated to the fine arts including interpretation of and training in [state Fine Arts standards \(Dance, Music, Theatre, Media Arts and Visual Arts\)](#), professional learning and regulations. This includes assistance

with Fine Arts integration and assessment both internally and externally.

30% of my time includes collaborating and integrating with state and nation-wide colleagues to provide expertise, knowledge, and assistance with all areas of Fine Arts. These colleagues include the [National Association of State Directors of Arts Education \(NASDAE\)](#) and [State Education Agency Directors of Arts Education \(SEADAE\)](#) groups to ensure area professional development, support professional effectiveness and provide a collective voice on issues affecting arts education. I also contribute to the [Kansas Arts Alliance \(KSAAE\)](#), the [Kansas Creative Arts Industries Commission \(KCAIC\)](#), [Kansas Art Education Association \(KAEA\)](#), [Kansas Music Educator Association \(KMEA\)](#), and Kansas Thespians to ensure on-going support and guidance for the arts and arts education across the state.

20% of my time is dedicated to other duties as assigned. These can include integrating with [Career and Technical Education \(CTE\)](#), Teachers Licensure, Evaluation of higher ed fine arts teacher preparation programs in Kansas, annual



KSDE conference planning, school accreditation, among others as assigned.

I realize this does not give you “a day in the life of” but I am responsible for these areas which may not fall on every day. They spread throughout the year.

What key projects are you working on right now? How do you hope your work there will impact the arts in Kansas and beyond?

Joyce: Right now I am working on preparing summer workshops for PreK-12 teachers, completing Star Recognition application reviews for CTE, completing our SEADAE 2022 NEA grant application, addressing other SEADAE immediate needs, responding to standards based arts education needs for Kansas teachers, preparing for KMEA board meeting, attending KAEA, KSAAE, and KMEA meetings, and responding to daily emails from the field. This all has a huge impact on the arts in Kansas and across the nation. As a past president of SEADAE, I maintain a leadership role for fine arts consultants in each state including the Department of Defense. As the Kansas fine arts education consultant, I serve as

the nexus where policy becomes practice. Therefore, it is vital that Kansas have a strong network of communications and Professional Learning (PL) opportunities to provide educators and arts leaders with knowledge that can impact and address current trends, policies, and changes in arts education that are timely and relevant.

How have you seen art education change in recent times? What major changes to you envision happening based on your experiences?

Joyce: As a result of the pandemic, I see Technology and virtual learning being a part of education during years to come. This can be good because I think it can enhance personalized learning, project-based learning, differentiation, and equitable access and inclusion of the fine arts for students. Fine arts teachers and PreK-12 teachers as a whole have advanced their technical education skills drastically over the past year. Much more PL is still needed, but I think we are heading down an important and much needed direction.

In what ways does public policy influence your work as Fine Arts



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Education Program Consultant?

Joyce: In my position as KSDE fine arts education consultant I play a critical role in supporting arts education and arts learning for PreK-12 students at the state level. This includes assisting state higher education teacher preparation and my colleagues at the national level. I am responsible for providing up-to-date policy information and the knowledge and skills necessary to support equitable access to arts education. Thus, I become the focal point where policy becomes practice.

**What does the future of public policy in the arts look like, in your opinion?
How can we all work together to ensure that these goals are achieved?**

Joyce: Hard to tell what the future looks like. By working collaboratively with Kansas arts organizations and with colleagues across the nation we can create a collective network of supporters for the future of arts education for all learners. We need to ensure that we are knowledgeable about timely information. Continuing to collaborate with partners and colleagues across the nation is vital. Each of us can learn from one another.

We need to do this in a trusting and transparent way.

Closure



We want to thank Joyce for taking the time to speak with us this month. We also want to wish all of you a wonderful virtual NAEA conference!

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