

# THE CREATIVE WISCONSIN GUIDE

## FOR LOCAL COMMUNITY ACTION PLANNING:



*Build Common Understanding*



*Define Community Assets*



*Anticipate Obstacles*



*Set Priorities*



*Develop Local Action Plans*

**A Toolkit for  
Communities Advancing  
Arts and Creativity in Education**

# **THE CREATIVE WISCONSIN GUIDE**

## **FOR LOCAL COMMUNITY ACTION PLANNING:**

**A Toolkit for Communities Advancing  
Arts and Creativity in Education**

*April 2010*

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# Table of Contents

Introduction from Lieutenant Governor and State Superintendent ..... 4

Creative Wisconsin Background Information ..... 6

Guide for Local Community Action Planning ..... 7

    Assemble a Local Team ..... 8

    Action Planning Process ..... 9

        Build common understanding ..... 10

        Define community assets ..... 12

        Anticipate obstacles ..... 13

        Set priorities ..... 14

        Develop a local action plan ..... 15

    Implementation ..... 17

    Assess Progress and Plan Continuing Work ..... 18

    Share Results ..... 20

Local Community Project Examples ..... 21

    River Valley ..... 22

    Green Bay ..... 23

    Solon Springs ..... 24

    Sheboygan ..... 25

    Madison ..... 26

    Milwaukee ..... 27

Appendices ..... 29

    Appendix A – Sample Letter of Invitation for Team Members ..... 30

    Appendix B – Table Cards for Action Planning Process ..... 31

    Appendix C – Toward a Definition of Creativity ..... 38

    Appendix D – Action Plan Vision Statements ..... 41

    Appendix E – Community Assets Web ..... 42

    Appendix F – Multi-Vote Poster ..... 43

    Appendix G – Local Communities Action Planning Template ..... 45

    Appendix H – Letter of Invitation for Community Conversation ..... 46

Resources ..... 47

Acknowledgements ..... 47

Contact Information ..... 47

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Barbara Lawton  
Lieutenant Governor



Tony Evers, PhD  
State Superintendent

March 2010

## Creative Wisconsin

### Advancing Arts and Creativity in Education

In January 2009, the Wisconsin Task Force on Arts and Creativity in Education released a bold plan of action that asserted the central role of the arts and creativity in education in this 21<sup>st</sup> century global economy. The Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action (The Creative Wisconsin Plan) outlines the steps necessary to develop the creative capacities of all Wisconsin students in order to improve their future and the quality of life in Wisconsin communities, and to develop entrepreneurship and an innovative workforce for the state. The Creative Wisconsin Plan and companion website (<http://www.creative.wisconsin.gov>) present a roadmap for Wisconsin which involves students and parents, educators and community members, business leaders and government officials, in transforming the state's public schools. It includes action plans in four areas: Legislature and State Policy, Creativity in the Classroom, Community Involvement, and Business and the Creative Economy. In each area, there are action steps relevant to your local community.

Improving arts and creativity education in Wisconsin will require action at the state level and community-by-community. We proudly present The Creative Wisconsin Guide for Local Community Action Planning: A Toolkit for Communities Advancing Arts and Creativity in Education, to assist local communities in advancing the task force recommendations. The Creative Wisconsin Guide provides the tools necessary for your community to activate the "Global Positioning System" outlined in the 2009 task force report. This Global Positioning System (GPS) will guide your community's path through the 21<sup>st</sup> century economy, positioning children and adult workers alike with the education and training they need to prosper today. The GPS unit serves us well both as an apt metaphor and vivid example of applied creativity in all its forms:

- |                     |  |
|---------------------|--|
| <b>S</b> cience     | Numerous applications focused the development and launch of GPS satellites into space.   |
| <b>T</b> echnology  | Software and hardware drive the functioning of a GPS device.   |
| <b>E</b> ngineering | Applied scientific principles inform GPS devices at work.  |
| <b>A</b> rts        | Artistic principles in the design process determine the way that people interact with a GPS device, providing a successful application in real life. |
| <b>M</b> ath        | Myriad calculations ensure smooth development of a GPS every step of the way.  |

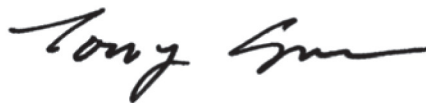
Inclusion of the arts adds important content to science, technology, engineering, and mathematics education (STEM), transforming STEM to STEAM. GPS units represent the successful integration of science, math, engineering, and technology with art. The creative process of imagination, experimentation, design, and then marketing were all necessary steps to put these devices in the hands of the public. Through creative applications, these products will undergo constant innovation and evolution, or be replaced with new technology.

Like a GPS, the task force report outlines the course of action we must follow to make our schools work for Wisconsin today. That is, it will lead us to ensure arts and creativity are embedded in education and integrate their study in all other disciplines – transforming our schools. Our goal is to ensure an environment that encourages original thought and risk-taking in the classroom and the workplace, a curriculum that inspires and facilitates creative inquiry, and assessments and evaluations that ask students to demonstrate what they have learned by applying it in real situations. The Creative Wisconsin Guide provides tools to move your community closer to this goal.

We are all too aware of the urgent need for us to harvest the best contributions of every child in this state, to build the kind of communities that will anchor a first-rate workforce and the businesses that follow them. We are committed to lead the changes that will take us there.



Barbara Lawton  
Lieutenant Governor  
Chair, Wisconsin Arts Board



Tony Evers, PhD  
State Superintendent of Public Instruction

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# Creative Wisconsin Background

In March 2008, Wisconsin's Lieutenant Governor Barbara Lawton and State Superintendent of Public Instruction Elizabeth Burmaster publicly announced the establishment of the Wisconsin Task Force on Arts and Creativity in Education. Their leadership collaboration is thought to be a first in the nation.

Lieutenant Governor Lawton and Superintendent Burmaster charged the task force with addressing the essential role that arts education and the development of students' creative capacities play in their success in reaching their full potential, in the quality of life in Wisconsin communities, and as an animating force in our state's economy.

The thirty-six member task force included thought leaders from business, state and local government, education, and community arts organizations. They participated in public forums with the Lieutenant Governor and State Superintendent in venues across the state – in Sheboygan, Solon Springs, Eau Claire, Green Bay, Platteville, La Crosse, Middleton, and Milwaukee, and on Wisconsin Public Radio. The forums sought narrative data and testimony from employers, educators, arts leaders, and others. The data revealed differences between urban and rural settings and between geographic locales defined by existing economic and arts infrastructure. Input from the forums provided the task force with the equivalent of a rich aerial photograph, a vivid and precise diagnostic tool to drive its work forward. Workgroups were named later to develop an action plan to advance the vision and goals set forth by the task force. Workgroups, led by task force members, broadly expanded the pool of expertise at work. Their plan for action is outlined in the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), and addresses four areas crucial to strengthening arts and creativity in education: Creativity in the Classroom, Community Involvement, Business and the Creative Economy, and Legislative and State Policy.

With the support of a grant from the Dana Foundation, six Wisconsin communities piloted implementation of The Creative Wisconsin Plan in 2009-10. Each team developed a locally relevant action plan using the tools outlined in *The Creative Wisconsin Guide for Local Community Action Planning*.

In July 2009, Tony Evers was sworn in as Wisconsin's State Superintendent. The Lieutenant Governor and the new State Superintendent have affirmed their commitment to provide continued leadership for the Creative Wisconsin initiative. The Creative Wisconsin Plan represents the expertise and wisdom of many Wisconsin residents. *The Creative Wisconsin Guide* is designed to bring even more people into this powerful collaboration to strengthen arts and creativity education in our state and transform Wisconsin's outlook in a 21<sup>st</sup> century global economy.

*"Partnerships in the arts are the only way we can gather adequate resources and prepare the children of Wisconsin for the complex future they face. The arts must be at the heart of the school curriculum, and the curriculum must include reaching out to the very finest resources in the region. Schools cannot do it alone... Through the arts we get kids and adults to think creatively about how they tackle school, work, and life."*

–Ruth Kohler, Director  
John Michael Kohler Arts Center, Sheboygan

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# Guide for Local Community Action Planning

*The Creative Wisconsin Guide for Local Community Action Planning* provides valuable tools and processes for teams to improve arts and creativity in education in their communities. These local teams – comprised of representatives from area businesses, schools, community groups, and cultural arts organizations – work together to create and implement an action plan for their community. Together, they build partnerships and implement strategies that strengthen the creative capacities of youth and improve the creative economy of their community.

## An Action Process for Your Local Team:

- 1) **Assemble a local team** to create an action plan for your community based upon the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan).
- 2) **Create an action plan for your local community** using the following process:
  - **Build common understanding** among team members regarding the importance of creativity in your community and best practices in your local business, education, and cultural organizations.
  - **Define community assets** and potential partnerships that will improve arts and creativity in education.
  - **Anticipate obstacles** your team might encounter as they improve arts and creativity in education.
  - **Set priorities** for your community from among the action steps outlined in The Creative Wisconsin Plan.
  - **Develop a local action plan** from The Creative Wisconsin Plan and the information generated in the above activities.
- 3) **Implement your Creative Wisconsin Local Plan.**
  - **Conduct a community forum/s** to bring the conversation to a wider audience and enlist more participation.
  - **Implement your plan!**
- 4) **Assess progress and update your Creative Wisconsin Local Plan.**
  - **Assess progress and plan continuing work** as a local team.
- 5) **Share your success stories** at <http://www.creative.wisconsin.gov>

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## Assemble a Local Team

Establishing a local team is a crucial first step in realizing the vision of the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan) in your community. Assembling a diverse, representative team is ideal. Educators, business leaders, government officials, and community members all have a stake in the outcome of the Creative Wisconsin initiative. Educators understand that creative, self-directed, collaborative learners who think critically and creatively, identify and solve problems, and innovate are more likely to succeed in the 21<sup>st</sup> century. Business leaders understand that the creative capacity of the workforce is vital in the current and future economy. Community leaders understand that a vibrant local community attracts and retains creative businesses and individuals. Consider assembling a local team with 6 to 10 members who may represent local government, the school board, district administration and staff, the business community, community organizations, arts organizations, and local artists.

It is also important to establish a leader for your local team – someone who will organize meetings and keep the process moving forward.

The team leader agrees to:

- Plan for and facilitate local team meetings (or designate a facilitator), document the decisions of the local team, and follow up when necessary.
- Seek resources to sustain planning and implementation.
- Facilitate the development of a sustainable local action plan relative to the action steps outlined by the Task Force on Arts and Creativity in The Creative Wisconsin Plan.
- Facilitate implementation of the local action plan, documenting results.
- Facilitate assessment of implementation progress and plan continuing steps.
- Work with local team members, community partners, and state agency consultants.

Team volunteers agree to:

- Meet regularly as a local team.
- Seek resources to sustain planning and implementation.
- Work to develop a sustainable local action plan relative to the action steps outlined by the Task Force on Arts and Creativity in The Creative Wisconsin Plan.
- Begin implementation of the local action plan, documenting results.
- Assess implementation progress and plan continuing steps.
- Work with local team members, community partners, and state agency consultants.

See Appendix A for a sample letter of invitation for local team members.

### **IDEAS that worked:**

Consider assembling a diverse team that includes members who may not typically be involved in arts and creativity initiatives in your community. Their involvement expands ownership for the initiative in the community and enriches the local action plan.

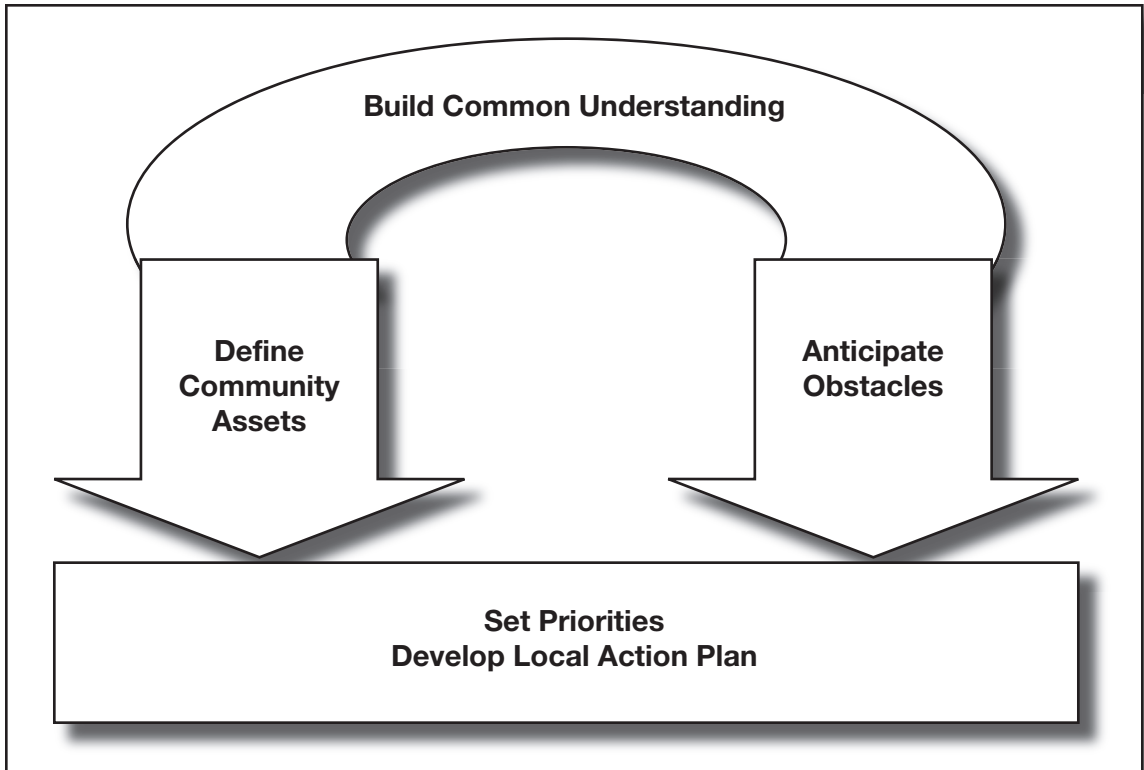
Team meetings are more focused and productive with a designated facilitator. Your meeting facilitator may be the team leader, a team member, or an external consultant. The facilitator leads activities, elicits participation, clarifies team decisions, and keeps participants on task.



# Action Planning Process

The action planning process outlined below will enable your local team to customize the *Wisconsin Task Force Action for Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan) for your community. The activities will help your team develop a local action plan that incorporates community resources and addresses anticipated obstacles as it fulfills the vision outlined in The Creative Wisconsin Plan.

## *A Graphic Overview of the Action Planning Process*



- **Build common understanding** among team members regarding the importance of creativity in your community and best practices in your local business, education, and cultural organizations.
- **Define community assets** and potential partnerships that will improve arts and creativity in education.
- **Anticipate obstacles** your team might encounter as they improve arts and creativity in education.
- **Set priorities** for your community from among the action steps outlined in The Creative Wisconsin Plan.
- **Develop a local action plan** from The Creative Wisconsin Plan.

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## Action Planning: Build Common Understanding

Below are two dialogue activities to help your team build a common understanding of the importance of creativity and current best practices in your community. In the first conversation, team members meet each other and develop a sense of why creativity is important in local business, community, and educational organizations. In the second conversation, the team develops a collective sense of current best practices in these organizations.

### 1. Why Creativity is Important

**Purpose of activity:** Your local team is comprised of a diverse team that represents interests in government, business, education, and community life. Each team member views the importance of creativity from his or her unique vantage point. It is important for your team to establish a common understanding of why creativity is important for local business, community, and educational organizations, before deciding what to include in your action plan.

**Timeframe:** 20 – 30 minutes

- Process:**
- Designate a facilitator for this activity.
  - Ask for a volunteer from the group to be a recorder (graphic or word) and to capture key points from the conversation regarding the value of creativity in various organizations.
  - Participants introduce themselves and explain why creativity is important in their business, community, or educational organization.
  - Recorder summarizes themes as a record of this activity.

**Materials:** Paper and pen or markers for recorder  
Table card in Appendix A

### 2. Creative Environments in Our Community

**Purpose of activity:** After your team has developed a common understanding of *why creativity is important* for local business, community, and educational organizations, they will develop a common understanding of the current best practices within each area. Using a modification of the Conversation Café process (<http://www.conversationcafe.org>) each participant describes one example of an environment that supports creative development in his or her organization. Stories are shared one at a time, without interaction, feedback, questions, or responses. This gives each participant a chance to share his or her thoughts and ideas and it allows for deeper listening. Eventually there is a general discussion about the ideas and stories members share.

**Timeframe:** 60 minutes

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**Process:** Designate a facilitator for this activity.

- Ask for a volunteer from the group to be a recorder (graphic or word) to capture key points regarding characteristics of environments that support creative development in local organizations.
- Each team member reads *Toward a Definition of Creativity*, from the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), pp. 14-15 or Appendix C.
- Facilitator explains the modified Conversation Café process (see below). The team breaks into groups of 5 - 6 people, each group forming a circle.
- Facilitator guides the activity:
  - ∞ Round 1: Each person speaks in turn, briefly providing one example of an environment that supports creative development in his / her organization (government, education, business, or community). No feedback or response. Go around the circle once.
  - ∞ Round 2: Each person speaks in turn, briefly responding to another's remarks. Again, no feedback or response. Go around the circle once.
  - ∞ Round 3: Spirited dialogue – anyone can speak in no particular order.
  - ∞ Closing: Each person speaks in turn, saying what s/he is taking away from the conversation. Go around the circle once.
  - ∞ Recorder summarizes themes as a record of this activity.

**Materials:** Paper and pen or markers for recorder

Table card in Appendix B

*Toward a Definition of Creativity*, the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), pp. 14-15, or Appendix C

### **IDEAS that worked:**

Other Creative Wisconsin teams have seen the value of “getting on the same page” regarding their view of arts and creativity in education. Establishing a common understanding of why creativity is important and what it looks like in practice makes subsequent teamwork more productive.

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## Action Planning: Define Community Assets

Now that your team has a common understanding of why creativity is important and a common vision of what creative environments look like, they are ready to define the assets of the community. This brainstorming activity gives your team a chance to consider the people, organizations, and other resources in your community that may help you reach your Creative Wisconsin vision. Later in the process, your team will refer to these community assets and build them into their action plans.

### 3. Define Community Assets

**Purpose of Activity:** Team develops a web of community assets to support their local action plan. Community assets may include people, organizations, and other resources of the community.

**Timeframe:** 20 minutes

- Process:**
- Designate a facilitator for this activity.
  - Ask for a volunteer from the group to be a recorder and to complete the final Community Asset Web, Appendix E.
  - Each team member reads the handout, *Action Plan Vision*, which lists the vision statement and goal from each action area in the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action (The Creative Wisconsin Plan)*, pp. 30, 35, and 38. This material is also found in Appendix D.
  - As a team, brainstorm answers to the springboard question, and add them to the web.

**Springboard Question:** *What resources / community assets will help us fulfill our vision? (People, higher education institutions, cultural groups, museums, businesses, non-profits, volunteer groups, materials, Internet resources, other sources of information, etc.)*

**Materials:** *Action Plan Vision* handout, the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action (The Creative Wisconsin Plan)*, pp. 30, 35, and 38 or Appendix D  
Community Asset Web, Appendix E  
Table card in Appendix B  
Pens or pencils  
Poster paper

#### IDEAS that worked:

Identifying the many resources of the community was enlightening for several Creative Wisconsin teams and influenced how they proceeded with action planning.

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## Action Planning: Anticipate Obstacles

Your team has a common understanding of why creativity is important in your community; a common vision of creative environments in education, business, and community organizations; and a map of community assets. Before developing local action plans, it is important to anticipate the roadblocks or obstacles your team might encounter as they improve arts and creativity in education. In this activity, your team develops an affinity diagram of obstacles – the anticipated blocks that could impede forward movement as you implement your action plans. Later in the process, your team will build strategies into the action plan to address these obstacles.

### 4. Anticipate Obstacles

**Purpose of Activity:** Team develops an affinity diagram of obstacles that may impede progress in fulfilling the vision of The Creative Wisconsin Plan.

**Timeframe:** 30 minutes

- Process:**
- Designate a facilitator for this activity.
  - Each team member reads the handout, *Action Plan Vision*, Appendix D.
  - Develop an Affinity Diagram as follows:
  - Alone, each participant answers the following question writing **one idea** per sticky note, using as many sticky notes as they'd like.

- Springboard Question:** *What obstacles may impede progress toward achieving our vision?*
- When ready, participants randomly place their sticky notes on the poster paper.
  - When all sticky notes from the full group are visible, participants work together to cluster ideas into categories.
  - When all ideas have been grouped, the team writes a header for each cluster of ideas.

**Materials:** *Action Plan Vision* handout, the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), pp. 30, 35, and 38 or Appendix D

Table card in Appendix B

Sticky notes

Pens or pencils

Poster paper

Scotch tape

Markers (for category headings)

#### IDEAS that worked:

All Creative Wisconsin teams face implementation obstacles. Anticipating these obstacles in advance enabled teams to proactively deal with their challenges.

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## Action Planning: Set Priorities

Your team has developed a common understanding of why creativity is important in your community; a common vision of creative environments in education, business, and community organizations; a map of community assets; and has anticipated the roadblocks or obstacles they might encounter as they improve arts and creativity in education. Now your team will review the strategies and action steps for *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy*, from the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), and select the highest priority action steps.

### 5. Set Priorities

**Purpose of Activity:** Team members review strategies and action steps for *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy* and select the highest priority action steps using a multi-vote process.

**Timeframe:** 20 minutes

- Process:**
- Designate a facilitator for this activity.
  - Individually, each participant reviews the action steps for *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy* portions of the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 30 – 40 (summarized in multi-vote handout, Appendix F).
  - Distribute 10 sticky dots to each member of the team. Each dot represents one “vote.” (In multi-voting, each participant receives a set number of “votes” which total one-third to one-fourth of the total number of items. In this case there are 40 action items; therefore, participants each receive 10 votes.)
  - Each participant determines what s/he sees as the “top 10” action steps and affixes one dot next to each of those action steps.
  - When each member has affixed all of their sticky dots, count the number of dots per action step to determine the set of actions to be included in the local action plan.
  - Discuss what the results mean for the team.

**Materials:** Table card in Appendix B  
10 sticky dots per participant  
*The Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 30 – 40 or multi-vote handout, Appendix F

#### IDEAS that worked:

Consider enlarging Appendix F so it is poster-size. This way, when team members affix their “votes,” the results are evident to the team.

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## Action Planning: Develop a Local Action Plan

Your team has developed a common understanding of why creativity is important in your community; a common vision of creative environments in education, business, and community organizations; and a map of community assets. Your team also anticipated the roadblocks or obstacles they might encounter as they improve arts and creativity in education and identified the highest priority action steps from the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan). Now your team is ready to write a local action plan to strengthen arts and creativity in education in your community.

Your team may approach action planning as a large group or they may prefer to establish three smaller teams, one for each action plan area. The advantage of breaking into smaller writing teams is twofold – it will expedite the action planning process and establish a working group for each area (with others to join later). The advantage of proceeding as a full team is that all members develop a full understanding of each action plan area. Choose the approach that works best for your team.

### 6. Write Action Plans

**Purpose of Activity:** Develop local action plans to implement the highest priority action steps from The Creative Wisconsin Plan in the following areas: *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy*.

**Timeframe:** 2 – 3 hours

**NOTE:** Your team will complete one Action Plan Template (see Appendix G) per high priority action step from The Creative Wisconsin Plan, as determined in your multi-vote. Consider completing the top portion of the Action Plan Template in advance of this meeting.

**Process, part 1:**

- Designate a facilitator for this activity.
- Ask for a volunteer from the group to be a recorder.

**(optional)**

Identify an end **product** for each high priority action step selected from The Creative Wisconsin Plan. In other words, identify what you will **SEE** when that step is complete. The “product” may be a description or document, an object or image, a program, an evaluation plan, or an event. If you choose this approach....

- Alone, participants list a “product” to be developed for each high priority action step item.
- Each member shares his / her product ideas with the large group.
- The group comes to consensus on the product/s that will be developed for each action step.
- The recorder writes the product/s on the Action Plan Template.

- 
- Process, part 2:**
- Designate a facilitator for this activity.
  - Ask for a volunteer from the group to be a recorder.

**FOR EACH ACTION STEP**

(use one Action Plan Template per action step):

- Review the “assets” and “obstacles” developed earlier. Discuss them in relationship to each action step.

**Springboard Question:** What opportunities must we create if we are to achieve this action step?  
What obstacles must we overcome if we are to achieve this action step?

- Develop specific steps and a timeline for each high priority action and write them on the Action Plan Template.
- Repeat this process for each action step.
- As a full group, determine next steps. (This may include establishing a meeting schedule, action items that will be reported at the next meeting, and who will take the lead on each action item.)

**Materials:** Table card in Appendix B  
Action Planning Template, Appendix G  
Completed Multi-Vote poster

### **IDEAS that worked:**

Planning a project or event has been a good first step for other Creative Wisconsin teams. Engaging in meaningful work that results in a tangible outcome draws people together and illustrates what arts and creativity in education might look like in your community.

For project ideas see *Creative Wisconsin: Examples of Creativity and Arts in Education, in the Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 41–55. Over 20 projects are described, including specific examples of students/artist collaboration projects, in-class curriculum projects, teacher development programs, student programs offered by community arts/ cultural organizations, and higher education programs.



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# Implementation

After your team develops their action plan, they may wish to conduct a series of **Community Forums** to share their work, review the core elements of The Creative Wisconsin Plan, and enlist more community participation. See the Solon Springs community forum description, page 22, for an example of how their local team brought the arts and creativity conversation to a wider audience. Also see Appendix H, page 45, for an adaptation of their letter of invitation.

## ***Action Plan implementation is a process that includes various steps:***

- **Implement** your plan.
- **Analyze** work in progress – both the process and the results – on an ongoing basis.
- **Reflect** on what’s working, what isn’t, and what would improve your efforts.
- **Revise** your action plan.
- **Repeat** the above four steps until your community has achieved the vision of The Creative Wisconsin Plan.

See *Assess Progress and Plan Continuing Work* (p. 16) for ideas on how to analyze and reflect upon work in progress.

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# Assess Progress and Plan Continuing Work

Your Creative Wisconsin local team will come together periodically to assess progress and establish next steps. The following agenda may be useful for these update sessions:

## *Update Session Agenda:*

- 1) Warm Up Activity: Place a random collection of objects on each table.
  - a. *Individually:*
    - Select an object / image from the items on your table and use it to create a metaphor that characterizes your team's journey thus far. Use an index card to create a label for your image... "Our journey has been like a \_\_\_\_\_. It has \_\_\_\_\_."
  - OR...
  - Think of a one-word or one-phrase characterization of the journey of your local team. Create an image that represents that word or phrase, using a... metaphor or analogy, graphic organizer, picture, model, etc. Use an index card to create a label ... "Our journey has been \_\_\_ because \_\_\_."
  - b. *As a group:* Round robin, members share their metaphor, image or object, and label.
  
- 2) Vision Review: Ask for a recorder for this activity.
  - a. *Individually:*
    - Re-read the *Action Plan Vision* handout, *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 30, 35, and 38 or see Appendix D.
    - Review the priorities your team set when they completed the multi-vote activity. (See page 13, *Set Priorities*, for a summary of this activity.)
  - b. *As a group:* Discuss the degree to which your work has achieved the *Action Plan Vision*.
    - *Creativity in the Classroom:* We are closer to this vision because we \_\_\_\_\_. Before we achieve this vision we must find a way to \_\_\_\_\_.
    - *Community Involvement:* We are closer to this vision because we \_\_\_\_\_. Before we achieve this vision we must find a way to \_\_\_\_\_.
    - *Business and the Creative Economy:* We are closer to this vision because we \_\_\_\_\_. Before we achieve this vision we must find a way to \_\_\_\_\_.
  
- 3) Local Action Plan Review:
  - a. Review your local action plans. Consider each action plan step and use the final column in the template to update progress.

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4) Local Team Discussion:

- a. Are we happy with our results and with our pace? If not, how should we adjust?
- b. Do we need to revise our action plans? If so, develop a plan for revision.
- c. What are our next steps? When is our next meeting date / agenda?
- d. *If needed:* Have we adequately addressed our obstacles / utilized our community assets? (The team may choose to redo the action planning activities *Define Community Assets* and *Anticipate Obstacles* to update this information.)

**Materials:** Random collection of objects on each table for warm up activity and index cards

*Action Plan Vision* handout, the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 30, 35, and 38 or see Appendix D

Local action plans (see template in Appendix G)

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# Share Results

Other Creative Wisconsin local teams are interested to learn about your efforts, successes, and challenges. Please remember to document your ongoing work – photos, video clips, and documents provide valuable information that can be shared with other teams.

Please visit <http://www.creative.wisconsin.gov> to upload stories, tools, and strategies to share. Other teams will appreciate having access to the tools and/or strategies your team is willing to share. As a Creative Wisconsin statewide community, we can learn much from each other!

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# Local Project Examples

The Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action (The Creative Wisconsin Plan) includes specific action plans intended to be customized by local teams. Each community has distinctive assets and challenges and will pursue the Creative Wisconsin vision differently. The unique contributions of local communities will add to the depth and breadth of the collective Creative Wisconsin initiative.

In 2009-10, six communities engaged in the local action planning process that is outlined in *The Creative Wisconsin Guide* and began implementing those plans. On the following pages, please find a brief summary of their work. As you review the following Creative Wisconsin examples, you will see that each community took a different approach. Their products and stories – and those of future teams – will enhance our collective knowledge of how to advance arts and creativity in education and the vision of The Creative Wisconsin Plan.

## Creative Wisconsin Local Teams and Focus Areas:

Creative Wisconsin River Valley Team

Focus: School / Community Project – The History of Creativity in the River Valley

Creative Wisconsin Green Bay Team

Focus: Produce video as a tool to energize community involvement in advancing arts and creativity in education

Creative Wisconsin Solon Springs Team

Focus: Initiate community-wide conversation about advancing arts and creativity in education

Creative Wisconsin Sheboygan Team

Focus: Create identity for local creative community

Madison and Milwaukee had arts initiatives underway. In both cases, the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* validated and expanded their ongoing work.

Creative Wisconsin Madison Team

Focus: Implement local fine arts plan

Creative Wisconsin Milwaukee Team

Focus: Implement local arts advocacy plan

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# **Creative Wisconsin River Valley Team**

## **Focus: School / Community Project – The History of Creativity in the River Valley**

The Creative Wisconsin River Valley Team is in the midst of a school-wide and community-wide collaborative project where students are researching the history of creativity in their community and creating products that will show what they've learned. These products will include exhibits, video productions, books, demonstrations, musical and visual performances, and artwork. They will be on display during the district's school fair in the fall of 2010. This project, entitled, *The History of Creativity in the River Valley*, is being financially supported by local and state grants. Local historians, artists, and community members are offering their expertise and have become sources of research information for student investigations.

### **Creative Wisconsin River Valley Team membership includes:**

Heather Terrill Stotts, Team Leader, Creative Learning Facilitator, River Valley School District

Nick Ehlinger, Teacher, River Valley Middle School

Jill McDermott, Spring Green Center for Creativity and Innovation

Sue Quale, Teacher, River Valley Middle School

Kay Taylor, School Board President, River Valley School District

Michael Whaley, President, Spring Green Center for Creativity and Innovation

### **Team Leader Contact Information:**

Heather Terrill Stotts, Creative Learning Facilitator

River Valley School District

660 West Daley Street

Spring Green, WI 53588

(608) 588-2551

[hstotts@rvschools.org](mailto:hstotts@rvschools.org)

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# Creative Wisconsin Green Bay Team

## Focus: Produce video as a tool to energize community involvement in advancing arts and creativity in education

The Creative Wisconsin Green Bay Team is creating foundational tools to energize the business community and to inspire them to become ambassadors for advancing arts and creativity in education. The first of these tools is a three-minute video produced by the Creative Wisconsin Green Bay Team. The video features business leaders and government officials telling compelling stories that illustrate why creativity is important for economic growth. The key message of the video – that creativity is vital to business, government, and community life and therefore must be a part of school life – is made more relevant because it is told in the voice of the local business community. The video was created so viewers could easily grasp the important messages of the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* through sound bytes that explain the core ideas of the initiative.

The Creative Wisconsin Green Bay Team plans to expand their awareness campaign by creating a poster series, direct mailers, push emails, collateral, and social media strategies to advance their mission.

Please visit <http://www.creative.wisconsin.gov> to download this video and use it in your community.

## Creative Wisconsin Green Bay Team membership includes:

Jim Rivett, Team Leader, President of Arketype Inc.

Martha Ahrendt, Vice President of Programs, Greater Green Bay Community Foundation

Pete Angilello, Library Media Specialist, Danz/Keller Elementary Schools

Sarah Cherovsky, Art Department Chair, Green Bay School District

Andrew Clark, Micro Enterprise Educator/Coordinator, Northeast Wisconsin Technical College

Tom Cuene, Teacher, De Pere Schools

Jeff Entwistle, Professor of Arts and Visual Design (Theatre), UW-Green Bay

Celestine Jeffreys, Alder, City of Green Bay

Paul Linzmeyer, ISO International, LLC

Jerry Mader, Owner, *The Business News*

Katie Maloney, Occupational Therapist and Green Bay School Board Member

Shirley Paulson, District Supervisor of Gifted and Talented, Green Bay School District

Ellen Rosewall, Associate Professor of Arts and Visual Design (Art Management), UW-Green Bay

Terry Taylor, Sales Manager, TDS MetroCom

## Team Leader Contact Information:

Jim Rivett, President/Creative Director

Arketype Inc.

612 Stuart Street

Green Bay, WI 54301

(920) 437-3700

<http://www.arketypeinc.com>

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# **Creative Wisconsin Solon Springs Team**

## **Focus: Initiate community-wide conversation about advancing arts and creativity in education**

The Creative Wisconsin Solon Springs Team engaged thirty-five community members representing a broad range of interests and affiliations in a conversation about the importance of arts and creativity in the community and schools. This evening event was designed to ignite interest in revitalizing arts and creativity in education and to identify community resources to develop students' creative capacities and increase their exposure to the arts. The two-hour dinner meeting included opening remarks from the district superintendent, a review of key components of The Creative Wisconsin Plan, two small group discussion sessions, and the completion of a community resources survey. Small groups discussed two important questions: What is the importance of arts and creativity for the school and community? In what ways should schools teach creativity?

Several positive outcomes emerged from this effort. First, great interest among participants resulted in new community connections. For example, the county government displayed student-created art in their offices, giving students a public venue for their work, and the community choir and school choir offered a joint performance, giving students exposure to more challenging music and an opportunity to collaborate with adults. Second, community members listed ways in which they might contribute to the effort and services they might offer. The list included classroom demonstrations, guest speaking, job shadowing, instruction, or volunteering.

For a sample of the Solon Springs letter of invitation, please see Appendix H.

## **Creative Wisconsin Solon Springs Team membership includes:**

Fred Schlichting, Team Leader, Superintendent, School District of Solon Springs  
Sue Chandler, K-12 Principal, School District of Solon Springs  
Lydia Lewis, Librarian, School District of Solon Springs  
Pat Pluntz, Community Representative  
Becky Scott, Art Instructor, Solon Springs Elementary School  
Jean Swanson, Vocal Music Instructor, Solon Springs High School

## **Team Leader Contact Information:**

Fred Schlichting, Superintendent  
School District of Solon Springs  
8993 East Baldwin Avenue  
Solon Springs, WI 54873  
(715) 378-2263  
fschlichting@solonk12.net



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# **Creative Wisconsin Sheboygan Team**

## **Focus: Create identity for local creative community**

The Creative Wisconsin Sheboygan Team is creating identity for the local creative community via a website and neighborhood development effort.

The Creative Wisconsin Sheboygan Team website will feature local visual artists, designers, singer/ song-writers, freshwater surfers, kite boarders, and culinary artists. Much like the Portal Wisconsin site (<http://portalwisconsin.org>), the Sheboygan site will be a place to share information about the local creative community – organizations, events, artists, resources, and related websites.

The neighborhood development work of the Creative Wisconsin Sheboygan Team could result in artist relocation programs, conversion of empty factory space to studios and galleries, and community creativity programs for adults and students.

## **Creative Wisconsin Sheboygan Team membership includes:**

Ted Hamm, Team Leader, Administrator, The Étude High School, Coordinator of Educational Development, Sheboygan School District

Amy Horst, Education and Community Arts Department Head, John Michael Kohler Arts Center

Tim Ebenreiter, Owner, EBCO ArtWorks

## **Team Leader Contact Information:**

Ted Hamm, Administrator

The Étude High School

721 North 6th Street

Sheboygan WI, 53081

(920) 459-0950

[thamm@sheboygan.k12.wi.us](mailto:thamm@sheboygan.k12.wi.us)

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# Creative Wisconsin Madison Team

## Focus: Implement Local Fine Arts Plan

When the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* was released, the Madison Metropolitan School District (MMSD) had just received recommendations from their school board appointed Fine Arts Task Force. Developing community goals for arts education, strategies to increase minority and low-income student participation in the arts, and funding priorities for arts education, were among the recommendations in the MMSD Fine Arts Task Force report.

A Creative Wisconsin Madison Team was formed to study the recommendations of the state plan. They prepared a matrix comparing recommendations from the state plan with those of the MMSD Fine Arts plan and found that there were many similarities between the two action plans. The MMSD Fine Arts Task Force recommendations did not include strategies for developing students' creative capacities within and across other disciplines.

Because there was much overlap between the state and local recommendations, the Creative Wisconsin Madison team decided to begin their work together monitoring implementation of the MMSD Fine Arts Task Force recommendations.

In 2009, members of the Creative Wisconsin Madison Team worked with the school district to lead several community meetings where they presented the findings of the MMSD Fine Arts Task Force. The Creative Wisconsin Madison team plans to pursue funding for an arts ambassador to develop partnership frameworks and seek additional funding for co-curricular arts education in the school district.

To see the MMSD Fine Arts Task Force recommendations visit: <http://boeweb.madison.k12.wi.us/node/18>

## Creative Wisconsin Madison Team membership includes:

Barbara Schrank, Ph.D., Team Leader, Retired Consultant, Artist and Arts Advocate

Anne Katz, Team Leader, Executive Director, Arts Wisconsin

Laurie Fellenz, Music Teacher, MMSD

Julie Palkowski, Fine Arts Coordinator, MMSD

Tim Sauers, Director of Marketing and Community Engagement, Overture Center for the Arts, City of Madison

Margaret Steele, Music Teacher, MMSD

Monica Urbanik, Art Teacher, MMSD

Karin Wolf, Madison Arts Program Administrator, City of Madison

## Team Leader Contact Information:

Barbara Schrank, Retired Consultant, Artist and Arts Advocate, [schrank4@charter.net](mailto:schrank4@charter.net)

Anne Katz, Executive Director

Arts Wisconsin

P.O. Box 1054

Madison, WI 53701

(608) 255 8316

[akatz@artswisconsin.org](mailto:akatz@artswisconsin.org)

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# Creative Wisconsin Milwaukee Team

## Focus: Implement Local Arts Advocacy Plan

When the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* was released, the Milwaukee Public Schools (MPS) had an active Arts Advocacy Group that included members from the school district, business community, arts organizations, foundations, state organizations, and higher education. Members of this team developed various aspects of the arts advocacy initiative through subcommittee work in three areas: Curriculum and Professional Development, Community Partners, Advocacy and Sustainability.

The Creative Wisconsin Milwaukee Team completed the action planning process outlined in this Guide Book and presented their work to the full MPS Arts Advocacy Group. Because there was much overlap between the two plans, the MPS Arts Advocacy Group decided to proceed with implementation of their plan and to enlarge it to include: 1) a greater emphasis on creativity, and 2) the integration of the arts in science, technology, engineering, and mathematics education (change STEM to STEAM.)

The creativity emphasis in the state task force plan provided Milwaukee participants with a wider perspective about arts and creativity in education, which resulted in several positive outcomes. Central Office art, music, and science specialists relocated their offices to share a common office space. This closer proximity resulted in daily collaboration and led to integration across disciplines. For example, science and arts curricula were integrated in Project EverGreen, a national competition where students create artwork that communicates the importance of green spaces to the environment, the economy, and overall quality of life. In this K-12 project, students created original work in music, dance, film, and visual art – all with a connection to the science curriculum. Student artwork was put on display at the Betty Brinn Children’s Museum and the MPS Central Administration building.

## Creative Wisconsin Milwaukee Team membership included:

Kimberly A. Abler, Team Leader, Art Curriculum Specialist, Milwaukee Public Schools

Barry Applewhite, Principal, Milwaukee High School of the Arts

Lauren Baker, Trade and Technology Curriculum Specialist, MPS

Peter Blewitt, Vice President, Milwaukee School Board

Yolanda Estante, Acting Music Curriculum Specialist, MPS

Christine Harris, Executive Director, Cultural Alliance Milwaukee

Teri Sullivan, Arts@Large Co-Director

## Team Leader Contact Information:

Kim Abler, Art Curriculum Specialist

Milwaukee Public Schools

5225 West Vliet Street

Milwaukee, WI 53208

(414) 475-8051

ablerka@milwaukee.k12.wi.us



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# **Appendices**

**Appendix A – Sample Letter of Invitation for Team Members**

**Appendix B – Table Cards for Action Planning Process**

**Appendix C – Toward a Definition of Creativity**

**Appendix D – Action Plan Vision Statements**

**Appendix E – Community Assets Web**

**Appendix F – Multi-Vote Poster**

**Appendix G – Local Communities Action Planning Template**

**Appendix H – Letter of Invitation for Community Conversation**

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# Appendix A

## Creative Wisconsin Advancing Arts and Creativity in Education

Dear ,

In January 2009, the Wisconsin Task Force on Arts and Creativity in Education released a bold plan of action that asserted the central role of the arts and creativity in education in this 21st century global economy. The *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan) outlines the steps necessary to develop the creative capacities of all Wisconsin students in order to improve their futures and the quality of life in Wisconsin communities, and to develop entrepreneurship and an innovative workforce for the state. The task force report and companion website (<http://www.creative.wisconsin.gov>), present a roadmap to progress for Wisconsin which involves students and parents, educators and community members, business leaders and government officials, in transforming the state's public schools. It includes action plans in four areas: *Legislature and State Policy*, *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy*. In each area, there are action steps that are relevant to your local community.

Your community is assembling a Creative Wisconsin team to move the task force vision forward. Your local team will create an action plan for your community, implement that plan, and share your successes with other Creative Wisconsin communities. We hope you will consider joining the Creative Wisconsin **name of city** team to advance arts and creativity in your community. Your Creative Wisconsin team leader, **name of leader**, will be contacting you soon to see if you are available to serve your community in this important way. Improving arts and creativity education in Wisconsin will require action at the state level *and* community-by-community.

We are all too aware of the urgent need for us to harvest the best contributions of every child in this state, to build the kind of communities that will anchor a first-rate workforce, and the businesses that follow them. We are committed to lead the changes that will take us there, and we applaud the Creative Wisconsin efforts in your community. We hope you are able to join the effort.

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# Appendix B

Table Cards for each Action Planning Activity

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# ① **Why Creativity is Important**

Who will be your team's **recorder** for this activity?

(Someone to capture key points regarding the value of creativity in various organizations.)



**Each team member shares his or her...**

- Name
- Organization
- Why creativity is important in your business, community, or educational organization.  
(2-3 minutes per person)

**Recorder summarizes common themes.**



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## ② **Creative Environments in Our Community**

Who will be your team's **recorder** for this activity?

(Someone to capture key points regarding the examples of creative environments.)



### **Alone:**

Each team member reads *Toward a Definition of Creativity*. (See Appendix C)

### **In a conversation circle:**

**Round 1 – Each person speaks in turn, going around the circle once...**

Briefly provide one example of an environment that supports creative development in your organization. No feedback or response.

**Round 2 – Each person speaks in turn, going around the circle again...**

Briefly respond to another's remarks. Again, no feedback or response.

**Round 3 – Spirited dialogue... anyone can speak in no particular order.**

**Closing – Each person speaks in turn, going around the circle once...**

After listening to all stories in the circle, each participant says what s/he is taking away from the conversation.

**After all rounds, the recorder summarizes common themes.**

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## ③ Define Community Assets

### For Our Local Creative Wisconsin Plan

#### Alone:

Each team member reads the handout, *Action Plan Vision*. (See Appendix D)

#### As a team:

Brainstorm answers to the springboard question and add them to the Community Assets Web. (See Appendix E)

### What resources/ community assets will help us fulfill our vision?

*People*  
*Higher education institutions*  
*Cultural groups*  
*Museums*  
*Businesses*  
*Non-profits*  
*Volunteer groups*  
*Other schools*  
*Internet resources*  
*Other sources of information*

---

④

## **Anticipate Obstacles**

### **To Our Local Creative Wisconsin Plan**

#### **Alone:**

1. In answer to the following question, write **one idea** per sticky note. Use as many sticky notes as you'd like.

*What obstacles may impede progress toward achieving our vision?*

2. When ready, randomly place your sticky notes on the poster paper.

#### **As a team (after all ideas are posted):**

3. Cluster ideas in categories – anyone can move sticky notes to group them.
4. When all ideas have been grouped, write a header for each cluster of ideas.

---

⑤

## Set Priorities

### For Our Local Creative Wisconsin Plan

#### Alone:

1. Read action steps in the *Creativity in the Classroom*, *Community Involvement*, and *Business and the Creative Economy* Action Plans. (See Appendix F)
2. Determine what you see as the “top 10” action steps and affix one dot next to each of those action steps.

#### As a team:

3. After each member has “voted,” count the number of dots per action step to determine the set of action steps with the most “votes.”
4. Discuss what the results mean for your team.

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⑥

## Write Action Plans

### For Our Local Creative Wisconsin Plan

1. Determine a “product” for each action step.
2. Review the “assets” and “obstacles” developed earlier and discuss them in relationship to each action step:

*How should we involve / use our  
community resources / assets?*

*How should we address the  
obstacles that we anticipate?*

3. Develop specific steps and a timeline for each high priority action step and write them on the Action Plan Template. (See Appendix G)
4. Determine the team’s next steps.

NOTE: This may include establishing a meeting schedule, determining action items that will be reported at the first meeting, and determining who will take the lead on each action item.

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## Appendix C

### **Toward a Definition of Creativity** (from the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action*, pp. 14-15)

In Wisconsin, “the arts” include dance, literary arts, media arts (animation, film, video, audio, game creation), music, theater, and visual arts and design (architecture, graphic arts, industrial design). The arts include the material and expressive traditions of people’s many cultural backgrounds throughout the state. Masters, novices, professionals, amateurs, and so-called prosumers are among those that both produce and consume the arts. To realize its plan for action, the Wisconsin Task Force for Arts and Creativity in Education worked to articulate a common language for a discussion about creativity. Its goal was to facilitate a shared agenda for Wisconsin citizens to strengthen arts and creativity in education and enrich community life to create a more prosperous economy enjoyed by all.

The results of focused discussions by task force members, along with reviews of the literature and research on creativity, provided a base for conversations and informed the plan for action. Sources are listed in the Task Force Resource List on page 63 of *The Creative Wisconsin Plan*.

Creativity can be defined on a variety of levels: cognitively, intellectually, socially, economically, spiritually, and from the perspective of different disciplines within the arts, sciences, and humanities. All students in Wisconsin can develop their creative capacities if they have access to rich learning opportunities in environments that nurture and support their creative development.

### **Imagination, Creativity and Innovation**

According to international education expert Sir Ken Robinson, the creative process involves being imaginative, creative, and innovative – three distinct but related concepts.

“The first step is imagination, the capacity that we all have to see something in the mind’s eye. Creativity is then using that imagination to solve problems – call it applied imagination. Then innovation is putting that creativity into practice as applied creativity.”

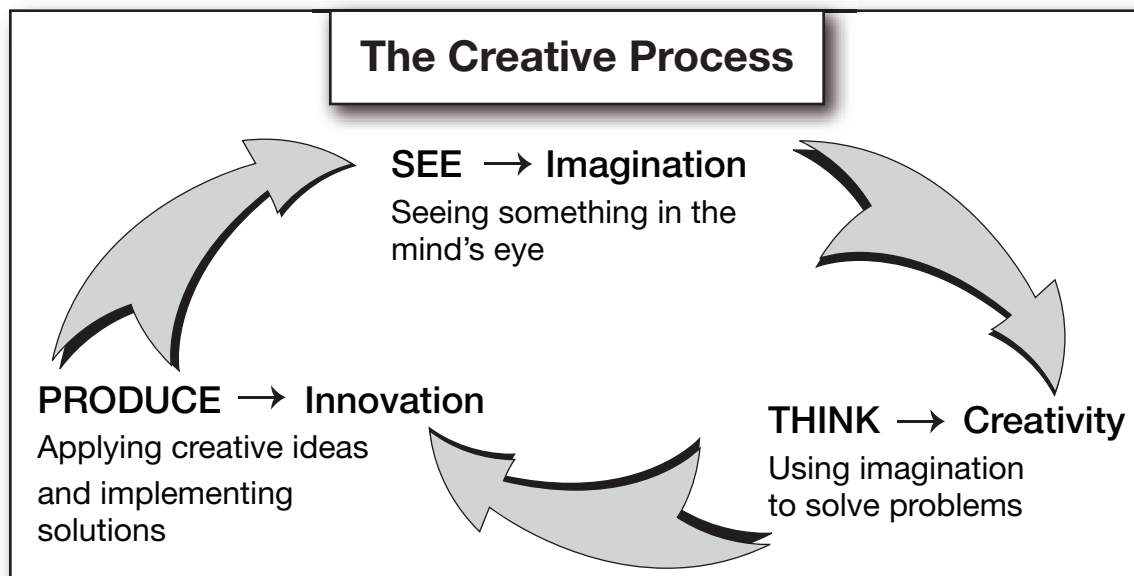
– Sir Ken Robinson, Reading, Writing, and Creativity,  
*Business Week*, February 23, 2006, [www.businessweek.com](http://www.businessweek.com)

Similarly, business consultant Linda Naiman defines creativity as “the act of turning new and imaginative ideas into reality.”

“Creativity involves two processes: thinking, then producing. Innovation is the production or implementation of an idea. If you have ideas, but don’t act on them, you are imaginative but not creative.”

– Linda Naiman, *What is Creativity?*  
<http://www.creativityatwork.com/articlesContent/whatis.htm>

According to these experts, learners who exercise creativity combine imagination, creative thought, and innovation to produce something novel that has value. The ability to imagine, create, and innovate are key components of what it means to be “creative” – a quality that is fast becoming a key to future success.



## Creative Capacities

Integrating creativity education into arts, academic, and training programs can help learners develop their creative capacities – the skills and attitudes that contribute to imaginative, creative, and innovative thinking. The creative process often involves identifying a problem, exploring multiple solutions, and accepting the risk of failure as the best solution emerges. A base of disciplinary knowledge enables creative work.

The creative capacities described below reflect the ideas put forth by different arts, education, and business groups referenced in the Urgency for Change portion of this action plan.

## Skills

- Inquire – Pose questions that arise from curiosity.
- Find, Frame, and Solve Problems – Identify, articulate, and solve problems.
- Integrate Ideas – See patterns, find relationships, and make connections among ideas.
- Think Critically – Question, analyze, and synthesize ideas.
- Reflect – Contemplate and evaluate ideas.
- Take Action – Initiate action and follow through in bringing ideas to fruition.
- Collaborate – Work productively with others to bring ideas to fruition.
- Communicate – Express ideas in a variety of ways using a variety of media.

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## Attitudes

- Curious
- Risk-taker
- Flexible and adaptable
- Comfortable with ambiguity
- Comfortable with more than one right answer
- Open and responsive to diverse perspectives

## Environments that Support Creative Development

Both the “culture” and physical space of a learning environment can support learners’ creative development. Nurturing such learning environments is an important role of learning leaders – the teachers, principals, administrators, and business and cultural leaders of a community. Whether in a school, business, or community organization, creative learning environments often share the following characteristics:

### Culture of a Creative Environment

- The creative environment is welcoming; it is a place where learners feel safe in taking risks.
- A sense of community and teamwork exists among learners.
- Curiosity is encouraged and respected as an important first step in learning.
- Learning is situated in an authentic context and work is focused on important learning goals.
- Inquiry and investigation are important components of the learning process, as the outcomes of creative work are often unknown at the beginning of a project.
- Time is allowed for ideas to incubate.
- Ideas are challenged.
- Diverse perspectives are welcomed and explored to deepen and strengthen the creative process and products of creativity.
- “Mistakes” are viewed as a normal part of the learning process and viewed as opportunities to improve.
- Project-based learning is common; learners often explore open-ended problems.
- There is an excitement about learning; learners take ownership of their work.

### The Physical Environment

- The physical learning environment allows for flexibility so learners can work alone, in small groups, and in larger groups.
- Creative work is visible, communicating the importance of process and production.
- The environment itself is stimulating and may serve as a provocation for questions and investigations.
- Learning often extends beyond the confines of the physical environment.

Creativity is a renewable resource that fuels learners’ ability to navigate the unknown. Developing creative capacities among learners will improve schools, communities, and workplaces throughout Wisconsin.



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# Appendix D

## Action Plan Vision

From: *The Wisconsin Task Force On Arts and Creativity in Education: A Plan for Action* (pp. 30, 35, 38)

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### Creativity in the Classroom

**Arts and creativity in education are essential for complete student learning.**

High-quality arts programs and creativity education infused throughout the curriculum motivates students to learn and improves their academic achievement, critical thinking, and social skills. High-quality arts programs offer students a variety of learning opportunities in traditional and new forms of visual and performing arts, and creativity education teaches students how to apply creative capacities in various contexts.

**Vision:** Every teacher uses processes of creative inquiry and knows when each student is demonstrating and developing his or her creativity.

**Goal:** Educators at all levels place creative processes at the core of: all disciplines taught in the classroom, professional learning programs, parent/community relationships, and teacher education.

### Community Involvement

**Arts and creativity in education are essential for local communities.**

Students are more likely to become better community citizens through active involvement in their communities. Community and school-based programs (that involve community groups) provide opportunities for students to develop their creative capacities and learn about local cultural organizations. The following action plan calls for community partnerships that strengthen school and community-based arts and creativity programs for all students.

**Vision:** Communities are more deeply involved in the arts and creativity in their schools.

**Goal:** To describe a community partnership process/protocol that will expand and improve available arts and creativity programs and services in Wisconsin schools.

### Business and the Creative Economy

**Arts and creativity in education are essential for students' future success and for Wisconsin businesses and economic prosperity.**

The global shift to a knowledge-based creative economy demands new strategies for businesses and their employees to compete successfully. If today's students are to excel in the jobs of the future, they must develop their creative capacities. The following action plan calls for the support of the business community – especially those on the leading edge of the creative economy – to help strengthen the arts and creativity programs for all students.

**Vision:** Arts and creativity are recognized and supported for their beneficial impact on the state economy.

**Goal:** To foster a climate of creative inquiry and innovation in Wisconsin through strategic changes in its education, workforce training, and entrepreneurial development systems.

# Appendix E

## Community Assets Web



# Appendix F

## Multi-Vote Poster

Enlarge to poster size so that participants may affix their sticky note “votes” in the last column.

### Creativity in the Classroom

	Strategy	Action Steps	Multi-vote
The Classroom and School	A. Ensure that all students have access to courses in a variety of visual and performing arts.	1) Review K-12 arts education course offerings and encourage expansion if needed.	
		2) Review arts and creativity emphasis in career clusters and encourage expansion if needed.	
	B. Implement creative processes in all classrooms and in each discipline.	1) Define creative capacities. (See Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action, Toward a Definition of Creativity, p. 14.)	Completed by Task Force
		2) Implement teaching strategies in all disciplines that nurture students' creative capacities. (See Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action, Toward a Definition of Creativity, p.14)	
		3) Utilize a variety of formal and informal classroom assessment methods to document students' creative development. (See Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action, Toward a Definition of Creativity, p. 14.)	
		4) Extend the scope of students' creative learning in the classroom through collaboration among students and across disciplines.	
		5) Change school structure and schedule to allow for cross-disciplinary teaching.	
6) At the high school level allow for comprehensive schools and interest/discipline academies.			
	7) Revise state academic standards to include more emphasis on imagination and creativity.	To be completed by DPI	
Professional Learning	C. Provide professional learning opportunities and necessary support for school staff to implement creative processes in the classroom.	1) Provide models and examples of high-quality arts programs and creativity education that is infused throughout the curriculum.	
		2) Provide necessary support to school staff for implementing arts and creativity in education.	
		3) Provide professional development about the variety of teaching strategies that engage and develop all students' natural affinity for creativity.	
		4) Provide professional development about the variety of formal and informal assessment methods that document development of students' creative capacities. (See Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action, Toward a Definition of Creativity, p.14)	
		5) Develop “knowledge-creation communities” among teachers to pursue types of instruction that encourage creativity. (Knowledge-creation communities are groups of teachers who utilize action research to study and document issues such as promoting motivation, higher-order thinking, creativity, classroom climate, etc.)	
Parent and Community Roles	D. Involve parents and the community in arts and creativity in education.	1) Invite parents, community members, and business owners to collaborate with teachers by sharing their expertise.	
		2) Clarify and emphasize the benefits of arts and creativity in education for students, schools, communities, and businesses.	
		3) Use planning efforts, public forums, and the dissemination of business and community applications to communicate the need to strengthen arts and creativity in education.	
		4) Provide an authentic context for students' creative work through public displays and performances, apprenticeships, and other strategies that extend student work into the community.	
		5) Re-energize and fund artist and community in-residence programs.	
		6) Design conferences with municipalities that align community resources with creative schooling.	
Teacher Education	E. Implement creative processes in pre-service teacher education.	1) Infuse creativity into professional development plans for licensed teachers.	
		2) Revise teacher education standards to include creative capacities.	To be completed by DPI
		3) Promote cross-disciplinary coursework in higher education.	To be completed by DPI
		4) Model the use of creative processes in teacher education courses.	To be completed by higher education institutions

## Community Involvement

	Strategy	Action Steps	Multi-vote
Community Partners	Identify potential community partners.	1) Identify arts funding organizations, museums and cultural centers; Community Schools of the Arts; public and private Academic Arts Connections; Commercial and Entertainment Industries connected to the Arts; Local Business/Corporations; Volunteer Groups; Web-based Arts Organizations; Nonprofit Arts Organizations serving Youth or Adult Communities; etc.	
School Collaboration	Advise recommendations for ways that local agencies, organizations, and businesses can collaborate with schools to strengthen arts education and the development of creative potential in all students.	1) Gather previous experiences within each community - move forward with successes. 2) Examine the findings of previously conducted statewide studies - move forward with successes.	
Models	Identify models for partnership within the community.	1) Launch community-based strategic planning processes to address the findings of statewide studies.	
Best Practices	Recommend measures for the ongoing sharing of successful practices.	1) Document stories of successful practices in the area of community partnerships that expand and improve arts and creativity programs in Wisconsin schools: Telling the Story - Sharing the Work.	
		2) Identify community needs and the goals designed to meet those needs.	
		3) Find out what the program is and how its activities and structure can be described. (How does it expand and improve available arts and creativity programs and services in Wisconsin schools?)	
		4) Identify what organizations are working to reach these goals.	

## Business and the Creative Economy

	Strategy	Action Steps	Multi-vote
Common Language	Develop a common language to identify the problems and prescribe solutions.	1) Charge the steering committee with developing a draft of the common language. (See Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action, Toward a Definition of Creativity, p. 14.)	Completed by Task Force
		2) Evaluate the effectiveness of the language through focus groups and other assessment mechanisms.	
		3) Distribute and utilize the common language through: website, action plan, speeches by lieutenant governor and state superintendent, multimedia marketing.	
Partnerships and Endorsements	Seek strong endorsements and partnerships from statewide business organizations and key business leaders.	1) Establish a series of opportunities for endorsement. 2) Develop a list of supportive businesses, business leaders, and associations. 3) Identify the team assigned to reach out to the list. 4) Create a plan to connect the outreach team with people and organizations on the list.	
Marketing	Market the imperative to achieve this vision in order for Wisconsin to compete in the global creative economy.	1) Ensure that the best qualitative and quantitative information to support the imperative is available (i.e., measure user visits to the website, number of email inquiries; funding, time committed to achieve the vision; number of speeches given about the topic and to what groups; timeline of marketing plan).	
		2) Secure funding and/or in-kind donations to support marketing efforts.	
		3) Seek partnerships/sponsors to develop and implement a marketing plan to include tactical execution and evaluation/assessment.	
Employee Attraction and Retention	Support community economic development efforts focused on improving the arts and culture environment as a tool for employee attraction and retention.	1) Encourage agencies of state and local government to review existing program guidelines for inclusion of projects that improve the creative inquiry and innovation climate.	
		2) Encourage local and regional economic development groups to incorporate programs and services on the development of a creative inquiry and innovation climate into their work plans.	
		3) Partner with tourism brand strategy to focus on entrepreneurs.	
Points of Engagement and Best Practices	Provide points of engagement and best practices for business to have continuous involvement in the schools.	1) Identify existing areas of business connections to education (career days, internship programs, advisory council) as well as future opportunities.	
		2) Ensure that creative industries are engaged in existing education connections.	
		3) Showcase best practices on the task force website.	
		4) Encourage business participation in a DPI creativity council.	

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# Appendix G

## Action Plan Template

CIRCLE the ACTION AREA:

- Creativity in the Classroom
- Community Involvement
- Business and the Creative Economy

LIST STRATEGY (See Multi-Vote Poster):

LIST ACTION STEP (See Multi-Vote Poster):

LIST PRODUCT:

### LOCAL PLAN

Action Steps	Leader	People Involved/ Other Collaborators	Due Date	Progress/Date

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# Appendix H

Adaptation of a letter sent by Solon Springs Superintendent, Fred Schlichting, to selected community members inviting them to attend an evening event / conversation about arts and creativity in education.

I would like to invite you to an evening forum to discuss creativity and the arts in education. This forum will be held at **location** on **date**, beginning with dinner at **start time**, followed by discussion that will end by **end time**.

In March of 2008, Wisconsin Lieutenant Governor Barbara Lawton and State Superintendent Elizabeth Burmaster formed a task force to examine the importance of creativity and the arts in Wisconsin and to develop recommendations for the state. The rationale for the task force was that in the 21<sup>st</sup> century global economy, Wisconsin's competitive edge is the talent it develops for innovation and entrepreneurship. Creativity drives innovation. Wisconsin schools need to find and develop ways to promote students' creative capacities. The task force developed strategies to promote arts and creativity in education in four areas: Legislative and State Policy, Creativity in the Classroom, Community Involvement, and Business and the Creative Economy. The action plans, outlined in the *Wisconsin Task Force on Arts and Creativity in Education: A Plan for Action* (The Creative Wisconsin Plan), are available for local communities and state decision makers to consult as they rethink the importance of the arts and creativity in Wisconsin. We would like to initiate a local discussion and find creative ways to implement The Creative Wisconsin Plan.

The Solon Springs team includes **list names and roles of members**. This team would like to expand the discussion of creativity and the arts in education for Solon Springs to include key people from our community. You have been identified as someone who might have an interest in this topic and could contribute significantly to the discussion. We would like to invite you to attend this forum. Please R.S.V.P. by **date** to **name of person** at **phone number** or email at **e-mail address**. I hope you will consider joining us in this important conversation.

---

# Resources

Please visit <http://www.creative.wisconsin.gov> for links to valuable resources including readings, reports, and other materials that informed the Wisconsin Task Force on Arts and Creativity in Education.

## Acknowledgements

### Creative Wisconsin Co-Chairs

Tony Evers, PhD, State Superintendent  
Barbara Lawton, Lieutenant Governor

### Steering Committee:

Linda D'Acquisto, Consultant, Kid Curators, LLC  
Shannon Donnick, Operations Director, Office of the Lieutenant Governor  
Mike George, Executive Director, Wisconsin Center for Music Education  
Ben Nuckels, Chief of Staff, Office of the Lieutenant Governor  
Mel Pontious, Fine Arts Consultant, Wisconsin Department of Public Instruction  
Paul Sandrock, Assistant Team Director, Content and Learning Team,  
Wisconsin Department of Public Instruction  
Carol Stricker, Office Operations Associate, Wisconsin Department of Public Instruction  
George Tzougros, Executive Director, Wisconsin Arts Board

### Guide Book Contributors:

Linda D'Acquisto, Consulting Writer / Process Design, Middleton, WI  
Toni Stolarik, Graphic Design, Page Production, McFarland, WI

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## Contact Information

For more information about the Creative Wisconsin project contact: <http://www.creative.wisconsin.gov>

Mike George, Executive Director, Wisconsin Center for Music Education  
1005 Quinn Drive, Waunakee, WI, 53597 • [mgeorge@wsmamusic.org](mailto:mgeorge@wsmamusic.org) • (608) 850-3566

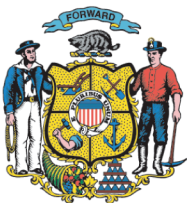
Rebecca Vail, Director, Content and Learning Team, Wisconsin Department of Public Instruction  
125 S. Webster St., PO Box 7841, Madison, WI 53707  
[rebecca.vail@dpi.wi.gov](mailto:rebecca.vail@dpi.wi.gov) • (608) 266-2364

George Tzougros, Executive Director, Wisconsin Arts Board  
101 East Wilson Street, First Floor, Madison, WI 53702  
[george.tzougros@wisconsin.gov](mailto:george.tzougros@wisconsin.gov) • (608) 267-2006





# WISCONSIN TASK FORCE ON ARTS AND CREATIVITY IN EDUCATION



Lieutenant Governor  
Barbara Lawton



Tony Evers, PhD  
State Superintendent