

**Early Adolescence through Young Adulthood**  
**Art**  
**STANDARDS**  
Second Edition



for teachers of students ages 11-18+

*The National Board would like to express appreciation to the U.S. Department of Education for its support in the cost of developing and publishing this standards document.*

*This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2000, NBPTS has been appropriated federal funds of \$90.8 million, representing approximately 55 percent of the National Board Certification project. More than \$75.5 million (45 percent) of the project's cost will be financed by nongovernmental sources.*

The contents of this document were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and the reader should not assume endorsement by the federal government.

National Board for Professional Teaching Standards™, National Board Certification®, National Board Certified Teacher®, and the NBPTS logo™ are trademarks and service marks of the National Board for Professional Teaching Standards.

© 2001 National Board for Professional Teaching Standards.  
All rights reserved.

**Early Adolescence through  
Young Adulthood/Art  
STANDARDS**

(for teachers of students ages 11–18+)

*Second Edition*

**Preface** ..... **v**

**Introduction** ..... **1**

**Overview** ..... **5**

**The Standards** ..... **7**

    I. Goals of Art Education ..... 7

    II. Knowledge of Students as Learners ..... 15

    III. Equity and Diversity ..... 27

    IV. Content of Art ..... 33

    V. Curriculum and Instruction ..... 41

    VI. Assessment, Evaluation, and Reflection  
        on Student Learning ..... 55

    VII. Instructional Resources and Technology ..... 63

    VIII. Learning Environments ..... 67

    IX. Collaboration with Colleagues, Schools,  
        Families, and Communities ..... 73

    X. Reflective Practice ..... 81

**Epilogue** ..... **85**

**Standards Committees** ..... **87**

**Acknowledgments** ..... **91**



The world-class schools the United States requires cannot exist without a world-class teaching force; the two go hand in hand. Many accomplished teachers already work in the nation's schools, but their knowledge and skills are often unacknowledged and underutilized. Delineating outstanding practice and recognizing those who achieve it are important first steps in shaping the kind of teaching profession the nation needs. This is the core challenge embraced by the National Board for Professional Teaching Standards™ (NBPTS). Founded in 1987 with a broad base of support from governors, teacher union and school board leaders, school administrators, college and university officials, business executives, foundations, and concerned citizens, NBPTS is a nonprofit, nonpartisan organization governed by a 63-member board of directors, the majority of whom are teachers. Committed to basic reform in education, NBPTS recognizes that teaching is at the heart of education and, further, that the single most important action the nation can take to improve schools is to strengthen teaching.

The National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification® in American education and to capitalize on the expertise of National Board Certified Teachers®.

Dedication to this mission is elevating the teaching profession, educating the public about the demands and complexity of accomplished teaching practice, and making teaching a more attractive profession for talented college graduates with many other promising career options.

National Board Certification is more than a system for recognizing and rewarding accomplished teachers. It offers an opportunity to guide the continuing growth and development of the teaching profession. Together with other reforms, National Board Certification is a catalyst for significant change in the teaching profession and in education.

## The Philosophical Context

The standards presented here lay the foundation for the Early Adolescence through Young Adulthood/Art certificate. They represent a professional consensus on the aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Like all NBPTS Standards, this standards document is grounded philosophically in the NBPTS policy statement *What Teachers Should Know and Be Able to Do*. That statement identifies five core propositions.

### 1) Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice. They adjust their practice, as appropriate, on the basis of observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and respect for learning. Equally important, they foster students' self-esteem; motivation; character; sense of civic responsibility; and respect for individual, cultural, religious, and racial differences.

### 2) Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional resources that can be of assistance. Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve challenging problems.

### 3) Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students. They make the most effective use of time in their instruction. They are adept at engaging students and adults to assist their teaching and at making use of their colleagues' knowledge and expertise to complement their own.

Accomplished teachers command a range of instructional techniques and know when to employ them. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed.

Accomplished teachers know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools' goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary setbacks.

Accomplished teachers can assess the progress of individual students as well as the progress of the class as a whole. They employ multiple methods for assessing student growth and understanding and can clearly explain student performance to students, parents, and administrators.

## 4) Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences. They demonstrate capacities that are prerequisites for intellectual growth—the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students, to make principled judgments about sound practice. Their decisions are grounded not only in the literature of their fields but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers examine their practice critically; expand their repertoire; deepen their knowledge; sharpen their judgment; and adapt their teaching to new findings, ideas, and theories.

## 5) Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

## The Certification Framework

Using the Five Core Propositions as a springboard, NBPTS sets standards and offers National Board Certification in nearly 30 fields. These fields are defined by the developmental level of the students and the subject or subjects being taught. The first descriptor represents the four overlapping student developmental levels:

- Early Childhood, ages 3–8;
- Middle Childhood, ages 7–12;
- Early Adolescence, ages 11–15;
- Adolescence and Young Adulthood, ages 14–18+.

The second descriptor indicates the substantive focus of a teacher's practice. Teachers may select either a subject-specific or a generalist certificate at a particular developmental level. Subject-specific certificates are designed for teachers who emphasize a single

subject area in their teaching (e.g., Early Adolescence/English Language Arts, Adolescence and Young Adulthood/Mathematics); generalist certificates are designed for teachers who develop student skills and knowledge across the curriculum (e.g., Early Childhood/Generalist, Middle Childhood/Generalist). For some subject-specific certificates, developmental levels are joined together to recognize the commonalities in teaching students at those developmental levels (e.g., Early and Middle Childhood/Art).

## **Standards and Assessment Development**

Following a nationwide search for outstanding educators, a standards committee is appointed for each field. The committees are generally made up of 15 members who are broadly representative of accomplished professionals in their fields. A majority of committee members are teachers regularly engaged in teaching students in the field in question; other members are typically professors, experts in child development, teacher educators, and other professionals in the relevant discipline. The standards committees develop the specific standards for each field, which are then disseminated widely for public critique and comment and subsequently revised as necessary before their adoption by the NBPTS Board of Directors. Periodically, standards are updated so that they remain dynamic documents, responsive to changes in the field.

Determining whether or not candidates meet the standards requires performance-based assessment methods that are fair, valid, and reliable and that ask teachers to demonstrate principled, professional judgments in a variety of situations. A testing contractor specializing in assessment development works with standards committee members, teacher assessment development teams, and members of the NBPTS staff to develop assessment exercises and pilot test them with teachers active in each certificate field. The assessment process involves two primary activities: (1) the compilation of a portfolio of teaching practice over a period of time and (2) the demonstration of content knowledge through assessment center exercises. Teachers prepare their portfolios by videotaping their teaching, gathering student learning products and other teaching artifacts, and providing detailed analyses of their practice. At the assessment center, teachers write answers to questions that relate primarily to content knowledge specific to their fields.

The portfolio is designed to capture teaching in real-time, real-life settings, thus allowing trained assessors from the field in question to examine how teachers translate knowledge and theory into practice. It also yields the most valued evidence NBPTS collects—videos of practice and samples of student work. The videos and student work are accompanied by commentaries on the goals and purposes of instruction, the effectiveness of the practice, teachers' reflections on what occurred, and their rationales for the professional judgments they made. In addition, the portfolio allows candidates to document their accomplishments in contributing to the advancement of the profession and the improvement of schooling—whether at the local, state, or national level—and to document their ability to work constructively with their students' families.

Teachers report that the portfolio is a professional development vehicle of considerable power, in part because it challenges the historic isolation of teachers from their peers. It

accomplishes this by actively encouraging candidates to seek the advice and counsel of their professional colleagues—whether across the hall or across the country—as they build their portfolios. It also requires teachers to examine the underlying assumptions of their practice and the results of their efforts in critical but healthy ways. This emphasis on reflection is highly valued by teachers who go through the process of National Board Certification.

The assessment center exercises are designed to complement the portfolio. They validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections of what candidates know and can do, and they give candidates an opportunity to demonstrate knowledge and skills not sampled in the portfolio because of the candidate's specific teaching assignment. For example, high school science teachers assigned to teach only physics in a given year might have difficulty demonstrating in their portfolio a broad knowledge of biology. Given that the NBPTS Standards for science teachers place a high value on such capabilities, another strategy for data collection is necessary. The assessment center exercises fill this gap and otherwise augment the portfolio. Each candidate's work is examined by trained assessors who teach in the certificate field.

The National Board for Professional Teaching Standards believes that a valid assessment of accomplished practice must allow for the variety of forms sound practice takes. It must also sample the range of content knowledge that teachers possess and must provide appropriate contexts for assessments of teaching knowledge and skill. Teaching is not just about knowing things; it is about the use of knowledge—knowledge of learners and of learning, of schools and of subjects—in the service of helping students grow and develop. Consequently, NBPTS believes that the most valid teacher assessment processes engage candidates in the activities of teaching—activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions.

In its assessment development work, NBPTS uses technology for assessment when appropriate; ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; establishes procedures to detect and eliminate instances of external and internal bias with respect to age, gender, and racial and ethnic background of teacher-candidates; and selects the method exhibiting the least adverse impact when given a choice among equally valid assessments.

Once an assessment has been thoroughly tested and found to meet NBPTS requirements for validity, reliability, and fairness, eligible teachers may apply for National Board Certification. To be eligible, a teacher must hold a baccalaureate degree from an accredited institution; have a minimum of three years' teaching experience at the early childhood, elementary school, middle school, or high school level; and have held a valid state teaching license for those three years or, where a license is not required, have taught in schools recognized and approved to operate by the state.

## **Strengthening Teaching and Improving Learning**

The National Board's system of standards and certification is commanding the respect of the profession and the public, thereby making a difference in how communities and policymakers view teachers, how teachers view themselves, and how teachers improve their practice throughout their careers. National Board Certification has yielded such results in part because it has forged a national consensus on the characteristics of accomplished teaching practice in each field. The traditional conversation about teacher competence has focused on beginning teachers. The National Board for Professional Teaching Standards has helped broaden this conversation to span the entire career of teachers.

Developing standards of accomplished practice helps to elevate the teaching profession as the standards make public the knowledge, skills, and dispositions of accomplished teachers. However, making such standards the basis for National Board Certification promises much more. Since National Board Certification identifies accomplished teachers in a fair and trustworthy manner, it can offer career paths for teachers that will make use of their knowledge, wisdom, and expertise; give accomplished practitioners the opportunity to achieve greater status, authority, and compensation; and accelerate efforts to build more successful school organizations and structures.

By holding accomplished teachers to high and rigorous standards, National Board Certification encourages change along several key fronts:

- changing what it means to have a career in teaching by recognizing and rewarding accomplished teachers and by making it possible for teachers to advance in responsibility, status, and compensation without having to leave the classroom;
- changing the culture of teaching by accelerating growth in the knowledge base of teaching, by placing real value on professional judgment and accomplished practice in all its various manifestations, and by encouraging teachers to search for new knowledge and better practice through a steady regimen of collaboration and reflection with peers and others;
- changing the way schools are organized and managed by creating a vehicle that facilitates the establishment of unique teacher positions, providing accomplished teachers with greater authority and autonomy in making instructional decisions and greater responsibility for sharing their expertise to strengthen the practice of others;
- changing the nature of teacher preparation and ongoing professional development by laying a standards-based foundation for a fully articulated career development path that begins with prospective teachers and leads to accomplished teachers;
- changing the way school districts think about hiring and compensating teachers by encouraging administrators and school boards to reward excellence in teaching by seeking to hire accomplished teachers.

Although National Board Certification has been designed with the entire country in mind, each state and locality decides for itself how best to encourage teachers to achieve National Board Certification and how best to take advantage of the expertise of the National Board Certified Teachers in their midst. Across the country, legislation has been enacted that supports National Board Certification, including allocations of funds to pay for the certification fee for teachers, release time for candidates to work on their portfolios and prepare for the assessment center exercises, and salary supplements for teachers who achieve National Board Certification. Incentives for National Board Certification exist at the state or local level in all 50 states and in the District of Columbia.

As this support at the state and local levels suggests, National Board Certification is recognized throughout the nation as a rich professional development experience. Because National Board Certification provides states and localities with a way to structure teachers' roles and responsibilities more effectively and to allow schools to benefit from the wisdom of their strongest teachers, National Board Certification is a strong component of education reform in the United States.

Enter the realm of accomplished art teachers and you enter spaces where the power of art education is brought to life daily. Adolescents and young adults are actively engaged in and excited by learning through the visual arts. Students, their hands deeply immersed in the processes of art and their minds challenged with ideas and questions pertaining to it, explore how art fits into their lives and how diverse people throughout the world express themselves and record their experiences through art. Accomplished teachers can attest to the learning opportunities art provides, and each day in schools across the United States, they orchestrate high-quality experiences in the visual arts for our nation's youth.

Accomplished art teachers engage adolescents and young adults in the substantive study of art making, art history, art criticism, aesthetics, functional design, and the images of popular visual culture, such as television programming, film, advertisements, toys, cartoons, comic books, sports iconography, and body decoration. They value learning about the history, traditions, and innovations of art making. Their students also discuss and write their own informed reactions to specific artworks, philosophies, contexts, and perspectives—works and perspectives that represent various cultures, times, places, approaches, genders, and media. Students draw; paint; create digital images, installations, or other art forms; and study the works of their peers and other artists, discovering how these works connect to intellectual ideas, societal issues, historical events, and their own lives.

Accomplished Early Adolescence through Young Adulthood/Art teachers recognize that the visual arts constitute an important body of disciplinary concepts, processes, and skills. The visual arts are essential media through which human beings understand the world. Recognizing the value of art education to the overall success of students, accomplished teachers uphold and reflect the goals of art education in their daily practice. They know that the primary goal of art education is neither the creation of products nor the training of the next generation of artists. The ultimate goal of the accomplished teacher is to provide access to the processes, ways of thinking, and modes of learning and communication that come from the study of the visual arts.

Accomplished teachers understand the power of art to capture the triumphs and tragedies of human experience. Through meaningful study, students recognize that art has multiple functions, such as self-expression and communication, and that others have emotions that are similar to their own. Teachers help students find ways to communicate their experiences, perspectives, and concerns through art; similarly, teachers help students cope with the challenges in their lives by expressing their ideas and emotions through art. Using works that are diverse in medium, content, and style, accomplished teachers encourage students to respond, reflect, and grow through their interactions with these works and through the creation of their own works.

Accomplished art teachers equip students with a set of lifelong skills, perspectives, sensibilities, and understandings that enhance their abilities to know, see, communicate, and relate to everyday experiences through art. Study of the visual arts also helps students acquire the knowledge and skills that prepare them for the world of work. This preparation includes the ability to apply technology creatively and the flexibility and adaptability acquired through sophisticated problem-solving skills. Through meaningful learning, students acquire a willingness to search for answers and evidence to support conclusions, a tolerance for ambiguity, and an ability to perceive and accept multiple solutions. They are not afraid to take risks or to imagine and invent things that have yet to be realized. Accomplished teachers also know that the study of art will help students become more effective and discriminating visual consumers.

Students who are accomplished in the visual arts view the world from different perspectives, appreciating those characteristics that contribute to diversity while celebrating those things that humans share in common. Such teachers can attest to the powerful and multifarious learning opportunities art provides, as well as to the potential that their students possess and deserve to develop.

A faithful portrayal would capture not only the professional qualities of teachers but also the characteristics of the students they teach and the results of the learning they facilitate. It would represent the journey from early adolescence to the growing independence of young adulthood. It also would express the drama and interaction between adults and adolescents, the tension and harmony that balance meaningful, supportive relationships. This document, however, focuses on the role of teachers in high-quality art education. It describes and presents examples of the knowledge, abilities, and behaviors of accomplished art educators, allowing the reader to infer the learning that occurs when gifted instructors interact with the students they teach.

Carefully observing students as they change over time, accomplished art teachers provide tools, skills, and motivation. They create learning situations that enable students to construct, organize, and synthesize information they need to grow through the study of art. Moreover, teachers know that when students are active participants, they are more successful learners. They understand how successful and intellectually demanding learning generates self-confidence, self-esteem, and a sense of accomplishment. They recognize the power of success to motivate and inspire students to attempt new and increasingly difficult challenges. Teachers are innovative in crafting instructional approaches and resources to motivate and to improve achievement of diverse learners in environments that encourage a high degree of creation, reflection, and growth. Accomplished teachers make the most of teachable moments, ensuring that they are meaningful and memorable experiences for all students. In their classrooms, students find support for their dreams, ideas, and aspirations and are not afraid to seek answers to questions about learning, life, and the world of art. In short, accomplished art educators orchestrate learning and interaction, creating a community of teachers and students acquiring knowledge collaboratively through the visual arts.

Accomplished art teachers also find opportunities to work with their colleagues, are proactive in educating administrators and their peers about the arts, and develop a network of mutual support. Among the strongest advocates for the importance of art education are accomplished teachers. Accomplished art teachers advocate for quality art education and work to strengthen arts programs and to ensure that the visual arts remain a central part of the school's curriculum. Therefore, accomplished teachers build programs that illustrate the value of comprehensive, sequential study in the visual arts for all students, at all grade levels, taught by certified visual arts specialists. Quality art education flourishes. They make certain that diverse constituents understand that the visual arts are important for everyone; schools with the arts meet the needs of every child. They help others understand that art is a rigorous discipline that encompasses learning in cognitive, affective, and psychomotor domains. They also emphasize how study in the visual arts fits into education in general and relates to other disciplines, complementing concepts and ideas from those areas of study. As distinct disciplines come together, accomplished art teachers understand the importance of maintaining the depth and breadth of each content area.

As proactive art advocates, accomplished teachers realize when, where, and how the arts contribute to school, district, state, and national reform issues. Teachers are committed to being

involved in whole-school reform. They ensure that colleagues, administrators, and other decision makers have access to current research regarding the benefits of study in the arts. Accomplished teachers promote quality visual arts education throughout all aspects of curriculum, instruction, and assessment, working within the context of school reform at all levels to inform and influence policy and decision makers.

The standards that follow describe the essential qualities and knowledge of accomplished teachers. The diverse ways in which the standards might be interpreted and fulfilled will continue to evolve daily in classrooms across the nation because of the artistry of accomplished visual arts educators.

## Developing High and Rigorous Standards for Accomplished Practice

In 1991, a committee of art teachers and other educators with expertise in this field began the process of developing advanced professional standards for teachers of students ages 11 to 18+. The Early Adolescence through Young Adulthood/Art Standards Committee was charged with translating the Five Core Propositions of the National Board for Professional Teaching Standards into a standards document that defines outstanding teaching in this field.

In early 2000, a committee comprising original committee members and a new group of educators (including National Board Certified Teachers), was convened to examine and update as necessary the published *Early Adolescence through Young Adulthood/Art Standards*. This second edition of the standards is the result of the committee's deliberations at meetings and their input into working drafts of the standards.

This NBPTS Standards document describes in observable form what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the Early Adolescence through Young Adulthood/Art Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, *Early Adolescence through Young Adulthood/Art Standards* will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. It frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings. And it is subject to revision on the basis of continuing developments in the classroom. The professional judgments that accomplished teachers make also reflect a certain improvisational artistry.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The 10 standards that follow are designed to capture the craft, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

## The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

The report follows a two-part format for each of the 10 standards:

- I. **Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished Early Adolescence through Young Adulthood/Art teacher. Each standard is expressed in terms of observable teacher actions that have an impact on students.
- II. **Elaboration**—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

Throughout this document, the term *art* is used as a shorthand for the visual arts. The arts refer to many different endeavors, including music, dance, and theatre. Though many values are shared among these endeavors, this set of standards is designed solely for teachers of the visual arts. Also, all references to teachers in this report, whether explicitly stated or not, refer to accomplished visual arts teachers of students in Early Adolescence through Young Adulthood.

The Early Adolescence through Young Adulthood/Art certificate (for teachers of students ages 11 to 18+) is one of two visual art certificates that are part of the NBPTS framework of certification. The complementary certificate is the Early and Middle Childhood/Art certificate (for teachers of students ages 3 to 12). Art teachers may select between the two certificates, using their backgrounds, skills, knowledge, teaching circumstances, and interests as guides to their decision making.

# Early Adolescence through Young Adulthood/Art STANDARDS

(for teachers of students ages 11–18+)

*Second Edition*

## OVERVIEW

The National Board for Professional Teaching Standards has developed the following ten standards of accomplished practice for Early Adolescence through Young Adulthood/Art teachers. The standards have been ordered as they have to facilitate

understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of teaching. The standards serve as the basis for the National Board Certification in this field.

**I. Goals of Art Education (p. 7)**

Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

**II. Knowledge of Students as Learners (p. 15)**

Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

**III. Equity and Diversity (p. 27)**

Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.

**IV. Content of Art (p. 33)**

Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

**V. Curriculum and Instruction (p. 41)**

Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.

**VI. Assessment, Evaluation, and Reflection on Student Learning (p. 55)**

Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.

**VII. Instructional Resources and Technology (p. 63)**

Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

**VIII. Learning Environments (p. 67)**

Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

**IX. Collaboration with Colleagues, Schools, Families, and Communities (p. 73)**

Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.

**X. Reflective Practice (p. 81)**

Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.

*The pages that follow provide elaborations of each standard that discuss the knowledge, skills, dispositions, and habits of mind that describe accomplished teaching in the field.*

# Standard I: Goals of Art Education

Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

Accomplished visual art teachers are committed to art education and are privileged to work in a field with a rich and proud history. They know the major trends in the history of teaching art and how the field of art education has changed over time. Knowledgeable about the theories that guide current practice, they use this knowledge to develop their own personal philosophies of art and education. They can articulate their philosophies of art education regarding why, how, and what they teach. They also demonstrate clearly their personal philosophies of art learning through their goals for students and programs. In everyday practice, teachers apply these theories in their organization of curriculum, learning experiences, and instructional methodologies and in their interactions with students, colleagues, parents, caregivers, and others.

Accomplished art teachers can clearly articulate goals that are unique to art education and goals that are related to but not unique to art (e.g., the attainment of knowledge and skills that can be applied to or that are connected to other subjects). They also know the general goals of education and the community, for example, the acquisition of lifelong learning skills, dispositions, and habits of mind that make a successful student and citizen. They understand how their classroom and school goals fit into the context of art education at the local, state, and national levels and how these educational goals fit into the larger expectations of a learned society. Accomplished teachers maintain high goals for art education.

## Teachers Understand the Goals of Art Education

Accomplished teachers build their goals on sound philosophical and theoretical bases and on their understanding of the history and content of art education. Although the goals of accomplished art teachers span a broad range of diverse expectations, teachers share a common vision for art education. Their vision of art education is for every student to have rich opportunities to learn and succeed through high-quality, comprehensive, sequential, standards-based programs of study. When implemented by means of accomplished teaching, their vision results in students who are equipped with a set of lifelong skills, perspectives, and sensibilities that enhance their ability to understand, observe, and relate to everyday experiences through art.

As accomplished art teachers consider what every student should know and be able to do throughout their learning, the following overarching goals emerge as the most essential and enduring: Accomplished teachers hold high expectations that their students will be able to communicate ideas and feelings through the creation of works of art; interpret, evaluate, and respond to complex characteristics of works of art, design, and visual culture; understand the roles and functions of artists and works of art in cultures, times, and places; perceive, understand, question, and appreciate the diverse meanings and values of works of art; and make valid connections among the content of art, other subject areas in the curriculum, and everyday life. The



importance of these essential goals is emphasized daily in classrooms as accomplished teachers model the continuous pursuit of knowledge in these areas. (See Standard V—*Curriculum and Instruction*.)

Accomplished teachers understand that when students communicate ideas and feelings through the creation of works of art, they learn to express themselves using media and materials that artists use. They understand the importance of selection, reflection, and revision in student learning and development.

Knowing the close relationship between making and studying works of art, accomplished teachers want their students to interpret, evaluate, and respond to complex characteristics of works of art. Teachers know that by describing and analyzing the attributes of different art forms, students acquire the vocabulary of the language of art. Teachers understand that there are various models of art criticism and many strategies for involving students in experiencing works of art.

Accomplished teachers recognize that understanding the roles and functions of artists and works of art in cultures, times, and places helps connect students to human experience in the past, present, and future. They want students to recognize that works of art serve as primary and secondary sources, documenting and interpreting history. Teachers ensure that students learn the multi-layered aspects of context in relation to artists and works of art.

Teachers strive to enable students to perceive, understand, and appreciate the diverse meanings and values of works of art. They understand the challenge of seeking solutions to questions about beauty, excellence, and worth. They engage students in dialogues, challenge their assumptions and attitudes about works of art, and seek to enlighten them about aesthetic issues and ideas.

Knowing how the visual arts pervade every aspect of global communities, accomplished teachers work to help students

understand that art, as human expression, combines knowledge and concepts from many different disciplines. Focusing on the integrated actions of daily living, teachers provide students with art knowledge, skills, and attitudes that they can apply to their learning as students and adults.

The overall structure or framework of art education that is built on these goals can be supported by a vast array of curricular goals. These vary in relation to individual teachers and unique educational contexts, thereby reflecting the complex, multifaceted aspects of teaching art. Although the overarching goals of art education are tantamount in the design of quality art instruction, curricular goals help accomplished teachers tailor their expectations for students in their own schools and communities. Both kinds of goals are important to the successful teaching of art. (See Standard V—*Curriculum and Instruction*.)

Accomplished teachers set goals for student learning in relation to the enduring ideas in art education. As they consider the range of possible goals for art education to meet the current needs of students, they know that the goals of art education are dynamic and will change as the field evolves. Teachers have a passion for art education and want students to experience the beauty, emotional intensity, and thoughtfulness of art. Accomplished teachers know that art provides opportunities to express and understand ideas that can neither be communicated nor understood in the same way by written or spoken words or any other means. Art teachers introduce students not only to skills, subjects, and issues that they are unlikely to encounter elsewhere in the curriculum but also to new ways of seeing, knowing, responding to, and representing the world symbolically.

### **Teachers Understand Art Education Goals in Relation to Other Disciplines in the Curriculum**

Some of the art skills, subjects, concepts, and issues that accomplished teachers address serve students well as they explore other areas of the school curriculum. The critical and interpretive skills students acquire in art class help them in their study and comprehension of dance, music, theatre, literature, social studies, and other subjects, as well as in their daily lives beyond school. Because art has verbal, mathematical, scientific, and logical content as well as social, historical, and cultural contexts, it provides rich opportunities for interdisciplinary study. Also included in the goals that teachers set for students are experimentation, learning to understand and appreciate ambiguity, and increased respect for unique ideas and different perspectives when confronting artistic problems.

Art teachers understand the vital role of visual literacy—the perceptual skills and understanding that enable a person to interpret detail; make aesthetic choices; see spatial relationships; or comprehend expressive, political, and social content—in other content areas and in everyday life. The perceptual skills learned in art assist students in developing visual literacy by teaching them to perceive, analyze, and interpret the natural and visual environments in the world around them. When confronted with environments pervaded by visual images, students of accomplished teachers know how to comprehend, evaluate, and make informed choices about their environment, thereby making meaning of the world around them.

Accomplished teachers recognize that generic concepts such as pattern, change, interdependence, and perspective bridge

disciplines and invite linkages of content. They know that meaningful connections among subject areas extend, enrich, deepen, and strengthen student learning. However, shallow treatment of content in any subject area violates the integrity of the discipline. Accomplished art teachers guard the integrity of visual arts learning, celebrate its unique contributions to the curriculum, and make appropriate and meaningful content-rich interdisciplinary connections as they craft goals for student learning. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities.*)

### **Teachers Understand the Goals of General Education and Lifelong Learning**

Art education contributes to global or general education goals. Lifelong learning skills are continually developed and strengthened because art learning focuses on and reinforces innovation and creativity. Through the processes involved in creating and responding to works of art, students are immersed in critical thinking, planning, problem solving, and decision making. As they learn to work in the roles of artists, art historians, art critics, and aestheticians, they learn self-direction and management; the rigorous effort required to produce products of quality demands persistence. As members of learning communities inside and outside the art classroom, students acquire the ability to be flexible and to interact successfully as part of a team. Accomplished art teachers understand clearly that educational and lifelong learning goals are merely processes of inquiry—habits of mind that support meaningful learning, not end results. Clearly, students are more interested, show greater commitment, and have more



solid bases for decision making when they know that their learning experiences have a defined purpose that fits into the larger goals for quality art education.

Accomplished visual arts teachers make powerful contributions to the career and workforce preparedness of students. Whether students look at a still life or consider the life cycle, a quality art education enriches their perception and comprehension. In the classrooms of accomplished art teachers, all students come to realize how art helps them think more clearly and fluidly, perceive more ably, become aware of nature and the human condition, and express ideas more powerfully. Therefore, as accomplished teachers promote the intrinsically worthwhile pursuit of art education as an academic discipline with a rigorous body of content, they make art an integral component of broad educational programs.

### Teachers Understand How Their Goals Fit into the Field of Art Education in General

In planning their goals for students and programs, teachers consider national, state, and local mandates and options, interpreting and adapting them as necessary. They clearly understand the role of art education as one of the challenging core subjects outlined in the National Education Goals, part of the Goals 2000: Educate America Act.<sup>1</sup> When formulating their goals, they consider the content of the National Standards for Arts Education<sup>2</sup> as well as state and local standards and curriculum frameworks. They share their goals publicly with the school community, especially with their students.

1. U.S. Congress. House. *Goals 2000: Educate America Act*. 103rd Cong., 2nd sess., 1994. H.R. 1804.

2. Consortium of National Arts Education Associations. *National Standards for Arts Education*. (Reston, Va.: Music Educators National Conference, 1994).

### Teachers Set Ambitious Goals for All Students

Teachers hold high expectations for achievement in relation to the goals and standards they set for all their students. (See Standard III—*Equity and Diversity*.) Designed to meet the needs of their students, their goals are rigorous, fair, consistent, achievable, and developmentally appropriate. Teachers help students appreciate alternative interpretations and understand works of art on multiple levels, recognizing and honoring the diverse backgrounds and experiences students bring to their understanding of art. (See Standard II—*Knowledge of Students as Learners*.) They organize their teaching to foster student development in the study, interpretation, evaluation, and making of art. They help students engage in the kinds of analysis, exploration, reflection, and communication essential to artistic creation and experience.

Although they maintain high standards for all students, teachers understand that their goals can be met in a variety of ways that accommodate diverse student populations. (See Standard III—*Equity and Diversity*.) They understand that although all students can learn, they do not learn in the same way or at the same pace. Consequently, teachers value, respect, and often build on the distinctive backgrounds, abilities, and interests of students while encouraging them to broaden their experiences and stretch the boundaries of their understanding of art. (See Standard IX—*Collaborations with Colleagues, Schools, Families, and Communities*.)

### **Teachers' Goals Include Modeling the Roles of Art Professionals**

Accomplished teachers are passionate about the visual arts and exhibit genuine enthusiasm about teaching the subject and its applications in the world around them. Thus, their students perceive that the study of art is a constantly replenishing source of satisfaction and intrigue. These teachers are lifelong learners, always excited about investigating art production, criticism, history, and aesthetics. In addressing a topic, however, they do not project themselves as infallible authority figures whose main role is to enlighten the uninitiated. Rather, they are codiscoverers alongside their students, demonstrating the value of hard work and persistence, creativity and invention, experimentation and innovation as they delve into the vast world of art learning.

Teachers facilitate student learning about working artists, art critics, aestheticians, and art historians by moving in and out of various roles as they deliver instruction. They let their students know how things are done in their own studios and share their ongoing critical or historical works with students. Accomplished teachers understand aesthetics; they know and can articulate what they and others respond to in works of art. Their aesthetic sense and knowledge guide them as they discuss works of art and as they help students develop their own individual ways of interacting with and experiencing works of art.

As art professionals, accomplished teachers demonstrate commitment to the advancement of art education. Teachers who are actively engaged in various aspects of the field can better understand what students experience in the processes of studying and creating works of art. For example, an accomplished teacher who is also a working

sculptor understands the challenges students face as they develop the skills unique to that form of art production. Thus, teachers and students can relate to shared artistic experiences. In addition, teachers provide examples of their own art criticism, research in art history and aesthetics, or published materials. Accomplished art teachers are careful to convey the importance of art teaching—the central role of the art educator within the art profession and the essential role of the arts in the school curriculum. They convey ways that students can serve as teachers when communicating and sharing information about their works of art and what they have learned in their study of art. Shared understanding among teachers and students of art forges yet another link in the continuing chain of human experience, connecting contemporary learners—both accomplished teachers and novice students—to artists the world over who have created in unique contexts throughout history.

### **Teachers Reflect on the Goals of Art Education in Order to Make Principled Decisions about Their Practice**

Teachers know that successful art teaching requires the mediation of many factors. They recognize that pedagogical knowledge and a clear respect for and deep understanding of the content of art help teachers develop instructional units and make sound teaching decisions. (See Standard V—*Curriculum and Instruction*.) They aim to teach students art forms, processes, skills, styles, contexts, theories, and philosophies, in addition to skills related to the creation, study, and interpretation of works of art. Such deep and



broad learning enables students to make sense of works of art, design, and visual culture, including the messages and ideas they convey and the emotions they elicit.

The goals of teachers are shaped in part by students. Teachers understand the development of adolescents and young adults and are especially aware of how art can challenge, expand, and enrich the lives of students. Accomplished teachers know that art is viewed as a primary means for developing and refining student understanding of human experience across cultures, times, and places. Art provides ways of exploring issues and ideas at the core of human existence. (See Standard IV—*Content of Art*.)

Whereas the goals of accomplished teachers are grounded in a deep commitment to each of the various objectives of art education, teachers take into account the interrelationships of these objectives as well. For example, student interests and experiences are considered as the teacher sets goals for studying works of art and decides how to introduce the works effectively. (See Standard II—*Knowledge of Students as Learners*.) To further ensure that their goals are crafted to meet the needs of students, accomplished teachers include

students and parents in the process of setting goals, when appropriate. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.)

Teachers are creative and imaginative in meeting educational goals. They provide learning environments and develop instructional units that are appropriate for their students. They help students study the content of art in the context of exploring issues that are central to human experience. (See Standard VIII—*Learning Environments*.) Teachers are open to different ways of pursuing goals, and they regularly seek to refine and improve their practice. They set goals that are challenging, and they continually monitor whether and how these goals are accomplished by assessing the progress of students and by evaluating art education programs. Teachers consistently fine-tune their practice, using assessment and evaluation information to suggest how their goals can best be achieved. (See Standard VI—*Assessment, Evaluation, and Reflection on Student Learning* and Standard X—*Reflective Practice*.)



## **Reflections on Standard I:**

---

---

---

---

---

---

---

---

---

---





# ***Standard II: Knowledge of Students as Learners***

Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

Accomplished teachers recognize that the excitement of students engaged in creative processes is fertile ground for developing lifelong interests in art. In order to help students develop to their fullest potential, teachers constantly work to understand what students know, how they think, what they value, who they are, where they come from, and what motivates them. To gain these understandings, teachers observe and listen to students as they work, learn, and interact in a variety of settings. As their knowledge of students increases, teachers use it to determine the direction, approach, and content of their teaching. Learning more about their students enables them to design instruction to motivate students and meet their individual needs.

A comprehensive knowledge of human development and the psychological principles of learning and how they apply to visual arts education are essential prerequisites for making good choices about what art experiences and materials to provide for students. Throughout the school day, teachers are guided by what they know about human development; their observations of students; and their belief that all students can experience, understand, and create art. They recognize that the goals of art education are most readily achieved when their teaching is attentive and responsive to student development, and they can articulate how to address these goals in ways that are attuned to the developmental needs of students. (See Standard I—*Goals of Art Education*.)

Class size and teaching load directly affect the depth of knowledge teachers can acquire about students. Still, accomplished teachers make finding out about their students as individual learners a priority and are resourceful in doing so. Teachers complement their knowledge of individual students with a broad perspective—gained through experience and knowledge of research—on artistic development. They know that they must expect and accommodate variations in the maturity levels and life experiences of students within the same classroom. They use their accumulated knowledge about and experience with adolescents and young adults to interpret the behaviors of their students.

Teachers know that aspects of popular culture, such as television, movies, music, sports, slang, and advertising, have strong effects on students' aesthetics and art making. They take these cultural influences into account in the day-to-day interactions in the classroom. At the same time, these teachers do not attempt to relate to adolescents as their peers but rather as accessible, caring adults with vitally important knowledge to share and as agents to encourage and facilitate students' individual creative problem solving. Accomplished teachers constantly encourage students to make connections between their experiences of the world and explorations of visual art from a global perspective.



### **Teachers Understand the Development of Early Adolescents**

Accomplished art teachers understand that early adolescence is a period of extremely rapid change—intellectual, physical, social, and emotional. They know that puberty is the only time in life, following birth, in which the rate of growth accelerates, typically in uneven bursts that tend to exaggerate differences among classmates. As a result, the range of physical stature, energy level, emotional control, and orientation to learning that exists within a group of adolescents can be enormous.

Teachers understand that adolescents are in the midst of a social transition every bit as sweeping as the physical ones they undergo. Teachers know that young adolescents are vacillating between a yearning for the privileges of adult independence and a reluctance to leave the shelter of childhood. They have begun to shift from family-centered identification to a shared allegiance with the peer group. Few students of this age are truly self-assured, although they may strive to act the part. Typically, they are quite self-conscious, highly influenced by peer group opinions and a desire to fit in with the perceived social norms, and vulnerable to emotional hurt. As they search for answers to such age-old questions as “Who am I?” and “Where do I fit in the world?” young adolescents can be studies in contrast—supremely confident one moment, full of doubt the next; focused on their learning in the morning, irresponsible by afternoon; thoughtlessly selfish one instant, guilelessly altruistic the next. If students in the middle grades are seeking a measure of independence, teachers can support them with challenges that require complex thinking and have more open-ended solutions. Students of this age have an abundance of energy that can motivate their art learning when they perceive

that the ideas they explore relate directly to their concerns, questions, and goals in life.

From an intellectual standpoint, young adolescents become increasingly capable of higher-level thinking. Early adolescence is typically a period of exploration when students are open to new ideas. Young adolescents can have a well-developed sense of humor and may enjoy structured play, including art games. They are beginning to be aware of their own thought processes, think about how they learn, assess the strengths and weaknesses of their problem-solving approaches, and work on improving them. Often their abundance of energy and infectious enthusiasm can propel learning experiences to great heights.

Precisely because they are experimenting with new social roles and issues of self-identification, young adolescents are ready to be drawn into discussions of social issues, character, and values—the essence of meaning in many works of art. Accomplished teachers understand the importance of keeping positive role models before adolescents to expand their sense of enfranchisement in life’s opportunities. Precisely because peer social relationships come first with many young adolescents, they often like and benefit from working in collaborative groups and, when guided, engaging in genuine conversations about works of art and teaching one another about the visual arts.

### **Teachers Understand the Development of Adolescents and Young Adults**

As the names of these developmental levels imply, adolescents and young adults are on the threshold of attaining adult independence. They have started to think or, at a

minimum, feel residual anxiety about what their career and life options might be. In this respect, they are future oriented, although sometimes the goals they set for themselves may be short-term in nature.

Emotionally, adolescents and young adults relish a growing sense of personal autonomy and a feeling that they have begun to find answers to the recurring questions that confront humankind. Peer-group influence, which became dominant during early adolescence, remains strong, but has begun to give way to a nonconformist spirit. By the high school years, most teenagers have already been steeped in messages of popular culture through the media. In terms of their understanding of reality, many young adults may have a broad exposure to a tremendous variety of images about the ways of the world; however, they have not yet developed the skills to always make informed decisions in relation to their general well-being.

In spite of great variances, accomplished adolescence and young adulthood art teachers recognize some distinct advantages in working with this age group. Students at this stage in their lives are becoming capable of sophisticated adult reasoning—of thinking about works of art, the roles of the visual arts in the world, and other influences on their lives in a critical and probing manner. Furthermore, they have incentives to do so. Students are naturally curious about exploring questions of values, motivation, character, and other deeply resonating themes of great works of art. In approaching the study of challenging works of art, young adults draw upon their experience; because of their maturity, they can look at complex, morally ambiguous questions from several points of view.

Accomplished teachers recognize the full range of human development and address the unique needs of students as individuals. Whether a teacher works in a large district with students at a single level or in a small school where one teacher is responsible for

art instruction for several grades, knowledge of student development is a critical factor in accomplished teaching. Teachers understand artistic development and know that students progress in different ways and at various rates.

They use involvement in meaningful art experiences to help students understand themselves during their transition from adolescence to young adulthood. They know that there is not one single path of artistic growth but many. (See Standard III—*Equity and Diversity*.) They build on the uniqueness of student creativity, honor different ways of knowing, and encourage learning through inquiry. Accomplished art teachers work hard to engage their students through topics and issues that are relevant and interesting. Although they may begin a learning task with images and objects of visual culture and guide students to make connections to antecedents in the worldwide arena of art, accomplished teachers motivate students to communicate their own ideas, moving from a global perspective to an individual one. (See Standard V—*Curriculum and Instruction*.)

Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and technical skills. They use this information to guide their teaching. Teachers know that gifted students might develop more rapidly than others and that students with other exceptionalities may progress more slowly or stop at a particular level, depending on the nature of their exceptionalities. Although stages of development are generalized, teachers recognize that a student's artwork that differs significantly from the norm may indicate learning or developmental exceptionalities, ranging from giftedness to various challenges. Teachers seek appropriate diagnostic services and use relevant data to inform their practice and to determine whether additional support is necessary for such students. (See Standard IX—



*Collaboration with Colleagues, Schools, Families, and Communities.)*

Accomplished teachers understand that students construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, they build on prior experiences to develop learning in art. They know about the importance of previous learning experiences in overall cognitive development. Teachers know that art is one of the principal forms of communication and an important part of the way students begin to understand themselves and their places in the world. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. As students mature and their analytic- and abstract-thinking abilities become more sophisticated, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Students are the central concern in the practice of accomplished teachers.

### **Teachers Understand the Multidimensional Development of Students**

An appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early adolescence through young adulthood informs how teachers understand their students. Although various stages of development have been researched and documented, accomplished teachers know that these steps merely serve as guidelines or approximations of the range of normal student progress. Although growth is continual, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of students are reflections of total growth based on the interrelationships of the various

sensory domains. They know that students will not progress artistically until they are ready cognitively; artistic and intellectual growth occur in tandem. Accomplished teachers understand the integrated nature of artistic development, which involves multiple senses. They know that students use a diverse range of visual images in their own artwork as they inquire artistically and construct meaning symbolically. Moreover, teachers can interpret these images in terms of their symbolic significance and what they reveal about the development of the student artist.

Accomplished teachers know that artistic growth is much more than a sequence of defined steps or stages. They understand that as students mature biologically, the social and cultural contexts in which they develop affect all aspects of their learning. Accomplished teachers know that at any given time or within a specific stage of development, student works may include a range of images that are products of particular times, places, and purposes for which the art was generated. As processes of learning evolve, students use prior knowledge, skills, and experiences to develop various repertoires for artistic growth. Accomplished teachers design rich learning experiences that ensure that students can expand their repertoires of learning strategies, discover and master new ways to construct meaning, seek deeper understanding of concepts, discover new knowledge, and solve visual arts problems. Teachers clearly understand that students can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that students can sometimes express themselves more articulately through their artwork than they can through written and spoken language or other means. Teachers encourage both mastery and discovery learning, emphasizing the transfer and application of knowledge, concepts, and skills so that

students develop new strategies for uncovering multilayered meanings inherent in the study of works of art.

The relationship of students to art is also continually under development. For some, their understanding of and interest in art is expanding. They are broadening their understanding of the purposes of art, from focusing only on representational issues to attending to expressive, ideational, and other abstract meanings of art. For other students, social pressures and other academic demands may be barriers to their study of and involvement with art. Teachers are sensitive to this range of student dispositions and adapt their teaching accordingly. One way they attend to student development is by using art as a means to explore issues salient to adolescents. These teachers know that the study and production of art can provide a vehicle for students to address many developmental issues that are not readily or comfortably dealt with through other means.

### **Teachers Understand That Students May Take Different Paths to Understanding and Creating Art**

Teachers know that learning in art is neither linear nor formulaic. Because students exhibit different patterns of learning, accomplished teachers tailor instruction and facilitate the environment and learning problems to address a diversity of learning styles and competencies in their classrooms. For instance, they may take one course of action for a student who is strongly motivated in art yet has poorly developed skills, but a completely different one for a student who, although more technically proficient, exhibits little willingness to test the boundaries of expression in making art.

To address variance in the ways that students perceive information and learn, accomplished teachers take advantage of current theories of teaching and learning to address individual needs. Teachers draw from their knowledge of multiple intelligences, different ways of knowing, habits of mind, learning styles, dimensions of learning, and personality traits to accommodate unique student characteristics. Knowing that ambient factors such as light, temperature, and time of day can strongly affect how well students attend to learning tasks enables accomplished teachers to alter the learning environment appropriately. Designing art experiences that facilitate auditory, visual, tactile, and kinesthetic learning is key to addressing the needs of diverse students. Encouraging the development of effective habits of mind can provide valuable support for students throughout their learning. These mental habits include such things as thinking critically, being open-minded, persevering, pushing the limits of knowledge and abilities, self-regulating through monitoring one's own thinking, planning well, and responding to feedback.

Accomplished teachers know that some adolescents comprehend images, create metaphors, and synthesize and consolidate information, whereas others need structure and sequence as they work to analyze and break down parts of a whole. Students may perceive information abstractly or concretely while processing it actively or reflectively. Accomplished teachers accommodate different ways of knowing by helping students decode symbol systems that extend beyond those of words and numbers to include the languages of visual, performing, and media arts. Differentiating tasks to take account of interpersonal and intrapersonal skills enables teachers to know when individual work is appropriate and when collaboration would work better. A sound understanding of the various ways that students are affected by environmental, emotional, sociological, physical, and psychological factors helps



accomplished art teachers as they support students so that they can become strong, capable learners. Accomplished teachers recognize and capitalize on the variety of individual experiences students bring to school, and they help students—regardless of their background or style of learning—see that inspiration for art can be found in people, cultures, and ideas.

### Teachers Observe Students Insightfully

Accomplished teachers are keen observers of students as they interact and work to create art; teachers draw inferences from student behavior and dialogue during learning. They listen willingly and actively in whatever setting students express themselves—whether a formal classroom discussion, an individual conference, or an informal gathering. They understand the literal meaning of what they are watching and listening to and also recognize that students use art to express a range of emotions and ideas as they learn. Teachers are aware of the social dynamics in the classroom. As they observe, teachers might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of exploratory learning. (See Standard VIII—*Learning Environments*.)

Teachers know that changes in a student's tone of voice, enthusiasm, demeanor, or schoolwork might signal the start of a significant developmental breakthrough or a problem needing attention. In either case, teachers respond to changes by providing each student greater opportunity to learn important art concepts and ideas and thus find success, enjoyment, and an increasing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about students and to inform the design of art learning experiences.

Teachers recognize that inquisitiveness, energy, and a sense of fair play among students are assets in life and in learning. Similarly, they understand how the range of developmental characteristics such as the independence and insecurities of students can inform the art learning community. Although they acknowledge and make use of student differences, teachers also seek to capitalize on similarities that can serve as a common bond for young people. Knowing that students often share an interest in popular culture, fashion, movies, and television, teachers use these interests as catalysts for both learning and classroom cohesion.

Teachers are aware that not all young students learn in the same way during the period from early adolescence through young adulthood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some students thrive when provided hands-on involvement with materials. Some prefer to write or talk about art independently rather than in small or large groups. Some thrive when visual cues abound. Some are stimulated by the potential of technological resources. The practice of accomplished teachers encompasses a variety of methods and approaches for fostering achievement in all students and expanding student repertoires of learning techniques. Teachers look for ways to enhance student learning through resources available in the neighborhood and community and with the help of business partners. (See Standard VII—*Instructional Resources and Technology* and Standard V—*Curriculum and Instruction*.)

Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people,

cultures, and ideas. (See Standard III—*Equity and Diversity*.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.)

Teachers use the information they gather to ensure that they meet the needs of all students equitably and that all have access to a rich and rigorous curriculum. Teachers modify their curriculum and instruction when necessary. (See Standard X—*Reflective Practice*.) Their practice encompasses a range of techniques and approaches that fosters learning in students, that reflects the high expectations they have for all students, and that recognizes that each student benefits when challenged to pursue important ideas from different perspectives.

### **Teachers Consider the Special Needs of Students**

Teachers are attuned to the special characteristics of individual students with exceptionalities, such as learning disabilities; giftedness; and cognitive, social, emotional, linguistic, or physical needs. The art program fills a role in the service of a wide range of adolescents, and the basic stance of accomplished teachers is one of acceptance and support of their

students. They know that the universal language of art can speak to students across all languages and cultures. They understand the many ways that art has recorded and continues to record universally shared experiences of students and adults in various contexts.

Accomplished art teachers carefully select and use appropriate instructional resources, including specialized equipment. They modify the physical layout of the learning environment as needed and make helpful accommodations. Teachers modify media and processes as necessary. For instance, they may supply paintbrushes with oversized handles to students who have trouble gripping objects or construct arm splints to help students with spasticity hold and control brushes and markers. Similarly, teachers may help students with visual impairments develop their skills and use their heightened sense of touch by encouraging them to work with textured media, such as clay, textiles, feathers, buttons, and beads. Teachers may facilitate the achievement of students who have difficulty writing by audio-taping or videotaping their responses to assignments. Accomplished teachers investigate the many ways assistive technology can be used for students with disabilities so that they can participate meaningfully and attain higher degrees of independence and achievement. For example, teachers may program art vocabulary into the speech synthesis devices used by students with autism or other developmental exceptionalities so that the students can more easily understand explanations and directions. (See Standard VII—*Instructional Resources and Technology*.)

Constantly striving to ensure that students with disabilities are included in learning experiences, accomplished teachers make connections to the diverse and creative ways artists throughout history have overcome personal challenges by discovering alternative strategies for manipulating tools and



materials to express themselves and communicate meaning. Teachers emphasize that all individuals have particular strengths and weaknesses. They adeptly accommodate and involve students with disabilities and advocate for them within and beyond the school setting.

Teachers comply fully with state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into student abilities and ways to facilitate learning, teachers seek opportunities to team with them to address the needs of students with disabilities and to ensure that all students achieve success in their art education goals and objectives.

Teachers teach to the strengths of each student, building on individual accomplishments as a foundation for further progress. They create learning environments in which the creativity of each student—regardless of skill level—is encouraged and taken seriously and in which the identity of each student as a learner is valued and supported. (See Standard VIII—*Learning Environments*.) Teachers understand that success is a great motivator. They adapt their techniques and strategies to accommodate students whose ways of learning might be different from those of their peers or the teacher. (See Standard V—*Curriculum and Instruction*.) They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the desired outcomes by capitalizing on individual interests, competencies, and ability levels.

### **Teachers Respond Effectively to Students for Whom English Is a New Language**

Accomplished teachers understand that from a national perspective, a dramatic linguistic and cultural shift is under way in the makeup of student populations. Recognizing the implications of demographic and migration trends, they know that the majority of teachers will work with an increasingly diverse cross section of students in the coming years. In particular, a growing percentage of today's youth come from households in which English is not the primary language. Teachers view these changes as opportunities for enriching the classroom culture, but they acknowledge added responsibilities in adapting their instructional practice to ensure that all students gain full access to the visual arts curriculum, including students for whom English is a new language.

Accomplished teachers help students understand that language is a powerful tool that allows people to understand the world, express their views and questions about it, and communicate with other people. Dialogue among students about works of art and art-making processes is treated as an important means of promoting understanding. By observing how students use language, accomplished teachers can determine students' approaches to problems, modes of understanding, and stages of conceptual development.

Many art programs include opportunities to work with students for whom English is a new language, and teachers are aware of the benefits and special challenges of helping students develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in

the home language of students while advancing the students' abilities to communicate in English. Teachers also move students toward an understanding of the role of Standard English in future academic and economic success. In pursuing these objectives, teachers model the use of Standard English in their own speaking and writing, using other languages where appropriate.

Teachers regard students whose native language is other than English as assets and resources for the entire learning community. The whole class can consult and benefit from these students in ways directly and indirectly related to the study of art. In working with students for whom English is a new language, teachers focus on using oral, written, and visual language as tools for constructing and exchanging meaning. They capitalize on the ability of some students to express themselves more clearly through artwork than through written and oral language. They provide and promote conversational assistance, supplying students, when asked, with appropriate English words that are related to what the students have just experienced or are trying to express. On a regular basis, they check to make sure that students for whom English is a new language understand the learning that is taking place in the classroom.

The cultural aspects of works of art provide powerful links to the lives of these students and are also excellent visual tools for illustrating and teaching Standard English. Labeling tools and materials, displaying art vocabulary, illustrating concepts with art and other visual images, offering peer tutoring, cueing and coaching, and talking through demonstrations are useful strategies for assisting students for whom English is a new language. (See Standard V—*Curriculum and Instruction*.)

### **Teachers Acquire Knowledge of Students through Assessment and Evaluation**

Assessment—the process of taking stock of the breadth and depth of students' art knowledge and skills—is an ongoing element of an accomplished teacher's repertoire. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline. During learning experiences, assessment helps both teachers and students keep track of what is working. Finally, at the end of an instructional unit, evaluation provides critical data to determine the quality of student achievement.

To gauge strengths, needs, and interests of their students, accomplished teachers use a wide range of formal and informal assessment methods. Their understanding of their students is also enhanced by discussions with parents and other caregivers and in student interactions with the larger student body. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.) Conversations with colleagues, and their abilities to identify students with exceptional needs or talents, enable teachers to frame their practice equitably to meet the common and unique needs of each of their students. Accomplished teachers consider the exceptionalities of their students when designing assessments that greatly inform their knowledge of students, and they continue to gather information about all their students throughout the school year. (See Standard VI—*Assessment, Evaluation, and Reflection on Student Learning*.)









# ***Standard III: Equity and Diversity***

Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.

Teachers dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm in visual arts education. Promoting fairness and equity is particularly important to visual arts educators. Their subject area places them in situations in which students of diverse backgrounds have many opportunities to interact as they work together to meet common goals. Therefore, accomplished art teachers approach issues of diversity proactively to promote equality and to ensure that their students—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic status, age, religion, ability, personal appearance, sexual orientation, or gender—receive equal opportunities to select, design, enjoy, and benefit from a variety of art education experiences.

From a societal perspective, accomplished art teachers know that today's adolescents face more obstacles and challenges as they approach adulthood than once was the case. Not only are large numbers of youth being raised in poverty, but also many students live in neighborhoods confronted by violence and must grapple daily with the vicissitudes of hunger, substandard housing, and limited access to health care. Many students of accomplished teachers go home to physically secure settings but lack adequate or appropriate adult supervision in their lives. Teachers understand that across the socioeconomic spectrum, drugs and alcohol have become readily available to teens, sexually transmitted diseases a mortal threat, teen pregnancy a social problem, and

suicide the leading cause of death in this age group. In inner cities, rural areas, and suburbs alike, schools and teachers are being asked to provide more nurturing, guidance, support, and services to the nation's youth than ever before.

Considering the diverse contexts in which students live, accomplished teachers are committed to understanding and applying principles of equity, strength through diversity, and fairness. They foster the development and participation of all their students and understand that art, by its nature, encompasses diverse subject matter that builds on the unique characteristics of each learner. They infuse their teaching with examples and perspectives representing a broad range of cultures and backgrounds, and they actively encourage the participation of all students in art learning.

Teachers know that each of their students is an individual learner and that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experiences. They view the many forms of diversity their students exhibit—language backgrounds, cultures, ethnicities, household incomes, religious affiliations, physical or mental conditions, literacy experiences, and so on—as opportunities for creating a rich environment, successful social interactions, and meaningful learning. They are committed to providing all students with the help they need to progress as artists and as inquisitive, informed, responsible human beings. Teachers encourage the development of each individual's abilities. They further understand that such growth is best supported by a collaborative learning



community where all students participate fully in a comprehensive art curriculum.

### Teachers Value and Respect Diversity among Students

Teachers have welcoming attitudes and are eager to work with each of their students. They understand the many ways in which students distinguish themselves from their peers, and they respond appropriately with strategies that will not only advance student learning but also help improve understanding among teachers and students. They recognize the special challenges and complexities of all students—from those in early adolescence, who are acutely aware of gender differences and seeking approval of peer groups, to young adults, who are yearning to be independent and investigating career options.

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. Although teachers recognize the importance of encouraging, supporting, and affirming the work of students and their accompanying sense of self-worth, they also understand that students develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Consistent classroom procedures and protocol, established with the involvement of students, assist teachers in their efforts to teach students important life skills. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which students acquire and show self-confidence. (See Standard II—*Knowledge of Students as Learners*.)

Teachers are sensitive to their students as cultural beings. They know how culture affects the way students learn and that young

people of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. They are particularly sensitive to and knowledgeable about family values and cultural mores that affect the attitudes of students toward art. Teachers know that students might behave differently because of their cultural experiences. Teachers work hard to include all students and to show that individual contributions are valuable and that each person is respected.

### Teachers Make Connections to the Cultures of Communities

Teachers understand the importance of respecting cultural values and norms that students bring to the classroom from home. (See Standard IX—*Collaborations with Colleagues, Schools, Families, and Communities*.) They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetics. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic and constantly evolving. Including artists of both genders, they teach using artwork, materials, and processes that come from a range of traditions and from various ethnicities and cultures. (See Standard VII—*Instructional Resources and Technology*.) In interpreting visual resources, teachers help students compare and contrast the art they view in class with art they are familiar with in their everyday lives, thereby recognizing and validating similarities and differences. Teachers also call attention to the use of alternative materials and processes and the way that art can be expressed differently in various cultures. Further, teachers help students investigate the different functions, purposes, and roles that art plays in their own

communities. They know that sometimes authentic objects that are made for specific ritual or ceremonial functions in one society might be perceived as objects of art or teaching tools by those outside the culture. In helping students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect for the customs of others.

Teachers are familiar with the cultures of their communities, and they understand the potential impact of their art programs outside of school. Some students might have extensive experience visiting museums; others might have working artists in their families; still others might have had little or no exposure to the arts. Accomplished teachers research concepts and topics they wish to explore with their students to make sure the learning experiences selected are authentic to the traditions of the culture being considered and relevant to students. When accomplished teachers work in areas where a single culture is represented, they strive to introduce students to art of many cultures across time and place. They understand that spiritual and religious themes have been key authentic factors in art throughout history and are vigilant in their efforts to honor the beliefs and values of diverse cultures, as well as the contexts in which these works were originally found. They guard against exploitation or trivialization of authentic traditions.

Art in its many manifestations fulfills significant roles and different purposes in daily life in all communities. Accomplished teachers connect with and build on valued community traditions. Not only do they accept and embrace the cultures of their students, but they also value and celebrate the richness that diversity brings to the classroom. They understand that whereas most students identify with their own backgrounds, some may separate themselves from family traditions, adopt the characteristics or practices of another group, or wish to

have no recognizable culture. Teachers involve parents and other caregivers as resources in sharing the art, artifacts, and cultural traditions of families. In this way and others, teachers promote understanding of and respect for diversity. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities.*)

### **Teachers Guard against Bias and Stereotypes**

Accomplished art teachers firmly believe that students are entitled to be proud of their cultural heritage and personal identities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those elements become integral parts of the exploration of the world of art and human experience, serving as sources of strength and dynamism for the learning community. Fairness and respect for individuals permeate the instructional practices of accomplished teachers.

Accomplished teachers consider the effects of their own cultural backgrounds, biases, values, and personal experiences on their teaching. They also recognize and acknowledge their own cultural perspectives and personal aesthetics and know how these factors might affect their interactions with students. They are aware of their own philosophical filters and take these into account when dealing with students whose backgrounds, beliefs, or values are significantly different from their own. They seek to achieve mutual understanding and treat each student fairly and with honor, dignity, and respect.

Accomplished teachers are alert to stereotypical, racist, sexist, and ethnocentric content in written resources, works of art, current events and in the play, language, and social interactions of students. They know that stereotypical thinking and prejudicial



behavior are, in part, the result of a lack of understanding of individual differences and commonalities. They understand the demeaning nature of such thinking and behavior, hold high standards and expectations for all students, and capitalize on the unique qualities of students at every opportunity.

Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. They select learning experiences and approaches to instruction that ensure equitable participation by females and males. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self-worth of students. (See Standard VII—*Instructional Resources and Technology*.) They understand the various stereotypes that may exist in relation to art, artists, learning in art, and art careers. They effectively dispel such misconceptions by engaging students in rich art learning experiences that connect meaningfully to other subject areas and to real life.

Accomplished teachers recognize the power of art to serve as a great equalizer, engaging diverse students and providing collaborative support while maximizing the strengths of individuals. They use their understanding of human development to design instruction that is challenging, involves attainable goals, and fosters the natural desire of students to understand their environment and develop competence. Teachers know that as students recognize their increasing achievement in various areas, their sense of self-worth usually grows stronger.

### Teachers Foster Equity

Teachers value and foster equity in their classrooms. The manner in which art educators establish a climate of fairness is planned and purposeful. (See Standard V—*Curriculum*

*and Instruction*.) They encourage all students to participate in learning experiences in ways that are instructionally sound for them as individual learners. Teachers frequently arrange students in heterogeneous small groups to facilitate interactions among pupils from different backgrounds. They allocate instructional resources, including one-on-one attention, fairly. They vary their strategies for encouraging students to be self-reliant problem solvers, sometimes providing peer tutoring and interaction in place of teacher intervention. Teachers recognize that the needs of students differ dramatically and that the most equitable distribution of support and resources is not necessarily the one that is arithmetically equal.

Accomplished teachers work to ensure that all students have equal access to the art curriculum, including opportunities for advanced study. They are proactive in working to ensure that the visual arts are considered part of the school's core curriculum, not merely a peripheral subject that may be elected at the discretion of students and parents or assigned by counselors to facilitate scheduling conflicts. Teachers understand that participation in art study should not be withheld from students who need extra time for learning in other content areas. Because of their knowledge of human development, teachers understand the interrelated development of cognition and visualization. Further, they comprehend the integral importance of visual thinking and learning in all areas of the school curriculum. They work as a team with other members of the instructional staff to make interdisciplinary connections to art and promote the art program throughout the school. Recognizing the potential negative impact of limited instructional time—especially in the middle grades—accomplished teachers actively work to promote student participation in art and encourage their schools and communities to provide equitable access to substantive, sequential art education across grade levels. (See Standard IX—





# Standard IV: Content of Art

Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

Accomplished art teachers have a thorough knowledge of the content of the visual arts that extends to the perception, production, study, interpretation, and judgment of works of art, design, and visual culture made by artists and designers from various cultures, historical periods, and locations. Teachers know and understand various art forms and their complex attributes, origins, contents, and contexts. Teachers know that the creation and study of art are inextricably intertwined. They fully understand the unique language of the field and the way visual images and forms communicate meaning.

Accomplished teachers value a comprehensive approach to art education through the integration of art making, art criticism, art history, and aesthetics. They combine a breadth of general content knowledge with in-depth knowledge in at least one area of expertise. They understand and can demonstrate art-making skills. They understand and can articulate the qualities and techniques used in creating works in a variety of media, styles, and forms. They have a thorough understanding of artistic processes, such as gathering information; developing ideas or concepts; exploring options; planning, developing, and refining ideas; selecting and using art media and processes safely, effectively, and with technical proficiency; and evaluating or critiquing a finished product. They know that through creative processes, artists and designers exercise intuition, emotion, reasoning, critical judgment, cognition, and physical skills to create works that reflect their unique circumstances.

Accomplished teachers can communicate concepts, feelings, and beliefs by creating works of art in a range of media, styles, and forms. They can articulate the creative processes that they use and the significance of

the content of their artwork. Orally or in writing, accomplished teachers can make informed analyses, interpretations, and judgments about diverse works of art, including their own, those of their students, and those of other artists. Teachers know and understand the critical role that discussion plays in learning about, studying, and creating works of art. (See Figure 1 for a visual representation of the content of art.)

## Teachers Understand the Complex Attributes of Works of Art

Accomplished teachers know that works of art and design are classified by a wide range of traditional and contemporary forms, modes, or types that can be categorized as fine, folk, decorative, and functional. These categories include, but are not limited to, painting, drawing, printmaking, sculpture, photography, fiber arts, environmental design, video, ceramics, collage, architecture, product design, fashion design, conceptual or performance art, and computer-generated images. They understand that making art involves the interrelationship of a variety of factors, including choice of art form, idea, subject, style, composition, medium, artist's intent, context, cultural environment, and experiences. They know that throughout creative processes, a dialogue occurs between the maker and the medium, synthesizing intuitive, analytic, and cognitive skills. Accomplished teachers understand and can communicate that artistic creation is a continual series of aesthetic interactions between the artist and the artwork. The concepts and forming



processes are inherently woven together to create the art form.

### Teachers Understand Art Forms and Forming Processes

Teachers know that art is produced by means of forming processes—the use of media, tools, and techniques. Although some media and techniques have existed for thousands of years (e.g., charcoal, clay, fibers, stone; drawing, painting, weaving, carving), accomplished teachers know that many of the techniques for using such traditional media remain essentially unchanged. In the contemporary art world, artists often use traditional or nontraditional tools and materials in unique ways and, as a result, invent techniques much different from the original intended function. The contexts in which artists work greatly affect the media or forms that artists choose. For example, artists without formal training create without knowledge of rules; they may use unconventional or found materials. On the other hand, artists from some cultures may carefully maintain tradition, strictly adhering to forming processes and passing on tools and techniques to successive generations. Accomplished teachers know how artists create art forms using a variety of methods and media. These teachers have general knowledge of a wide range of media and forming processes and in-depth technical knowledge and proficiency in one or more areas; they know and follow regulations regarding health and safety as they use media, tools, techniques, and processes.

### Teachers Understand the Influence of Technology on Art

Teachers understand the influence of technology on the field of visual arts throughout history. They understand the impact of technologies on the development of traditional and contemporary art forms and the media, tools, and techniques with which they are made. They recognize the powerful role of computer technology, computer graphics, computer software, digital cameras, CD-ROMs, and the Internet in contemporary society, and they understand the educational and artistic implications of these resources for the twenty-first century. Teachers know that new and emerging media can extend works of art into multiple dimensions that emulate visual, spatial, and temporal qualities simultaneously. Accomplished teachers understand how the digital capabilities of recording and demonstrating sight, sound, and movement over time exceed the limitations of traditional media and offer new possibilities in the creation and teaching of art. Whether the medium is traditional or emerging, accomplished art teachers recognize the many ways that artists give visual form to their concepts, thoughts, and feelings.

Teachers understand how media, modes, styles, and forms have inherent qualities that lend themselves to various art forms. These teachers know how technical control of art making is essential to giving form to ideas. They also understand how experimentation can lead to a repertoire of art techniques. They seek opportunities to build on prior understanding, sensibilities, and technical skills, always seeking multiple possible solutions. At the same time, teachers understand that in some contexts and cultures, the purpose of art is not to be unique. In such contexts, artists value and strive to master well-established techniques to create traditional motifs and art forms to a level of perfection.

## **Teachers Understand the Form, Qualities, and Styles of Art**

Accomplished teachers know how works of art convey various conceptual, expressive, and aesthetic qualities, which are influenced by the ways that elements of line, mass, shape, color, and texture are presented. They understand that these elements are arranged to convey meanings or evoke a range of feelings and ideas. The expressive qualities of the finished product evoke various reactions by the artist and other viewers. The elements and principles of art and design (sensory and formal properties) are sometimes described as the “language” of art; the elements serve as the visual pieces, symbols, or structural components (e.g., color, line, shape, value, texture), whereas the principles—the organizational components (e.g., pattern, balance, repetition, emphasis, unity)—guide how some artists arrange the expressive features into a structural whole or a composition in order to create certain effects with media. Accomplished teachers know that these elements and principles of art are characteristic of Western traditional art and represent only one way to study and create works of art. They understand that many philosophies of art, including contemporary approaches, reject this Western formalist analysis. They understand that to apply these concepts to work outside the Western tradition is not authentic to the aesthetics, values, and beliefs of the culture. Teachers also know that elements and principles of design should not be confused with other types of design within the general realm of visual arts, such as graphic design, architecture, videographics, set design, and fashion design—creative areas in which function and audience are considered along with aesthetic qualities.

Teachers know that art works may include characteristics of style that are related to a specific artist, culture, time, or place. As viewers study and interpret works of art, they will

encounter such styles as Expressionism, Realism, Abstraction, or Fantasy. They know that styles may vary significantly and be individual, historic, national, or regional. They know that ways of using tools, media, and processes contribute significantly to such artistic styles as Super-Realism or Impressionism. They clearly understand the importance of an artist’s choice of style in relation to conveying intended concepts, feelings, or subject matter. Accomplished teachers know that even an individual artist’s style can change over time, evolving in relation to personal experiences and influences, such as societal, political, economic, or geographic.

## **Teachers Understand the Contexts of Art**

Teachers are knowledgeable about the world of art—traditional, popular, and contemporary. Accomplished teachers understand that people may create to fulfill their need for self-expression. Through endeavors with various media and art forms, teachers know how works of art represent dreams, aspirations, thoughts, symbols, or ideas; function in ceremonies and rituals; and depict, decorate, and beautify shelter, clothing, and tools. Forms that function differently in various societies may be classified either as art or artifact, depending on the audience making the judgment. Accomplished teachers know that art links people through universal experiences that transcend culture, time, and place. They are also aware that art has served a variety of roles, functions, and purposes for different people in various times and places and that art can be found in a variety of human contexts, such as homes, public spaces outdoors, museums, galleries, schools, libraries, and corporate offices. Teachers know that the study of art as a basic means of communication gives insight into human cultures and can lead to a better understanding of human experience.



Teachers further understand that the study of art is a meaningful, fulfilling, lifelong endeavor. They know that experience in the visual arts influences the development of personal belief systems and world views that meaningfully connect diverse peoples among global communities.

Teachers clearly understand the impact that art has had, and continues to have, on all of society. They know that art communicates social values, but it also challenges and shapes them. Rituals and customs of society can be found in art, as well as evidence of beliefs and values within communities in various cultural contexts. Works of art create historical records of societies, but they also can question or challenge cultural traditions and practices. Works of art have the power not only to unify societies but also to illustrate divisions within peoples. Accomplished teachers understand the complex interconnections of art to the development and preservation of societal structures.

Visual arts teachers recognize the many ways that the visual arts have contributed to communication, celebration, recreation, occupations, entertainment, politics, and religion. They can analyze the diverse functions of the visual arts in the workplace in various eras and cultures. Accomplished teachers know how the visual arts function in commercial applications (e.g., mass media, environmental, and product design), and they understand how careers and jobs in the visual arts vary in relation to cultural, societal, and historical changes.

Accomplished teachers know that creating tangible works in the visual arts involves the interrelated acts of perceiving, thinking, feeling, imagining, and doing. They know that some works are created for aesthetic enjoyment or display; that others have significant roles or functions in everyday life for such events as ceremonies, rituals, or special occasions; and that others are designed to fulfill a specific function for a particular audience or groups of users. Regardless of the reasons works are created or designed, they reflect the contexts in which they were conceived.

Teachers know that context relates to the particular culture, time, and place in which artworks are created to fulfill particular societal and aesthetic roles, functions, or purposes. Some works of art are accompanied by little or no evidence of their origins, whereas others have elaborate written histories explaining events that affected their creation and their influence on subsequent works of art. Teachers understand the various ways that artists and media are affected by context. They recognize that works of art are commonly classified by style, function, and genre—classifications that depend largely on contextual factors. They understand the complex interrelationships of the context of the artist with the context in which the art was made, the context of the viewer, and the context in which the work is viewed and studied. Accomplished teachers know that studying art or artifacts out of context can result in misinterpretation, inaccurate characterizations, and assignment of meanings, roles, or functions that might not have been intended. They are also aware that art, artists, and art education have served a variety of roles, functions, and purposes for different people in various times and places, and they understand how these elements change over time.

### **Teachers Understand the Ideational Aspects of Art**

Works of art also have content—the ideas, messages, or meanings that artists communicate through forming processes. Art objects may communicate universal themes or ideas as varied as the journey of life, imaginary worlds, rites of passage, visions of utopia, the triumph of good over evil, the relationship of humans to nature, and spiritual values. The content of the work of art communicates the artist's intention. Artists and designers symbolize, abstract, condense, and transform the ideas and realities of their worlds through

various types of art media, thereby communicating messages from their own unique points of view. Teachers know that works of art might encompass aspects of the real or imaginary lives of artists, depicted through images stemming from their cultural backgrounds and translated into physical form. Works of art can also reflect the subjective perspectives of the artist or the events and entities external to the art maker.

When artists transform ideas into physical objects, the images they create depict a broad range of subjects, symbols, metaphors, or themes. Teachers know that although the subject matter of works of art may be representational, it can also be metaphoric or symbolic, characterizing and illuminating one event by referring to another. They know that visual, spatial, and temporal factors influence the way artists communicate meaning and evoke feelings, moods, and ideas through their works. Accomplished art teachers know that subject matter may range from portraits, still life, fantasy, religion, and literature to genre. They understand that subject matter may reflect the culture from which art originates, having special significance or symbolic meaning in that context. The unique personal experiences of artists are reflected in subject matter; as viewers study and interpret works, the artist's thoughts and feelings about the subject may become more apparent. Accomplished art teachers also know how to comprehend the subject matter of art works with no recognizable objects by responding to the ideas and emotions conveyed through color, expression, or techniques used. Teachers know that works of art are highly complex in their intrinsic content, in the extrinsic characteristics of the context in which they were created, and in the changing contexts that surround their study, interpretation, and evaluation.

### **Teachers Know How to Study and Interpret Art**

Teachers understand that interpretation gives meaning to works of art and can be conducted through a variety of processes, including description and analysis of characteristics of the works and the contexts in which they were created. Teachers understand that interpretations are informed hypotheses about meaning, intent, or significance based on thorough observation of the attributes of a work of art. They know that interpretations can be enriched by the study of the writings of historians, aestheticians, and critics. Interpretations integrate the expressive qualities of a work with a consideration of how the hypothetical meaning or message is related to the events or circumstances in which the work was created. Accomplished teachers know that through interpretation, viewers come to make sense of works of art, experiencing meaning at a much deeper level rather than merely responding to visual characteristics.

### **Teachers Understand How Art Affects Human Experience**

Teachers know that artwork can profoundly affect or influence human experiences in a variety of ways. The resulting aesthetic responses—effects—range from heightened pleasure to pain, enjoyment to revulsion, excitement to calmness. Both pleasing and disturbing aesthetic experiences can result when individuals appreciate and understand works of art. Viewers are affected by the literal, visual, and expressive qualities of a work of art through aesthetic perception, a combination of knowledge about a work and sensory and emotional reactions to the work. Through aesthetic perception, the viewer

responds to the subtleties of detail, imaginative features, and attributes that have multi-sensory appeal. Accomplished teachers understand the many ways aesthetic responses vary in relation to the cultural context of the viewer and other factors.

## **Teachers Understand Theories and Philosophies of Art**

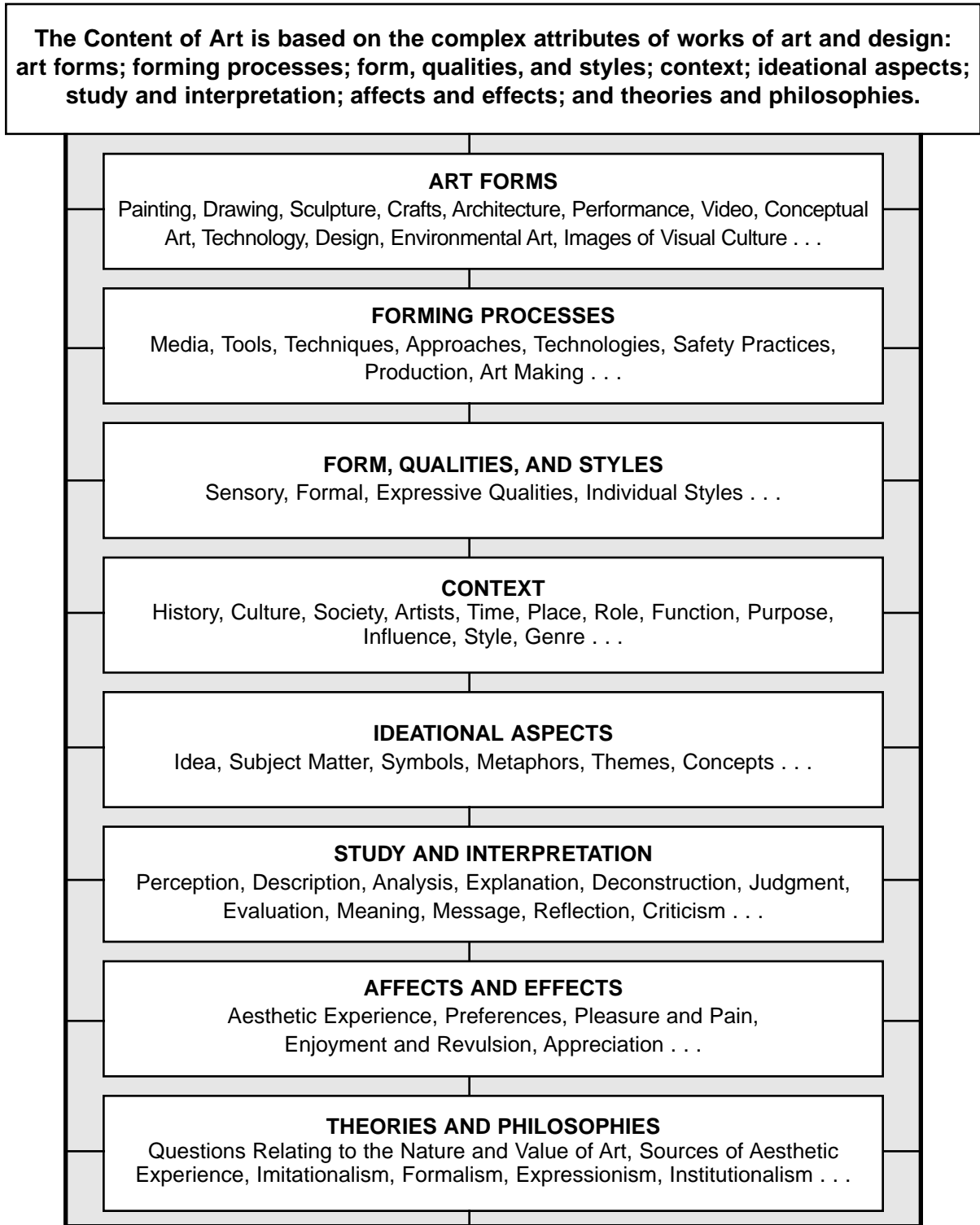
Accomplished teachers know that aesthetics is the study and formulation of ideas about art. They understand that art is an excellent medium for the discussion of philosophical and ethical issues from a wide range of perspectives and viewpoints. They are aware that theories about art and the ways art is perceived and valued by different people vary greatly, constantly evolving as the world of art changes. They understand that through aesthetic theories and philosophies of art, such as imitationalism, expressionism, formalism, instrumentalism, and institutionalism, relevant questions are posed: What objects and events might reasonably be classified as works of art? What are aesthetic and artistic values? How are these values determined and by whom? What other values affect them? What are sources of aesthetic experiences? How do these differ from ordinary experiences? Is an artist's intention important to interpretation? How do issues of ugliness and beauty affect or impact works of art? Did the artist's knowledge of the potential audience for a work influence its form, function, or aesthetic dimensions? Do fine arts, folk arts, and crafts differ? Accomplished teachers understand how such questions engage students in the exploration of a wide range of theories and philosophies of art.

## **Teachers Understand How and Why Works of Art Are Made**

Teachers know that dimensions of art learning overlap and are intertwined; art teachers are adept at responding to, perceiving, interpreting, evaluating, and creating art. Although any one of these skills could be studied or taught in isolation, accomplished teachers know how the study, interpretation, and judgment of works of art are enriched and deepened when integrated approaches are taken. To prevent the fragmentation that might occur when examining individual characteristics of works of art, teachers focus on the attributes and complexity of the whole. They know that art making is the expression of ideas, qualities, and emotions through the vehicles of forms and forming processes. They know that artists express their visions and perspectives through different art media, modes, styles, and forms. They understand the multifaceted interplay of these components and strive to develop increased facility in studying and making art. They know that interpretive processes are affected by a wide variety of factors, such as the specifics of culture, the formal or expressive qualities of a given work, and the aesthetic criteria applied to a work. Accomplished teachers exhibit general and content-specific knowledge and skills in art making, art criticism, art history, and aesthetics. They have a solid grounding in the forms, theories, philosophies, forming processes, and contexts of art. Fundamentally, they know how to study, interpret, and evaluate works of art; know how and why works of art are created; know how to organize and teach the content of art; and, particularly, know their students and the students' developmental needs. (See Standard V—*Curriculum and Instruction* and Standard II—*Knowledge of Students as Learners*.)



**FIGURE 1:  
THE CONTENT OF ART**



The components listed here are neither exhaustive nor prescriptive; they do not imply a hierarchy. In the creation or study of art, any aspect may come first or last or serve as an entry point.



# Standard V: Curriculum and Instruction

Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.

Art curricula exist in an infinite array of forms based on different philosophies and theories of art, education, and learning. Accomplished art teachers understand the essential role that high-quality curriculum plays in defining, organizing, and evaluating their practice. Because curriculum outlines what is taught in schools and instruction encompasses the methodologies, or how subject matter is taught, accomplished teachers understand the complex interrelationships of the two. They are able to demonstrate an understanding of curriculum theory through their ability to develop or adapt, implement, evaluate, and revise curriculum for teaching visual arts to students ages 11 to 18+. (See Figure 2 for a visual representation of the relationship between the content of art and the teaching of art.)

## Teachers Understand Curriculum Design

As accomplished teachers design or implement curriculum, they consider the goals of art education, the goals of general education, and the goals for lifelong learning that have been articulated at multiple levels—classroom, school, district, state, regional, and national. (See Standard I—*Goals of Art Education*.) They clearly understand how the art curriculum delivered in their classrooms fits into the larger context of education and interacts with larger communities, working collaboratively to ensure the comprehensive education of students. (See Standard IX—*Collaboration*

*with Colleagues, Schools, Families, and Communities*.) Accomplished teachers understand that art education, like education in other subjects, does not happen in isolation. They know how making, studying, and responding to art connects students to the experience of other people across cultures, times, and places. Just as students grow to recognize their identities and contributions within global communities, accomplished teachers likewise understand their roles in the world of art and the role of art in general education.

Teachers understand fully the importance of a written curriculum. When the complex content of visual arts education is recorded in writing, it clearly describes a program for student learning and educates teachers, administrators, and parents about the depth and breadth of art education. As students grow from adolescence into young adulthood, accomplished teachers build a more complex curriculum, expanding learning opportunities so that students clearly understand and are prepared to pursue a wide range of expanding options of visual arts careers or to make art a part of life outside a career. Further, a written curriculum creates opportunities for teachers in other subject areas to identify connections related to art and the subjects they teach. A written curriculum helps validate the place of art education in the whole school curriculum. If a district or school does not recognize the need for a written curriculum, accomplished art teachers design their own or adapt models from external sources, thereby ensuring a planned sequence of art learning for their students.



To accomplish long-term programmatic or curricular goals, teachers craft objectives for student learning that delineate a path to the attainment of essential concepts and skills. The scope and sequence of the curriculum outlines and structures the breadth and depth of content—how much, how deep, and in what order. Accomplished teachers know the importance of in-depth curriculum as opposed to broad, superficial learning activities. Therefore, they focus on enduring concepts and strive to ensure in-depth learning in the visual arts. Teachers gauge the appropriate breadth and depth of coverage of each portion of the curriculum and find innovative ways to link content, reinforce learning from previous art experiences, and support student assimilation of complex concepts. They involve their students in curriculum design, and they plan opportunities for students to make choices about what to study. (See Standard IV—*Content of Art*.)

Careful articulation of curriculum can also contribute to the goal of fostering meaningful, in-depth learning. When possible, accomplished teachers carefully plan with other art teachers to provide continuity and avoid duplication of content and to ensure that there is a logical sequence of learning. Teachers view a set curriculum as a framework that ensures consistency of content for all students rather than as a constraint to creative and intellectual freedom. They demonstrate the ability to design and implement creative instructional experiences that are engaging and relevant to both students and teachers and that embody the art of teaching. Mindful of the importance of maintaining the integrity of the art curriculum, they also understand that planning with teachers in other content areas helps validate, maintain, and strengthen the value and contributions of visual arts content in an integrated curriculum. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.)

### **Teachers Design Curriculum in Relation to Different Ways Students Learn**

In formulating their own goals for art curricula, teachers use their knowledge of students to determine the developmental appropriateness of curricular content and its relevance to the interests and needs of diverse learners. Whether planning an individual lesson or an entire sequence of learning, they know the skills and concepts that their students will need to learn in order to be successful. They evaluate the prior knowledge and experiences of students and consider various possibilities where they might venture beyond the art program; from this knowledge base, teachers make informed judgments about what they must address within the art curriculum to foster the future success and fulfillment of students. (See Standard II—*Knowledge of Students as Learners*.)

In designing curriculum, teachers consider multiple modes of learning, different kinds of expression, varying learning styles, and other factors that affect student achievement. (See Standard III—*Equity and Diversity*.) Taking care to include knowledge, concepts, skills, and processes in the cognitive, affective, and psychomotor domains, teachers base their curricula on comprehensive art content, including art making, art criticism, art history, and aesthetics. The specific content for art curricula are constructed to provide essential learning: what every child should know and be able to do, as defined by local, state, and national standards. (See Standard IV—*Content of Art*.)

### Teachers Build Curriculum on the Goals of Art Education

Building classroom curriculum on the overarching goals of art education, accomplished teachers design curriculum to immerse students in a rich body of art content. They select content that focuses on the enduring ideas in art, thereby increasing the probability that student experiences in making and studying art will be meaningful. By focusing on these important learning objectives as they craft school-level curriculum, accomplished teachers create programs of study that offer many possible approaches. The art curricula of accomplished art teachers embody diverse theories and philosophies but have in common the most important and substantive learning goals of art education. (See Standard I—*Goals of Art Education*.)

Accomplished teachers design curriculum that enables students to make art through the skills, techniques, and processes used by artists throughout time. The primary goal of teachers is to help students understand and employ techniques and information from the field of art as they explore the world around them through broad and rich learning experiences. Although the acquisition of art-making skills is important, art teachers find the idea of students who do not study and experience the art of others as alien as the notion of writers who do not read. They know that studying and responding to works of art not only educates students about the world of art but also significantly improves student abilities in creating quality works of art.

A comprehensive, balanced curriculum includes units of instruction that enhance the abilities of students to respond to and think critically about works of art, design, and visual culture. In some programs of study, art is a vehicle by which students can explore and understand the many different communities of the world, both past and present. Studying art

further provides opportunities for students to think about their own lives, values, and cultures, as well as their own unique roles in the world. Art helps students look at the world through aesthetic lenses. Teachers design learning experiences that help students understand the complex relationships among content, form, and the context in which art is produced. In a world that abounds in visual images, accomplished teachers want students to investigate the many options that exist for careers related to the visual arts. Career awareness is not only important at the high school level, but it also is an essential component throughout all levels of visual arts education. With the escalation of technology, visual literacy and the capabilities of processing information by means of electronic media will be essential in the twenty-first century workplace. Further, accomplished teachers ensure that art has a place in all students' lives beyond the school years.

Through their curriculum design and instructional choices, teachers strive to help students understand the impact that art has had and continues to have on human society. They seek to convey the idea that art communicates social values even as it challenges and shapes them. Rituals and customs of societies are reflected in art; the work of one group of people can also influence and be evidenced in art or artifacts created in another culture. Works of art document history; they can also question cultural practices or challenge traditions and myths. Works of art can symbolize social unity or illustrate divisions within a community. For example, some viewers might interpret a painting as a symbol of pride and determination, whereas for others, it might represent feelings of alienation from traditional ideals and values. Accomplished teachers help their students understand relationships between the roles and functions of art and the development and preservation of societal structures.

Teachers recognize that the creation and study of art represent significant opportunities



to explore ethical and philosophical issues. They know that the arts have always reflected and challenged societal values. They help students express their developing perceptions and understandings through artistic creation, recognizing that adolescence is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life during the quest for independence. Teachers use the study of works of art to show students how others have confronted philosophical and ethical questions through art. In so doing, they provide the basis for open student expression, discussion, and debate about important human issues. (See Standard II—*Knowledge of Students as Learners* and Standard IV—*Content of Art*.)

### **Teachers Understand the Complex Nature of Teaching Art**

A command of the content of art serves as a foundation for most of the instructional decisions that art teachers make. Accomplished teachers combine a breadth of general content knowledge with in-depth knowledge and skill in at least one area of expertise—art making, criticism, history, or philosophy. This thorough understanding of art, complemented by a strong grasp of teaching strategies, leads teachers to make thoughtful choices about the organization, structure, and pacing of learning experiences in the classroom. These teachers have a clear sense of what best prepares students for future learning, anticipate where and when students may have problems, know when guided demonstrations and carefully structured explorations of materials are needed, and proceed accordingly to make the best use of limited time. They also employ a variety of instructional methods to provide opportunities for students to work individually and in groups.

Concurrently, they perform different roles for students, acting—as necessary—as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and artists. As orchestrators of learning, they make sound judgments about the use of time, knowing when to alter or abandon methods that are not helping to achieve the goals of the instructional program. They recognize and take advantage of unique opportunities provided by unexpected events, comments, and developments that occur in the art room and use them to further student growth. (See Standard IV—*Content of Art* and Standard V—*Curriculum and Instruction*.)

### **Teachers Use a Range of Instructional Strategies for Teaching the Content of Art**

The pedagogy of accomplished art teachers involves the sophisticated integration of their deep knowledge and understanding of the domain of art, instructional methodologies, and curriculum. They know how to teach the content of art. Accomplished art teachers select teaching strategies that offer students the greatest opportunity for success in achieving the identified goals of the visual arts curriculum.

The instruction of accomplished teachers is results-oriented and is composed of strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals and to assume responsibility for their own learning and assessment. They sequence learning so that short-term accomplishments occur periodically along the way, gradually directing learners toward overarching, long-term expectations. They understand how opportunities to experiment, explore, and ask questions are vital to the development of

the abilities of students to make, experience, and understand art.

Teachers know that students learn in many ways and that any given endeavor has multiple pathways to success. (See Standard II—*Knowledge of Students as Learners* and Standard III—*Equity and Diversity*.) The repertoire of accomplished teachers includes a wide variety of strategies for exploring a given topic or process, engaging students in research, and guiding them as they inquire. The instructional strategies of accomplished teachers might include, but are not limited to, questioning techniques, discussions, cooperative learning, teamwork, independent study, discovery, purposeful game playing, debates, inquiry, simulations, graphic organizers, projects, and synectics. Teachers are skilled in direct teaching and demonstrating specific processes in ways that help students understand the concept being presented. They know when and how to apply specific methods, recognize when modifications are needed, and evaluate the relative success of each instructional approach.

Recognizing the central role of inquiry in meaningful visual arts learning, accomplished teachers encourage students to puzzle, to wonder, and to question; they teach them to make reasoned arguments, to analyze the positions of others, and to be open to differing points of view. Knowing how creating and studying art contribute to the development of belief systems, they challenge students to determine why they hold the beliefs that they do. The students of accomplished teachers set their own problems to solve, and as they work, their repertoires of problem-solving skills expand and continue to evolve. Teachers engage adolescents and young adults in independent and sufficient research, encouraging the maximum use of a variety of resources. Finally, accomplished teachers enable students to exercise metacognitive skills to think about their own thinking as they create, study, and learn to appreciate works of art.

Teachers recognize the importance of specific teaching contexts in shaping their selection of teaching strategies. Flexibility defines their practice; they stand ready to select from among a range of promising strategies in order to achieve positive results with their students. They are adept at thinking on their feet, making instantaneous decisions that might require changes in methods of instructional delivery. Their repertoire of strategies enables them to tailor instruction when necessary. Their knowledge of the students they teach serves as the critical touchstone in their instructional decision making.

Teachers employ a range of strategies for assessing individual student progress. They assess students' works in progress as well as their accomplishments over time. The assessment information that teachers gather guides them as they make decisions about the effectiveness of individual learning experiences, the general effectiveness of their teaching, and the overall efficacy of their curriculum and program design. They reflect on their own success and that of their students and use this information to revise their curriculum and make recommendations about the future direction of the art programs in their schools. As orchestrators of learning, they make sound judgments about the use of limited time and resources, knowing when to alter or abandon methods that are not advancing the goals of the instructional program. (See Standard II—*Knowledge of Students as Learners*, Standard IV—*Content of Art*, Standard VI—*Assessment, Evaluation, and Reflection on Student Learning*, and Standard X—*Reflective Practice*.) They constantly add to their classroom repertoires, including effective demonstrations, explanatory analogies, and learning experiences that show promise of intriguing students and of stimulating their interest and thinking. They continue to learn new methods of delivery and refine the instructional strategies and techniques they already use.



### Teachers Recognize the Importance of Effective Planning

Accomplished teachers understand that effective planning is key to successful instruction and program implementation. Preparation for teaching involves countless activities, such as selecting content, reflecting, making decisions, scheduling, and recording student progress. Teachers plan learning experiences at appropriate levels of difficulty. They skillfully determine what resources they will need for specific lesson requirements, what strategies will be used, and the time and sequencing of various learning experiences. They understand that careful planning, interesting and engaging learning experiences, clear expectations, and an appropriate pace often help prevent disruptions and off-task behaviors.

Using their knowledge of pedagogy and of students, they think about what questions that students might ask, what naive or incomplete understandings might surface, and what particular concepts might cause difficulties. Through thoughtful, in-depth planning and instruction organized to maximize student achievement, teachers conceptualize and implement their curriculum goals. They plan the content and skills students should master, the timing and pacing of instruction, and the types of feedback they will give. Comprehensive planning also includes alternative methodologies for modifying instruction, making extensions based on students' prior knowledge, and evaluating to inform subsequent preparation.

Accomplished art teachers plan as many opportunities as possible for students to construct and assess their own knowledge, providing time for analyzing, synthesizing, and evaluating ideas. They understand that students engaged in sophisticated levels of creative thinking are more likely to apply knowledge meaningfully. By planning for and selecting the most appropriate strategies, resources, and learning experiences, accomplished teachers create learning environments in which students

flourish, think critically, become self-confident, assume self-direction, and grow increasingly self-reliant.

Whether setting short- or long-term instructional goals; preparing materials and resources for student use; selecting learning strategies; or designing enrichment, remediation, or accommodations for students with exceptionalities, accomplished teachers understand the importance of effective and efficient planning. They plan individually and with colleagues to make sure that the needs and interests of students are considered. Teachers understand that even the best plans are merely blueprints for instruction; even the best-prepared teacher must anticipate alterations, delays, and unexpected challenges in instruction. Accomplished visual arts teachers are master curriculum designers, mapping journeys of inquiry for students so they can learn in and through art. (See Standard II—*Knowledge of Students as Learners*, Standard VIII—*Learning Environments*, and Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.)

### Teachers Know How to Deliver the Content of Art

Accomplished teachers know and understand that through instruction, the content of the curriculum comes alive. By translating curriculum into exciting, meaningful learning experiences for students, teachers plan and deliver the complexities of art content by means of an extensive repertoire of instructional strategies. They focus learning experiences on works of art created by students and other artists in diverse cultures and time periods.

The instructional delivery of accomplished teachers is marked by smoothness, clarity, and coherence; when a shift in emphasis or approach is needed, teachers adjust with skill and efficiency. Classroom management routines are handled smoothly, transitions flow easily, few disruptions mar the focus on learning, and students and teachers work

together harmoniously. At the same time, teachers know that very often what looks like random or chaotic activity is really the creative dialogue and interactions of students experiencing the excitement of significant learning. They channel student energies, guide students without squelching their excitement, and direct their enthusiasm toward meaningful art experiences. They notice most classroom events, quickly interpret the instructional or social importance of these events, and respond efficiently to potential or actual disruptions.

Teachers recognize the multiple connections that can be established within the study of art and the countless instructional strategies that can be used to address art content. Their intimate understanding of the content of art allows them to address issues with flexible and fluid expertise, moving within and between different aspects of art content. Teachers know that adolescents and young adults possess a repertoire of ways to advance artistically, and they understand that art is a universal visual language that uses images to express ideas, concepts, and meanings graphically.

Accomplished teachers facilitate opportunities for students to study the complex features of works of art and how those features interrelate. They are careful not to reduce the richness of art content to narrow topics, skills, or vocabulary taught in isolation. Teachers encourage students to analyze intrinsic and extrinsic characteristics of works of art, interpret the works orally or in written form, and compare and contrast works of art—their own and those of others. Through the study of extrinsic characteristics such as the context of the works of art, accomplished teachers extend the dimensions of student understandings, interpretations, and judgment of these works. Teachers encourage discussion of and reflection on the meanings derived from analyses and interpretations of visual, spatial, and temporal characteristics, functions, and purposes of works of art. Teachers lead students to understand that they can respond to a work of art whether or not they like the work. They also help students

understand that artwork can evoke deep and resonant feelings.

Teachers organize their curriculum around the study of art, taking into account methods of inquiry, processes, and the products of art making. They also teach students how to study and interpret works of art (e.g., drawing on the methodologies of the fields of art history, art criticism, and aesthetics) and how to evaluate their own artwork, the work of their peers, and the works of other artists. Teachers guide students to apply concepts learned in the study of one medium to other art forms or processes; they also show connections to other arts disciplines, such as music, theatre, and dance.

Accomplished teachers give students authentic purposes for making art and making choices in subject matter, themes, and materials. Teachers employ various strategies to support students as they solve representational problems by working from the imagination, memories, personal experiences, and observations in everyday life. They help students understand art as visual narrative, storytelling by means of images and symbols. They guide students in the study, exploration, and use of style, symbol, and metaphor in art. They teach students the skills needed to make creative decisions and help them understand why such decisions are important. Teachers have students revisit their artwork, and they challenge the students to develop new understandings about what they have created.

Additionally, teachers help students identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the community. Teachers work with their students to help them understand their roles as audiences for art; consumers of art; teachers of art; and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities. (See Standard I—*Goals of Art Education*, Standard II—*Knowledge of Students as*



*Learners, Standard IV—Content of Art, Standard VII—Instructional Resources and Technology, and Standard VIII—Learning Environments.*)

### **Teachers Help Students Make Art While Teaching How and Why Works of Art Are Made**

Teachers help students see that art is made for many reasons and in various ways. They understand that making art involves imagination and invention—or may follow convention—and the interrelationship of a variety of factors, including choice of art form, idea, subject, style, composition, and medium. They are also aware that art has served a variety of functions and purposes for different peoples in various times and places. Art making is the expression of ideas, qualities, and emotions through the vehicles of form and forming processes. Teachers help students express their visions and perspectives through different art media, modes, styles, and forms. They understand the multifaceted interplay of these components and strive to help students develop an increased facility with art-making processes.

Teachers help students gain technical control of their art making so that they can give form to their ideas. They also encourage students to experiment and expand their repertoire of art techniques. They do so by designing instructional opportunities that build on and challenge the understanding, sensibilities, and technical skills of students. At the same time, they work with students to perfect established techniques and forms from contexts and cultures where the purpose of art is not to be unique, but to value the mastery of well-established and traditional forms.

Important goals for teachers include having students understand the relationship among formal content or elements of structure and function as works of art are studied and having students skillfully apply such understandings in their own work. They help students recognize the various ways that such elements as color, line, and composition are used to express and shape ideas, themes, subjects, metaphors, and symbols in making some works of art. They show students how design variations result in differences in style and meaning.

Teachers help students connect their own art techniques to those used by other artists. They also foster student understanding by modeling and reflecting on their own art-making processes. In addition, they help students see the interrelationships between various processes of art making and the viewpoint they want to convey. They help students link the ideational, formal, expressive, and stylistic qualities of their own work to the work of artists who represent different times, places, and orientations.

Teachers help students recognize unique styles of individual artists and examine how personal background, interests, preferences, social needs, manipulative skills, media, techniques, and prevailing styles influence the styles of artists. With such an appreciation, teachers encourage and assist students who are beginning to develop their own styles.

All such work is facilitated by teachers establishing an environment in which students begin to discuss, examine, and share aspects of their art-making process both orally and through writing. Conversations with artists and examinations of historical materials, such as artists' journals and sketchbooks, are used by these teachers to provide various perspectives on art-making processes. (See Standard IV—*Content of Art.*)

### Teachers Help Students Experience and Understand Art

Accomplished teachers engage students in the study, interpretation, and evaluation of works of art, including works of different artists and cultures, as well as those by peers and themselves. For accomplished art teachers, it is clear that making, interpreting, and evaluating works of art are inextricably interwoven endeavors. These teachers enrich students' experience of art by equipping them with interpretive and evaluative processes together with a knowledge base of historical, critical, and aesthetic concepts. These skills and concepts complement and support student art making and enhance their ability to interpret and evaluate works of art.

Teachers recognize that beginning students often form immediate judgments about the quality, meaning, and beauty of a work of art. They do not suggest that a student ignore or abandon such an initial response, but instead introduce and lead students toward different ways of interpreting and evaluating art. They broaden understanding by helping students develop a repertoire of questions to address issues raised by works of art, including cultural, historical, political, economic, and other artistic issues that may be represented or addressed within a work. They introduce students to different forms of theoretical and philosophical analysis of art by making theories of art accessible to students, often translating them into terms and ideas more compatible with student understanding, and by providing examples that clearly illustrate theoretical claims.

To broaden students' perspectives and sensibilities and foster respect for all forms of art, teachers introduce them to artists and artifacts from a variety of cultures, periods, places, and styles. Teachers recognize that knowledge of the context in which works of art were created prepares students to address

issues of meaning. Therefore, they help students become familiar with the history of art and particular artists, the history of the art of different cultures, and other influences relevant to interpretation. In so doing, they seek to foster student understanding of the relationships among time, place, and events that have influenced the creation of works of art. Therefore, effective art education requires teachers to make reasoned selections of works of art to support teaching goals.

The emotional responses students have to the aesthetic power of works of art are cultivated in the classrooms and studios of accomplished teachers. A wide range of art work is employed to elicit varying aesthetic responses, and students share their reactions publicly to cultivate an ability to examine and reflect on their response to works of art. Teachers are sensitive to differences in students' aesthetic experiences with works of art and to the varying aesthetic values of different cultures, and they consider these as they introduce students to different works of art. They recognize that experiencing art need not be limited to work that has been acknowledged by critics and historians. In fact, the same questions directed toward an acclaimed work of art can be directed toward student work. These teachers recognize that such questions encourage respect for student work and promote students' sense of being connected to the larger world of art.

Teachers recognize that the making and experiencing of art have been central to virtually all cultures and eras; that art has served different functions and purposes in different contexts; and that different aspects of art, such as form, media, and style, have been used to satisfy similar functions and purposes in those different contexts. Using an array of instructional resources, teachers help students appreciate the diversity and uniqueness of artistic responses over time and place and across cultures, thereby enhancing their understanding of cultures and historical eras. Teachers also help students see that art has varied with



respect to its aesthetic, economic, functional, and political significance in different cultures and times. They encourage an open dialogue concerning the definition and description of art, which might encompass forms of art, schools of art, and the art of other peoples.

Teachers are aware that art is experienced in many different ways by individuals who come to a work of art with their own tastes, preferences, and understandings. They know that the goal of experiencing art is not to arrive at a consensus view. Instead, they want students to have unique, informed, and enriching experiences with works of art. To enhance such possibilities, teachers introduce students to methods and models of art criticism, and they assist students in employing this knowledge to explore meanings and uses of the art they encounter. In doing so, they help students make reasoned interpretations and evaluations of works of art, and they encourage students to view art from a variety of perspectives and to share their views publicly. (See Standard IV—*Content of Art*, and Standard VII—*Instructional Resources and Technology*.)

### **Teachers Understand the Role of Assessment in Curriculum and Instruction**

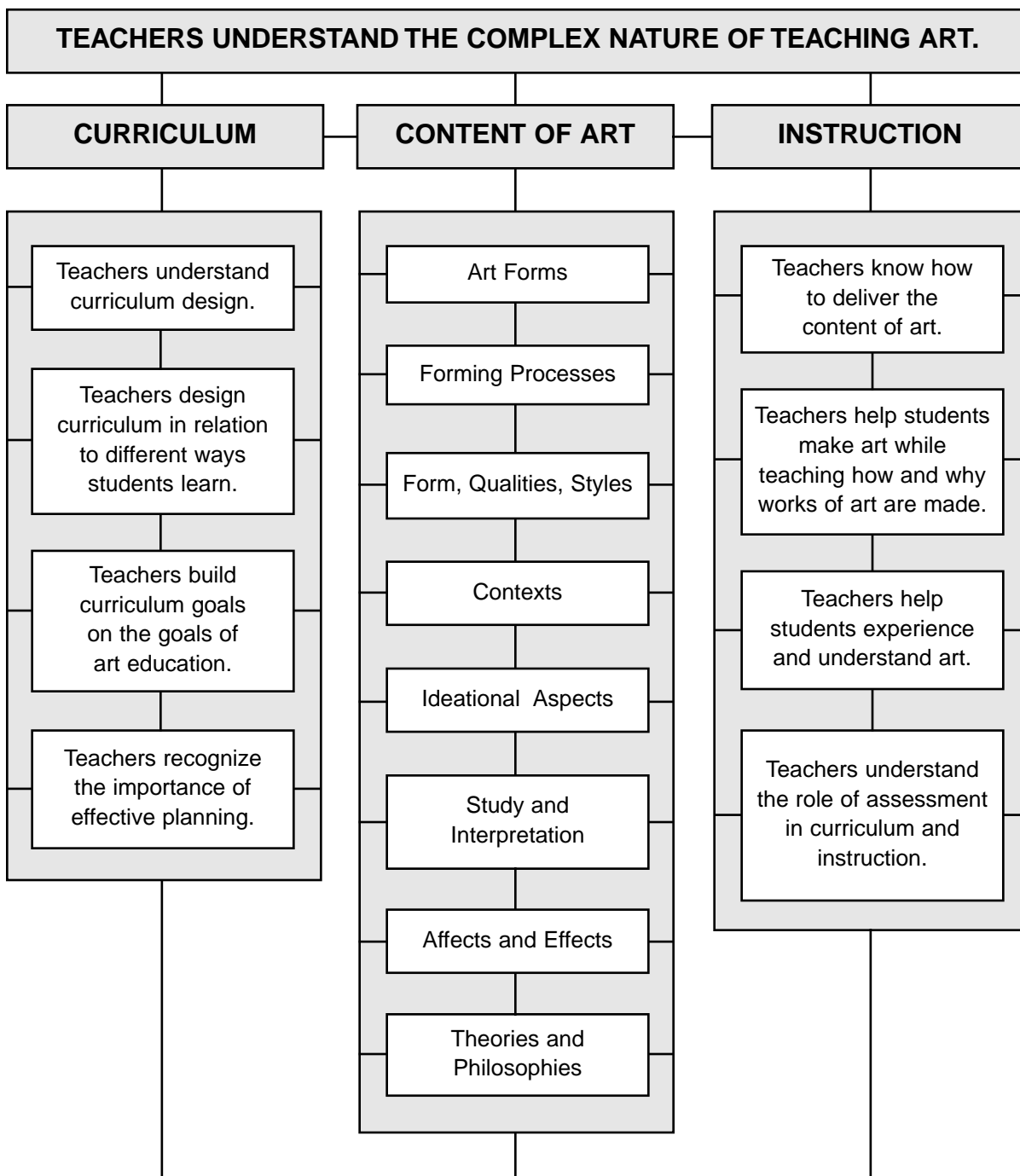
Quality assessment practices have the power to support learning, just as ill-designed or haphazard assessment can undermine instruction. Accomplished teachers have a command of a wide range of assessment methods and

strategies that align with the central goals of the art curriculum. They use their assessment practices to guide instruction, involve students in thinking about their own progress, and keep parents and other concerned adults informed about student work and progress.

In the practice of accomplished teachers, assessment and the daily flow of instructional activity are difficult to separate or distinguish from one another. Assessment takes place before, during, and after instruction and intertwines with it. Teachers use such techniques as concept mapping or group dialogue to assess students' prior knowledge. They observe class transactions, for example, keeping anecdotal records of the quality of student contributions to small-group discussions, project designs, and other problem-solving experiences. They have procedures for credibly managing the task of thoughtfully and systematically recording their observations of student learning experiences and performances. For example, they observe each student at regular intervals rather than only when something unusual has happened to prompt an observation. Insights gained from assessments clearly inform the practice of accomplished teachers, shedding light on student progress with implications for the design of curriculum and instruction. (See Standard II—*Knowledge of Students as Learners*, and Standard VI—*Assessment, Evaluation, and Reflection on Student Learning*.)



**FIGURE 2:  
THE RELATIONSHIP OF THE CONTENT OF ART TO  
CURRICULUM AND INSTRUCTION**



The components listed here are neither exhaustive nor prescriptive; they do not imply a hierarchy, but are interwoven as accomplished teachers design quality curriculum, instruction, and assessment.







# ***Standard VI: Assessment, Evaluation, and Reflection on Student Learning***

Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.

Accomplished teachers realize that the primary purpose for assessment and evaluation is to support and inform teaching and learning processes. Although assessment can focus on student demonstrations of past knowledge, teachers know that assessment of students in the act of learning provides more opportunities to make a difference in their education. For gathering evidence of both past and current learning, teachers use a variety of assessment and evaluation methods and formats, encourage self and peer assessments, and report assessment and evaluation results effectively to students, families, colleagues, policymakers, and the public. (See Standard II—*Knowledge of Students as Learners* and Standard V—*Curriculum and Instruction*.)

Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students are important guides to short- and long-term decision making about instruction. Teachers assess students on an ongoing basis but without undue disruption of the teaching process. They are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice. (See Standard X—*Reflective Practice*.)

## **Teachers Understand Assessment Purposes and Principles**

Accomplished teachers use a variety of assessments for different purposes in collecting, analyzing, and communicating information about their students. They know how to select, construct, design, and adapt various assessment methodologies and instruments to use in collecting data, diagnosing, and evaluating student learning. Their evaluation methods provide students with opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do; how to make good choices in delivering instruction; what types of assessments best determine how well students have learned; and how to analyze assessment data in various ways to decide what revisions, adaptations, or adjustments in curriculum and instruction must occur to promote additional learning. (See Standard V—*Curriculum and Instruction*.)

Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods to address the different kinds of information sought about student learning. Assessment—the process of using formal and informal methods for gathering data to determine the growing artistic literacy of students—is a critical, ongoing



component in the accomplished pedagogy of art teachers. Before beginning a new unit, teachers might assess students' prior knowledge and skills regarding the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to evaluate overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and to determine graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use various assessment methodologies to acquire information about student achievement and to improve instruction. They thoughtfully evaluate student learning, their instructional strategies, and their visual arts programs. (See Standard II—*Knowledge of Students as Learners*, Standard V—*Curriculum and Instruction*, and Standard X—*Reflective Practice*.)

Accomplished teachers know how to distinguish between evaluation and assessment. They understand that an evaluation is making a judgment about something, such as student learning outcomes, the curriculum, or their own teaching practice. On the other hand, assessment is a means to that end, namely, a strategy or a tool to help make evaluations. Assessment, as opposed to testing, suggests a wide variety of possibilities for types or kinds, especially qualitative examples or judgments. Assessment informs the practice of accomplished teachers and provides data upon which to make decisions for improvement; evaluation makes a judgment or assigns value.

Accomplished teachers know that good assessment is also a didactic tool for new learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, or class presentations. They understand that quality assessment involves the

dynamic interaction of student and teacher as they approach teaching and learning together. They use assessments as a means to increase student understanding. They are aware that later information about student progress is more significant than earlier data, and they weigh the latest and best knowledge about their students more heavily.

In valuing a variety of fair and equitable practices for different functions of assessment, responding to different types of knowledge and student learning styles when crafting assessment tasks, and collaborating with students on assessment issues, accomplished teachers have internalized a set of sound assessment principles. These assessment principles guide their teaching practice and improve its effectiveness. (See Standard III—*Equity and Diversity*.)

### **Teachers Assess Student Understanding and Growth**

Teachers know that reflection often deepens insight into, understanding of, and appreciation for artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. As a result, teachers realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers use most classroom assessments to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and

the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. They gauge the abilities of students to ask probing questions, challenge assumptions, take risks, and initiate projects and learning experiences. Through assessment, teachers identify both strengths and areas for continued development. Teachers examine the affective and expressive characteristics of student work in order to determine both the quality and craftsmanship of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in each student's work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, and constructive feedback to all students. They know that when praise is given appropriately it can increase motivation and boost self-esteem and confidence, and they look for ways to celebrate the accomplishments of each student. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement. They use data from various assessments to help students understand and to guide them as they progress. Teachers use all types of evidence to help them evaluate student growth and development. (See Standard IV—*Content of Art.*)

### Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques, and they know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of the evaluation. They clearly understand the necessity for aligning of curriculum, instruction, and assessment. (See Standard V—*Curriculum and Instruction.*) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods for evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, graphs, rating scales, questionnaires, surveys, journals, performance tasks, videotapes, demonstrations, exhibitions, and portfolios. They may also use more traditional methods, such as selected-response, short-answer, and essay or extended-response methods. Formal and informal critiques also provide valuable information. Additionally, accomplished teachers have numerous quick and easy formative strategies to elicit meaningful and immediate feedback about the performance of the class as a whole. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know



how to formulate the types of probing or guiding questions that will enable students to talk reflectively and critically about their own artwork. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

### Teachers Address Validity and Reliability Issues

Teachers recognize that validity and reliability issues affect their classroom assessment practices. They strive for goodness of fit of selected tasks for their assessment purposes and can defend their choices with sound reasons. They select assessment strategies that not only are authentic to the content area being assessed but also are direct measures of the behaviors being examined. They value assessment formats that are meaningful to students, yet challenging and cognitively complex, and they seek student involvement as well as that of colleagues in the design of such formats.

Teachers know that all assessments need to be straightforward and clear and that no student should be unsuccessful because of a lack of understanding about what is required. Accomplished teachers consider the intended and unintended consequences of an assessment prior to its implementation; that is, what tacit message does the assessment say about their art programming to students, families, and the field at large? How might the assessment influence or change future programming positively or negatively? Teachers constantly adhere to issues of equity and fairness in selecting, designing, and implementing assessments. They take the time to analyze and reflect on assessment results to see whether certain groups of students have performed differently from the rest and why. Accomplished teachers know how and when

to strike an appropriate balance between depth and breadth of content in assessment preparation. Teachers recognize the importance of reliable assessment results and have developed strategies for ensuring that derived assessment scores are accurate and consistent. They value clear and understandable scoring criteria and levels of achievement, multiple measures for assessing the same material, and periodic rechecking of scores during the scoring process. They seek out a second judge to verify assessment results when problems arise. If assessment outcomes are to be translated into grades, teachers know that their grading policies must be clearly understood by students and their parents. Accomplished teachers help students and parents interpret the results of standardized tests and other high-stakes assessments, emphasizing that these results represent only one type of data that can be used to evaluate student performance. (See Standard II—*Knowledge of Students as Learners* and Standard III—*Equity and Diversity*.)

### Teachers Promote Student Self-Assessment

Knowledge of the backgrounds and unique abilities of their students helps accomplished teachers support students as they learn to recognize their own accomplishments. (See Standard II—*Knowledge of Students as Learners*.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV—*Content of Art*.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's

commitment to learning. Being sensitive to the special needs of students with exceptionalities, students for whom English is a new language, or students with different learning styles, teachers seek methods that will maximize success and build on individual strengths. Accomplished teachers ensure that students know where they are on the continuum of growth over time and help them understand their own achievement and progress toward goals. (See Standard I—*Goals of Art Education*, Standard III—*Equity and Diversity*, and Standard X—*Reflective Practice*.)

Accomplished teachers help students become proficient in assessing their own progress in all aspects of art learning. Teachers help students learn to be active participants in assessing their own progress because they know that the ability to self-assess is an important element in fostering the growth of independent lifelong learners. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria and levels of achievement against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students' assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own progress toward these goals.

Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of students at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success. (See

Standard II—*Knowledge of Students as Learners* and Standard V—*Curriculum and Instruction*.)

## Teachers Enable Students to Apply Concepts of Assessment to Art in Their Lives

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues, such as ethics, justice, prejudice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed such concepts as beauty, gender, compassion, struggle, conflict, or oppression. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time. (See Standard IV—*Content of Art*.)

## Teachers Communicate Assessment Results

To support students throughout their learning, accomplished teachers meaningfully discuss assessment results with parents and others. They communicate clearly, promptly, and regularly to parents and other caregivers the kind and quality of progress that students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways







# ***Standard VII: Instructional Resources and Technology***

Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

Accomplished art teachers understand the difference that quality instructional resources can make in their teaching. Therefore, they constantly seek to build an array of resources that will enable them to improve student learning. Teachers extend their definition of resources to encompass not only the materials they use in various art-making processes but also a variety of other traditional materials, such as transparencies, slides, prints, books, journals, original works of art, Internet resources, CD-ROMs, and emerging technologies. Additional resources include computer software and human and environmental resources, such as family members of students, local artists, community groups, university faculty members, museums, galleries, libraries, and the physical environment.

## **Teachers Develop a Diverse Resource Base**

Access to resources does not make teachers accomplished. Their ability to locate and use available resources—however limited or extensive—to promote effective learning is what distinguishes them as accomplished in the use of resources. In order to enable students to experience fully the multifaceted dimensions of art, teachers work to ensure that students have access to comprehensive resources. Teachers continually seek and review new materials and instructional resources. They attempt to give students

access to such resources as real works of art; professional reproductions, transparencies, or slides; and quality art materials. They develop a store of resources that they can use to address a range of educational objectives, including those of students with exceptional needs and students who are artistically gifted. They modify tools and equipment to meet the requirements of special-needs learners, for instance, putting perceptible boundaries around the work surfaces of blind and visually impaired students or building up the handles of tools so that students who have trouble gripping objects can more easily use them.

Often, teachers must adapt resources from their original forms to meet classroom objectives and the needs of students. Consequently, teachers frequently synthesize materials from several sources. Accomplished teachers choose and design materials that reflect their concern for student safety as well as for the applicability of resources to different content and learning goals. Teachers also use materials that are adaptable for multiple forms and levels of engagement and that suggest connections with student interests and prior experiences.

In building collections of artwork, materials, and supplies, teachers assemble comprehensive and well-balanced sets of resources that will help students learn about and become involved with art of different cultures, times, and places. They use these diverse resources to expand student sensibilities and experiences and to help students make connections among their cultures, life experiences, and the world of art. In addition,



teachers encourage students to locate materials and works of art that are relevant to the issues being explored in class. The thoughtful selection of resources by students is consistent with the self-directed art learning encouraged by accomplished teachers.

Knowing that the stimuli for learning and art are likely to differ among students, teachers have many instructional resources available and readily accessible. They recognize that one student may connect to art on a museum visit, whereas another will see the value in art while creating a work that requires a great deal of experimentation, reflection, and revision. Teachers know that these pivotal experiences can awaken students to feelings and understandings that are unique to art. (See Standard VIII—*Learning Environments*.)

In their programs, teachers use technology resources where appropriate and available. They know that technology promotes active learning and can provide students with an alternative entry point to art—one that comes with its own set of skills and career possibilities. Teachers define technology broadly to include a wide range of electronic resources, including graphics programs and other software, digital cameras, slide projectors, overhead projectors, and animation technology. They also include information resources, such as CD-ROMs, databases, and the Internet. Teachers know which objectives are best served by the use of technology, which electronic resources are available and appropriate for a particular learning goal, and how to instruct students in the use of resources. Teachers recognize the increasing importance of technology as a tool for instruction. They know the ways in which computers and other electronic equipment can be used as creative media for artistic expression. They understand the effective ways that students can use basic information technology, such as CD-ROMs, to access a variety of art information. They also help students understand the

impact of technology and mass production on art media and art-making possibilities. Even where technological resources are scarce, teachers work to find ways to expose their students to the possibilities that technology can provide. (See Standard VIII—*Learning Environments*.)

Further, accomplished teachers recognize the power of technology for finding and storing information about art resources. Through the capabilities of technology such as e-mail and Internet sites, teachers in isolated situations can make connections for shared information, mentoring, and general communication. They use instructional management systems, when available, and design, organize, evaluate, and share their curriculum. They recognize the time-saving capabilities of managing student data electronically for recording attendance, grades, and other pertinent information. They maximize their use of time by using spreadsheets and databases for tracking schedules, keeping inventory of supplies and equipment, and managing visual resources and reference materials.

In situations where resources are meager and funds are limited, accomplished teachers are models of resourcefulness. While proactively working to rectify inequities in instructional resources, teachers distinguish themselves by locating external resources. To advocate and acquire support for quality art education programs, they investigate a range of options. They might write grant proposals, ask for donations from parents, seek sponsorships from businesses, or access other resources in the community. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.) Of course, teachers work under different degrees of financial constraint and access to particular types of resources; however, accomplished art teachers, despite limitations, use available resources imaginatively and productively.

### Teachers Choose Instructional Resources Wisely

Teachers are adept at selecting suitable resources that help meet their instructional goals. They use these materials appropriately and creatively and are careful to choose materials that are academically sound and have educational merit, rejecting resources that contain little substance or are demeaning to a culture or a people. They judiciously evaluate materials for quality and suitability, choosing those most appropriate to their student population and to the particular needs, learning styles, and developmental levels of individuals. They locate resources that are diverse in several respects, including form, style, theme, gender appeal and awareness, cultural content, and level of difficulty. (See Standard III—*Equity and Diversity*.) Accomplished teachers know that the interests of students range far beyond home and community; through explorations of artwork, books, and other media, students can develop interests and questions about many complex ideas. By encouraging students to experiment, sample, and explore media, teachers help students begin to make sense of a wide variety of art ideas and phenomena.

### Teachers View Colleagues and the Community as Important Resources

To enrich learning experiences, teachers enlist the knowledge and expertise of their colleagues. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.) Collaboration among teachers in cocurricular disciplines, such as social studies, language arts, or science, can result in units of study that draw on the strength and knowledge of teachers from those disciplines to complement and support arts concepts and learning. Accomplished teachers appreciate the expertise of their fellow faculty members and know how the attributes of these colleagues complement their own. They encourage the sharing of resources among their peers, serve as special consultants in specific areas of expertise, or work with colleagues to plan and conduct interdisciplinary studies, making sure to preserve the integrity of the art curriculum. They also encourage their students to view their own peers, older students, and parents as valuable educational resources.

Accomplished teachers extend their classrooms beyond school. They see their local communities as an important resource and urge their students to do the same. They make an effort to locate community resources by collaborating with artists, arts organizations, museums and galleries, businesses, colleges and universities, and other institutions to promote student learning and involvement with art.





# Standard VIII: Learning Environments

Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

Creating engaging, aesthetically rich learning environments that stimulate student inquiry and creativity is essential to the success of art education. Moreover, accomplished teachers recognize that art is studied in many unique spaces that extend beyond the classroom walls. Museums, galleries, studios, parks, and other settings are locations where art educators can teach and students can learn. Environments are not simply physical spaces but communities in which the goals of art and education are evident, the learning of art content is valued, and the ideas and expressions of students in a multitude of forms are welcomed.

## Teachers Establish Climates in Which Learning Can Flourish

The learning environments that accomplished teachers create are organized and well designed and exhibit an imaginative and functional use of space. Even when the physical or virtual environment is beyond the control of accomplished teachers, they maintain their goals and curriculum. They are flexible and sensitive to the needs of teachers and others as they seek alternative spaces in the school for displays of artwork and visual resources. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.) Accomplished teachers thoughtfully alter the arrangement of their learning spaces to best accomplish their instructional objectives. For example, the physical arrangement of the space needed for

making art may not be appropriate for the study and discussion of visuals. Consequently, teachers create and modify spaces that invite student participation and accomplishment. These settings are conducive to the effective management of learning experiences. Teachers continually ensure safety in the routine distribution, storage, and maintenance of tools, equipment, media, and materials.

The appearance of the spaces in which accomplished teachers work clearly communicates that they are art learning environments. Visual images abound, creating inviting places to experience and make art. The values of art education are implicitly expressed in the design of learning environments. Such environments show a commitment to and an enthusiasm for the arts, supporting students as they discover the value of art in their own lives. The students of accomplished teachers benefit from interesting and appropriately stimulating learning spaces.

Although traditional classroom spaces remain the norm in most schools, accomplished teachers understand how continuing advances in technology will bring new challenges by means of virtual classrooms and digitally connected schools. The expansion of learning spaces into cyberspace offers rich and expansive opportunities for almost limitless resources and variations for delivery of instruction. Although technological advances bring an abundance of resources, new challenges continue to arise. As art rooms transform into electronic spaces, accomplished teachers will have to be ever cognizant of the continuing need for supportive contexts in which students



can learn and create works of art. (See Standard VII—*Instructional Resources and Technology*.)

Accomplished teachers establish environments in which the value of art, art content, individuals, and learning is held in high regard. Such environments are supportive, congenial, and purposeful, contributing to the active engagement of students. Teachers create an atmosphere in which students respect and feel comfortable with the study and experiences of art. They establish environments that create spaces for both emotional and intellectual involvement with art. They create environments that embrace all students, including those who may find reasons for coming to school when art programs offer such nurturing and supportive settings.

### **Teachers Create Climates That Promote Equity for All Students**

From the first day of the school year, accomplished teachers communicate their high expectations for students in several regards. They encourage and expect accomplishment in art that leads to artistic, conceptual, social, and emotional development. Teachers are consistent in the application of their expectations to all students. They respect the thoughts and judgments of their students and encourage the responsible expression of individual viewpoints both in and out of the classroom.

Teachers encourage students to experiment in their work and to set high standards for themselves. Along with this encouragement, teachers offer the assurance that students who work hard and take chances will be supported in their endeavors. Thus, teachers support their students during experimentation to improve the possibility of success. They promote and support inquiry,

thereby assisting students in taking risks to construct meaning throughout their art learning.

Teachers create art environments in which care and support for all students are expressed in the sensitively applied principle of fairness. Teachers consistently provide recognition for a variety of student accomplishments and positive behaviors. They establish an environment that promotes learning for all students, including those students with exceptional needs. (See Standard II—*Knowledge of Students as Learners* and Standard III—*Equity and Diversity*.)

The expression of a range of ideas is encouraged and valued in the learning environments of accomplished teachers. Teachers consider student responses to art content not only in terms of right and wrong but also in terms of their quality and sound reasoning. Divergent thinking is embraced and encouraged, because teachers understand that interpreting and telling stories about works of art provide unique opportunities for students to extend their creative and critical abilities in art and language. Teachers establish environments in which constructive and sensitive criticism and the search for high-quality answers are the norm. Because creating and experiencing art can be intensely personal endeavors, teachers establish environments in which personal attacks, disparaging remarks, and other acts of disrespect are unacceptable. Further, they encourage students to embrace divergent thinking expressed through art.

### **Teachers Create Climates That Promote Social Responsibility**

Even in a stimulating and compassionate learning environment, students act counterproductively at times. Accomplished teachers

anticipate the situations that might provoke crises or conflicts in the classroom and know how to avoid them or mitigate their effects. Moreover, teachers skillfully manage and resolve unanticipated crises and conflicts. They seek order not for its own sake but in the service of a safe environment where planned, spontaneous, and varied learning experiences can occur. With the assistance of students, they also set and enforce clear guidelines regarding acceptable behavior. Accomplished teachers are aware of their school and district student discipline policies and use these as guides in preventing and dealing with crises and conflicts. When disciplinary action is necessary, teachers act promptly, consistently, and equitably, correcting problems with minimal disruption to the flow of the class. They have a repertoire of learning experiences and teaching strategies that encourage the virtues of acceptance and open-mindedness. They raise questions that help students recognize their individual prejudices and belief in stereotypes and that serve to neutralize polarizing and acrimonious disputes.

Accomplished teachers know that a healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge. However, teachers also understand that students sometimes find themselves in situations where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, drawing analogies to current and historical events, as needed, to develop their ideas. They make students aware of the damage they can cause to the social fabric of the school and to the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students and their artworks. They demonstrate virtues they want students to emulate, such as honesty, responsibility,

respect, fairness, and compassion. (See Standard III—*Equity and Diversity*.)

Working within contexts of continuously emerging technologies, accomplished teachers are vigilant in dealing with questions of plagiarism, appropriation, and copyright in relation to students as they produce works of art and after those works are complete. Twenty-first century technology continues to challenge current perspectives about how works are viewed, reproduced, transmitted, and recorded. With the advent of digital delivery systems rather than traditional vehicles such as portfolios of original works, questions arise about judging the quality of the technical equipment rather than the works themselves. Practices such as cropping, photographic enhancement, or working in the style of another artist become increasingly complex as computer software and its technical capacities continue to advance. Accomplished teachers inform students of such ethical issues and stay current with emerging literature regarding copyright laws and related concerns. Accomplished teachers and their students work together to maintain environments in which the rights of artists are respected and their works are held in high regard.

### **Teachers Create Climates That Promote Self-Discipline**

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular learning experiences. Patterns and repetition of classroom routines help students become responsible, self-directed, and self-sufficient. In supportive learning environments, students increasingly take responsibility for their own learning. Teachers model decision-making behavior with the expectation that students



will begin to make informed decisions on their own. They are concerned not only that their students learn key ideas, themes, and concepts in art but also that the students understand how to learn independently and productively. Teachers create environments in which students willingly accept roles in the classroom that contribute to its successful operation, such as dispensing materials, cleaning up, and storing materials. Accomplished teachers understand the importance of creating learning environments where students can work collaboratively without conflict. They know that developing classroom guidelines and procedures and sharing responsibilities for their implementation motivates students and enables them to fulfill responsible roles within learning communities.

### **Teachers Create and Maintain Safe and Instructionally Effective Learning Environments**

Beyond creating environments that are socially and intellectually welcoming and secure, teachers establish learning spaces that are physically safe. Teachers know, understand, and adhere to federal, state, and local regulations regarding the use of art materials, tools, and techniques. Because of the mix of materials, equipment, and processes used in art, they understand how the art classroom can put students at risk. Sources of potential harm include tools, kilns, and other materials that are appropriately found in the art environment. Teachers require that students know the health and safety issues that surround the use of different materials, tools, and techniques, and they

establish clear safety and emergency procedures that students understand. Teachers model procedures and take prompt and appropriate action when inappropriate behavior or uses of materials occur.

Before students are allowed to access materials or tools, teachers ensure that they have demonstrated the physical, cognitive, and emotional maturity to accomplish a task safely. Teachers regularly check the condition of potentially dangerous tools and materials before students use them. Finally, accomplished teachers carefully monitor and store materials that can cause injury or illness, and they seek substitutions when possible. Accomplished teachers are vigilant in taking measures to ensure the health and safety of students and others.

In addition to safety procedures related to the storage, use, and disposal of art materials, tools, and equipment, accomplished art educators teach students principles of conservation, concern for the environment, and respect for the value of tools, materials, and works of art. Teachers model conservation of resources such as water, paper, and energy and demonstrate appropriate recycling procedures. They also illustrate ways in which artists have been innovative in finding new uses for cast-off materials or adapting tools and materials that were designed for other uses. Accomplished teachers demonstrate respect for the works of others; they model ways to store, care for, transport, and display art, thereby enabling students to develop appropriate work habits, confidence, and a sense of pride.







# ***Standard IX: Collaboration with Colleagues, Schools, Families, and Communities***

Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.

Accomplished art teachers believe that their responsibilities as professionals include a commitment to the continuing growth and development of their colleagues, their schools, and their field. They see themselves as members of larger learning communities with responsibilities that extend beyond the classroom, including a charge to shape a healthy professional culture in their schools and beyond and to promote art education as an integral part of a complete education. This charge includes outreach to community members, parents, and other stakeholders outside of art education. When possible, they collaborate with other art educators on issues specific to art education and also join with colleagues from other disciplines in exploring ways that the arts can contribute to the general purposes of education. Although accomplished teachers commit to various levels of participation within such collaborations, their ultimate goals are to improve their practice and to affect student achievement. (See Standard I—*Goals of Art Education*.)

Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. Accomplished teachers know that the expectations and actions of families have a significant impact in the learning success of students. They respect the role of families as the first teachers of their students and acknowledge the high aspirations that most families have for

the success of their children. Family members are usually keen observers and accurate reporters of student strengths and needs. They have a continuing, critical influence on student development and on student attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for the progress of their students in art. (See Standard II—*Knowledge of Students as Learners*.)

Dynamic learning communities exist beyond the school structure. Accomplished teachers collaborate with arts agencies, community members, and institutions as partners who provide quality educational experiences for students.

## **Teachers Work with Colleagues to Contribute to the Climate, Culture, and Instruction throughout the School**

When appropriate, art teachers collaborate with other teachers in the school to identify issues, concepts, or themes that can be explored in an interdisciplinary manner. Accomplished art teachers work to make connections between the visual arts and other subject areas. They seek opportunities for cross-disciplinary studies that will strengthen



student learning in both art and other disciplines. They strive to ensure content-rich learning that maintains the integrity of the visual arts and builds respect for the discipline. They know that such collaboration holds the potential for promoting the unique forms of thinking and learning that are characteristic of the study of art. Accomplished teachers realize that effective interdisciplinary collaborations continue over time. Long-term collaborations help students develop the abilities to connect learning and sustain a community of learners among their peers. They understand how collaborations with colleagues bring unique perspectives that challenge ideas, requirements, curricular assumptions, and other factors that limit student learning in art and other content areas. They know how and when to question convention and tradition and when to encourage innovation in the search for practices that will lead to significant learning in and through art. Accomplished art teachers provide instructional leadership. They are skilled at working with administrators and teachers from other disciplines to develop programs and initiatives that address school-wide goals.

### **Teachers Are Lifelong Learners**

Art educators are lifelong learners, constantly engaging in the process of professional growth. (See Standard X—*Reflective Practice*.) They are motivated by the changes they observe in their students, their academic discipline, educational research literature, and the world of art and visual culture. Professional growth is multifaceted and can result from reflection on one's practice, interaction with other professionals, exploration of new resources and instructional strategies, study of professional literature in art and

general education, advanced coursework, leadership in professional organizations, and participation in art conferences.

Accomplished art teachers evaluate ideas and theories that are appropriate to the goals of art education. Their quest for excellence is fueled by a desire to equip students for an evolving future. Recognizing that static practice inhibits educational progress, they constantly seek self-renewing experiences. They identify the need for additional information, acquire necessary knowledge, and, when appropriate, conduct research and incorporate their findings into their teaching practice.

### **Teachers Are Leaders Who Work with Colleagues to Contribute to the Growth of the Profession**

While seeking to realize their vision of equal opportunity in art education for all students, teachers fulfill various leadership roles. Teachers see their responsibilities as professionals as including a commitment to their continuing professional development as well as that of their colleagues, their schools, and the general field of art education. Accomplished teachers serve as peer coaches or mentors to student teachers, new teachers, or experienced colleagues; work with others to design, improve, or evaluate professional development plans and practices; research, evaluate, and invent innovative and effective teaching strategies; and provide leadership to support family cooperation and involvement. They also involve themselves in curriculum development and review, in both interdisciplinary efforts and within the art program. Teachers make presentations at professional meetings, contribute to the professional literature, and

serve on policy committees and councils. They also collaborate with educators from other schools and districts and with educators from colleges and universities. (See Standard IV—*Content of Art.*)

Joining with other educators at the local, state, regional, and national levels, teachers strive to strengthen instructional practices and to design and implement new programs in art education. They are seriously committed to involvement with peers, knowing that such collaboration yields significant dividends by improving their own instructional practices and those of others. Peer interaction can improve their effectiveness as teachers, expand their knowledge of students, deepen their understanding of art and its connections to other disciplines, contribute to the knowledge and skills of other teachers, and improve the quality of education in general. They seek ongoing relationships with peers who act as critical friends to reflect on their practice and improve student achievement.

Accomplished teachers clearly understand how what they do in the classroom is part of something that is much greater than what occurs in a single learning context. They know how their teaching connects to the advancement of the profession. Teachers serve in multiple roles within learning communities, acting as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and fellow artists.

### **Teachers Are Advocates for the Visual Arts and Work with Colleagues to Influence Policies That Affect Art Education**

Teachers actively participate in planning and implementing policies at the school, district, state, regional, and national levels. In doing so, they proactively present the goals of early

adolescence through young adulthood art education for consideration in decision-making processes. (See Standard I—*Goals of Art Education.*) Accomplished teachers work to inform and influence decision makers, administrators, and colleagues on the roles the arts can and should play in education for all students. In addition, they participate effectively with other educators on committees and projects to improve school policies, organization, and procedures. Teachers understand the impact that planning, facilities, staffing, professional development, instructional resources, scheduling, and financing have on student learning in art, and they communicate with the appropriate personnel to inform and influence related decisions. They communicate to the larger community the vital role that the visual arts play in the education of students. They work to foster a culture in which the arts have a significant place and students can learn, grow, and flourish. (See Standard II—*Knowledge of Students as Learners* and Standard VIII—*Learning Environments.*)

### **Teachers Capitalize on the Insight of Parents and Guardians**

Teachers recognize that parents and other caregivers have insights that can enrich the quality of education for students; therefore, teachers seek ways to take advantage of family experiences. They listen attentively to the stories parents share about their home lives, taking special note of students' strengths and abilities that might not be apparent at school but that could help to further their education. Teachers see collaboration with parents as an essential tool for providing students with the support and motivation they need. (See Standard II—*Knowledge of Students as Learners* and Standard III—*Equity and Diversity.*)

Early in the year, teachers take steps to solicit support for the art program from



parents and other caregivers. Teachers are receptive and welcoming in their attitude; they establish two-way communication with families, seeking information from them about the strengths, interests, preferences, aspirations, and home lives of their students. They provide information about the content of the school art program including routines and goals for learning. They suggest actions that family members can take to help their child's visual arts literacy by providing media and materials for art making, sharing family visits to museums and galleries, and expecting their children to reach appropriate and challenging goals in art and communicating that expectation.

Visual arts classes eventually bring students into contact with important topics that some portions of the population may find objectionable, such as religious or spiritual themes; nudity; or social, political, or artistic ideas that sometimes challenge the norm. Accomplished teachers know how to handle criticism on these accounts; they keep open lines of communication with families, respecting their private beliefs but standing up for the right of students to encounter art as a process of studying expressions of human experience across cultures, times, and places. (See Standard IV—*Content of Art*.)

Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their students. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. Further, it contributes to making school a place where art is appreciated and valued. By including the multicultural resources of families within the study of art, accomplished teachers widen student perspectives and help them understand how diverse peoples make up the global community, thereby connecting individuals to human experience. (See Standard II—*Knowledge of Students as Learners*, Standard III—*Equity and Diversity*, and Standard VIII—*Learning Environments*.)

Teachers reassure parents that they do not need an advanced degree or extensive arts experience to help adolescents learn about the visual arts; all they need is a willingness to make an effort, to share in their children's curiosity about their everyday worlds, and to watch and learn along with them. Periodically, teachers may send home an intriguing art assignment with the intention of involving the whole family.

Teachers see parents and other caregivers as allies. They communicate regularly with families about the school art program by means of newsletters, Web pages, or other media. They invite families to take part in the program, for example, as collaborators in the school art exhibition—helping, not taking over the project—or as guest speakers in the classroom, sharing their expertise. In their communications, such teachers may highlight research regarding key information that families might find useful—such as the central role of visual literacy in workforce preparedness, the impact of arts learning on achievement in other content areas, or the importance of the art-making process as opposed to the value of a finished product.

Teachers communicate regularly with families about their children's progress in art and respond thoughtfully to their concerns. Accomplished teachers work to dispel myths that surround the pursuit of careers in the arts, helping students and their families understand the pervasive nature of the visual arts in all aspects of society and the limitless career opportunities that continue to expand within the context of technology and related fields.

### **Teachers Cultivate Family Interest in and Support for Art Education**

Teachers communicate with families about their child's accomplishments, successes, and

need for improvement, in some cases discussing the means for achieving higher goals. They make every attempt to respond thoughtfully to family concerns. They interpret and discuss student work in a manner that is clear and that gives parents an accurate portrait of student progress. They search for ways to share the art program's objectives and expectations for its students as well as the reasons behind group or individual assignments. When possible, they include families when setting, implementing, and evaluating goals. (See Standard I—*Goals of Art Education* and Standard VI—*Assessment, Evaluation, and Reflection on Student Learning*.)

Teachers offer parents suggestions on helping their children develop their abilities in art. They also help families understand the importance of providing time and space for their sons and daughters to engage in art learning. They connect families and students with appropriate opportunities for planning in relation to high school, technical schools, college, or careers. Teachers may also assist parents by serving as advocates for students within the school. They help students and their parents construct meaning by relating art in community spaces to the art education in the school curriculum. In this way, teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, advocates, makers, and consumers of art.

Interaction with parents helps accomplished teachers establish an invaluable rapport with families. It also holds the promise of stimulating family support for and involvement in the education of their children. Teachers persistently, actively, and creatively seek to involve parents and guardians in the educational process. They encourage parents to attend conferences, invite them to exhibitions in the school and community, and include ways for families to be involved in the art learning of their sons

and daughters. Teachers help establish avenues for family input and involvement in the development of school art programs, keep parents informed of these avenues, and encourage them to participate. Teachers know the value of having families understand the diverse cultural interpretations of language and symbols. They advise parents of art learning opportunities available outside the school program—such as after-school and Saturday programs at museums, universities, and arts centers—to further art education for students.

### **Teachers Collaborate with Constituents in the Community to Strengthen Art Education**

Accomplished teachers view diverse constituents within their communities as partners in providing arts experiences, knowledge, resources, and advocacy that support substantive arts education. Seeking to broaden the definition of educational context, thereby opening the doors of classrooms and schools, accomplished teachers find ways to connect students and their artwork with the larger community through exhibitions, programs, and field trips. They realize the importance of connecting with schools of higher education, museums, businesses, arts organizations, and artists.

College faculty and higher-education resources help unite theory and practice within the context of visual arts classrooms. Through collegial collaborations with accomplished art teachers, university educators recognize the reciprocal benefits of such partnerships. Community and regional museums utilized by art teachers are educational partners who provide resources, art works, and content to the classroom. For example, a teacher might work with museum educators in a long-range experience related to the







# Standard X: Reflective Practice

Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.

Accomplished visual arts teaching comes from, among other things, experience working with students and addressing their specific needs while regularly reflecting on the effect of the teacher and other initiatives on student learning. Accomplished visual arts teachers constantly strive to become masters of the profession. They recognize that the teaching of art at the early adolescence through young adulthood levels is an evolving field. They recognize that the demands of accomplished art teaching change over time—indeed, they change with each class and individual student. Consequently, they regard themselves as working on the front line of action research in art education. They view each year as a new opportunity to improve the quality of their own teaching practice and to enhance the knowledge and stature of the profession. Although accomplished teachers perform well in relation to standards of accepted practice in their field, they constantly ask themselves how they can improve their curriculum and their teaching.

## Teachers Are Reflective and Examine Their Practice Systematically

In order to extend their knowledge, improve their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—*Goals of Art Education*.) For such teachers, every

class and each individual learning experience provide opportunities for reflection, diagnosis, and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they try to determine how to avoid such results in the future. When assessing works in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—*Curriculum and Instruction*.)

Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one's practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.

In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Teachers avail themselves of many resources in analyzing the appropriateness and effectiveness of their teaching. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of



various kinds or through observations, discussions, and the use of such tools as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. (See Standard IX: *Collaboration with Colleagues, Schools, Families, and Communities.*) These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers use a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.

### Teachers Evaluate Their Programs

In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. They not only want to continually monitor the alignment and effectiveness of curriculum, instruction, and assessment, they also are interested in feedback regarding classroom

management and climate, collaboration, and success in general. They adapt their evaluations to serve program or schoolwide goals in order to meet the more general goals of education. (See Standard I—*Goals of Art Education.*) They know how to communicate assessment information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only to clearly demonstrate student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. (See Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities.*) Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.

When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state, or national data to determine how well they are progressing toward achieving content standards. They also view external assessments such as the National Assessment of Education Progress (NAEP) 1997 Arts Report Card<sup>3</sup> as valuable resources for examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential, and they model and encourage similar professional behavior among their colleagues. (See Standard I—*Goals of Art Education* and Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities.*)

3. Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress* (Washington, D.C.: National Center for Education Statistics, 1998).

### Teachers Continually Refine Their Practice through Study and Self-Examination

Teachers have a vision for their students, the dynamic of the classroom, their own teaching role, and the future of the profession. They know and have positions on the major controversies in the field. They consider new pedagogical ideas and make sound judgments regarding the applicability of these ideas to their own teaching. They can talk compellingly about why they make certain pedagogical decisions.

Teachers stay informed by current research, trends, processes, and information through reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.

Accomplished teachers are aware of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. Teachers have cogent reasons for what they do—reasons that they can explain clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—*Goals of Art Education* and Standard IX—*Collaboration with Colleagues, Schools, Families, and Communities*.)

Teachers are aware of their personal strengths and weaknesses. They can describe how their cultural backgrounds,

biases, values, and life experiences might limit or promote their teaching effectiveness with specific groups of students. They constantly broaden their perspectives and knowledge of the content of art. (See Standard III—*Equity and Diversity*.) They are ever cognizant of lifelong learning.

Through their habit of reflection and insistence on high expectations for themselves and their students over time, accomplished teachers have cultivated the attribute of professional judgment beyond that of the skilled technician. They are consistently able to take maximum advantage of the unpredictable opportunities that present themselves in the course of the school day to create teachable moments and make key connections.

Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques, knowledge of artists, and the content of art. Ongoing study supports the instructional decisions they make and their abilities to articulate a cogent rationale for their actions. Continual learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.

Accomplished visual arts teachers are reflective practitioners seeking ways to reinforce their creativity, stimulate their personal and artistic growth, and enhance their professionalism. They exemplify the highest ethical and moral ideals of the field and embrace professional standards in assessing their practice. Ultimately, this habit of self-study contributes to their depth of knowledge and skills and adds dignity and artistry to their practice.





The ten standards in this report represent a professional consensus on the characteristics of accomplished art practice and provide a profile of the accomplished Early Adolescence through Young Adulthood/Art teacher. Although the standards are challenging, they are upheld every day by teachers like the ones described within these pages, who inspire and instruct the nation's youth and lead their profession. By publishing this document and offering National Board Certification to art educators, NBPTS aims to affirm the practice of the many teachers who meet these standards and challenge others to strive to meet them. Moreover, NBPTS hopes to bring increased attention to the professionalism and expertise of accomplished art educators and in so doing, pave the way for greater professional respect and opportunity for these essential members of the teaching community.

In addition to being a stimulus for self-reflection on the part of teachers at all levels of performance, *Early Adolescence through Young Adulthood/Art Standards* is intended to be a catalyst for discussion among administrators, staff developers, and others in the education community about accomplished practice in this field. If these standards can advance the conversation about accomplished teaching, they will provide an important step toward the NBPTS goal of improving student learning in our nation's schools.



# Early Adolescence through Young Adulthood/Art Standards Committee *Developers of First Edition*



---

**Mark R. Hansen—Chair**

Art Resource Specialist  
Forest Lake Area Schools  
Forest Lake, Minnesota

**Mac Arthur Goodwin**

Education Associate: Visual Arts  
South Carolina State Department of Education  
Columbia, South Carolina

**Karen A. Hamblen—Vice Chair**

Professor of Art Education  
Department of Curriculum and Instruction  
Louisiana State University  
Baton Rouge, Louisiana

**Albert Hurwitz**

Chair Emeritus  
Department of Art Education  
Maryland Institute College of Art  
Baltimore, Maryland

**Ana Raquel Y. Beechner**

Fine Arts Facilitator  
Adelarte Academy  
San Antonio Independent School District  
San Antonio, Texas

**Vasundhara Prabhu**

Director of Education  
Museum of Contemporary Art  
Los Angeles, California

**Vicki Smith Bodenhamer**

Education Associate for the Visual and  
Performing Arts  
Delaware Department of Public Instruction  
Dover, Delaware

**Karen Rene Price**

Art Teacher  
Schenley High School  
Pittsburgh, Pennsylvania

**Raymond W. Campeau**

Art Teacher (ret.)  
Bozeman Senior High School  
Bozeman, Montana

**Charles A. Qualley**

Emeritus Professor of Art Education  
University of Colorado  
Boulder, Colorado

**Jean D. Detlefsen**

Visual and Performing Arts Coordinator  
Curriculum Frameworks Project  
Nebraska State Department of Education  
Lincoln, Nebraska

**Joy M. Seidler**

Art Department Head  
Medway Middle and High School  
Medway, Massachusetts

**Brent G. Wilson**

Professor of Art Education  
School of Visual Arts  
Pennsylvania State University  
University Park, Pennsylvania

All job titles reflect those held by committee members at the time the first edition of *Early Adolescence through Young Adulthood/Art Standards* was adopted by the NBPTS Board of Directors.



**Early Adolescence through Young Adulthood/Art  
Standards Committee  
Developers of Second Edition**



**Debra Barrett-Hayes, NBCT**—Chair  
Visual Arts Department (K–12)  
Florida State University School  
Tallahassee, Florida

**Mac Arthur Goodwin**—Vice Chair  
President  
National Art Education Association  
Columbia, South Carolina

**Donna K. Beattie**  
Associate Professor  
Department of Art  
Brigham Young University  
Provo, Utah

**Kenneth A. Bukowski I, NBCT**  
Visual Arts Instructor  
Firestone High School  
Lead Teacher  
Akron Public Schools  
Akron, Ohio

**Mark A. Coates, NBCT**  
Coordinator of Art  
Anne Arundel County Public Schools  
Annapolis, Maryland

**Christine J. Davis**  
Director of Research and Resource  
and Development  
South Carolina Governor's School  
of Arts and Humanities  
Greenville, South Carolina

**Jean D. Detlefsen**  
Art Teacher  
Columbus High School  
Columbus, Nebraska

**Diane Fogler, NBCT**  
Visual Arts Coordinator  
Copeland Middle School  
Rockaway Township, New Jersey

**Carole Henry**  
Art Education  
Lamar Dodd School of Art  
Athens, Georgia

**Betsy B. Hubner, NBCT**  
Art Department Chair  
Studio Art Teacher  
Burr and Burton Academy  
Manchester, Vermont

**Denise Jennings**  
Art Department Chair  
Art Teacher  
Milton High School  
Alpharetta, Georgia

**Hector Muñoz**  
Supervisor of Fine Arts and Applied Studies  
The School District of La Crosse  
La Crosse, Wisconsin

**Helen Serrano, NBCT**  
Art Teacher  
John Philip Sousa Middle School  
Bronx, New York

**Elaine A. Stecker, NBCT**  
Art Teacher  
Atlantic High School  
Delray Beach, Florida



The National Board for Professional Teaching Standards' *Early Adolescence through Young Adulthood/Art Standards, Second Edition*, reflects more than a decade of dialogue about accomplished art teaching. These standards derive their power from an amazing degree of collaboration and consensus. Through the expertise and input of two standards committees, convened six years apart; numerous reviews by a 63-member board of directors; and two periods of public comment by educators, policymakers, parents, and the like; as well as through the intense study of candidates for National Board Certification who have immersed themselves in the first edition; these second-edition standards emerge as a living testament to what accomplished teachers should know and be able to do. *Early Adolescence through Young Adulthood/Art Standards, Second Edition*, represents the best thinking by teachers and for teachers about advanced teaching practice in the field.

The National Board for Professional Teaching Standards is deeply grateful to all of those who contributed their time, wisdom, and professional vision to *Early Adolescence through Young Adulthood/Art Standards, Second Edition*. Any thank-you must begin with the pioneers in 1990 who spent six years debating, reflecting, and articulating the multiple facets of accomplished teaching, so that they could help advance the field and also provide a rigorous and sound basis for national certification of teachers. In particular, the National Board would like to show its appreciation to Chair Mark Hansen and Vice Chair Karen Hamblen, who so skillfully led the effort to weave the National Board's Five Core Propositions into field-specific standards of teaching excellence.

Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In January 2000, the National Board for Professional Teaching Standards convened a second Early Adolescence through Young Adulthood/Art Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work, but modifying the standards to reflect best practice of the early twenty-first century. The Early Adolescence through Young Adulthood/Art Standards Committee exemplified the collegiality, expertise, and dedication to the improvement of student learning that are hallmarks of accomplished teachers. Special thanks go to Chair Debra Barrett-Hayes, NBCT, Vice Chair Mac Arthur Goodwin, and Facilitator Karen Price for their invaluable leadership in making the second edition a reality.

The Standards and Professional Development Working Group of the board of directors is also an important collaborator in the creation of the second-edition standards. The working group consists of a diverse group of educators who reviewed *Early Adolescence through Young Adulthood/Art Standards, Second Edition*, at various points in its development, made suggestions about how it could be strengthened, and recommended to the full board adoption of the standards. Representing the board of directors as a liaison to the Early Adolescence through Young Adulthood/Art Standards Committee was Joel Franken, NBCT, whose extensive knowledge of the field made him a treasured advisor.

Hundreds of individuals not directly associated with the National Board aided in the development of these standards. Art teachers and scholars, state and local officials, and representatives of disciplinary organizations—to name just a few—reviewed a draft of *Early Adolescence through Young Adulthood/Art Standards, Second Edition*, when the standards were disseminated nationwide during a public comment period.

# Acknowledgments

---

Many staff members of the National Board also deserve thanks for helping to make the publication of these standards possible. Chuck Cascio, former Vice President for Certification Standards and Teacher Development, shepherded the standards from their inception. In the early stages, Jacqueline Olkin, former Manager for Certification Standards and Teacher Development, was especially instrumental. Writing credits go to Vicki Bodenhamer, consultant to the National Board; Angela Duperrouzel served as on-site coordinator for standards committee meetings; Holly Baker edited the document during production. I would like to give a special thanks to the dedicated staff I have worked with: Michael Knab, Manager for Certification Standards; Teachers-in-Residence Mary Lease, NBCT, and Maria Telesca, NBCT; Jane George, Specialist for Certification Standards Production; and Administrative Assistant Glowena Harrison. National Board staff collaborated in all aspects of standards development.

In presenting these standards for accomplished teaching, the National Board for Professional Teaching Standards recognizes that this publication would not have been possible without the considerable contributions of individuals and institutions too numerous to mention. On behalf of the National Board for Professional Teaching Standards, I extend my thanks to all of them.

Katherine S. Woodward  
Director, Certification Standards



## The core propositions of the National Board for Professional Teaching Standards

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*