

# Early Childhood and Middle Childhood/Art **STANDARDS**

(for teachers of students ages 3–12)



National Board

 FOR PROFESSIONAL  
TEACHING STANDARDS®

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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. To this end, NBPTS has embarked on a three-part mission:

- to establish high and rigorous standards for what accomplished teachers should know and be able to do;
- to develop and operate a national voluntary system to assess and certify teachers who meet these standards; and
- to advance related education reforms for the purpose of improving student learning.

Achieving this mission will elevate the teaching profession, educate the public about the demands and complexity of accomplished teaching practice, and make 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, however. It represents both an opportunity to guide the continuing growth and development of the teaching profession and a chance to design new ways to organize and manage schools so as to capitalize on the expertise of accomplished teachers. Together with other reforms, National Board Certification can be 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 Childhood and Middle Childhood/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 about accomplished teachers:

### 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 that 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 above as a springboard, NBPTS will set standards and offer 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, allowing most teachers to select either a subject-specific or a generalist certificate. At the Early Adolescence level, for example, teachers can pursue either a generalist certificate or a certificate in English language arts, mathematics, science, or social studies–history. The framework of certificates also includes a generalist certificate at the Early Childhood level and subject-specific certificates at the Adolescence and Young Adulthood level. In some fields, developmental levels are joined together (e.g., Early Childhood and Middle Childhood/Art) to recognize the commonalities in teaching students at those developmental levels.

## **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 them are teachers regularly engaged in teaching students in the field in question. Other members are typically professors, experts in child development, teacher educators, and professionals in the relevant discipline. The standards committees recommend to NBPTS the specific standards for each field, which are then disseminated widely for public critique and comment and subsequently revised as necessary.

Determining whether 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 general contractor for assessment development, working with standards committee members and members of the NBPTS staff, develops assessment exercises and pilot tests them with small groups of teachers active in the field in question. The assessment process involves two activities: (1) the compilation of a portfolio of practice during the course of a school year; and (2) participation in one day of assessment center activities during the summer.

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 to content and pedagogy specific to their fields. The portfolio is designed to capture teaching in real-time, real-life settings, thus allowing trained scorers 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; validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections of what candidates know and can do; and 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. The exercises sample the breadth of the content knowledge and pedagogy associated with the certificate field through authentic scenarios that allow candidates to confront important instructional matters outside of the classroom. Each candidate's work is examined by trained assessors who are themselves accomplished teachers 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 a certificate 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, middle school, or high school level; and, where it is required, hold a state teaching license.

## **Strengthening Teaching and Improving Learning**

A system of National Board Certification that commands the respect of the profession and the public can make a difference in how communities and policy makers view teachers, in how teachers view themselves, and in how teachers improve their practice throughout their careers. National Board Certification has the potential to yield significant results for education, in part because it marks the first attempt to forge a national professional consensus on the characteristics of accomplished practice in each teaching field. The traditional conversation about teacher competence has focused on beginning teachers. The National Board for Professional Teaching Standards believes that the professional development of teachers only begins the day novice teachers are hired. A new conversation about accomplished practice is essential and should span the entire career of teachers.

Developing standards of accomplished practice has the potential 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 a system of

advanced certification for teachers promises much more. A mechanism that can identify accomplished teachers in a fair and trustworthy manner can accelerate efforts to build more successful school organizations and structures; offer career paths for teachers that will make use of their knowledge, wisdom, and expertise; and give accomplished practitioners the opportunity to achieve greater status, authority, and compensation.

By holding accomplished teachers to high and rigorous standards, National Board Certification has the potential to encourage 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 will decide for itself how best to encourage teachers to stand for advanced certification and how best to take advantage of the expertise of the National Board Certified Teachers in their midst. One of the many examples of state action in support of National Board Certification comes from North Carolina, where legislation has been enacted that provides funds to pay the certification fee for teachers who complete the process. This legislation also funds release time for candidates to work on their portfolios and prepare for the assessment center exercises and provides a salary increase for teachers who achieve National Board Certification. Other states and localities throughout the country have adopted or are in the process of adopting legislative initiatives that acknowledge National Board Certification and offer incentives for certification. In all, there is some form of support for National Board Certification in nearly forty states.

As this growing support at the state and local level suggests, National Board Certification is being recognized as a rich professional-development experience. Because National Board Certification provides states and localities with a lever to structure teachers' roles and responsibilities more effectively and to allow schools to benefit from the wisdom of their strongest teachers, National Board Certification can combine with other initiatives to dramatically improve education in the United States.

It is a formidable challenge to attempt to illustrate the essence and meaning of accomplished art teaching by means of a written medium. A faithful portrayal would capture not only the qualities of teachers but also the spirit and mystery of the children they teach. It would represent the journey from the malleable impressionism of early childhood to the evolving realism of early adolescence. It would also express the drama of interaction among adults and children, the tension and harmony that balance meaningful, supportive relationships. This document focuses on the role of teachers in high-quality art education. It describes and gives examples of the knowledge, abilities, and behaviors of accomplished art teachers, asking the reader to infer and imagine the magic that occurs when these gifted instructors interact with the children they teach.

Enter the realm of accomplished art teachers, and you enter spaces where the power of art education is brought to life daily. Children are actively engaged in and excited about learning in and through the visual arts. Teachers draw connections between school experiences and the everyday lives of their students. Eyes light up as children, their minds engaged with the ideas of art and their hands deeply immersed in processes, figure out 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 wonderful opportunities art provides, as well as to the amazing unrealized potential that their students possess and deserve the opportunity to develop.

Accomplished Early Childhood and Middle Childhood/Art (ECMC/Art) teachers recognize that the visual arts constitute a unique body of disciplinary knowledge, concepts, processes, skills, and attitudes. The visual arts also provide entry points into other areas of the school curriculum; moreover, they are essential media through which human beings understand the world. Recognizing the critical importance of art education to the overall success of children, 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—beyond all else—is to provide children access to the processes, ways of thinking, and modes of learning that come only from the study of the visual arts. Through accomplished art teaching, students can be equipped with a set of lifelong skills, perspectives, sensibilities, and understandings that will enhance their abilities to know, see, and relate to everyday experiences through art.

Each day in schools across the United States, accomplished art teachers provide our nation's children with high-quality experiences in the arts. They engage children in the substantive study of art making, art history, art criticism, and aesthetics. They facilitate conversations about the various art forms, such as painting, drawing, printmaking, ceramics, and sculpture. Their students learn the history and traditions of art making and discuss and write their own reactions to specific works that represent various cultures, times, and places. Students draw, paint, sculpt, and study the works of their peers and other artists, discovering how these works connect to ideas and to their own lives.

Quality art education flourishes, and among the strongest advocates for the importance of art education are accomplished teachers. Art learning in schools occurs in a wide variety of spaces, ranging from state-of-the-art classrooms to shady spots beneath tree branches. The challenging contexts in which accomplished visual arts teachers deliver instruction also include “art on a cart”; art on the stage, in a closet, or in the cafeteria; and even art from the trunk of a car. Accomplished teachers are adept at designing,

adjusting, appropriating, and modifying learning spaces in order to provide high-quality instruction. Accomplished art teachers also find opportunities to work with their colleagues and develop a network of mutual support. The enthusiasm for collaborative learning exhibited by art students and teachers energizes the entire school community.

The unique approaches accomplished teachers take in delivering high-quality art instruction are as varied as the ways in which artists depict the universe of human experience. Teachers are keen observers who thoughtfully inventory and record information about their students, while fulfilling individual student needs and meeting the goals of art education. Similarly, they have distinctive approaches to recognizing and responding to the variations of culture represented by students and their families.

Patiently observing students as they change over time, accomplished art teachers provide the tools, skills, and inspiration students need in order to grow and mature through the study of art. Teachers enjoy watching and contributing to this growth; their classrooms exude the warmth, exuberance, and natural vibrancy of children. They know that successful learning experiences generate joy, energy, and self-confidence. Their capacity for humor lightens their instruction, and they celebrate learning through art with their students. They understand the power of success to motivate and inspire students to attempt new challenges. In their classrooms, students find support for their dreams and are not afraid to seek answers to questions about learning, life, and the world of art.

Accomplished teachers also experience and are challenged by the less joyful aspects of working with children whose lives are affected by poverty, abuse, divorce, the loss of loved ones, and the ravages of war. Teachers understand the power of art to capture the triumphs and tragedies of human experience, providing lessons about life—a journey fraught with disappointments and horrors but balanced by courage, optimism, hopes, dreams, and aspirations. Through meaningful study, they help students recognize that others have emotions that are similar to their own and that art is a creative outlet and mode of expression for the full range of human emotions and experiences. Exposing students to works that are diverse in medium, content, and style, accomplished teachers encourage them to respond, reflect, and grow through their interactions with these works and through the creation of their own works.

As teachers who work with large numbers of students ranging in age from three to 12, accomplished Early Childhood and Middle Childhood/Art teachers exhibit great stamina, flexibility, and creativity. They are innovative in crafting instructional approaches and resources to motivate every student and improve achievement. Accomplished visual arts teachers exhibit and elicit from students a high degree of engagement and enthusiasm. With graceful balance, they orchestrate learning and interaction, creating a community of teachers and students collaboratively learning through the visual arts.

Accomplished art educators make the most of teachable moments, ensuring that they are meaningful and memorable experiences for students. The students in the classes of accomplished teachers are successful in their study of art and more successful in life because of their art education; they are nurtured, supported, cared for, and loved, and they are left with impressions and understandings that last a lifetime.

It would be impossible to render a portrait of accomplished teaching in all its many manifestations. These standards merely describe the essential qualities and knowledge of accomplished art teachers. The unique and diverse ways in which the standards might be interpreted and fulfilled will continue to evolve daily in classrooms across the nation because of the skillful artistry of accomplished visual arts educators.

## **Developing High and Rigorous Standards for Accomplished Practice**

In 1998, a committee of early-childhood and middle-childhood art teachers and other art educators began the process of developing advanced professional standards for art teachers of students ages three to 12. The Early Childhood and Middle Childhood/Art (ECMC/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 the field of art. This set of standards describes in observable form what accomplished teachers should know and be able to do.

These NBPTS Standards are not meant to stand for all time but rather to reflect the professional consensus in the field at this point about the essential aspects of accomplished practice. Therefore, the deliberations of the Early Childhood and Middle Childhood/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. In several years, as the understanding of teaching and learning in general and art teaching in particular evolves, the ECMC/Art Standards for National Board Certification will change as well.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Activities such as developing a unit to coincide with a traveling exhibition or giving young children their first experience with clay involve behaviors that show how various standards are integrated into the unified whole of accomplished practice. The standards that follow are designed to capture the craft, artistry, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

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—designing learning activities, managing the classroom, monitoring student progress, and so on. Teaching as it actually occurs, on the other hand, is a seamless activity. 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 art teachers. These aspects of practice are spelled out in the form of the nine standards that follow.

## The Standards Format

Accomplished art 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 art 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 nine standards:

- I. **Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished Early Childhood and Middle Childhood/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 and middle childhood.

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

# Early Childhood and Middle Childhood/Art

(for teachers of students ages 3–12)

## OVERVIEW

The requirements for National Board Certification in the field of Early Childhood and Middle Childhood/Art are organized into the following nine

standards. The ordering of the standards is designed to facilitate understanding, not to assign priorities.

**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. 23)**

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 tolerance and acceptance of others.

**IV. Content of Art (p. 29)**

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. 35)**

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

**VI. Instructional Resources and Technology (p. 43)**

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.

**VII. Learning Environments (p. 49)**

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

**VIII. Collaboration with Families, Schools, and Communities (p. 55)**

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

**IX. Assessment, Evaluation, and Reflection on Teaching and Learning (p. 61)**

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

*In the following pages, the reader will find full explications of each standard that include discussions of the knowledge, skills, dispositions, and habits of mind that allow teachers in this field to practice at a high level.*



# 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, the foundation of their classroom practice. They possess and can articulate their own philosophies of art education regarding why, how, and what they teach. They demonstrate clearly their personal philosophies of 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, 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 for 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.

## Teachers<sup>1</sup> Understand the Goals of Art Education

Accomplished teachers maintain high goals for art education. They 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 child 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, sensibilities, and understandings 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; respond to, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places; perceive, understand, and appreciate the diverse meanings and values of works of art; and make

<sup>1</sup> All references to teachers in this report, whether stated explicitly or not, refer to accomplished teachers.

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 know that people have made works of art such as drawings, paintings, engravings, and sculptures for thousands of years. They understand that learning to create as an artist does is vitally important in student learning and development.

Knowing the close relationship between making and studying works of art, accomplished teachers want their students to respond to, interpret, and evaluate the complex characteristics of works of art. Teachers know that by describing and analyzing the attributes of different art forms, students will 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 multilayered 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 dia-

logues, 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 empower students with art knowledge, skills, and attitudes that they will use throughout their learning as children 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 big 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 gaining 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 one to interpret detail, make aesthetic choices, see spatial relationships, or comprehend expressive 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 “read” the natural and built environments in 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 interdisciplinary connections as they craft goals for student learning. (See Standard VIII—*Collaboration with Families, Schools, 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 continuously 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, they learn self-direction and management; the rigorous effort required to produce works 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.

Accomplished visual arts teachers make powerful contributions to the career and workforce preparedness of young students. In the classrooms of accomplished art teachers, students come to realize how art helps them think more clearly and fluidly, perceive more ably, be more aware of nature and the

human condition, and express ideas more powerfully. Whether students look at a still life or consider the life cycle, a quality art education enriches their perception and comprehension. Therefore, accomplished teachers not only promote the intrinsically worthwhile pursuit of art education as an academic discipline with a rigorous body of content, they strive to make it 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>2</sup>. When formulating their goals, they consider the content of *The National Standards for Arts Education*<sup>3</sup> as well as state and local standards and/or curriculum frameworks. They share their goals publicly, especially with their students. 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.

### **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 assist students in appreciating alternative interpretations and understanding 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 Standards 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 and respect the distinctive backgrounds, abilities, and interests of students while encouraging them to broaden their experiences and stretch the boundaries of their understanding of art.

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

Teachers model the roles of working artists, art critics, aestheticians, art historians, and art educators. They let their students know how things are done in their own studios and share their ongoing critical and/or historical works with students. Accomplished teachers understand aesthetics, which helps them set

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

<sup>3</sup> Consortium of National Arts Education Associations. *National Standards for Arts Education*. Reston, Va.: Music Educators National Conference, 1994.

their goals for teaching; they know and can articulate what they and others respond to in works of art. Their aesthetic sense and knowledge guide them in their discussion of 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 medium. Thus, teachers and students can relate to shared artistic experiences. In addition, teachers provide examples of their own art criticism, research in art history, or published materials. Accomplished art teachers are careful to convey the importance of art teaching—the critical 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 themselves 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 to 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, including the messages and ideas they convey and the emotions they arouse.

The goals of teachers are shaped in part by students. Teachers understand child development 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—concepts as varied as beauty, nature, space, and war. (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. To further ensure that their goals are crafted to meet the needs of students, accomplished teachers







# Standard II: Knowledge of Students as Learners

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

Accomplished teachers recognize that the uninhibited joy of young children engaged in 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. In order to gain these understandings, teachers observe and listen to students as they work, learn, and play 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 child development is an essential prerequisite 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 appreciate, 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 these goals can be addressed in ways that are attuned to students' developmental needs. (See Standard I—*Goals of Art Education*.)

## Teachers Understand the Multidimensional Development of Children

Teachers' understanding of students is informed by an appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early and middle childhood. 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 continuous in the absence of exceptionalities, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of children 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 language, movement, and graphic representation. They know that children use a diverse range of visual images in their own art as they begin to 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 children 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 even very young children can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that young children can sometimes express themselves more clearly 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 multi-layered meanings inherent in the study of works of art.

To maximize opportunities to learn, it is particularly important for accomplished art teachers to know the differences between the general characteristics of early childhood and middle childhood. Phenomenal growth occurs between the ages of three and 12; students gradually move from the egocentric, dependent years of early childhood to the social realm of adolescence. Accomplished

teachers recognize the full range of child development and address the unique needs of students as individuals. Whether a teacher works in a large district with children at a single level or in a small school where one teacher is responsible for art instruction for several grades, knowledge of child development is a critical factor in accomplished teaching. Teachers understand artistic development and know that children progress in different ways and at different rates. 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. They use involvement in meaningful art experiences to help students understand themselves during their transition from childhood to adolescence.

Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and fine and gross motor 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 when a child's artwork differs significantly from the norm, there may be indications of learning or developmental exceptionalities, ranging from giftedness to various limitations. Teachers seek appropriate diagnostic services to determine if additional support is necessary for such children.

Teachers adapt their teaching techniques to fit the developing motor skills of young children. They know that the physical size or

age of a child may or may not be related to the child's development in other areas. The way young children relate to their own bodies and to the space around them changes as they grow; teachers recognize that these perceptions affect children's use of materials and can affect the way children respond to certain tasks. Teachers recognize gender differences in the rate of development of fine motor skills and know how these differences might affect the results of working with different materials and processes. (See Standard V—*Curriculum and Instruction*.)

Accomplished teachers understand that children construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, teachers work hard to build on childhood experiences to develop learning in art. They know about the importance of early learning experiences in overall cognitive development and about the important role of play in helping children to learn. Teachers know that art is one of the principal forms of communication and an important part of the way children begin to understand who they are and what their place in the world will be. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. Teachers understand that it is important for a child's world to be the subject matter of art. As students mature and their analytic and abstract thinking abilities develop, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Teachers understand that even the youngest students have the capacity for analysis and evaluation of the artwork they experience and create on a daily basis. Students are the central concern in the practice of accomplished teachers.

### Teachers Observe Students Insightfully

Accomplished teachers are keen observers of children as they play and 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 children use play metaphorically to act out a range of emotions and ideas as they learn. Teachers are aware of the social dynamics in the classroom and as they observe might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of playful, exploratory learning. (See Standard VII—*Learning Environments*.) Teachers' interventions might extend an art concept from a previous lesson, facilitate the social development of a member of the group, or solve a problem.

Teachers know that changes in a child'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 a growing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about children and to inform the design of art learning experiences.

Teachers recognize that children's inquisitiveness, energy, and sense of fair play are

assets in life and learning. Similarly, they understand how developmental characteristics such as the independence and insecurities of older students enhance the art learning community. Whereas 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 share an interest in popular culture, fashion, and movies or 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 early and middle childhood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some children 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 VI—*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 VIII—*Collaboration with Families, Schools, and Communities*.)

Teachers use the information they gather—including their identification of students with high ability levels or educational, mental, or physical exceptionalities—to ensure that they meet the needs of all students equitably and that all students have access to a rich and rigorous curriculum. In order to meet the needs of all the students in their classrooms, teachers modify their curriculum and instruction when necessary. (See Standard IX—*Assessment, Evaluation, and Reflection on Teaching and Learning*.) Their practice encompasses a range of techniques and approaches that foster learning in students, that reflect the high expectations they have for all students, and that recognize 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; these include exceptionalities such as learning disabilities, giftedness, and cognitive, social, emotional, linguistic, or physical needs. The basic stance of accomplished teachers is one of acceptance and support of their students.

They recognize that art has the unique quality of being an endeavor in which all children can enjoy success. Teachers are particularly aware that art often holds a special attraction for students who are identified as having a range of special needs, abilities, or challenges. They know that art taps into the excitement and enthusiasm of most students, including those who may initially experience some trepidation when they begin new art experiences. For some, the therapeutic qualities inherent in making art can be particularly valuable in remediating specific conditions. Teachers understand the special challenges faced by students who, for various reasons, have not developed language or the ability to talk, read, or produce images. 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 children 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, for example, designing special desks for students who use wheelchairs. Teachers modify media and processes as necessary, for instance, enabling blind students to demonstrate their knowledge and skills and build on their heightened sense of touch by working with a medium such as clay. Teachers might facilitate the achievement of students who have difficulty writing by audiotaping or videotaping their responses. 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.

Teachers use the inclusion of students

with disabilities as learning experiences for other students, making connections to the diverse and creative ways artists throughout history have overcome countless 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 VII—*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 offer options to ensure equal opportunities for students with diverse learning styles. They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the outcomes desired by capitalizing on individual interests, competencies, and ability levels.

## **Teachers Respond Effectively to Students Who Have Come to English as a New Language (ENL)**

Accomplished teachers know that the acquisition of language skills is an essential part of human development. They know that early-childhood students are in transition from using the language of the home to using the more formal language of society. They help children understand that language is a powerful tool that allows people to understand the world and express their views and questions about it and to communicate with other people. Dialogue among and between children about works of art and art-making processes is treated as an especially important means of promoting understanding. By observing how students use language, accomplished teachers can determine how they approach problems, their modes of understanding, and their stages of conceptual development.

Many art education programs include children for whom English is a new language (ENL students). Teachers are aware of the benefits and special challenges of helping children develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in the home language of children while advancing the children's ability to communicate in English. Teachers also move children toward an understanding of the role of standard English in future academic and economic success. In pursuing these objectives with all students, teachers model the use of standard English in their own speaking and writing, 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, as with all students, teachers focus on using oral, written, and visual language as tools for making 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. They use clear enunciation and accompany explanations, whenever possible, with real objects, pictures, or other visual cues. On a regular basis, they check to make sure that students for whom English is a new language understand what is going on in the classroom. The cultural aspects of works of art provide powerful links to the lives of ENL 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*.)







# *Standard III: Equity and Diversity*

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

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 manifest in their students—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 every student with the help needed 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 to improve understanding among teachers and students. They recognize the special challenges and complexities of the very young child who is just beginning to interact with peers, the student in middle childhood who is developing a sense of belonging in a group, and the early adolescent who is acutely aware of gender differences and yearning to be independent.

Teachers are sensitive to their students as cultural beings. They know how culture impacts the way students learn and that children of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. Teachers know that students might behave differently because of their cultural experiences. Because some cultures hold teachers in such high regard, students raised in those cultures might consider the teacher unapproachable; others might think it disrespectful to make eye contact with the teacher. When the cultural norms in the classroom are different from those at home, accomplished teachers know that students can become

confused, anxious, or afraid. 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 from home. They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetic. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic, 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, cultures, and languages. (See Standard VI—*Instructional Resources and Technology*.) In interpreting visual resources, teachers help students compare and contrast the art they view in class to 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. Furthermore, 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 the students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect

for various customs across time and place.

Teachers are deeply familiar with the cultures of their communities, and they understand the potential impact of their art programs outside the 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. Even 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 religion has been a key factor in art throughout history. They are vigilant in their efforts to honor the sacred beliefs and values of diverse cultures and to 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, they 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 VIII—*Collaboration with Families, Schools, and Communities*.)

## Teachers Guard against Bias and Stereotypes

Accomplished art teachers firmly believe that students are entitled to be proud of their roots and personal identities. They know that stereotypical thinking and prejudicial behavior are, in part, the result of ignorance of individual differences and commonalities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those diverse and common elements become integral parts of the exploration of the world of art and human experience and thus serve 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 alert to 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 stereotypes and to racist, sexist, and ethnocentric content in written resources, works of art, and current events and in the play, language, and social interactions of children. They understand the demeaning nature of such content, hold high standards and expectations for all students, and capitalize on students' unique qualities at every opportunity. They use their understanding of child development to design instruction that is challenging, involves attainable goals, and that fosters the natural desire of students to understand

their environment and develop competence. Teachers know that as children recognize their increasing achievement in various spheres, their sense of self-worth usually grows stronger.

Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self-worth of children. (See Standard VI—*Instructional Resources and Technology*.) They understand 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.

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. They recognize their ability to encourage, support, and affirm children's work and sense of self-worth. But teachers also understand that children develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which children acquire and show self-confidence. (See Standard II—*Knowledge of Students as Learners*.)

## Teachers Foster Equity

Teachers value and foster equity in their classrooms. 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







# 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.

Standard  
IV

Accomplished art teachers have a thorough knowledge of the discipline of the visual arts that extends to the perception, production, study, interpretation, and judgment of works of art and design 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 domain and the way visual images and forms communicate meaning.

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

Accomplished teachers know that creating tangible works in the visual arts involves the interrelated acts of perceiving, thinking, feeling, imagining, and doing. They understand how to support students in creating and studying works of art. They know that some works are created for aesthetic enjoyment or display; that others have significant roles or functions in everyday life for events such 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. 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 are knowledgeable about the world of art—traditional, popular, and contemporary. Accomplished teachers understand that people 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. Teachers further understand that the study of art is a meaningful, fulfilling, life-long endeavor. They know that experience in the visual arts contributes to and influences the development of personal belief systems and worldviews that meaningfully connect diverse peoples among global communities.

## Teachers Have a Command of the Content of Art

Accomplished teachers have a command of the content of art. They 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 have strong 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 their own ideas, 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 peers, and those of other artists. Teachers know and understand the critical role that discussion plays in learning about, studying, and creating works of 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 media. They recognize the powerful role of computer technology, computer graphics, computer software, digital cameras, CD-ROMs, and the Internet in contemporary society and understand the educational and artistic implications of these resources for the twenty-first century. Teachers know that new and emerging media can extend work 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.

Teachers know that works of art are highly complex in their intrinsic content, in the context of their creation, and in the changing contexts that surround their study, interpretation, and evaluation. Teachers know that art is made for many reasons and in various ways. They understand that making art involves imagination and invention and the interrelationship of a variety of factors, including form, idea, subject, style, composition, and medium. They are also aware that art has served a variety of functions 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 better understanding of human experience. They understand that art is an excellent medium for the discussion of philosophical and ethical issues from a wide range of perspectives and viewpoints.

### **Teachers Understand the Complex Attributes of Works of Art**

Teachers know that works of art are classified by a wide range of traditional and contemporary forms or types that can be categorized as fine, folk, decorative, and/or functional. These categories include, but are not limited to, painting, drawing, printmaking, sculpture, photography, fiber arts, environmental design, video, ceramics, collage, fashion design, conceptual or performance art, and computer-generated images. Teachers know that art is produced by means of forming processes—the use of media,

tools, and techniques. They know that when expressive qualities are communicated through forming processes, art forms result.

Accomplished teachers know how works of art convey various expressive 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 responses. They know that throughout the creative process, an expressive dialogue occurs between the maker and the medium, synthesizing intuitive, analytic, and cognitive skills. The expressive qualities of the finished product evoke various reactions by the artist and other viewers. The elements and principles of 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 tradition and represent only one way to study and create works of art. They understand that to apply these concepts to work outside the Western tradition could be a violation of cultural aesthetics, values, and beliefs. 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.

Works of art also have ideational aspects or content, which are messages that 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. 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. Works of art can also reflect the subjective perspectives of the artist or events and entities external to the art maker. 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 teachers know how these factors interact within works of art.

Teachers know that context relates to the creation of an artwork in a particular culture, time, and place to fulfill particular societal and aesthetic roles, functions, and 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, and functions that might not have been intended.

Teachers understand that interpretation

gives meaning to works of art and can be conducted through a variety of processes, including description of characteristics of the works and the contexts in which they were created. Teachers understand that interpretations are informed hypotheses about meaning or intent 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.

Teachers know that artwork can profoundly affect or influence human experiences in a variety of ways. The resulting 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 effects found in a work of art through aesthetic perception, a combination of knowledge about a work and sensory and emotional reactions to the work. Aesthetic perception responds to the subtleties of detail, imaginative features, and attributes that appeal to viewers in a multisensory manner. Accomplished teachers understand the many ways aesthetic responses vary in relation to the cultural context of the viewer and other factors.

Finally, accomplished teachers know that aesthetics is the study and formulation of ideas about art. 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 rea-

sonably be classified as works of art? What are aesthetic and artistic values? How are these values determined and by whom? What are sources of aesthetic experiences? Is an artist's intention important to interpretation? Did the artist's knowledge of the potential audience for a work affect its form, function, or aesthetic dimensions? Do fine arts, folk arts, and crafts differ?

Teachers know that elements of art learning and accomplished teaching overlap and are intertwined; art teachers are adept at perceiving, interpreting, responding to, 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 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*.)







# Standard V: Curriculum and Instruction

Accomplished 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.

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V

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,” 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 children ages three to 12.

## Teachers Understand Curriculum Design

As accomplished teachers design curriculum, they consider the goals of art education, the goals of general education, and goals for life-long 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 children. (See Standard VIII—*Collaboration with Families, Schools, 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. As students grow to recognize their identities and contributions within global communities, accomplished teachers likewise understand their roles in the world of art and education in general.

Teachers understand fully the importance of written curriculum. When the complex content of visual arts education is recorded in writing, it not only clearly describes a program for student learning, it also educates teachers, administrators, and parents about the depth and breadth of art education. A written curriculum furthermore creates opportunities for teachers in other subject areas to identify connections between 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.

In formulating their own goals for art curricula, teachers weigh their knowledge of students to determine the developmental appropriateness of curricular content and its relevance to the interests 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 students' prior knowledge and experiences and find out where students intend to venture beyond the art program; from this basis of knowledge, teachers make informed judgments about what must be addressed within the art curriculum to foster students' future success. (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, they 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, or national standards.

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 are cognizant of current research on the effectiveness of United States school curricula and strive to ensure in-depth learning in the visual arts—a particular challenge for teachers who see their students infrequently. 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.

Careful articulation of curriculum within grades; between preschool, elementary, and middle school levels; and across schools can also contribute to the goal of fostering meaningful, in-depth learning. Accomplished teachers carefully plan with other art teachers to provide continuity and avoid duplication of content; to ensure that there is a logical sequence of learning from prekindergarten through sixth grade; and to ensure that district curriculum at a particular grade level is implemented consistently in all schools. 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 VIII—*Collaboration with Families, Schools, and Communities*.)

## **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 major 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, they offer limitless options for programs of study. 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. Teachers' primary goal is to teach children to 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 children who do not study and experience the art of others as alien as the notion of writers who do not read.

A comprehensive, balanced curriculum includes units of instruction that enhance students' ability to respond to and think critically about works of art. 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 places 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.

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. Works of art can symbolize social unity or illustrate divisions within a community. For example, a painting might be interpreted as a symbol of pride and determination by some viewers, 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 childhood is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life. 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.

### **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; it comprises strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals. 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 play, explore, and ask questions are vital to the development of students' ability to make, experience, and understand art.

Teachers know that children learn in many ways and that there are multiple pathways to success in any given endeavor. (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. Teachers' instructional strategies might include, but are not limited to, the use of 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.

Teachers recognize the importance of specific teaching contexts in shaping their selec-

tion 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 student works in progress as well as students' accomplishment over time. The assessment information 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 IX—*Assessment, Evaluation, and Reflection on Teaching and Learning*.) 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. Mental and physical preparation for teaching involves countless activities such as thinking, making decisions, creating, reviewing, selecting, recording, and scheduling. Teachers plan learning experiences at appropriate levels of difficulty. They skillfully determine what resources will be needed 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 activities, clear expectations, and a brisk pace help prevent disruptions and off-task behaviors.

Using their knowledge of pedagogy and of students, they think about questions that students might ask, when naive or incomplete understandings might surface, and particular concepts that 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 to be mastered, the timing and pacing of instruction, and the types of feedback to be given. 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 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. (See Standard VI—*Learning Environments*.)

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 exceptional children, 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.

### Teachers 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 children, 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.

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 chatter and 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 even young children possess a repertoire of ways to advance artistically, and they encourage exploration of symbols and metaphors and the study of artists who use symbolism in their work. They understand that art is a universal visual language that uses images to express ideas, concepts, and meanings graphically.

Accomplished teachers facilitate students' understanding of 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 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. 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 prod-

ucts 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 works of other artists. Teachers help 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 guide students in creating art for personal expression. They 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 to 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 children 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.







# *Standard VI: Instructional Resources and Technology*

Accomplished 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 a rich 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 wide variety of other materials, such as slides, prints, books, original works of art, video discs, videotapes, and CD-ROMs. Also included are 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**

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 or slides, and high-quality art supplies. They develop a store of resources that can be used to address a range of educational objectives, including those of students with exceptional needs and students who are artistically gift-

ed. They modify tools and equipment to meet the requirements of special-needs learners. Often, resources must be adapted from their original forms to meet classroom objectives and the needs of students. Consequently, teachers frequently synthesize materials from several sources. Teachers' choice and design of materials reflect their concern for child 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/or 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 child 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 children to feelings and understandings that are unique to art. (See Standard VII—*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, and animation technology. They also include information resources, such as CD-ROMs, databases, and the Internet. They 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 working with children. They know the ways in which computers and other electronic equipment can be used as creative media for artistic expression. They understand that even preschool children can begin to use basic information technology such as CD-ROMs to access a variety of art information. They also help students to 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.

Furthermore, 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 make use of 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 on a computer. 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 in which resources are meager and funds 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 VIII—*Collaboration with Families, Schools, 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. Access to resources does not make teachers accomplished. Their ability to use available resources—however limited or extensive—to promote effective learning is what distinguishes them as accomplished in the use of resources.

### Teachers Choose Instructional Resources Wisely

Teachers are adept at selecting high-quality materials 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 true educational merit, rejecting resources that contain little substance. They judiciously evaluate materials for quality and suitability, choosing those most appropriate to their student population and to the particular needs 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 curiosity of children ranges far beyond home and community; through explorations of artwork, books, and other media, children can develop interests and questions about many complex ideas. By encouraging students to experiment and 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 VIII—*Collaboration with Families, Schools, and Communities*.) Collaboration among teachers in cocurricular disciplines, such as social studies or science, can result in units of study that draw on the strength and knowledge of teachers from those disciplines and 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 in planning and conducting 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, businesses, colleges and universities, and other institutions to promote student learning and involvement with art.









# Standard VII: 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 welcoming, aesthetically rich, and well-designed learning environments that stimulate student inquiry and curiosity 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 represent 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, where learning the content of art is valued, and where student ideas and expressions 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 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 VIII—*Collaboration with Families, Schools, 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 and that are conducive to the effective management of learning experiences, including the routine distribution and storage 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, instilling in students a passion for lifelong learning, exploration, and experiences in the visual arts. The learning environments of accomplished teachers not only express their enthusiasm for art but also support 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.

Accomplished teachers establish environments in which the value of art, art content, art values, individuals, and learning are held in high regard. Such environments are supportive, congenial, and purposeful, contribut-

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VII

ing 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. Furthermore, accomplished teachers clearly understand that art learning can be a powerful motivator for students who may not have found success in other areas. They understand that some students find reasons for coming to school when it offers such nurturing and supportive environments.

### **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 are 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 and establish an environment that promotes learning for all students, including those with special needs.

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. 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 seeking of 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, there are times when students act counterproductively. 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 activities can occur. With the assis-

tance of students, they also set and enforce clear guidelines regarding acceptable behavior. 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 activities 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 children sometimes find themselves in settings where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, often drawing analogies to current and historical events to develop their ideas; they make students aware of the damage they can cause to the social fabric of the school and the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students. They demonstrate virtues they want students to emulate, such as honesty, responsibility, respect, fairness, and compassion. (See Standard III—*Equity and Diversity*.)

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

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular activities.

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 in independent and productive ways. 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. Some 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,







# ***Standard VIII: Collaboration with Families, Schools, and Communities***

Accomplished art teachers work with colleagues, families, and community groups to achieve common goals for the education of students, to improve schools, and to advance the knowledge and practice 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. 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. Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. 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 students' attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for their children's progress in art.

## **Teachers Contribute to the Quality of Life and Instruction throughout the School**

Art teachers collaborate with other teachers in the school to locate art resources and to identify issues, concepts, or themes that can be explored in an interdisciplinary manner. They work to make their schools reflect the importance and vitality of art education. Through exhibits, displays, and other means, they extend the richness of the art learning environments to the school as a whole. (See Standard VII—*Learning Environments*.)

Similarly, teachers work to break down the boundaries that might exist between the visual arts and other subject areas. They seek to identify opportunities for cross-disciplinary studies, knowing that such collaboration holds the potential for promoting the unique forms of thinking associated with the study of art. Accomplished teachers seek to learn about the activities of other teachers in order to connect the art education program to other worthwhile learning experiences. Similarly, art teachers invite other teachers into their classrooms to encourage collaboration. They treat their colleagues with respect and professional courtesy.

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Art teachers bring unique perspectives to professional interactions among colleagues in the art community and throughout the entire teaching force. They 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.

Teachers work to establish and sustain a community of learners among their peers. They are skilled at working with administrators and teachers from other disciplines to helping them to understand and improve curriculum and instruction throughout the school. Teachers collaborate with special education and resource teachers to develop appropriate art education programs for gifted students and students with special needs. (See Standard III—*Equity and Diversity*.) In addition, they participate effectively with other educators on committees and projects to improve school policies, organization, and procedures.

Art educators are lifelong learners, constantly engaging in the process of professional growth. (See Standard IX—*Assessment, Evaluation, and Reflection on Teaching and Learning*.) They are motivated by the changes they observe in their students, their academic discipline, educational research literature, and the world of art. 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.

Professional growth is multifaceted and can result from reflection on one's practice, interaction with other professionals, exploration of new resources, study of professional literature in art and general education, advanced coursework, leadership in professional organizations, and participation in art conferences. Accomplished art teachers eval-

uate ideas and theories that are appropriate to the goals of art education. 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 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. They also involve themselves in curriculum development and review, in interdisciplinary efforts as well as 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.

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. 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 to Influence Policies That Affect Art Education**

Teachers actively participate in planning and implementing policies at the school and district levels. In doing so, they proactively present the goals of early- and middle-childhood art education for consideration in decision-making processes. (See Standard I—*Goals of Art Education*.) 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 school personnel to inform and influence decision makers. They communicate to the larger school community the vital role that the visual arts play in the education of students. They work with colleagues to foster school and community cultures in which the arts have a significant place and students can learn, grow, and flourish. (See Standard VII—*Learning Environments*.)

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

Teachers recognize that parents, guardians, and other caregivers (henceforth referred to as parents) 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.

Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their children. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. It furthermore contributes to making school a place where art is appreciated and valued.

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

Teachers communicate with families about their children'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 provides parents with 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 in setting, implementing, and evaluating goals. (See Standard I—*Goals of Art Education* and Standard IX—*Assessment, Evaluation, and Reflection on Teaching and Learning*.)

Teachers offer parents suggestions on how to help their children develop their ability in art. They also help families to understand the importance of providing time and space for children to engage in art learning. Teachers may also assist parents by serving as advocates for students within the school. Accomplished teachers find ways to connect students and their artwork with the larger community through exhibitions, programs, and field trips. 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, makers, and consumers of art.

## **Teachers Gain Support through Active Family Involvement**

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 come to conferences, invite them to exhibitions in the school and community, and include ways for families to be involved in their children's art learning. Teachers help to 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 classes available outside the school program—such as after-school and Saturday programs at museums, universities, and arts centers—to further students' art education.



### ***Reflections on Standard VIII:***

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# *Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning*

Accomplished teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.

Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self- and peer assessments, and effectively report assessment and evaluation results to students, families, colleagues, policy makers, and the public.

Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students is an important guide to short- and long-term decision making. Teachers assess students on an ongoing basis and 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.

## **Teachers Understand the Design, Principles, and Purposes of Assessment**

On the basis of a sound knowledge of measurement theory and principles, accomplished teachers use a variety of assessments for different purposes in collecting and communicating information about their students, their instruction, and their programs in general. They know how to select, construct, design, and adapt various assessment methodologies to use in diagnosing and evaluating student learning. They constantly adhere to principles of equity, fairness, validity, reliability, and equal opportunity in assessment situations. Their evaluation methods provide students 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 will best determine how well students have learned, and how to analyze data in various ways to decide what revisions, adaptations, or adjustments in instruction must occur to promote additional learning.

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IX**

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 for various purposes. Before beginning a new unit, teachers might assess students' prior knowledge about 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 determine overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and for graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use assessments to acquire information about student achievement and to improve instruction. Their primary goal in the use of assessments is to improve the effectiveness of their teaching practice.

Most classroom assessments are used 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. Through assessment, teachers identify both strengths and areas for continued development. Accomplished teachers know that good assessment is also a tool for learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, projects, or class presentations. They gauge students' ability to ask good questions, challenge assumptions, take risks, and initiate projects and activities. They understand that good assessment involves the dynamic

interaction of student and teacher as they approach teaching and learning together.

## **Teachers Use a Range of Assessment Tools**

Accomplished teachers have a broad repertoire of assessment techniques and 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 the alignment 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 of evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, rating scales, questionnaires, surveys, journals, performance tasks, portfolios, videotapes, demonstrations, and exhibitions. Teachers also utilize more traditional methods such as selected-response, short-answer, and essay or extended-response methods, among others. 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 cen-

tral concepts being studied. They know how to formulate the types of questions that will enable students to talk reflectively about their own artwork. They ask the same kinds of probing questions as they talk individually with students who are working independently. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

### Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight, understanding, and appreciation of 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. Therefore, they realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers examine the affective and expressive characteristics of student work in order to determine both the quality 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 the work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, constructive feedback to all students. They know that praise given appropriately can increase motivation and boost self-esteem

and confidence; therefore, they look for ways to celebrate each student's accomplishments. 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. They use data from various assessments to help students understand and to guide them as they progress. 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.

Teachers draw on their knowledge of students' backgrounds and unique abilities to help students 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. Accomplished teachers ensure that students know where they are in the continuum of growth over time and help them to understand their own achievement and progress toward goals. (See Standard IX—*Assessment, Evaluation, and Reflection on Teaching and Learning* and Standard I—*Goals of Art Education*.)

To support students throughout their learning, accomplished teachers meaningfully communicate with parents and others. They communicate clearly, promptly, and regularly to parents and guardians about the progress students are making and the processes used to evaluate that progress.

They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways for including parental insight in the assessment process. (See Standard VIII—*Collaboration with Families, Schools, and Communities.*)

### **Teachers Promote Student Self-Assessment**

Accomplished teachers help students become adept at self-assessment. Teachers help students learn to be active participants in assessing their own progress. Teachers clearly communicate their expectations so students can judge how their work meets those criteria. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria 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 personal 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 children 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.

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 contempo-

rary artists grapple with different issues such as race, ethics, justice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed concepts of gender, beauty, or compassion. 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.

### **Teachers Are Reflective and Examine Their Practice Systematically**

In order to extend their knowledge, perfect 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 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 assess how to avoid such results in the future. In the way they assess work 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. 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 tools such as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers participate in 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. Not only do they want to continuously monitor the alignment and effectiveness of curriculum, instruction, and assessment; they are interested in feedback regarding classroom management and climate, collaborations, and success in general. They adapt their evaluations to serve program or school-wide 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 for clear demonstration of 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. 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 data to determine how well they are progressing toward achievement of content standards. They also view external assessments such as the *National Assessment of Education Progress (NAEP) 1997 Arts Report Card*<sup>4</sup> as valuable resources for use in examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential and model and encourage similar professional behavior among their colleagues.

<sup>4</sup> 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 stay abreast of current research, trends, processes, and information through activities such as 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 stay abreast 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. They understand the major contro-

versies in their field and know where they stand on these issues. Teachers have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—*Goals of Art Education* and Standard VIII—*Collaboration with Families, Schools, and Communities*.)

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. Ongoing study provides support for the instructional decisions they make and for their abilities to articulate a cogent rationale for their actions. Continuous learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.



### ***Reflections on Standard IX:***

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Art and art education are dynamic. If teaching is to reflect the fluid nature of art and changing ideas about learning, instruction, societal goals, and the function and means of art education, the profession must reexamine its practices regularly. The purpose of this document is to describe the many manifestations of accomplished art teaching and to inspire teacher reflection, which is essential to the vitality of art education.

Art teachers have opportunities to provide students with understandings, skills, and values that will remain with them for a lifetime. Accomplished teachers immerse their students in the world of art and teach them to navigate it on their own, thereby enriching their lives from childhood through adulthood. Through the totality of their teaching, accomplished teachers provide their students with the power to experience the passion and thoughtfulness of art.

These nine standards provide a profile of the accomplished Early Childhood and Middle Childhood/Art teacher. Although the standards are unquestionably challenging, they are upheld daily by teachers like the ones described in these pages. These art educators are hard at work in our schools, inspiring and instructing the nation's youth. National Board Certification holds the potential to recognize the skills and expertise of these teachers.

This standards document promises to be a stimulus for self-reflection on the part of teachers at all levels of performance. As a catalyst for a healthy debate, it can forge a new professional consensus on accomplished practice in this field. If the standards can advance the conversation about accomplished teaching, they will provide an important step toward satisfying the NBPTS goal of improving student learning in our nation's schools.



# Early Childhood and Middle Childhood/ Art Standards Committee

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The development of the Early Childhood and Middle Childhood/Art Standards, the basis for National Board Certification in the field of art education for teachers of students ages three through 12, represents a singular achievement. These standards mark the first time art educators have come together to forge a consensus about the characteristics of accomplished practice in art education for teachers of students in this age group. This effort was led by the Early Childhood and Middle Childhood/Art (ECMC/Art) Standards Committee, an enthusiastic and committed group of educators assembled by the National Board for Professional Teaching Standards. In the course of constructing the standards for accomplished practice in their field, the committee exhibited the creativity, collegiality, and professionalism that are hallmarks of accomplished teachers. The uniqueness of the field of art was evident in the personalities and contributions of these extraordinary art educators.

The work of the ECMC/Art Standards Committee was guided by numerous individuals; among them, the Standards and Professional Development Working Group of the NBPTS Board of Directors, a diverse group of educators who reviewed the standards document at various points in its development, made suggestions about how it could be strengthened, and gave their approval to publish the final version. Representing the NBPTS Board of Directors as a liaison the ECMC/Art Standards Committee was Angelique Acevedo-Barrón, whose knowledge and exuberance made her a valuable advisor and friend to the standards committee and staff. She contributed significantly to the work of the committee and was helpful in representing their views at NBPTS Board meetings. The committee was also aided in their efforts by the work of the Early Adolescence through Young Adulthood/Art (EAYA/Art) Standards Committee, whose standards document was published in 1996.

Hundreds of individuals not directly associated with NBPTS aided the development of the Early Childhood and Middle Childhood/Art Standards. Teachers and other scholars, state and local officials, and representatives of disciplinary organizations reviewed a draft of the standards document when it was disseminated nationwide during a public comment period. Executive Director of the National Art Education Association Tom Hatfield was an ardent and valuable supporter of the standards development process, helping to recruit reviewers of the standards during the public comment period.

Many staff members and consultants to NBPTS also deserve thanks for helping to make the publication of the Early Childhood and Middle Childhood/Art Standards possible. Writing credits go to David Haynes, consultant to NBPTS, who wrote the early drafts of the standards document; and to Vicki Bodenhamer, who worked as a facilitator to the committee and later took on the additional role of writer of the final iterations of the standards. Jacqueline Olkin, Manager for Certification Standards and Teacher Development, supervised the editing and production of the standards; she also planned and assisted in facilitating standards committee meetings. Michael Knab, Specialist for Certification Standards, assisted in the editorial process, contributing a fresh perspective on the document. Assistant Office Manager Glowena Harrison ably supported the work of the standards committee, coordinating travel, mailings, and the preparation of meeting materials. Consultant Angela Duperrouzel was a dependable and enthusiastic on-site coordinator for the standards committee meetings.

In presenting these standards for accomplished teaching in the field of Early Childhood and Middle Childhood/Art, the National Board for Professional Teaching Standards recognizes that this publication would not have come into being without the considerable contributions of numerous individuals and institutions. On behalf of NBPTS, I extend my thanks to all of them.

Charles E. Cascio  
Vice President, Certification Standards  
and Teacher Development



## 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.*