

# EARLY AND MIDDLE CHILDHOOD ART STANDARDS



## **Standard I: Goals of Art Education**

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

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

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

## **Standard V: Curriculum and Instruction**

Accomplished visual art 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.

## **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.

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

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

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

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

## **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 VI: Instructional Resources and Technology**

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

## **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, practice, and support of art education.

# WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀

## ***Component 1: Content Knowledge***

- Computer-based assessment of 45 selected response questions
- 3 short essays / constructed response exercises on:
  - I. Art-Making and Forming Processes
  - II. Studying and Interpreting Art
  - III. The Nature and Value of Art

## ***Component 3: Teaching Practice and Learning Environment***

- Provide a brief overview of the content of your overall submission.
- Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.
- Submit information about the instructional context for each video.
- Describe your instructional planning for the lesson featured in each video and submit supporting materials.
- Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.

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## ***Component 2: Differentiation in Instruction***

- Demonstrate how you plan and develop sequenced, differentiated instruction to further students' growth in art and to facilitate their understanding and attainment of an overarching art education goal. Demonstrate how you assess student progress.
- Provide a photo storyboard containing 10 photographs taken during a period of instruction and assessment materials.
- Submit a written commentary that provides an analysis of instruction and assessment.

## ***Component 4: Effective and Reflective Practitioner***

- Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.
- Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.
- Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.
- Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.