

Alphabetical Listing of NAEA Position Statements

Position Statement on Certified Visual Art Educators in Pre-K through 12 School Settings [Adopted April 2010]

The visual arts in Pre-K through 12 school settings should be taught by certified art educators. A certified art educator should have pre-service experience in the grade level area in which they are pursuing the profession. Certified visual art educators should:

- Have a thorough understanding of the visual arts including history, studio skills, and the study of visual art and cultures.
- Have an ongoing understanding of and ability to integrate current and emerging technology into their teaching.
- Understand students as learners, including diverse characteristics, abilities, and learning styles.
- Help students understand the ways in which the arts make meaning, connect with the entire curriculum, and prepare students for success in school, work, and life.
- Pursue ongoing professional development to support their continuous improvement in both teaching and the arts.

Position Statement on College and University Art Museums [Adopted April 2010]

College and university museums of art, along with museums of other disciplines and libraries and archives, provide an essential component to a high quality and well rounded education. By preserving, providing access to, and interpreting objects of visual art and material culture, they offer valuable learning opportunities for students, faculty, and the broader community that cannot be replicated through other means. Like other museums, college and university museums are stewards of our shared past; the collections they house are repositories of our collective human creativity, knowledge, and history in all its diversity. College and university collections should be viewed not as disposable assets, but as resources that are essential to the education of future generations, and as such should be protected and maintained to honor the public trust.

Position Statement on Community Collaborations, including those with Cultural Organizations [Adopted March 2011]

NAEA recognizes that the visual arts are grounded in the communities from which they come. Communities may be defined by the many ways that they bring people together; they are complex, dynamic, and diverse in the ways they function. NAEA supports art educators' efforts to collaborate with community and cultural organizations to further the mission of visual arts education. NAEA members are encouraged to work with local, state, and national organizations that share common visions and goals. Resulting community arts collaborations can be nurtured through partnership projects and advocacy efforts. Community-based needs can be addressed through diverse efforts that contribute to civic engagement and life-long learning through creative expression.

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Position Statement on Early Childhood Art Education [Adopted April 2010]

The visual arts are essential to early learning. Every child is innately curious and seeks to construct personal knowledge and understanding of the world. Children construct knowledge in meaningful social contexts with peers and adults. Children experience their environment in holistic ways that are best served by an interdisciplinary approach that includes both guided and spontaneous learning experiences. The arts support multiple ways of knowing and learning that are inherent in the unique nature of each child. The arts empower children to communicate, represent, and express their thoughts, feelings, and perceptions. The arts offer opportunities to develop creativity, imagination, and flexible thinking. The arts can enrich a young child's understanding of diverse cultures. Early childhood art programs should be comprehensive in scope, including studio experiences, interactions with artists, visits to museums and art galleries, and opportunities to respond to art through conversation, storytelling, play, dramatics, movement, music, and art making.

Resource Document: For additional information, please refer to the Position Paper on the Early Childhood Issues Group section of the NAEA website.

Position Statement on Graduation Requirements in the Visual Arts [Adopted March 2011]

Study and practice in the visual and performing arts facilitate the growth of a broad range of important skills in general education, including critical thinking, problem solving, communication, collaboration, creativity and innovation. The importance of the visual culture to contemporary life makes it imperative that education includes learning to make meaning of multi-faceted visual information and experiences.

NAEA supports the formal adoption of minimum high school graduation requirements in visual and performing arts as part of a comprehensive high school education. The visual arts contribute to a well rounded education for all students, and broaden the range of learning options for meeting the individual needs of diverse student populations.

- Learning in the visual arts builds universal communication skills that bridge historic, geographic and cultural boundaries.
- Adolescent learners draw upon visual literacy skills to comprehend and articulate their world view as they move into adulthood.
- Students enrolled in visual arts courses should have experiences in creating, performing and responding to visual works of art.
- Support for minimum high school graduation requirements is predicated on the intention that elementary and middle school students have access to a comprehensive art education program.

Position Statement on PreK-12 Teacher Evaluation in the Visual Arts [Adopted March 2011]

The purpose of evaluating PreK-12 teachers is to ensure high quality art education that meets the needs of all students. Quality evaluation must be a collaborative process between art educator and evaluator(s) with a clear understanding of the distinctive characteristics of the visual arts and the creative process. Using this collaborative process, art educators should receive regular feedback that helps them grow as professionals.

Evaluation should be used to provide information to build the strongest possible instructional teams and hold school leaders accountable for supporting each educator's professional development. Ultimately, the evaluation processes should focus on making sure every student receives high quality instruction and meets with success in the discipline.

Key elements of quality teacher evaluation should include:

- An annual process that is based on clearly focused rigorous performance expectations
- Multiple measures should include things such as student growth, classroom observations centered on student learning, district or teacher generated assessments
- Regular feedback from instructional managers that include the educator in conversations about student progress and the educator's long and short term goals
- Proficiency ratings that provide the educator with a clear picture of their current performance in a variety of areas
- An individualized professional development plan that supports the continued growth and improvement of the educator

Position Statement on Pre-service Education and its Relationship to Higher Education [Adopted March 2011]

NAEA supports quality pre-service education taught by experienced art educators as a foundation for the development of professional practices. Accredited higher education institutions in partnership with schools, museums, and community organizations provide the best model for generative practices applicable to shared standards. Such programs should include: clinical experiences, pedagogy courses, visual arts content courses, professional development opportunities, and student associations. NAEA believes that comprehensive pre-service education engages learners in inquiry, advocacy, and leadership in relation to the following domains:

The Profession:

Pre-service art education programs prepare art educators to -

- Recognize their role as leaders in their schools and communities.
- Exhibit professional dispositions defined by state, national, and professional standards.

These include exemplifying professional values and qualities, engaging in reflective practices associated with life-long learning, advocating for excellence in their schools and communities, and participating in, as well as taking on leadership positions in their local, state, and national associations.

The Learners:

Pre-service art education programs prepare art educators to -

- Understand their students from theoretical and practical perspectives.
- Understand factors such as diverse learning styles, developmental variance, social conditions, and family and cultural values that might affect learner performance in the visual arts.

The Teaching Contexts:

Pre-service art education programs prepare art educators to -

- Understand that community values contribute to the guiding principles of the educational settings.
- Become highly skilled in curriculum development, assessment procedures, standards application, and instructional strategies.
- Deliver curriculum through both historical and emerging technologies.
- Understand and explore a variety of student engagement and classroom management strategies.

The Content:

Pre-service art education programs prepare art educators to -

- Have a strong knowledge base of traditional and emerging practices understood through studio experiences, historical lenses and collaborative inquiry.
- Explore the complexity of art making as it relates to creative problem solving, problem finding, visual literacy, technical proficiency, cultural context, and identity formation.
- Become fluent in interpreting works of art and other visual images, objects, experiences, and environments in relation to cultural and historical contexts.
- Prepare students with skills that will enable their success in the 21st century.

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NaeA

Advancing Art Education

Position Statement on Professional Development [Adopted March 2011]

NAEA asserts that professional development opportunities, targeted toward the visual arts and visual arts education, are essential to the life long learning of art educators. Examples of professional development opportunities include: studio practices; engagement with contemporary and traditional art forms; contemporary curriculum design and instructional methods; technologies and their relation to art and education; and theories of learning related to lifespan, cognition, ethical standards, and human development.

NAEA supports opportunities for building enriched relationships between theory and practice. NAEA recognizes these opportunities can take place in a variety of contexts and between novice and veteran professionals. NAEA believes that optimal professional development opportunities are generative practices that can take place through self-study and self-initiated outreach, participatory learning communities, mentoring relationships, and formal presentations and events.

NAEA believes that dynamic professional development opportunities take place as visual arts educators and organizations partner toward shared professional goals. These opportunities can take place among colleagues, as well as with universities, museums, galleries, community groups, government agencies, and philanthropic organizations; between NAEA divisions; as well as with non-visual arts professionals. NAEA promotes the development of these opportunities through conferences, web-based platforms, institutes, in-services, workshops, and retreats.

Position Statement Regarding the Use of Race Based Mascots in Educational Settings [Adopted April 2010]

NAEA considers Race-based Mascots in educational institutions to be representations that can be seen as derogatory. Visual art educators are encouraged to support their communities in addressing how such images impact all lives. Race-based Mascots offer teachable moments for art classrooms; opportunities to explore the complex and problematic ways that ethnic mascots and similar visual representations convey information about people, communities, cultures, and civilizations. For Example, Visual art educators working in non-Native American schools with Indian mascots are encouraged to ask their school to consult with and be informed by Native American Tribal Councils, and to participate in identifying new positive images worthy of representing their school and communities.

Resource Document: The Committee that prepared this Position Statement has also developed a resource document that is posted on the NAEA website within the area where the NAEA Platform and Position Statements can be found.

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Position Statement on Scheduling, Time, Funding and/or Resources for Visual Arts Education [Adopted March 2011]

NAEA recognizes the need for sufficient (or ample) funding and equitable scheduling for visual arts programming in preK-12 educational settings. Instructional time and funding for visual arts must allow for student success in meeting national, state and local standards.

Regularly scheduled class periods allow for quality student learning by providing sufficient time for instruction, art production, reflection, and assessment as well as the routines necessary for a well organized art class.

- NAEA recognizes ratios of educators to students differ from state to state and district to district. The quantity of visual arts educators is sufficient to meet the basic quality standards for curriculum, time and scheduling for each grade level. The average teaching load for art educators is commensurate with that of educators in other disciplines.
- Instructional contact time of art educators is equal to but does not exceed the maximum contact time required of all instructional staff.
- Planning and preparation time and additional duties are commensurate with other instructional staff.
- A minimum of five minutes should be scheduled between classes to allow for clean-up and preparation for succeeding classes.
- Art class enrollment should be limited to sizes that reflect the capacity of the facility and assure a safe working environment for students and educator.
- Art facilities provide adequate, safe and secure storage for equipment, supplies, instructional resources, and student work.
- Students who have an aide assist in other classes should be accompanied by their aide to assist in art classes.
- Art class enrollment and attendance are consistently maintained in order to support sequenced instruction. Students should not be removed from art class as punishment or for remediation in other subject areas.

Supplies, equipment, and technology purchased for the art program should be sufficient to meet National and State Standards, achieve local curriculum goals and meet all required safety regulations.

The budget is sufficient for the art program established in the curriculum plan, includes consumable supplies, instructional resources, new or replacement equipment, repair and maintenance of equipment, and is equitable across the school district.

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Position Statement on 21st Century Skills and Visual Arts Education [Adopted April 2010]

As a national collaborator on the Arts Map for the Partnership for 21st Century Skills, and as a signatory to the Partnership for 21st Century Skills' National Action Agenda, NAEA recognizes the importance of having all students leave school prepared with the skills and knowledge to address the challenges that await them. To that end, we support the following PRINCIPLES:

- That the arts, including the visual arts, dance, music, and theatre, are recognized as core subjects in the framework of the Partnership for 21st Century Skills' Framework for 21st Century Learning.
- That the visual arts provide opportunities for all students to build their skills and capacity in what the Partnership for 21st Century Skills calls "Learning and Innovation Skills," specifically Creativity and Innovation; Critical Thinking and Problem Solving; and Communication and Collaboration.
- That the visual arts provide opportunities for all students to build their skills and capacity in what the Partnership for 21st Century Skills calls "Information, Media and Technology Skills," specifically Information Literacy, Media Literacy, and ICT (Information, Communications, and Technology) Literacy.
- That the visual arts provide opportunities for students to build their skills and capacity in what the Partnership for 21st Century Skills calls "Life and Career Skills," specifically, Flexibility and Adaptability; Initiative and Self-Direction; Social and Cross-Cultural Skills; Productivity and Accountability; and Leadership and Responsibility.

Position Statement on Visual Arts as a Core Academic Subject [Adopted March 2011]

NAEA defines visual arts as a core subject, basic to the education of all students. The Elementary and Secondary Education Act, passed by the US Congress in 1965 and reauthorized in regular intervals, recognizes the visual arts as a core academic subject.

NAEA supports inclusion of a rigorous, high quality, comprehensive, sequential, and authentic visual arts program in every school for every child. Visual arts education provides every student opportunities to develop the global 21st century skills of communication, collaboration, creativity, critical thinking and problem solving. Visual arts education provides richness and complexity to learning by engaging students in the study of artistic processes, the construction of knowledge, and critical reflection.