



**CONTEXT** NAEA is committed to ensuring student access to a highly qualified, certified visual arts educator in every K-12 public school across the United States, recognizing that effective arts instruction is a core component to a 21st-century education.

All students deserve a comprehensive, balanced, and sequential program of instruction in the visual arts. The arts are core disciplines, and merit study as a means of communication, as historical components of civilization, and as providers of unique forms of knowledge.

*Standards for Art Teacher Preparation* represents the characteristics that high-quality programs for preparing arts educators should possess to ensure that all art educators are capable of providing excellent art instruction for all students. It includes the content and pedagogical practices of the preparation programs as well as the knowledge, skills, and attitudes of the faculty in such programs. In addition, the *Standards for Art Teacher Preparation* are inclusive of those of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE).

**THE STANDARDS** The following Standards represent the professional judgment of the art education field about the characteristics of preparation programs that will enable all visual arts educators to provide high-quality art instruction for every student. The Standards apply to both elementary and secondary art teachers, as well as arts educators who teach in museums, early-childhood programs, and other community settings. Users of the Standards should be careful to apply the standards that are appropriate for their setting.

## TEACHER PREPARATION PROGRAMS

### Standard I: Art Teacher Preparation Programs Focus on the Content of the Visual Arts

Teacher education programs in the visual arts should:

- Enable candidates to study and engage in the processes of artmaking involving traditional and contemporary studio approaches;
- Enable candidates to concentrate in one or more studio area;
- Engage candidates in inquiry in the history of art, enable them to acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art; and
- Include study of a diverse set of traditional and contemporary artists.

### Standard II: Art Teacher Preparation Programs Focus on Theory and Practice in Art Education

Teacher education programs in the visual arts should:

- Include study in the historical developments and prevailing theories of art education;
- Enable candidates to understand the philosophical and social foundations underlying the inclusion of art in general education;
- Include study in the artistic, cognitive, emotional, moral, physical, and social development of children, adolescents and young adults;
- Provide opportunities for candidates to have experiences supervised by visual arts specialists in a variety of classroom settings;
- Engage candidates in the study of theories of curriculum and instruction that make it possible for candidates to reflect on and refine their practice of art education;
- Enable candidates to develop curricula in a variety of instructional formats;
- Enable candidates to understand current teaching methods, materials and resources appropriate for various educational settings, populations, and levels of art education;
- Enable candidates to understand the importance of creating classroom environments in which effective art instruction can take place;

- Enable candidates to develop the skills to collaborate in the development of interdisciplinary curricula;
- Enable candidates to understand assessment methods appropriate to the evaluation of student work, their own teaching, and the art program as a whole;
- Enable candidates to understand the importance of arts education and to advocate for it to school administrators, parents, and public agencies; and
- Emphasize the importance of continuing self-evaluation and professional development.

## ART EDUCATION FACULTY

### Standard III: Art Education Faculty Have Expertise in Theories and Practices of Art Education

Art education faculty responsible for preparing art teacher candidates should:

- Have extensive knowledge and practice in art and art education and demonstrated competence in teaching in preK-12 and/or other educational settings;
- Have a thorough understanding of the foundations of art education;
- Have a thorough knowledge of how diverse learners acquire and develop understanding of art;
- Have a thorough understanding of curricular and instructional issues within art education;
- Have well-developed communication and inquiry skills that enable them to approach learning new skills and understandings in flexible and creative ways;
- Remain knowledgeable about developments in professional education, curricular standards and school reform initiatives at local, state, and national levels; and
- Work to ensure that candidates are exposed to campus-wide faculty and community art leaders.

## Standard IV: Art Education Faculty Demonstrate Best Practices in Their Teaching

Art education faculty responsible for preparing art teacher candidates should:

- Model teaching methods and approaches appropriate for learning both within the higher education classroom and the art educational settings for which their students are being prepared;
- Collaborate with other faculty in teaching, learning, and research activities relevant to art education;
- Conduct appropriate assessments of student learning within art education;
- Provide consistent and meaningful supervision of clinical experiences;
- Be knowledgeable about the intellectual and professional development of teacher education candidates;
- Ensure that candidates have access to diverse and alternative educational settings; and
- Utilize museum and community art resources in their programs.

## Standard V: Art Education Faculty Use Current and Emerging Technology in Their Teaching

Art education faculty responsible for preparing art teacher candidates should:

- Understand and use computer technology as a tool for research and other media in instruction; and
- Include a wide range of technology as art media.

## Standard VI: Art Education Faculty Are Active in the Art Education Profession and Other Professional Communities

Art education faculty responsible for preparing art teacher candidates should:

- Remain active in the profession;
- Remain current in the literature of art, art education, and in the specific disciplines that influence teaching;
- Improve their programs by revising mission statements, course work and programmatic needs on a regular basis;
- Advocate for their programs within their individual institutions, communities, and the profession at large; and
- Provide teacher-candidates with opportunities to participate in a student chapter of NAEA.

## Standard VII: Art Education Faculty Actively Support Diversity within Their Own Institutions, the Art Education Profession as a Whole, and Other Professional Communities

Art education faculty responsible for preparing art teacher candidates should:

- Demonstrate a commitment to cultural diversity in all matters related to teaching and learning;
- Understand the influence of cultural diversity on student and adult learning and reflect this understanding in their teaching; and
- Understand a wide range of cultures and their art forms and develop curricula that include diversity in gender, ethnicity, sexual identity, social class, and other dimensions of identity.

## HOW THIS DOCUMENT WAS DEVELOPED

*Standards for Art Teacher Preparation* was developed by a broad group of educators representing a wide range of discipline-based knowledge and pedagogical experience in art education. The document was created and reviewed by national committees that included K-12 teachers, district and state arts supervisors, and museum and university educators.

All NAEA members were offered the opportunity to provide input by contributing research, commenting on drafts, and suggesting additions and revisions.

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NAEA

*Advancing Art Education*

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