

## NAEA Adopted Position Statements under Review March 2021

### Review Process:

The Platform Working Group has reviewed the Position Statements below, scheduled for 1<sup>st</sup> review, 2<sup>nd</sup> review or 3<sup>rd</sup> review.

Each Position Statement can be either 1) Kept as is, 2) Kept with modifications, or 3) Archived (no longer relevant in any context). The recommendation regarding each Position Statement is at the close of each Position Statement. The recommendations will be presented at the 2021 Delegates Assembly. Final action regarding each Position Statement will be determined by the NAEA Board at the March 2021 meeting following the Delegates Assembly.

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### A. THREE YEAR: Position Statements first adopted March 2018; First Review March 2021

- 1) Position Statement on the Impact of Visual Arts Workforce Development [Adopted March 2018]
- 2) Position Statement on Importance of State or Province Level Agency Directors of Arts Education (Adopted March 2018)
- 3) Position Statement on Digital Citizenship [Adopted March 2018]

And - Revisit from 2019-2020 Add – ED&I Cultural Appropriation – look at the entire statement following review and input from the Equity, Diversity & Inclusion Commission.

- Position Statement on Use of Imagery, Cultural Appropriation and Socially Just Practices (Adopted March 2017; Reviewed March 2020) (February 2021 vetting)

### B. FIVE YEAR:

#### I. Position Statements first adopted March 2013; Reviewed and Revised March 2016; Second Review March 2021

- 1) Position Statement on Arts Integration (Adopted March 2013; Reviewed and Revised March 2016)
- 2) Position Statement on Distance Learning in Art Education [Adopted March 2013; Reviewed and Revised March 2016]
- 3) Position Statement on Student Assessment in the Visual Arts Classroom (Adopted March 2013; Reviewed March 2016)

#### II. Position Statements first adopted April 2010; Reviewed and Revised March 2013 & March 2016 Third Review (These Position Statements had their 2<sup>nd</sup> review at 3 years because the shift to having the 2<sup>nd</sup> and subsequent reviews shifted to 5 years had not yet happened.). This is their five \ year review since March 2016.

- 1) Position Statement on Early Childhood Art Education (Adopted April 2010; Reviewed and Revised March 2013 and March 2016)
  - 2) Position Statement on 21st Century Skills and Visual Arts Education (Adopted April 2010; Reviewed March 2013 and March 2016)
  - 3) Position Statement on Deaccessioning Objects in Art Museum Collections (Adopted April 2010; Reviewed and Revised March 2013 and March 2016)
  - 4) Position Statement Regarding the Use of Race Based Mascots in Educational Settings (Adopted April 2010; Reviewed March 2013 and March 2016) (February 2021 vetting)
  - 5) Position Statement on Teacher Evaluation and Student Growth (Adopted March 2013; Reviewed and Revised March 2016)
  - 6) Position Statement on Attracting Diversity into the Profession (Adopted March 2016; Reviewed and Revised July 2016) (February 2021 vetting)
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### **PROCESS:**

**(For Reference of Platform Working Group & people vetting online.**

#### **Recommendation for March 2021:**

Delete the language appearing with a ~~STRIKETHROUGH~~.

Insert/change the language in **bold and highlighted in YELLOW**.

*Category: Learners*

*Position Statement 1 of 3 under 1<sup>st</sup> Review (Adopted 2018)*

### **Position Statement on the Impact of Visual Arts Workforce Development (Adopted March 2018)**

NAEA believes, given the research on employment trends and, anticipating that a variety of new career opportunities will emerge over time, that visual arts education is essential to every learner's educational foundation and training for future employment in an increasingly complex and interconnected world. When surveyed, CEOs identified creativity as the number one trait sought when hiring. Since learners are future contributors and creative leaders of tomorrow's workforce, this underscores the importance that every learner must have ongoing access to sequential visual arts education throughout their PreK-12 education.

Visual arts education develops skills of deeper understanding and divergent thinking while also playing a vital role in cultivating collaboration, communication, critical thinking, curiosity, innovation, and problem solving, additional key competencies desired by employers. Visual arts education also develops emotional intelligence, the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

~~In addition to the benefits learning in the visual arts provide to all areas of business and industry, research and service sectors, gainful careers in a variety of art, design, and digital-related fields are abundant and comprise a multi-billion-dollar industry in many states and provinces.~~ Learning in the visual arts benefits all areas of the business, industry, research, and service sectors. In addition, gainful careers in a variety of art, design, and digital-related fields are abundant and comprise a multi-billion-dollar industry in many states and provinces. When considered nationally and globally, the financial impact of the arts is compounded exponentially. Providing visual arts education to all individuals is forward thinking, preparing them for successful employment now and in the future.

*Category: Relationships*

*Position Statement 2 of 3 under 1<sup>st</sup> Review (Adopted 2018)*

**Position Statement on Importance of State or Province Level Agency Directors of Arts Education (Adopted March 2018)**

NAEA believes that state and province departments of education support arts education programs and arts in education by having and maintaining an arts education position within their departments. The role of the Arts Education Director/Specialist/Coordinator is to ensure exemplary visual arts programs that meet the needs of all learners and provide equitable access to the arts.

State and province level directors/specialists/coordinators are key to the facilitation of the development and implementation of national and state standards and professional development needed to guide educators toward quality, standards-based, PreK through post-secondary programs. This includes guidance regarding teacher preparation programs.

This role includes:

- Serving in a leadership position in the state/province department of education
- Advocating for highly qualified and fully certified arts educators,
- Providing resources and training for arts teachers in meaningful assessment,
- Recommending adequate time for planning, instruction, and evaluation,
- Advocating for community support and funding for such programs,
- Promoting vital professional development for educators,
- Collaborating with school administrators to support the professional development of teacher leaders in the arts.

While NAEA recognizes that the visual arts share characteristics with other arts disciplines, it stands as its own unique discipline within the arts. This acknowledgment emphasizes the importance of the individual(s) holding the position(s) of state/province director/specialist/coordinator(s) be familiar with performing and visual arts education with a knowledgeable foundation in the field of visual arts education.

**Recommended Changes: Note** – These are predominantly changes in wording vs. content.

NAEA believes that certified visual arts teachers are well served by state or province departments of education when one or more positions within their department represents the arts for all matters including those pertaining to exemplary visual arts programs in public schools. This person holds the title of arts education director, specialist, coordinator, or consultant, depending on the department. The responsibilities vary among departments and may include developing policy in arts education; maintaining state standards aligned with the national standards; providing professional development for teachers and administrators; fostering collaboration among local, state/province, and national organizations; certifying elementary, secondary, and post-secondary program approval; ensuring accountability; and creating data visualization for arts education.

These individuals are key to the facilitation of the development and implementation of national and state standards and professional development needed to guide educators toward quality, standards-based, PreK through post-secondary programs. This includes teacher preparation programs at institutions of higher education.

This role includes:

- Serving in a leadership position in the state/province department of education
- Advocating for highly qualified and fully certified arts educators,
- Providing resources and training for arts teachers in meaningful assessment,
- Recommending adequate time for planning, instruction, and evaluation,
- Advocating for community support and funding for such programs,
- Promoting vital professional development for educators,
- Collaborating with school administrators to support the professional development of teacher leaders in the arts.

While NAEA recognizes that the visual arts share characteristics with other arts disciplines of dance, media arts, music, and theatre, it stands as its own unique discipline within the arts. Therefore, it is important that the person in this position be knowledgeable in the field of visual arts education.  
[\\*cite position statement on media arts here.](#)

### **Writing Team**

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Category: Instruction

Position Statement 3 of 3 under 1<sup>st</sup> Review (Adopted 2018)

## Position Statement on Digital Citizenship (Adopted March 2018)

The recommendation is to insert the language in yellow below.

NAEA believes that the visual arts provide unique opportunities to educate individuals for engagement in the digital world. Digital citizenship is characterized by the use of critical thinking skills to arrive at ethical choices related to the selection, creation, curation, and dissemination of content and relationships formed on and through digital media.

The development of digital citizenship requires equitable access to digital experiences for all learners. In order to develop, implement, and communicate policies and procedures, educators need to be aware of current regulations and digital tools. To facilitate learning and provide guidance in a digital environment, professional development must support effective pedagogical practices. As schools gain access to high quality resources, educators and administrators must maintain the focus on ethical digital-citizenship training.

Dimensions of digital citizenship include, but are not limited to:

### Digital Literacy

- Promote learning and utilizing various technologies
- Understanding the reliability of digital sources

### Digital Communication & Etiquette

- Foster appropriate exchanges of information
- Foster positive digital conduct

### Digital Privacy & Security

- Mandate awareness of and alignment with local and federal laws and regulations regarding digital technologies including terms of service and data privacy policies
- Mandate user safety and safe practice

### Digital Resources

- Advocate awareness of and access to digital resources through authoritative and reputable repositories
- Attribute proper citations and credit to the creator/owner.
- Ensure the responsible reuse of digital resources in the creation and curation of new assets and inspired works

When thinking critically about digital experiences, individuals recognize the importance of being empowered communicators, collaborators and creators. Digital citizenship serves as an essential component of our daily lives.

### **Resources:**

*“Digital Citizenship is defined by the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities.”* – ITSE site and Teach

Thought <http://www.documenting4learning.com/literacies/digital-citizenship-and-documenting-learning/>

### **COPPA - Children's Online Privacy Protection Rule**

<https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>. Instructional Technology Tools (ITT) that are available for use for students under 13 years of age must be COPPA compliant. Terms of Service for approved ITT must also allow for use by students and provide the ability to ensure the proper use of content that may be created within an ITT.

### **CIPA - Children's Internet Protection Act**

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

### **FERPA - Family Educational Rights and Privacy Act**

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Evaluating Websites: <https://www.google.com/url?q=https://library.csuchico.edu/help/source-or-information-good&sa=D&ust=1600734854800000&usq=AFQjCNHavcOpyjIS6WTuDwN2Q6tHRAsaLA>

Category: Curriculum

## **Position Statement on Arts Integration (Adopted March 2013; Reviewed and Revised March 2016)**

NAEA recognizes the importance of arts integration as a philosophy, pedagogy, and methodology for teaching and learning in, through, and about the arts to achieve greater understanding across disciplines.

Arts integration increases knowledge and skills in multiple content areas elevating learning by linking disciplines while developing related skills and deeper understanding of the arts. Arts integration creates a level of personal connection and insight through a creative, inquiry-based process that would not be obtained using a single-discipline approach.

Collaboration among educators for the subjects involved with integration is an essential element in providing seamless, integrated experiences for students in the arts and other disciplines. NAEA recognizes that a team approach for planning, implementing, participating in, and assessing arts integration programs is a critical factor in ensuring success.

Arts integration supports authentic experiences which engage and motivate students. The arts component provides students with multiple modes of learning and understanding. Arts integration intensifies academic rigor as students engage problem-solving skills to draw connections across disciplines and demonstrate competency through creative endeavors.

Effective arts integration embraces the National Visual Arts Standards and standards from other content areas, advancing the 21st Century Skills of creativity, innovation, critical thinking, problem solving, collaboration, and communication.

## **Recommended New Position Statement on Arts Integration**

**Note: This Position Statement has been entirely rewritten to update it for 2020.**

NAEA recognizes arts integration as an integral part of contemporary art practice, rather than a separate philosophy, pedagogy or methodology. Art explores and interprets the world; it is often based on research and tackles big ideas and issues.

Arts integration builds greater understanding across disciplines, supporting authentic experiences that engage and motivate learners. This practice provides multiple modes of learning and understanding, while also fostering imagination, creativity and personal interpretation of ideas and topics. Through creative inquiry, art integration generates a level of personal connection and insight that supports the processes of art making. Arts integration is particularly suited to building a learner's capacity for connection making between self, others and the world.

Effective arts integration embraces the National Visual Arts Standards and standards from other content areas. Various models of arts integration provide options for art educators and generalists. *Examples include but are not limited to;* one model which calls for an exploration of a cross-disciplinary theme in multiple classrooms. This approach requires collaboration among educators; in it, they are the integrators. Another model is based in the art studio classroom. In this model, learners research and interpret cross-disciplinary themes, ideas and issues through art. In this approach, the learners are the integrators. One of the key benefits of art integration is the way it encourages learners to stretch and explore their thinking.

Arts integration is key to meaningful, inclusive, and humanistic learning. Arts integration nurtures learner's abilities, conceptual tools and strategies to construct meaning and achieve understanding. This practice democratizes art rooms enabling learner's voice and perspectives to be represented through artistic expression.

## **Writing Team**

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Julia Marshall, SFSU Professor Emeritus, California

Kimberley D'Adamo, Visual Art Teacher Leader, Lincoln Public Schools, Author and creator of artasresearch.org website, Nebraska

## **Resources:**

Marshall, J., Ledo-Lane, A., & McAvoy, E. (2019). *Integrating the visual arts across the curriculum : An elementary and middle school guide.*

Marshall, J., Donahue, D., Ayers, R., & Hetland, L. (2014). *Art-centered learning across the curriculum : Integrating contemporary art in the secondary school classroom.*

edited by David M. Donahue, Jennifer Stuart ; foreword by Cyrus E. Driver ; afterword by Lois Hetland. (2010). *Artful teaching : integrating the arts for understanding across the curriculum, K-8.* New York : Reston, VA :Teachers College Press ; National Art Education Association,

*Category: Instruction*

*Position Statement 2 of 3 under 2<sup>nd</sup> Review (Adopted 2013; Reviewed 2016)*

## **Position Statement on Distance Learning in Art Education (Adopted March 2013; Reviewed and Revised March 2016)**

NAEA believes distance learning is a viable and effective method of instruction. Distance art education encompasses both the use of e-learning technologies that support face-to-face instruction (such as blended, hybrid, or flipped classrooms) as well as those that substitute for face-to-face delivery. These technologies are beneficial in many settings including K-12, colleges, universities, museums, and community-based programs among others.

Distance education is defined as “institution-based formal education where the learning group is separated and where interactive telecommunications systems are used to connect learners, resources and instructors”.\*

Distance art education can meet the diverse needs of today’s learner locally, as well as globally, making it accessible to a variety of learners to accommodate individual learning styles and situations. Recognizing these technologies are not equally accessible for all learners and educators, institutions supporting distance learning must address and provide for this need.

Among those are learners in alternative learning settings, home schools, home-bound for medical reasons, those in need of flexible scheduling, and learners who prefer distance delivery of instruction.

When used in K-12 schools, colleges, universities, and museums, high quality, effective distance learning in art education includes and is supported by:

- Distance educators who are knowledgeable in the primary concepts and structures of effective distance learning and are able to use a range of technologies, both existing and emerging, to effectively engage learners in the visual arts.
- Having and using appropriate technology to accomplish its objectives and enable dynamic teaching and learning of the wide range of visual art curricula.
- Evaluation of learners using a variety of formative and summative assessment methods and technologies.
- Ongoing revision of course design and instruction based on the feedback from learners, peers, and self-reflection.
- Technical support and professional development provided for learners and educators by the sponsoring institution.

NAEA believes that in the K12 setting, high quality, effective distance learning in art education also includes:

- Curriculum aligned with local, state and national visual arts standards using multiple strategies and technologies to engage and assess authentic student learning.
- Design and instruction by effective educators who are certified/licensed in visual art as defined by NAEA’s Professional Standards for Visual Arts Educators (NAEA, 2009).

<https://www.semanticscholar.org/paper/Distance-Education%3A-Definition-and-Glossary-of-Simonson-Schlosser/3c93db5ffb111d8892ea7c45ce90337ed6fdb842>

Distance Education 3<sup>rd</sup> Edition: Definition and Glossary of Terms. Book by Lee Ayers Schlosser and Michael R. Simonson, page 1.

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*Category: Assessment*

*Position Statement 3 of 3 under 2<sup>nd</sup> Review (Adopted 2013; Reviewed 2016)*

**Position Statement on ~~Student~~ Assessment in the Visual Arts Classroom  
(Adopted March 2013; Reviewed March 2016)**

NAEA recognizes the importance of developmentally appropriate ~~student~~ assessments to teaching and learning in the visual arts. Effective assessment is a continuous process that is standards-based and directly linked to instructional goals, objectives and performance expectations.

Performance assessment is the primary means of measuring ~~learner~~ knowledge, and skills and critical thinking in the visual arts. Visual arts assessment provides ongoing and instructive feedback for supporting ~~learner~~ growth. Assessment strategies often include methods that involve ~~learner~~ reflection and evaluation on ~~the creative process and the final product~~. When shared with ~~learners~~, assessment criteria enable visual arts educators to communicate goals for ~~student~~ growth and creative development. Educators who make informed judgments based upon formative and summative assessments are better able to plan and improve instructional practice to meet the needs of ~~all learners~~.

*Category: Learners*

*Position Statement 1 of 5 under 3<sup>rd</sup> Review (Adopted 2010; Reviewed 2013 and 2016)*

**Position Statement on Early Childhood Art Education  
(Adopted April 2010; Reviewed and Revised March 2013 and March 2016)**

**The recommendation is to insert the language in yellow below.**

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 visual arts support multiple ways of knowing and learning that are inherent in the unique nature of each child. The visual arts empower children to communicate, represent, and express their thoughts, feelings, and perceptions. The visual arts offer opportunities to develop creativity, imagination, and flexible thinking. The arts ~~provide opportunities to~~ enrich a young child's understanding of diverse cultures. Early childhood art programs should be comprehensive in scope, including studio experiences, interactions with artists, real and virtual visits to museums and art galleries, and opportunities to respond to art through conversation, storytelling, play, dramatics, movement, music, and art making.

*Category: Art Educators*

*Position Statement 2 of 5 under 3<sup>rd</sup> Review (Adopted 2010; Reviewed 2013 and 2016)*

### **Position Statement on Teacher Evaluation and Student Growth**

(Adopted March 2013; Reviewed and Revised March 2016)

**The recommendation is to insert the language in yellow below.**

NAEA supports teacher evaluation and accountability to enhance visual arts teaching and student learning. NAEA believes that the following criteria are necessary:

- Teacher evaluation systems should include multiple measures that can be used reliably in different teaching settings, instructional levels, and with all student populations. Any evaluation system should take into account the number of students taught and the instructional time available.
- Effective teacher evaluation instruments and protocol must be aligned with visual arts local curricula, state and/or national standards.
- The measure of student achievement growth in teacher evaluation systems must rely on standards-based student assessment in visual arts classrooms **using both qualitative and quantitative data.**
- The student growth component of the visual arts teacher evaluation should be determined solely by student growth in the specific visual art subjects being taught during the evaluation time period.
- Visual arts teachers and administrators should collaborate in the development of evaluation instruments.
- Evaluators of visual arts teachers must be knowledgeable of the content and effective practice for the subject being taught.
- Substantial, ongoing, appropriate and content specific professional development **learning and time** must be ~~made available~~ **allocated** to provide continued professional growth for visual arts teachers.

Category: Relationships

Position Statement 3 of 5 under 3<sup>rd</sup> Review (Adopted 2010; Reviewed 2013 and 2016)

## Position Statement on Deaccessioning Objects in Art Museum Collections

(Adopted April 2010; Reviewed and Revised March 2013 and March 2016)

– Reviewed September 21 and October 19, 2020

Organizations, including but not limited to museums, schools, libraries, archives, and community centers, that collect art, artifacts, and cultural belongings are stewards of our shared past. The collections they house are repositories of our collective human creativity, knowledge, and history in all its diversity. Museum Collections should be viewed as resources that are essential to the education of future generations, rather than as disposable assets, and as such should be protected and maintained to honor the public trust. Deaccessioning, or removing, objects from a museum's collection must be guided by the highest standards of professional and ethical practice. and NAEA supports the goals, principles, procedures, and processes put forth in the Association of Art Museum Directors (AAMD) *Professional Practices in Art Museums* and *AAMD's Policy on Deaccessioning*. Art museums, along with museums of other disciplines Organizations with collections and libraries and archives, provide an essential component to a high quality and well-rounded education. By preserving, providing access to, and interpreting art, artifacts, and cultural belongs objects of visual art and material culture, they offer valuable learning opportunities for all visitors, today and in the future.

### **Resources:**

Association of Art Museum Directors (AAMD) *Professional Practices in Art Museums*  
<http://www.aamd.org/papers/documents/2011ProfessionalPracticesinArtMuseums.pdf>

Association of Art Museum Directors' (AAMD) Policy on Deaccessioning:  
<http://aamd.org/papers/documents/FINALDEACCESSIONINGREPORT060910.pdf>

This Position Statement was formerly titled: Position Statement on College and University Art Museums [Adopted April 2010; Reviewed and Revised March 2013 when it was also retitled as part of the rewriting]. With the 2020 Review, this Position Statement is proposed for being renamed, to reflect a broader intent of addressing collections in a wider variety of settings than museums or art museums.

Category: Curriculum

Position Statement 5 of 5 under 3<sup>rd</sup> Review (Adopted 2010; Reviewed 2013 and 2016)

*It is recommended that this Position Statement, specific to the development of the Arts Map in collaboration with the other professional arts education associations and released by the Partnership for 21<sup>st</sup> Century Skills, be placed with other historic accords and removed from the list of active Position Statements.*

**Position Statement on 21st Century Skills and Visual Arts Education  
(Adopted April 2010; Reviewed March 2013 and March 2016)**

As a national collaborator on the Arts Map for the Partnership for 21<sup>st</sup> Century Skills, and as a signatory to the Partnership for 21<sup>st</sup> 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 Partnership for 21<sup>st</sup> Century Skills' Framework for 21<sup>st</sup> Century Learning.
- That the visual arts provide opportunities for all students to build their skills and capacity in what the Partnership for 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.