



Interest Group National Association of State Directors of Art Education (NASDAE)

<http://nasdae.ning.com>

Year after year, I bring back amazing things to my state of Georgia from the NAEA National Convention. And many ideas are turned into action by our National Association of State Directors of Art Education (NASDAE) Interest Group members.

NASDAE members are the visual arts program managers for the Department of Education in each state, and they are often the driving force behind arts education advocacy, professional development, and initiatives. This column is an update on what NASDAE members did in 2019 and what they are doing in 2020.

Alabama: Andy Meadows. This year, the State Superintendent's Visual Arts Exhibit had more than 692 works of art between the elementary and secondary divisions. Awards were given at all levels, and the exhibit was well-received.

Arizona: Dustin Loehr and Haley Honeman. State Superintendent Kathy Hoffman is celebrating National Youth Art Month with the opening of a permanent student gallery in the Arizona Department of Education building. To make our space more welcoming to the

public, the Office of Arts Education is partnering with local youth leaders to curate student exhibitions. The first event, a partnership with the Arizona Art Education Association, will include the unveiling of the student-designed Arizona Arts Education Proficiency Seal. Four Arizona art teachers and one teaching artist are also assisting with the development of new National Model Cornerstone Assessments in partnership with NCCAS and the NEA.

Delaware: Deb Hansen. In 2019, Delaware visual arts educators submitted units of instruction as evidence of curricular alignment with visual arts standards. Units were submitted to the Delaware Department of Education, reviewed by experts, and given feedback for refinement. This process, mandated by Delaware Regulation 502, ensures the quality of classroom instructional materials.¹

A group of art educators also recently revised performance tasks for the Delaware Performance Appraisal System. This system enables educators to be evaluated on their classroom effectiveness with instruments that are discipline-specific and that align with visual and performing arts standards.

Georgia: Jessica Booth. For the first time, Georgia art teachers participated in staff development in drawing, art assessment, and visual journaling. The training was provided by Georgia's Department of Education. Art teachers also received access to more than 1,500 instructional resources for K-12 and high school art courses. The list of resources is available for download.²

Kansas: Joyce Husner. Kansas sponsored a professional development event based on the workshop "Fostering STEAM: Professional Development + STEM Integration." The Kansas workshop focused on how the arts can improve social-emotional learning and STEM educa-

tion. Attendees came from across Kansas and included teachers and administrators from a range of subjects.

Maine: Jason Anderson. Maine's Department of Education is pleased to continue its tradition of displaying student artwork from around the state in its offices at the state capitol building. The current show features self-portraits from middle schoolers in Cape Elizabeth, while February's show will feature outdoor scenes by students in Lincoln. All participating students are honored at the capitol building at the opening of each show. Each year, the shows feature more than 160 visual artists at all grade levels from throughout the state.

Nebraska: Debbie DeFrain. Educators in Nebraska have participated in free workshops developed around the intersection of fine arts, social-emotional learning, family/community/school partnerships, and their impact on academic success.

New Mexico: Vicki Breen. Art educators and leaders are promoting equity for all students through ESOL/ELL, special education, physical education, and art education. A late winter conference will focus on equity in art.

Virginia: Kelly Bisogno. The Virginia Department of Education recently reviewed the 2013 Fine Arts Standards of Learning. The standards were revised in partnership with educators, professional organizations, community arts partners, and museum partners. The review focused on (1) alignment with the Profile of a Virginia Graduate, which focuses on the "5 Cs" as essential skills for future-ready learners: creative thinking, critical thinking, communication, collaboration, and citizenship; (2) review of culturally responsive instruction and issues of equity, diversity, and inclusion; and (3) technology and innovation. ■

¹ <http://regulations.delaware.gov/AdminCode/title14/500/502.shtml#TopOfPage>

² <https://www.gadoe.org/Curriculum-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>



Georgia teachers participating in an experimental drawing course led by the state Department of Education.

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NASDAE President-Elect. Position is currently unfilled. [This could be you! Please consider sharing your expertise.]

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