



# GUIDELINES

## for Preparing a Presentation Proposal

### 2019 NAEA National Convention

March 14-16 | Boston, MA

John B. Hynes Veterans Memorial Convention Center and Sheraton Boston Hotel

NAEA invites **YOU** to share your expertise, face-to-face, with visual arts educators who are committed to NAEA's mission to "advance visual arts education to fulfill human potential and promote global understanding."

Designed by members, for members, the NAEA National Convention provides a broad range of professional learning opportunities to inform, inspire, and compel exemplary professional practice supported by timely research. All sessions are carefully curated under the guidance and direction of NAEA members who serve as the National Convention Program Coordinators, liaise with NAEA, and participate on local and national planning teams. To offer a variety of ideas and diverse experiences, members are encouraged to collaborate in the development of proposals to provide varying viewpoints. Guidance in advancing the mission of the Association and considering perspectives on national issues or topics of interest can be found in NAEA's **Platform and Position Statements**.

### NAEA is looking for diverse and engaging proposals that:

- Capture student-centered pedagogy, are project- or challenge-based, and are supported by research and practice-based evidence;
- Explore the use of research strategies to inform teaching practice and/or advance visual arts education;
- Inspire leadership among art educators and/or students;
- Engage meaningful debate and dialogue about emerging issues and trends that define visual arts education.
- Showcase strategies for designing curriculum and assessment that support art standards; and/or
- Present diverse ideas in response to timely issues and trends in contemporary visual arts education.



# THE BASICS

## NAEA MEMBERSHIP

NAEA membership is **REQUIRED** for all presenters and co-presenters at the time of submission and at the time of presentation at the 2019 NAEA National Convention. NAEA will verify membership for the primary presenter and co-presenters upon submission and again prior to presentation in Boston. Up to five (5) presenter names will be listed for any session. Presentations not meeting NAEA membership requirements for presenters and co-presenters will automatically be rejected.

### Join, renew, or verify your NAEA membership prior to submitting your presentation proposal:

- Online at [arteducators.org/membership](http://arteducators.org/membership).
- Call 800-299-8321, 8:15 am-4:30 pm ET, Monday-Friday.
- Fax\* the NAEA membership form (download the form at [arteducators.org/membership](http://arteducators.org/membership)) with credit card payment.
- Mail\* the NAEA membership form (download the form at [arteducators.org/membership](http://arteducators.org/membership)) with payment.

### Membership Questions?

E-mail membership inquiries to [members@arteducators.org](mailto:members@arteducators.org) or call us toll-free at 800-299-8321, 8:15 am-4:30 pm ET, Monday-Friday.

## PRESENTER DETAILS

Before adding a co-presenter to your proposal, verify their willingness to be included. Presenters and co-presenters may not be added or changed after the deadline date for submissions.

### Individual Presentation Limit

Members may submit multiple presentation proposals for review. However, no member will be accepted for more than two presentations as principal presenter and no more than two presentations as co-presenter (excluding business meetings, divisional or regional functions, or a special presentation at the invitation of the National Convention Program Coordinators).

## IMPORTANT DATES

### Submission Deadline

June 15, 2018 at 11:59 pm ET

### Notification of Acceptance

NAEA strives to notify members of the status of their submission as early as possible; you can expect notification by September 30, 2018. For inquiries, please call 703-860-8000, ext. 281, or e-mail [presenters@arteducators.org](mailto:presenters@arteducators.org).

\*Please allow up to three weeks for processing memberships received by fax or postal mail. Fax number and mailing address are included on the membership form.

# WRITING YOUR PROPOSAL

Use the checklist below to collect the details needed to compile your presentation proposal. Carefully consider the four components that will be used by peer reviewers to assess your presentation. Additionally, pay close attention to the tips following the checklist. Please Note: All sections must be completed as instructed to ensure that your presentation is reviewed.

## ❑ 1. Title (15 word limit)

## ❑ 2. Brief Program Description (30 word limit)

This version of your presentation description is what will be seen by Convention participants in the printed program, the website, and mobile app. It will influence the attendance of your session.

### Organize your proposal as follows (400 word limit):

## ❑ 3. Statement of Purpose and Outcomes

State the purpose of the presentation and the anticipated outcomes. The purpose will communicate the intention or goals, and the anticipated outcomes will give details of what those attending can expect from the presentation.

## ❑ 4. Organization of Content

Describe the content to be presented in a well-organized manner with a clear outline of the presentation. Include descriptive examples that provide supporting evidence such as, but not limited to, lesson or unit designs, narratives, exhibits or community events, etc. for the subject matter being presented—this will vary for the different presentation formats.

## ❑ 5. Relevance of Topic

Include details about how the topic is relevant and makes a timely contribution to visual arts education issues and trends in the Division, Interest Group, or Area of Focus selected.

## ❑ 6. Impact on Practice

Indicate how the presentation promotes best practice and provides an enriching professional development opportunity for attendees.

### Consider This

The NAEA National Convention brings together teachers, district and state administrators, preservice students, college and university professors, art museum educators, teaching artists, and researchers to build community and generate new insights into issues, research, and practices affecting visual arts and design education.

Sessions proposed for review should encourage dialogue and debate on current and emerging issues and trends that contribute to advancing visual arts education. Proposals should be inclusive of diverse professional communities and provide a safe and supportive environment for all points of view. Successful proposals will put forth sessions that feature an interactive and participatory format encouraging discussion, reflection, and creative problem solving.

### Avoid the Following

- Using all capital or lower case letters, quotation marks, or other symbols in your title or description.
- Identifying presenter or co-presenter names and/or institutions by name within your presentation title or description; doing so will disqualify the presentation.

### Preview and Review

Before and after drafting your presentation proposal, look carefully at the criteria reviewers will use to evaluate your proposal. Proofread your proposal and be certain all parts are completed according to instructions before submitting.

# CHOOSE A TRACK

Convention sessions are organized into three categories of tracks for the purpose of review: Divisions, Interest Groups, and Areas of Focus. Divisions represent different educational teaching levels; Interest Groups appeal to professional interests; and Areas of Focus address core components of the Association's mission and topical themes. Within these categories are detailed tracks. You will be choosing ONE specific track that best aligns with your presentation. A Peer Review Committee representing the track you select will evaluate your proposal.

## DIVISIONS

Select ONE of the tracks in this category OR ONE track in the Interest Groups or Areas of Focus category.

- ❑ **Elementary:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes at the elementary level, including but not limited to instructional practices, standards and assessment, accessibility, diversity and inclusion, research, and technology.
  - ❑ **Middle Level:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes at the middle level including but not limited to instructional practices, standards and assessment, accessibility, diversity and inclusion, research, and technology.
  - ❑ **Secondary:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes at the secondary level, including but not limited to instructional practices, standards and assessment, accessibility, diversity and inclusion, research, and technology.
  - ❑ **Higher Education:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes in the field, including, but not limited to post-secondary art education and the preparation of licensed/certified art educators; research and research methodologies leading to critical inquiry, creative work and/or public engagement; broad understandings of art, design, and visual/material culture curriculum and education; accessibility, diversity and inclusion; social justice practices and inquiry; relevant theory and practice reflecting the social, political, economic, and pedagogical roles of art in a global society; collaboration between higher education and pK-16 education and community entities; diverse career trajectories and undergraduate/graduate student mentorship; and emerging media in teaching and research as well as tools for expressive cultural production.
  - ❑ **Preservice:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes in the field, including, but not limited to the student teaching and observation experience, activities in Student Chapters, leadership, student research, diversity and inclusion, integrative and correlational unit design, social justice and equity, and Art Education advocacy.
  - ❑ **Supervision and Administration:** Sessions proposed for review will address policies and practices related to the supervision of art educators and art education programs at the district, region, or state level. Proposals should reflect a collective voice among schools or districts on issues affecting art education such as curriculum development, standards, instructional resources, technology and assessment; advocacy, community partnerships and exhibits; leadership, teacher effectiveness, and professional development; and accessibility, diversity, and inclusion.
  - ❑ **Museum Education:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes in the field, including accessibility, audience-specific programming, diversity and inclusion, interpretation, leadership, research, and technology.
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## INTEREST GROUPS

Select ONE of the tracks in this category OR ONE track in the Divisions or Areas of Focus category. See full descriptions of NAEA Interest Groups at [www.arteducators.org/community/interest-groups](http://www.arteducators.org/community/interest-groups)

- Art Education Technology Interest Group
- Asian Art and Culture Interest Group
- Caucus of Social Theory in Art Education Interest Group
- Caucus on the Spiritual in Art Education Interest Group
- Choice-Art Educators Interest Group
- Committee on Lifelong Learning Interest Group
- Committee on Multiethnic Concerns Interest Group
- Community Arts Caucus Interest Group
- Design Interest Group
- Disability Studies in Art Education Interest Group
- Early Childhood Art Educators Interest Group
- Independent School Art Education Interest Group
- LGBTQ+ Interest Group
- National Association of State Directors of Art Education Interest Group
- Public Policy and Arts Administration Interest Group
- Retired Art Educators Affiliate
- Seminar for Research in Art Education Interest Group
- Special Needs in Art Education Interest Group
- United States Society for Education through Art Interest Group
- Women's Caucus Interest Group

## AREAS OF FOCUS

Select ONE of the tracks in this category OR ONE track in the Divisions or Interest Groups category.

- Research:** Sessions proposed for review will focus on relevant questions grounded in art teaching and learning from a variety of contexts, and will feature systematic inquiry and analysis stemming from the rigorous application of approaches from a variety of methodologies—including qualitative, quantitative, historical, theoretical, philosophical, and arts based. Sessions will provide a safe and supportive environment for all points of view.
- Leadership:** Sessions proposed for review will encourage dialogue and debate on current and emerging themes that support art educators as leaders, including, but not limited to, styles of leadership, training of leaders, teacher leadership, student leadership impact on policy, diversity strategies, learning cultures, advocacy, community growth, leadership facilitation, and advancement of the field.
- Global Connections:** Sessions proposed for review will provide insights on recurring themes relative to a global community. Sessions including but not limited to cross-curricular connections, multicultural understandings; global, social, and economic implications; comparative approaches; social justice; and issues of access and equity will be considered.
- Equity, Diversity and Inclusion:** Sessions proposed for review will provide insights into how art educators are utilizing Equity, Diversity and Inclusion strategies within curriculum, instruction and assessment; including but not limited to, instructional styles, cross-curricular planning and instruction, use of technology, project-based learning, cooperative learning, innovation, careers of the future, and impact on the economy. Sessions will provide a safe and supportive environment for all points of view.

## CHOOSE A SESSION FORMAT

Convention sessions may be presented in a variety of learning formats. These fall under three categories: Interactive Sessions, encouraging dynamic exchange among presenters and audience members; Lectures, presenting papers and projects informed by research theories and best practices; and Professional Support workshops and demonstrations.

Select ONE session format that is the most appropriate for your presentation.

### INTERACTIVE SESSIONS

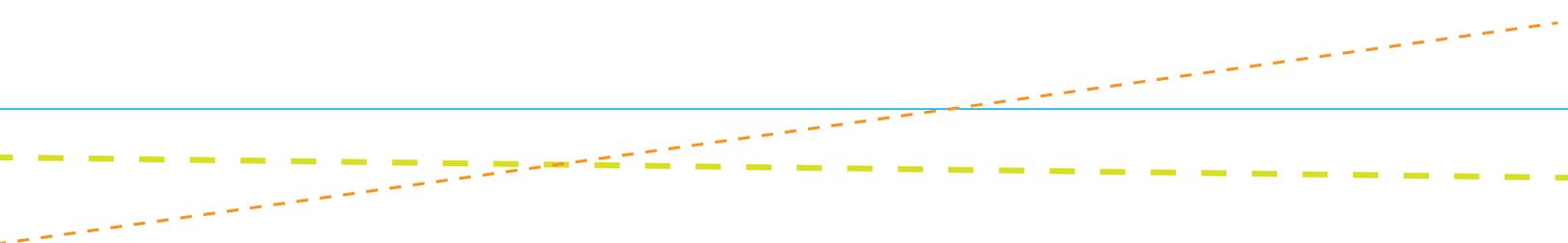
Select ONE of the formats in this category OR ONE format in the Lectures, or Professional Support.

- ❑ **Flash Learning:** Fast-paced sessions that introduce varying viewpoints and experiences related to a general topic. Two to five speakers will present on the same topic using a strict format that includes ten minutes to present each perspective/experience using ten power point slides. Time: 50 Minutes | Room Setup: Theater-style
- ❑ **Ideation:** Generative dialogue about timely issues that encourages critical thinking, collaboration, and community building in an interactive setting. Presenter/s pose a broad-themed question and participants identify topics relevant to said question. This format has different presenters at each table presenting their ideas at the same time. No AV equipment is available. Participants may move around the room to different tables. Time: 50 minutes. Room Setup: Large room with round tables.
- ❑ **Big Questions:** Civil discourse about the issues and trends advancing and/or impacting the field of visual arts education or the profession of art educators. The debate is framed with a big question that targets the field or the profession and two to five debaters respond to the question. Time: 50 Minutes | Room Setup: Theater-style

### LECTURES

Select ONE of the formats in this category OR ONE format in the Interactive Sessions, or Professional Support.

- ❑ **Art/Ed Talk:** Presentation of a professional paper about questions and findings from timely research studies followed by Q & A. Time: 25 or 50 Minutes | Room Setup: Theater-style
- ❑ **Instructional Practice:** Demonstrates student-centered pedagogy, project, or challenge-based instruction supported by research and practice-based evidence. Time: 50 Minutes | Room Setup: Theater-style
- ❑ **Deep Dive Research:** Explores a core issue, method, or theory in art education research. Two to five panelists present their research, followed by small group discussions and moderated summary. Time: 80 Minutes | Room Setup: Theater-style



## PROFESSIONAL SUPPORT

Select ONE of the formats in this category OR ONE format in the Lectures, or Interactive Sessions category.

- ❑ **Skills Toolbox:** Show and apply techniques, materials, methods, and media for developing and enhancing skills through application of the effective use of tools and apps to professional learning and management tasks. Time: 50 Minutes | Room Setup: Theater-style
- ❑ **Studio Workshop:** In-depth exploration of ideas, forms, and processes in the creation of studio work. Proposal must include a description of what participants will create. Presenters are reimbursed for cost of materials up to \$300. Time: 1 hour, 50 minutes | Room Setup: Classroom-style | Ticketed Workshop
- ❑ **Hands-On Demonstration:** Demonstrate and explain a particular technique or activity. The process and product must clearly be described in the proposal. Time: 25 or 50 Minutes | Room Setup: Theater-style with table for presenter only in front of room

## PROPOSAL REVIEW PROCESS

All proposals are evaluated using a blind, peer review process by Proposal Review Committees comprised of NAEA members. Review Committees are formed annually and include members associated with each track—representing divisions, interest groups, or areas of focus. Each proposal is reviewed by peers with similar interests and expertise and each proposal receives three reviews that are averaged for the final score. All scores are normed to establish a common benchmark for acceptance consistent with the number of proposals to be accommodated in the Convention program. Proposals are rated on a score of 4 (high) to 1 (low) according to Statement of Purpose and Outcomes, Organization of Content, Relevance of Topic, and Impact on Practice.

### SCORING CRITERIA

#### Statement of Purpose and Outcomes

Is the purpose clearly stated and are the anticipated outcomes well-defined?

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Precise statement of purpose and detailed description of anticipated outcomes.	Good statement of purpose and with some mention of anticipated outcomes.	Adequate description of purpose but little indication of outcomes.	Vague description of purpose and no reference to outcomes.

## Organization of Content

Is the topic well-organized with a clear outline of the content to be presented using examples as supporting evidence such as lesson or unit designs, narratives, exhibits or community events, etc. for the subject matter being presented?

<b>4</b> Coherent organization of content with well-documented examples used as supporting evidence.	<b>3</b> Good organization of content with helpful examples used as supporting evidence.	<b>2</b> Adequate organization of content but lacking sound supporting examples.	<b>1</b> Poor organization of content with no supporting examples.
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## Relevance of Topic

Does the topic make a relevant and timely contribution to issues and trends in visual arts education in the Division, Interest Group, or Area of Focus selected?

<b>4</b> Highly relevant and timely contribution with potential to create widespread interest.	<b>3</b> Reasonably relevant and somewhat timely contribution with potential to create good interest.	<b>2</b> Low relevance, lacking currency, and likely to only generate marginal interest.	<b>1</b> Lacks relevance and unlikely to attract interest.
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## Impact on Practice

Does the proposal promote best practices and provide enriching opportunities for professional development?

<b>4</b> Excellent model of best practices and highly likely to influence professional development.	<b>3</b> Good example of best practices and likely to encourage professional development.	<b>2</b> Acceptable contribution to best practices and a marginal impact on professional growth.	<b>1</b> Poor description of best practices and unlikely to have an impact on professional growth.
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## FINAL RECAP

### BEFORE YOU SUBMIT:

- Make sure your NAEA membership is current and that all co-presenters are current members and have agreed to present.
- Be certain there are no identifying names or institutions included in your session description or title.
- Review each component carefully to be certain all information is presented as required and completed according to instructions.
- Consider which track and format best suits your presentation.
- Take another look at the criteria reviewers will use to evaluate your proposal and be certain you have provided content to fully address each criterion.

**Congratulations! You are ready to submit your proposal!**