

Early Adolescence Through Young Adulthood/Art

Certificate Overviews, National Board for Professional Teaching Standards, July 1998

The Early Adolescence through Young Adulthood Art (EA-AYA/Art) certificate is designed for art teachers of students ages 11-18+. The National Board Certification process is voluntary and is open to public and private school teachers from pre-kindergarten through grade 12.

The Assessment Process

The assessment is performance-based and designed to evaluate the complex knowledge and skills of teaching described in the NBPTS standards. The assessment process consists of two components: the portfolio and the one-day assessment center. The certification decision will be based on candidate performance as judged against the NBPTS standards for accomplished practice.

The Portfolio

The portfolio of the Early Adolescence through Young Adulthood/Art assessment gives teachers the opportunity to present their actual classroom practice over a specified time period. The portfolio consists of six entries:

- **A Portrait of Teaching Over Time**—Teachers demonstrate how they plan and develop sequenced instruction to further students' growth in art and their understanding and attainment of broad art education goals. Teachers provide a storyboard of 12 photographs taken during a period of instruction, a written commentary and a record of reflection of three days of their teaching practice.
- **Learning About Art Making**—Teachers demonstrate how they support and monitor student learning about the process of making art. Teachers also demonstrate how they utilize space and resources to create a physical teaching area that supports the learning of art in a safe environment. Teachers provide a 22-minute videotape that includes a visual pan of the classroom and two 10-minute segments from one lesson that shows teachers helping students learn about art making. Teachers also provide a written commentary and analysis of the videotape.
- **Learning to Study, Interpret and Evaluate Art**—Teachers demonstrate how they work with students to help them study, interpret and evaluate art. Teachers provide a 20-minute videotape of one lesson, a written commentary, and analysis of the videotape.

- **Assessing Student Work**—Teachers demonstrate how they assess student work and provide feedback to students to further their artistic growth. Teachers provide three samples of student work from two students, two assessment artifacts from the classroom, and a written commentary.
- **Documented Accomplishments Exercise I**—Teachers submit descriptions and documentation of those activities and accomplishments that illustrate their commitment to their students' families and the communities of their students. In addition, teachers are asked to compose two brief interpretive summaries related to these accomplishments.
- **Documented Accomplishments Exercise II**—Teachers submit descriptions and documentation of those activities and accomplishments that illustrate their commitment to the teaching profession. In addition, teachers are asked to compose two brief interpretive summaries related to these accomplishments.

The Assessment Center

The one-day assessment center contains four written exercises:

- **Creative Process**—Teachers are asked to show how they use their understanding of the creative process to help students learn about and appreciate art making.
- **Studying and Interpreting Art**—Teachers are asked to show their knowledge and understanding of specific art concepts, and how they use these concepts to study and interpret works of art.
- **Culture and Time**—Teachers are asked to interpret and evaluate art images using their knowledge of art history, art criticism and aesthetics.
- **Developing Instruction**—Teachers are asked to design ways to deliver concepts and skills that are responsive to their students' developmental needs.
- Teachers are given 90 minutes to complete each of the exercises.