

# A NATIONAL QUICK-REFERENCE RESOURCE GUIDE ON NCLB AND ART EDUCATION FOR SECONDARY PRINCIPALS

*The No Child Left Behind Act's definition of core academic subjects includes the arts.*

In this respect, the arts were given equal billing with reading, math, science, and other disciplines. And this definition could lead to a huge improvement in national education policy. This means that whenever federal education programs (such as teacher training, school reform, and technology programs) are targeted to "core academic subjects," the arts may be eligible to receive funds. Such a broad recognition of the arts has never before been included in the Elementary and Secondary Education Act.

## It's the Law

The definition of core subjects in the new law is located in Title IX, Part A, Section 9101 (1)(D)(11), Definitions.

Here is how the definition reads:

*(11) CORE ACADEMIC SUBJECTS- The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.*

The definition of core academic subjects is included in the glossary of the bill, which tells local and state education decision-makers how to interpret the concepts used throughout the Act. However, many decision-makers may not be aware that the arts are identified as a core subject in the Act and, as a result, may be unaware that many types of federal education funds may be used for arts education.

The National Art Education Association provides numerous resources specifically related to key provisions of the NCLB Act including, "highly-qualified teachers, challenging teaching skills, student achievement standards," and others. Following are several examples.

## WHAT IS THE CURRENT RESEARCH ON SECONDARY ART PROGRAMS?

### No. 231 Art Teachers in Secondary Schools: A National Study

The findings in this study are revealing; it answers questions about **teachers**: how many art teachers are full-time; what is the average number of art faculty, how

many hold bachelors degrees and how many hold a standard teaching certificate in art education? **Schools**: what are the art enrollment trends and class sizes; how many require art for graduation or conduct assessments in art; how many have art supervisors? **Curriculum and instruction**: how many align with the *National Visual Arts Standards*; what is the most used instructional method; what is the most selected goal for student learning; what assessment methods are used? **Teacher professional development and teacher evaluation**: what is the typical professional development activity; how often are art teachers evaluated, and by whom?

50 pgs. ISBN 1-890160-17-2 \$15.00; **Member Price \$10.00**

## WHAT ARE SOME GUIDELINES FOR "HIGHLY-QUALIFIED" SECONDARY ART TEACHERS?

### No. 412 Standards For Art Teacher Preparation

Carole Henry, Chair. Includes three sections: standards for the art program, standards for art education faculty, and standards and skills for art teacher candidates. The stan-

dards are inclusive of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE) requirements. The art teacher candidate categories are inclusive of those aspects identified as essential to effective teaching developed by NBPTS (National Board for Professional Teaching Standards) and INTASC (Interstate New Teacher Assessment and Support Consortium). The Standards offer expert resources useful for interviewing, selecting, and employing qualified art teachers; art teacher appraisal/evaluation; and content topics for staff development and continuing education programs.

28 pgs. ISBN 1-890160-11-3 \$15.00; **Member Price \$10.00**

## ARE THERE CHALLENGING ART KNOWLEDGE AND TEACHING SKILLS THAT INCLUDE STUDENT ACHIEVEMENT STANDARDS?

### No. 216 The National Visual Arts Standards

Jeanne Rollins, Chair. Standards define what students should know and be able to do and provide a benchmark for measuring whether a student has mastered a defined set of skills and knowledge. Includes six content stan-

dards and are organized K-4, 5-8, and 9-12. These standards are essential for all art educators as the framework upon which to design art curricula and instruction for all grade levels, as well as for art teacher preparation programs.

36 pgs. ISBN 0-937652-65-2 \$15.00; **Member Price \$10.00**

HOW SHOULD SECONDARY ART PROGRAMS BE ORGANIZED FOR HIGHER-PERFORMING SCHOOLS?

### No. 409 Purposes, Principles, and Standards For School Art Programs

This newly revised publication is directed toward the promotion and recognition of educationally sound visual art programs in elementary, middle/junior, and high schools. It is designed as a self-assessment

evaluation of the seven art education program components: Organization, Curriculum, Personnel, Scheduling, Facilities, Materials/Equipment, and Budgets. A nomination form and self-assessment checklist for the Standards Award is included. 8 1/2" x 11."

33 pgs. ISBN 0-937652-83-0 \$15.00; **Member Price \$10.00**

WHAT KIND OF ART FACILITIES ARE NEEDED FOR HIGHER PERFORMING SCHOOLS?

### No. 204 Design Standards for School Art Facilities

Mac Arthur Goodwin, Editor. This visual resource from NAEA includes over 60 photos and floor plan drawings of specialized art studio rooms. The guide contains

Art Room Planning in elementary, middle/junior, and senior high schools; General Specifications (space, lighting, safety, computers); and Specialized Art Rooms (ceramics, kiln room, printmaking, technology) and more. Also included are numerous resources for state and federal agencies, manufacturers, organizations, and others that keep current on specifications, codes, health hazard regulations, and legislation.

34 pgs. ISBN 0-937652-66-0 \$15.00; **Member Price \$10.00**

HOW CAN COMPUTERS AND TECHNOLOGY BE USED IN THE ART PROGRAM?

### No. 218 New Technologies and Art Education: Implications for Theory, Research, and Practice

Diane Gregory, Editor. This anthology explores an overview of how technologies are used in the classroom; innovative uses of the new technologies such as Hypermedia,

Internet and the Worldwide Web, distance learning and instructional video; an examination of staff development, teacher preparation, and instructional uses; the use of interactive technologies with aesthetics, criticism and art history; cautions and appropriate uses of technology in the classroom.

189 pgs. ISBN 0-937652-74-1 \$22.00; **Member Price \$18.00**

HOW CAN ART LEARNING BE ASSESSED?

### No. 203 Designing Assessment in Art

By Carmen L. Armstrong. A valuable in-depth study of art assessment written especially for art educators. The book presents and discusses what can be assessed in

art; various kinds of assessment instruments; developing and administering assessment; alternatives to traditional assessment; and scoring and reporting results. This book integrates assessment of student learning with curriculum and art instruction. It provides multiple examples, sample formats, and suggestions for implementation. The book illustrates various means of observing and recording evidence of student art learning. An important resource for art teachers and schools reviewing assessment plans for their art programs. An excellent text for staff development seminars.

216 pgs. ISBN 0-937652-71-7 \$25.00; **Member Price \$17.00**

HOW HAVE OTHERS USED THE NATIONAL VISUAL ARTS STANDARDS?

### No. 259 Adaptations of the National Visual Arts Standards

Larry Peeno, Editor. This practical resource includes examples of national, state departments of education, state art education association, and district models of adaptations of the *National Visual Arts Standards*.

Six actual examples found in the book are the National Assessment for Education Progress visual arts outline and achievement level descriptions, State Frameworks from New York and Missouri, and how the Kansas Art Education Association aligned its art standards with state goals and the national visual arts standards. Also included are two district examples illustrating alignment: Fairfax, VA, and Williamsport, PA. *Adaptations* is a vital resource for anyone teaching art curriculum; anyone redesigning an art curriculum; anyone writing and planning an art curriculum; and anyone assessing the art curriculum. It is an indispensable resource for the student teacher, the young professional, as well as the experienced art educator! It is a necessity for teacher centers, libraries, and staff development collections.

64 pgs. ISBN 0-937652-91-1 \$20.00; **Member Price \$9.00**

### IS THERE A PROGRAM TO RECOGNIZE STUDENTS WHO ACHIEVE AND EXCEL IN ART?

In 1978, the NAEA began the NAHS program specifically for high school students grades 10-12, for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art. The NAHS also strives to aid members in working toward the attainment of their highest potential in art areas, and to bring art education to the attention of the school and community. Here are some reasons why your school should join the NAHS/NJAHS:

1. You become part of a professional organization: The National Art Education Association.
2. Your students become members of a distinguished group of approximately 23,000 art students.
3. Your NAHS sponsor, as an NAEA member, would be eligible for four grant programs.
4. Your NAHS students would be eligible for the Rising Star Secondary Recognition Award.
5. An NAHS Senior would be eligible to receive the Charles M. Robertson Memorial Scholarship - a special four-year scholarship to Pratt's School of Art and Design in New York.
6. Your school art program would be eligible to apply for the NAEA Standards Award.
7. Your NAHS/NJAHS sponsor would be eligible to attend NAEA's annual convention, co-sponsored academies and institutes held throughout the country. They would also receive a variety of professional publications that could be a valuable resource in the classroom as well as to your professional library.
8. *NAHS News* is published twice a year and is received by students as well as sponsors. We encourage students to submit articles and art work for publication in the *News*.
9. Participation in the NAHS/NJAHS, is a mark of accomplishment in the school and community and well recognized by the institutions when your students apply for entry into a college or university.

HOW CAN I ENCOURAGE STUDENTS TO CONSIDER AN ART TEACHING CAREER?

**No. 283 Thinking About Teaching Art? Answers for HS Students, Parents, and Counselors**

By Victoria Fergus and Carole Henry. The new resource is about what an art teaching career is like, what to look for in an art teacher

preparation training program at the college level, and what qualifications to look for in the faculty. It also includes an overview of what to think about when you are looking for employment, and advice from students in art education programs that may also assist you in making some decisions. Finally, there are additional art career resources and websites that are worth exploring. "If we want to encourage our students to continue their education in the visual arts, we must also provide them with information on the nature of art teaching and where students can continue their study," said co-author Dr. Victoria Fergus. This booklet does just that. *Thinking About Teaching Art?* is an indispensable resource for every middle and high school art department, career center, guidance office, faculty lounge and school library.

24 pgs. ISBN 1-890160-14-8 Price \$4.00; **Member Price \$2.00**

WHERE CAN MY STUDENTS FIND OUT ABOUT COLLEGE ART PROGRAMS?

**No. 254 Peterson's Professional Degree Programs in the Visual and Performing Arts**

A comprehensive directory to all accredited U.S. and Canadian colleges and universities that grant undergraduate degrees in studio

art, music, theater, and dance. Includes profiles on 400 schools with over 800 programs. Handy quick-reference charts, program descriptions, financial aid, addresses, and application steps. An indispensable resource for every art department, career center, guidance office, and school library.

624 pgs. ISBN 0-7689-0561-3 \$27.00; **Member Price \$23.00**

SINCE "HIGHLY-QUALIFIED TEACHERS" IS ONE OF THE MOST PROMINENT ASPECTS OF NO CHILD LEFT BEHIND (NCLB), WHAT OPPORTUNITIES ARE THERE FOR PROFESSIONAL DEVELOPMENT IN ART?

The NAEA annual convention provides substantive professional development services that include the advancement of knowledge in all sessions, events, and activities for the purpose of improving visual arts instruction in American schools. As such, it is the world's largest art education convention.

The 5-day convention includes over 950 participatory workshops, panels, seminars for job-alike groups . . . research reports, discussions, exhibits, and tours . . . keynote addresses by world-acclaimed educators, artists, researchers, and scholars . . . a once-a-year opportunity to meet in a major American city with colleagues from all over the world.

Each year some 150 to 200 exhibitor booths displaying the latest art textbooks, high-tech software, prints, slides, curriculum materials, equipment, and programs, as well as the latest studio and art history media are made available for examination and review to art educator delegates. It is a professional development opportunity to update yourself on the vista of state-of-the-art materials to advance visual arts instruction in your program.

All NAEA sessions and events are 100% content-oriented and substantively based. NAEA does not offer non-content functions such as golf, sight-seeing, shopping tours and the like. Sessions are scheduled from 8:00 a.m. to 11:00 p.m. every day.

**The Next National Art Education Association Convention is in Denver, Colorado—April 16-20, 2004**

Adam's Mark Denver, 1550 Court Place, Denver, CO 80202; Tel: 303-893-3333

REGULAR CONVENTION RATE — \$179/Single, \$194/Double, \$209/Triple, \$224/Quad

Convention Registration forms will be available in November 2003 at [www.naea-reston.org](http://www.naea-reston.org)

DOES ART INSTRUCTION AND CURRICULUM SUPPORT A COMMON AND SHARED VISION?

**No. 228 Design for Inquiry: Instructional Theory, Research, and Practice in Art Education**

By Elizabeth Manley Delacruz. This unique book translates instructional theory and research into today's curriculum for student

learning in art. It is loaded with substantive examples of instructional methods, instructional strategies, learning principles, motivation, and research on teacher effectiveness. *Design for Inquiry* focuses on current research on teaching and teacher effectiveness, a comparison of instructional methods, a discussion of learning and motivation (including the relationship between teacher attitude and student success), and a look at daily life in the classroom from both teacher and student perspectives. The section in the final chapter on "What is Good Teaching?" is especially helpful for self-reflection and evaluation.

94 pgs. ISBN 0-937652-98-9 \$18.00; **Member Price \$11.00**

**No. 256 Creating Curriculum in Art**

By Phillip Dunn. *Creating Curriculum in Art* outlines the theoretical orientations for art curricula, the five critical areas for art curriculum development, an examination and analysis of curricular approaches, and a discussion of student evaluation and art program assessment. This book translates art theory into curriculum—and into daily practice for the art teacher, curriculum coordinator, and for the school administrator! *Creating Curriculum in Art* is a central text for anyone teaching art curriculum; anyone redesigning an art curriculum; anyone writing and planning an art curriculum; and anyone assessing an art curriculum. *Creating Curriculum in Art* is for the student, the young professional, as well as the experienced art educator! It is indispensable for teacher centers, libraries, and staff development collections.

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