Crosswalk: Previous versus New Art Educator Preparation Program Standards

General Information about this Revision:

- Changed language in some standards to clarify, simplify and bring standards up to current practices in the field

- Added emphasis on collaboration, on including new technologies and artforms, on drawing on local community and global resources, and on using multiple forms of assessment to support teachers' decision making and student learning

Standard [#1] Art Education Theory, History and Current Practice

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.	The teacher of art demonstrates a strong theoretical foundation in art education.	Changed language to clarify, simplify and bring up to current practice in the field. Content Knowledge indicators: • Removed redundant indicator Professional Skills indicators: • No changes

Standard [#2] Art Content Knowledge and Use

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance	The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.	Updated to current practices and standards in the field; Removed outdated language Content Knowledge indicators: • Simplified content areas • Made studio and art history knowledge more prominent • Identified the importance of having depth of knowledge in at least two art content areas Professional Skills indicators:

| | | • Recognized curriculum goals and standards must be used in a way that are appropriate and relevant to learners
• Emphasized conditions, attitudes and behaviors that support creative and innovative thinking |
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Standard [#3] Learning Environment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.	The teacher creates a safe environment that supports individual and collaborative problem solving, and that encourages positive social interaction, active engagement in learning, and self-motivation.	Clarified expectations; Added language that includes collaborative strategies; Recognizes increased use of information and technology

Changes to:
Content Knowledge indicators:
• Better emphasized relationship between environment, media choices, and safety
• Eliminated repetition
Professional Skills indicators:
• Added appropriate and safe use of information and technology |

Standard [#4] Curriculum

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.	The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum, which enables students to create, present, respond, and connect to art.	Updated vocabulary to align with current state art standards; condensed and simplified language

Content Knowledge indicators:
• Added local community and global resources as source for enhancing curriculum content
• Made explicit the relationship between art content, curriculum design, standards in supporting higher order thinking
Professional Skills indicators:
• Clarified the importance of sequential curriculum
• Eliminated language more appropriately placed in other standards |

Standard [#5] Arts Advocacy

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.	The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.	Made expectations more realistic; Language edited to fit broad approaches to art and advocacy Content Knowledge indicators: • Minor editing; no content changed Professional Skills indicators: • Consolidated overlapping and repetitive language

Standard [#6] Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.	The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' decision-making.	Enlarged assessment to include multiple methods; Linked assessment to students' engagement in their own growth; Added that assessment guides teachers' decision-making Content Knowledge indicators: • No changes Professional Skills indicators: • No changes

Standard [#7] Professional Development

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.	The teacher of art demonstrates knowledge of professional art organizations and seeks professional growth and development opportunities to advance the profession.	Simplified language; Increased emphasis on professional responsibility Content Knowledge indicators: • Minor editorial changes only Professional Skills indicators: • Minor editorial changes only