

INTASC Arts Education Standards

Questionnaire

Please return completed questionnaires to: Kathleen Paliokas, Assistant Director
 INTASC Arts Education Standards
 Council of Chief State School Officers
 One Massachusetts Avenue, NW, Suite 700
 Washington DC 20001-1431

Name: _____

Organization: _____

Address: _____

Phone: _____ **E-Mail Address:** _____

Please check your primary occupation:

- General Education Teacher
 - _____ Early Childhood
 - _____ Primary Grades
 - _____ Middle/Intermediate/Jr High
 - _____ High School
- State Education Department Staff
 - Specify State: _____
 - _____ Arts Education Staff
 - _____ Program Approval/Accreditation
 - _____ Teacher Licensing
 - _____ Professional Development Staff
 - _____ Other State Education Staff
- Arts Specialist
 - Specify Area: _____
 - _____ Early Childhood
 - _____ Primary Grades
 - _____ Middle/Intermediate/Jr High
 - _____ High School
- Higher Education
 - _____ Teacher Education Faculty
(specify) _____
 - _____ Art Faculty
(specify) _____
 - _____ Arts & Science Faculty
(specify) _____
 - _____ Other Higher Education Faculty
(specify) _____
 - _____ Higher Education Administrator
- School Administrator
 - _____ Early Childhood
 - _____ Primary Grades
 - _____ Middle/Intermediate/Jr High
 - _____ High School
- Professional Organization Staff
 - Specify Organization: _____
 - _____ Arts Education Yes ___ No ___
 - _____ Other Discipline or Area _____
(specify) _____
- Other Occupation (specify)
 - _____
 - _____
 - _____

Please evaluate each principle or statement below by circling the appropriate value.

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

All teachers, classroom teachers and arts specialists, understand that dance, music, theatre, and the visual arts are both process and product and that an understanding of both is essential for effective arts teaching and learning. They understand that the arts consist of the processes of creating, performing and responding, and that artists employ these processes as they use the components or elements of their arts discipline in various ways to express an idea, theme or emotion. Teachers also understand that art works that result from the artistic processes can be interpreted for meaning and evaluated for quality.

When teaching the arts, how important is it for the beginning teacher to understand the following:

CLASSROOM TEACHER:

Basic knowledge and skill across all four arts disciplines, including

	no opinion	not at all			very important	
	0	1	2	3	4	5
Processes of creating, performing and responding	0	1	2	3	4	5
Purposes and functions of the arts	0	1	2	3	4	5
Contexts of the arts	0	1	2	3	4	5
Roles of individuals in the arts	0	1	2	3	4	5
Media of expression for each arts discipline	0	1	2	3	4	5
Components or elements of each arts discipline	0	1	2	3	4	5
Basic organizing principles, structures and forms of each arts discipline	0	1	2	3	4	5
Recognition that a wide range of styles and genres exist in each arts discipline	0	1	2	3	4	5

ARTS SPECIALIST:

	no opinion	not at all			very important	
	0	1	2	3	4	5
Basic knowledge and skill across all four arts disciplines like classroom teacher	0	1	2	3	4	5

In their own arts discipline:

Deep and comprehensive knowledge of creating, performing, responding	0	1	2	3	4	5
Thorough grounding in history, evolution, purposes, and social/cultural contexts	0	1	2	3	4	5
Knowledge of wide range of roles of artists	0	1	2	3	4	5
Sophisticated understanding of arts discipline's:						
Components or elements	0	1	2	3	4	5
Organizing principles, structures and forms	0	1	2	3	4	5
Wide range of styles and genres	0	1	2	3	4	5

Overall how well do Principle #1 and its elaboration on pages 7-18 capture the aspects of performance you feel are important for the beginning teacher?

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

Overall how important is Principle #1 for responsible practice as a beginning teacher?

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #1?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

Teachers understand the cognitive, social, physical and sensory development of students and keep abreast of current research in these areas. They understand that individual students move through developmental levels at different rates and that they will vary individually within and across developmental areas. Teachers respect these differences. To support student development in all areas, teachers design and implement developmentally-appropriate sequential arts instruction that provides opportunities for students to participate actively in the artistic processes of creating, performing, and responding in all four arts disciplines (dance, music, theatre, and visual arts).

How well does the statement of Principle #2 and its elaboration on pages 19-21 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #2 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #2?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Teachers believe that all students can learn the knowledge and skills that make up the arts. They recognize that students experience and learn about the arts in a variety of ways and design learning opportunities that take these differences into account. Teachers continually observe and interact with students to learn more about them as individual learners, particularly their strengths and preferences, and use this information to encourage and facilitate each student's learning in the arts.

How well does the statement of Principle #3 and its elaboration on pages 22-24 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #3 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #3?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Teachers understand that planned sequential arts instruction provides excellent opportunities for students to develop creative and critical thinking skills. Through the arts students learn that problems may have multiple solutions. Teachers help students discover individual or unique solutions to the same problem and guide them through a process of critically evaluating their solutions.

How well does the statement of Principle #4 and its elaboration on pages 25-27 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #4 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #4?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teachers recognize that the arts are a motivational force that contributes in unique ways to the creation of a positive learning environment in which students are actively engaged as participants and audience members. They know how to build on children’s instinctive nature to draw, sing, tell stories, and dance as well as their interest in listening to music and stories, and looking at pictures and dances.

How well does the statement of Principle #5 and its elaboration on pages 28-29 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #5 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #5?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Teachers are able to communicate effectively both verbally and nonverbally with students. Because they understand that the arts are fundamentally a means of communication and that art works may be interpreted in many ways, they promote communication that is open to a variety of viewpoints. Teachers observe, listen, and communicate with students in ways that encourage continued exploration in the arts.

How well does the statement of Principle #6 and its elaboration on pages 30-31 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #6 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #6?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Teachers recognize that the arts have specific content that consists of processes, skills and knowledge that can be taught. They are familiar with their state and local K-12 student standards in the arts, which outline this content. Using their knowledge of the arts, their students, the community context, and curriculum goals, teachers plan sequential and developmentally-appropriate arts instruction, including short and long-range instructional plans, that they revise based on students' needs. Teachers collaborate with arts specialists and other local resources, when available, to plan and implement appropriate arts instruction.

How well does the statement of Principle #7 and its elaboration on pages 32-34 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #7 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #7?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Teachers understand that the arts, like other disciplines, have standards-based concepts and skills, including the arts processes of creating, performing and responding, that can be assessed. They understand that the arts involve informal and formal types of assessment that range from ongoing coaching and feedback, to portfolios, exhibitions, and performances that involve audiences and critics.

How well does the statement of Principle #8 and its elaboration on pages 35-36 capture the aspects of performance you feel are important for the

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #8 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #8?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Teachers understand that reflection is essential for designing, monitoring, and adapting their instruction in the arts and as a means for gauging their own professional growth. They seek out feedback regarding the effectiveness of their instructional choices and practices and professional opportunities to improve their teaching of the arts.

How well does the statement of Principle #9 and its elaboration on pages 37-38 capture the aspects of performance you feel are important for the:

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #9 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #9?

no opinion	not at all				very well
0	1	2	3	4	5

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

Teachers recognize that the arts are an integral part of the larger community life and that their school colleagues, parents and families of students, and others may be involved with the arts in either a vocational or an avocational manner. They recognize that the school and community offer a variety of resources to enrich and support arts programs in the schools and collaborate with others to use these resources to promote arts learning for students.

How well does the statement of Principle #10 and its elaboration on pages 39-40 capture the aspects of performance you feel are important for the

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #10 for responsible practice as a beginning

CLASSROOM TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

ARTS SPECIALIST?

no opinion	not at all				very well
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #10?

no opinion	not at all				very well
0	1	2	3	4	5

Please Write Additional Comments Here

Name _____

Organization _____

Address _____

City, State, Zip _____

Phone _____ Fax _____

E-Mail Address _____

Please return with comments and suggestions to:

**Kathleen Paliokas, Assistant Director
Interstate New Teachers Assessment and Support Consortium
Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington D.C. 20001-1431
Phone: 202-336-7058
Fax: 202-408-1938
E-mail: kathyp@ccsso.org**