

**Recommendations for Arts Education  
“Five Strategic Recommendations for Maximizing Opportunity”**

**Guideline Considerations for Arts Education  
Professional Development**

Professional development in dance, music, theatre, and visual arts must adhere to the practices and attributes of effective professional development as well as meet requirements as at least 39 hours as outlined by such effort of No Child Left Behind. The content and format of arts professional development must be grounded in scientific research on effective models to support its design, based upon proven effective adult learning strategies, includes assessment of the professional development and of the learner, and should take into account the teaching context of the participating teachers. Effective professional development to improve the teaching of and learning in the arts for all students demands the same qualities and structures as professional development in other content areas.

***Teachers of the Arts***

Teachers' roles and expectations in teaching the arts are divided between two groups, single subject arts teachers and multiple subject teachers or non-arts single subject teachers. Within the single subject arts teacher group there are additional sub-group professional development considerations such as the needs of traveling arts teachers and the regular single subject classroom teacher. Professional development to support standards-based arts education necessitates teacher experience in the discipline of focus but that alone is not enough to support teachers teaching the arts or to make improvements in the teaching of the arts.

***Multiple Subjects and Non-arts Single Subject Teachers***

Multiple Subjects and non-arts single subject teachers' professional development needs include focus on the following:

- development of an understanding of the overall intent of standards-based art education (see the Visual and Performing Arts Framework, 2004),
- acquiring basic content knowledge and skills *in each art discipline* that is aligned to the standards (Visual and Performing Arts Content Standards, 2001),
- developing an understanding of standard-based instructional design and assessment in the arts, and
- expanding instructional and classroom management strategies to include those related to the arts disciplines taught.

***Single Subject Credentialed Arts Teachers***

Single Subject Arts Teachers professional development needs include focus on the following:

- increasing their understanding and skills in standards-based instructional design and assessment,
- ongoing expansion of the academic content knowledge of their arts discipline aligned with the Visual and Performing Arts Content Standards and related to improved teaching practice,
- continuing to develop instructional strategies to support all learners, and
- accessing and using new artistic tools, and
- opportunities for structured collaborative time to work with other arts teachers to revise or develop curriculum, review course content, share student expectations, examine instructional plans and the resulting student learning and work in alignment to the Visual and Performing Arts Content Standards.

SOURCES: NCLB Public Law 107-110; Learning...Teaching...Leading...Report of the Professional Development Task Force, 2002; Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, 2004 (both CDE Press).