

WELCOME

Our session is about to begin ...



CELEBRATING 25 YEARS



EDUCATION COMMISSION
OF THE STATES

Your education policy team.

Beyond Answers in Watertight Containers: CLD Standards in Art Education



SEPTEMBER 11, 2020



2020 Arts Education Partnership Virtual Gathering

Sep 9, 2020 – Sep 18, 2020



Mary Dell'Erba ▾



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2020 Arts Education Partnership Virtual Gathering



TUNE IN
SEPTEMBER

9TH

11TH

15TH

17TH



ABOUT THE EVENT

Welcome to the 2020 Arts Education Partnership Virtual Gathering! AEP was founded in 1995, making 2020 our 25th anniversary. While we never anticipated celebrating AEP's 25th anniversary in any way other than being in San Diego with all of you in person, we're so happy that we'll be spending time together over the next two weeks.

The virtual gathering sessions are arranged around three themes: arts education policy in



ARTS EDUCATION
PARTNERSHIP

SPEAKER

Donna Goodwin, PhD

ASSISTANT PROFESSOR OF ART EDUCATION

University of Northern Colorado



Intended Outcomes

- Identify and describe how new Colorado standards for Culturally and Linguistically Diverse (CLD) teaching and learning are being incorporated in an art teacher preparation program.
- Analyze scenarios presented in order to consider ways policy may be implemented in a variety of environments.
- Identify areas of effective integration of CLD strategies beyond art teacher preparation to other arts organizations.



"Friendship in Nature"



"World Risen"



"Mother's Embrace"

CDE CLDE Art Contest Award Winners Theme: Embracing All

Ensure that all Colorado educators are well equipped and able to teach Colorado's diverse student population

Beyond Answers in Watertight Containers



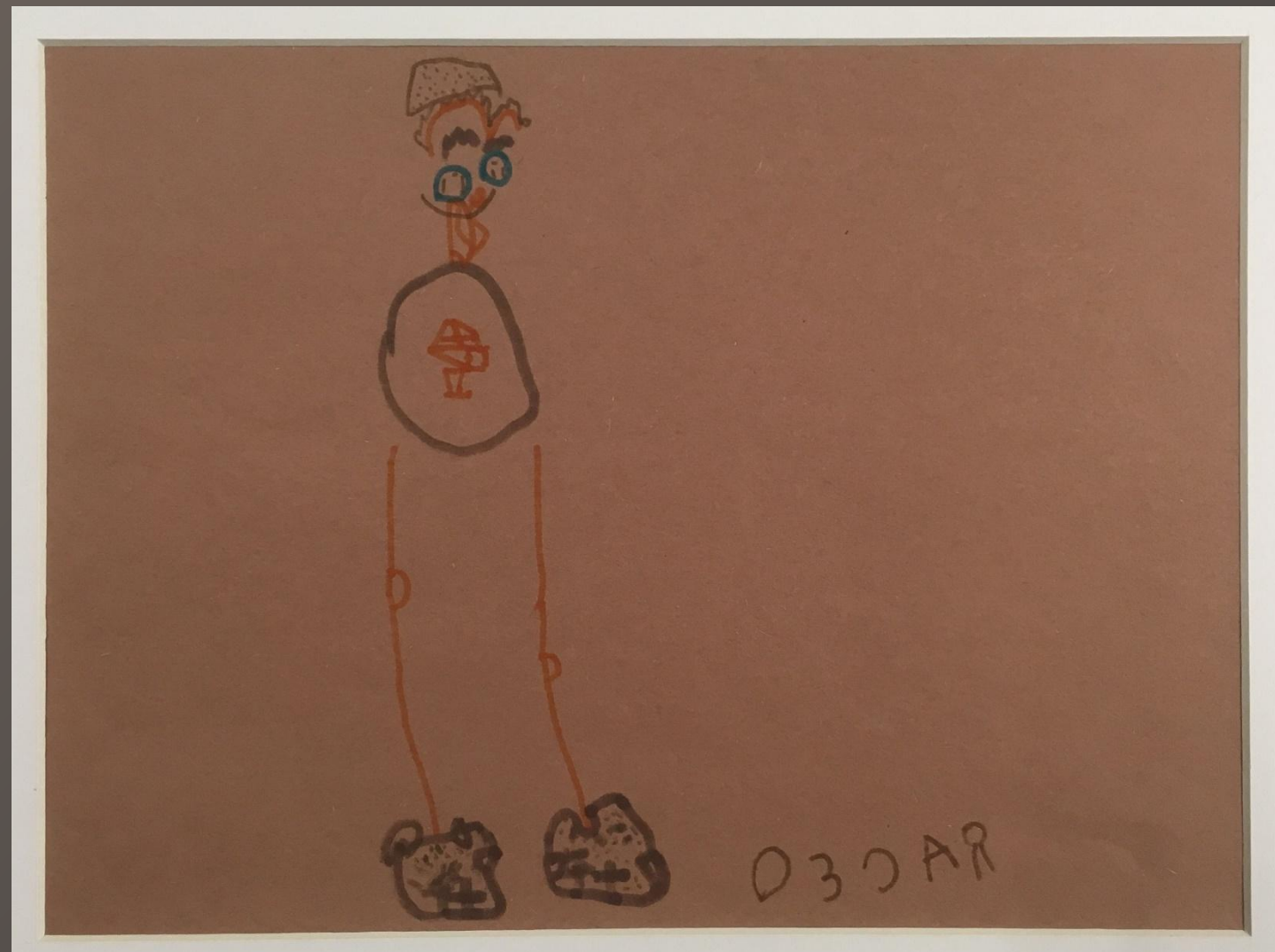
Artist, Mike Lemke





Beyond words on a matrix

Does curiosity and wonder have a place in standards and how could this be evidenced?



“A Cowboy Carries His Memories in His Heart”

What about you?



Artist Yajaira Gonzalez

**Colorado English Learner Standards for Educator
Preparation 5.12 Quality Standard IV: Educators are
knowledgeable in the teaching strategies, including
methods, materials, and assessment for CLD students.**

Definitions

- English learners (ELs) are any students whose first or home language is not English
- Culturally and Linguistically Diverse (CLD) is a term used to describe students of differing cultural and/or linguistic backgrounds (CDE, 2020).
 - Cultural differences are not just linguistic. There are many factors involved in cultural identity. Culture is a set of guidelines both explicit and implicit that individuals inherit as members of a particular group that tells them how to view the world, how to experience it emotionally, and how to behave in it: it is learned behavior (Hollie, 2018, p. 229).



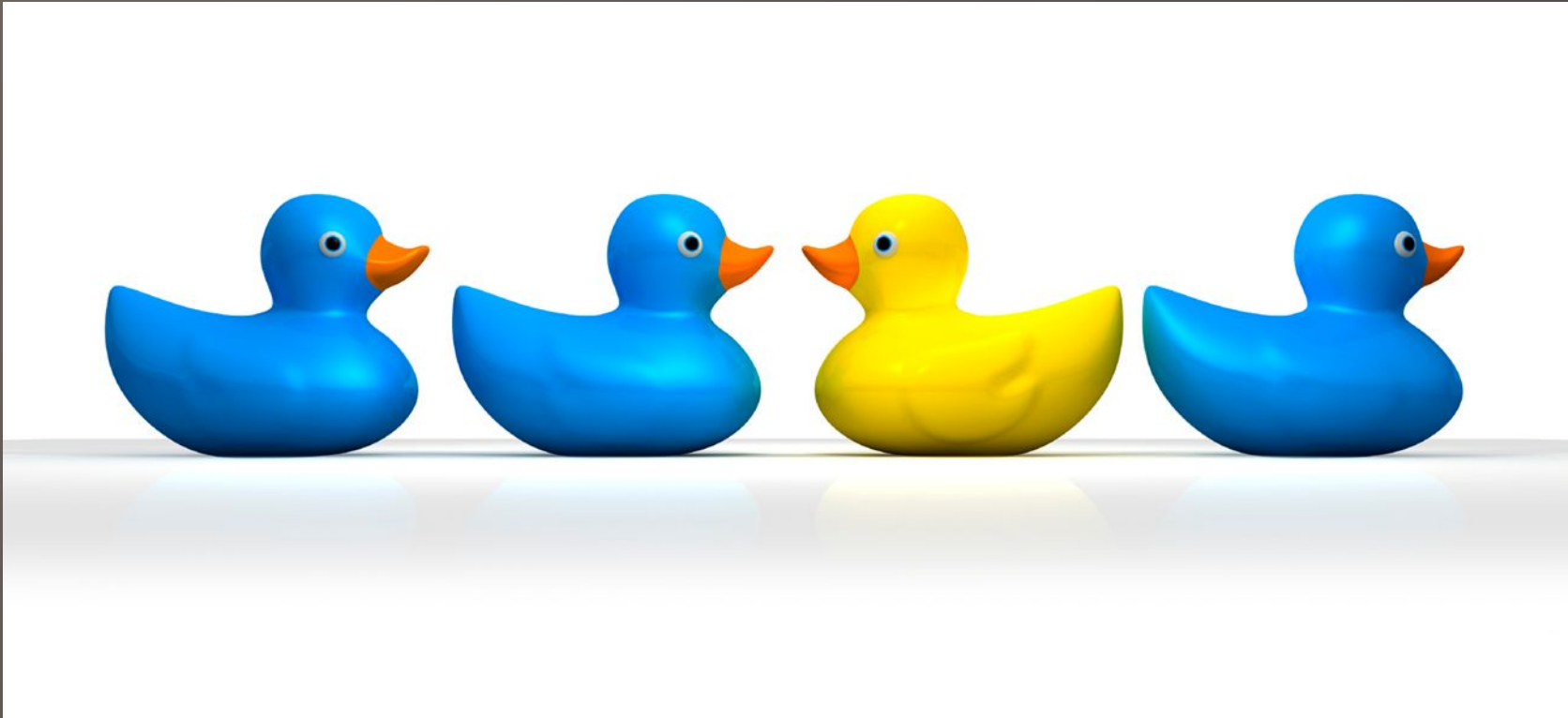
- SIOP Strategies
- WIDA Can-Do Descriptors
- “Promising Instructional Strategies” (National Academies of Sciences, Engineering, and Medicine (2018, p. 98))

Our focus was on three things:

- Equal access to arts education and instructional content for all students through appropriate teaching strategies
- Encouraging arts academic literacy development for all students learning the culture of school and the art studio
- And encouraging English language development for ELs

Integration of language development and art content?

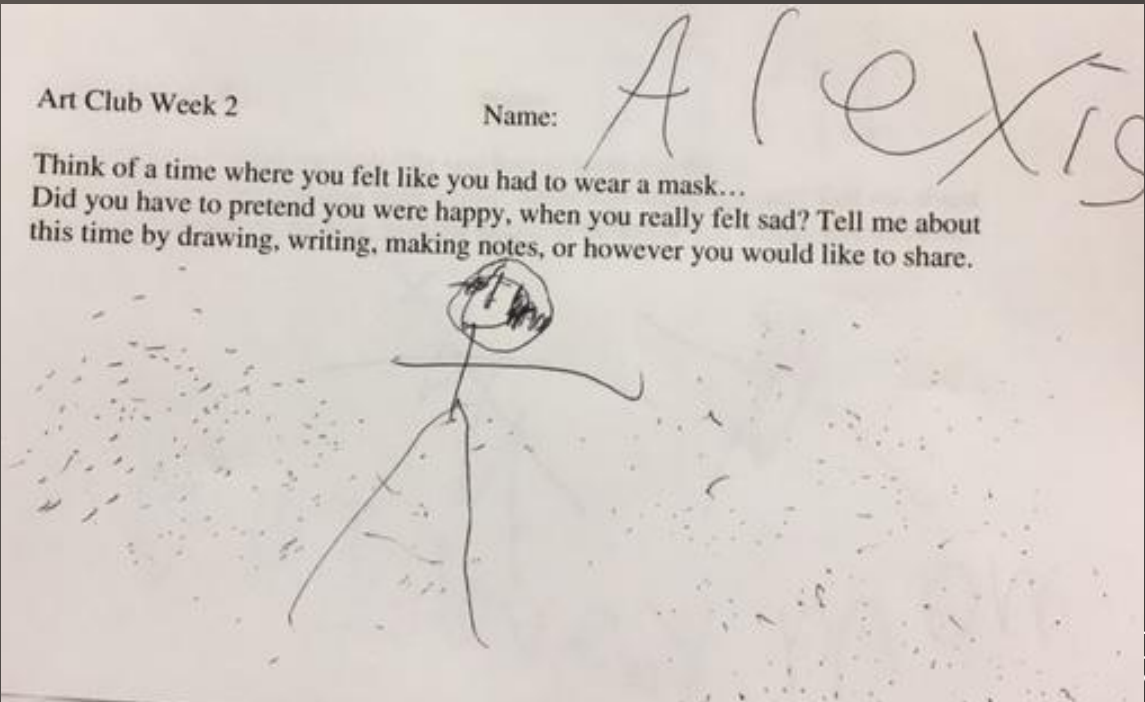
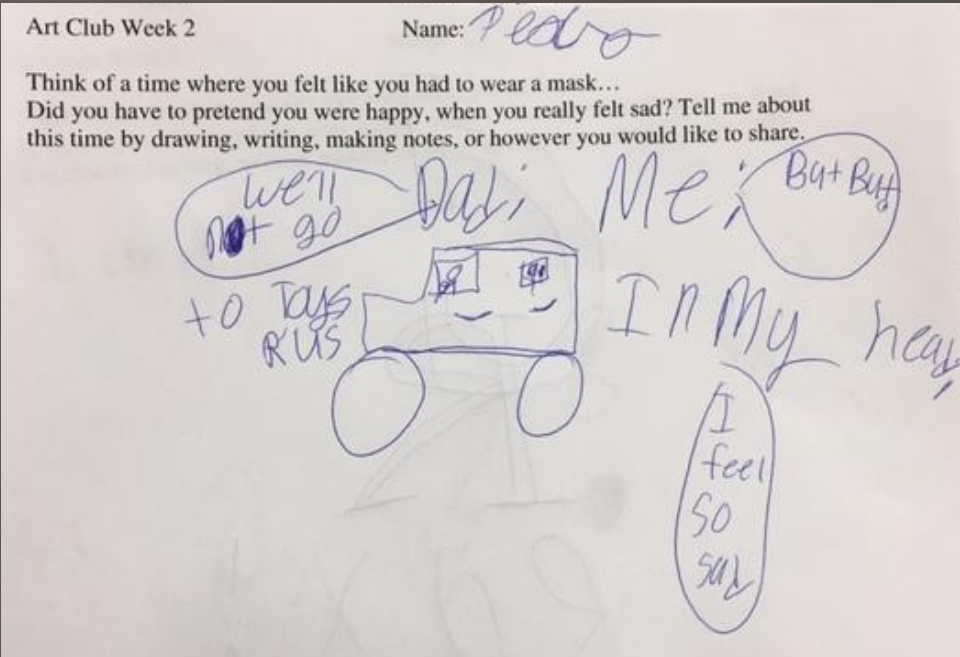
Across school subjects, as children learn new concepts, they also learn new discourse patterns, new ways of using language to interact with all of their meaning-making resources to share their perspectives as they engage with the concepts. In other words, **language development and concept development occur simultaneously**; in humans, language development and concept development are inextricable (National Research Council, 2000).



Building Background:

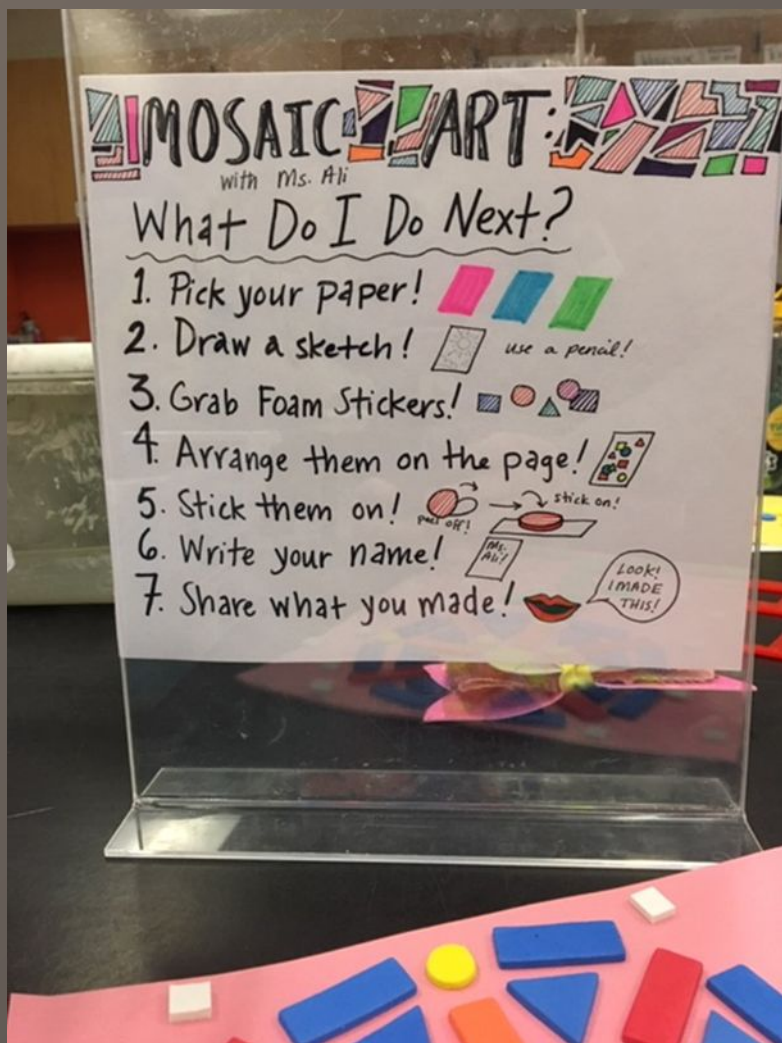
- Explicitly link concepts to students' background experience
- Make clear links between students' past learning and new concepts

per: #1 page	Attendance:	Picked Up By:	Notes:
Robinette	Y	Mom	China → Chiwawa
quidi Arras	Y	Mom	Food → Tamales Pools, Schools are different Chinese Food → Octopus
Magdaleno	Y	Mom	China → flags Mexico flag Mektyl Beach
da Paredes	Y	Mom	drew cactus for Mexico
Rodriguez	XY	Uncle	Knows about fish, & Mexico is hot → play
yn Mills	Y	Mom	about dinosaurs!
e Haro	Y	Uncle	drew about people & plants doesn't talk much.




Comprehensible Input:


Use a variety of techniques to make content concepts clear--modeling, hands-on materials, visuals, demos, gestures, film clips ...



What would you do?



Corner Forest, Yuken Teruya, 2003-2009



The Simple Truth, Yuken Teruya, 2015

Now it is your turn!

What will you make?

Think about how you are using your material?

Is it helping communicate your message?



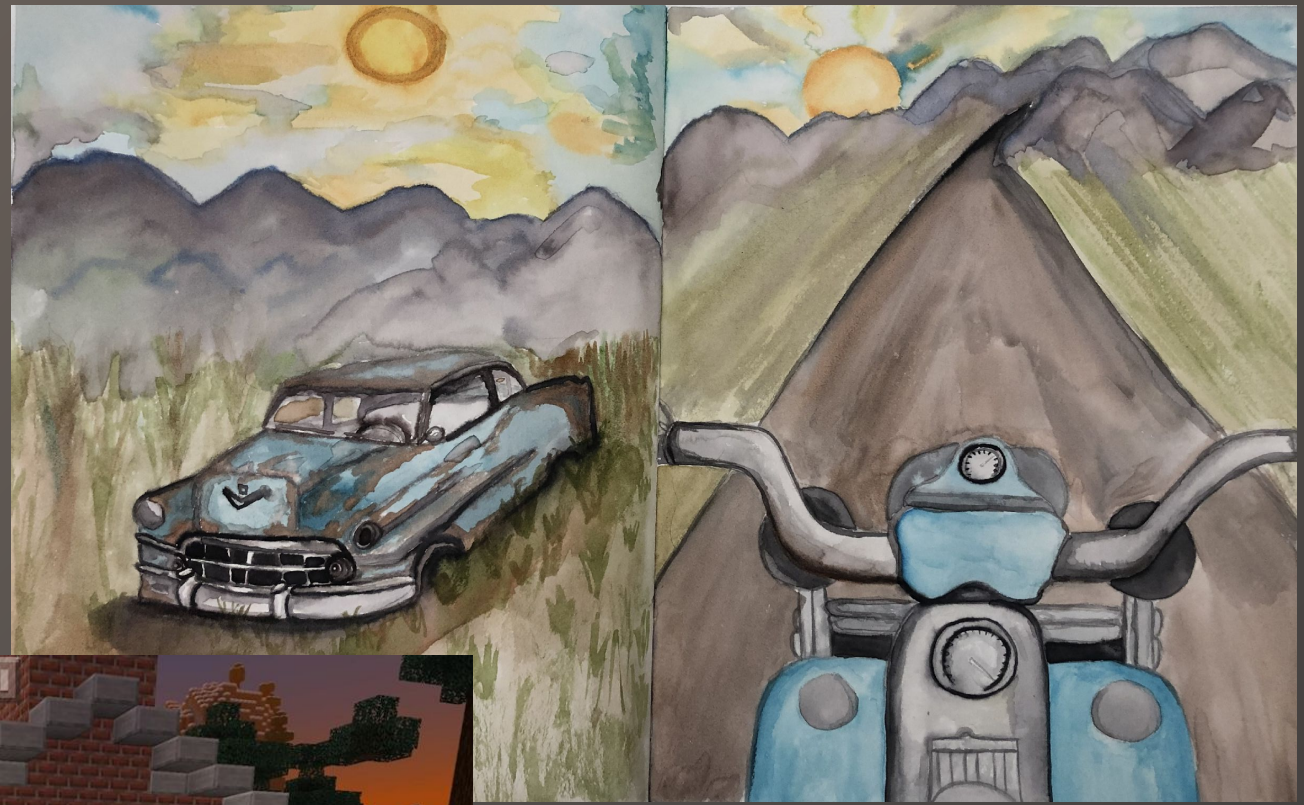
Interaction:

- Provide frequent opportunities for interaction and discussion
- Group students to support language and content objective



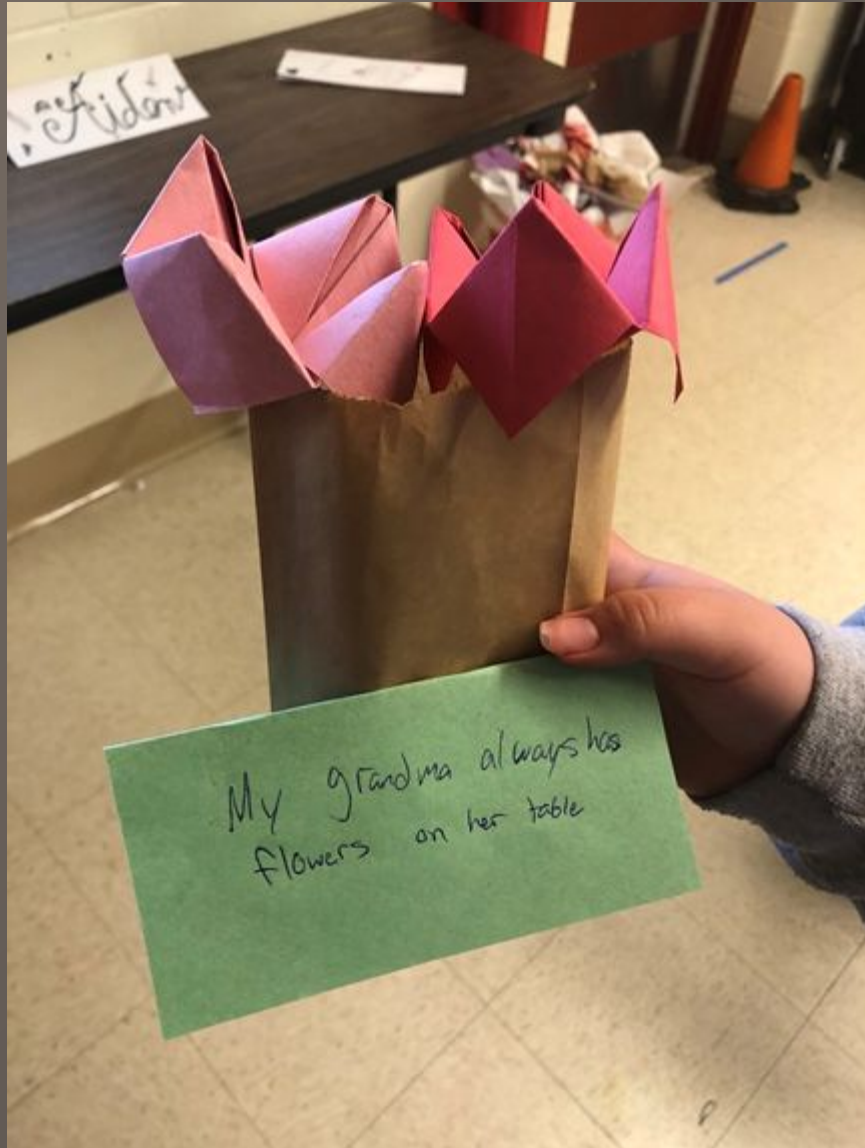
When you catch students
using strategies you have
taught them.





But in student reflections, there were some, perhaps troubling concerns.... “**All** students need love, care, and support.”



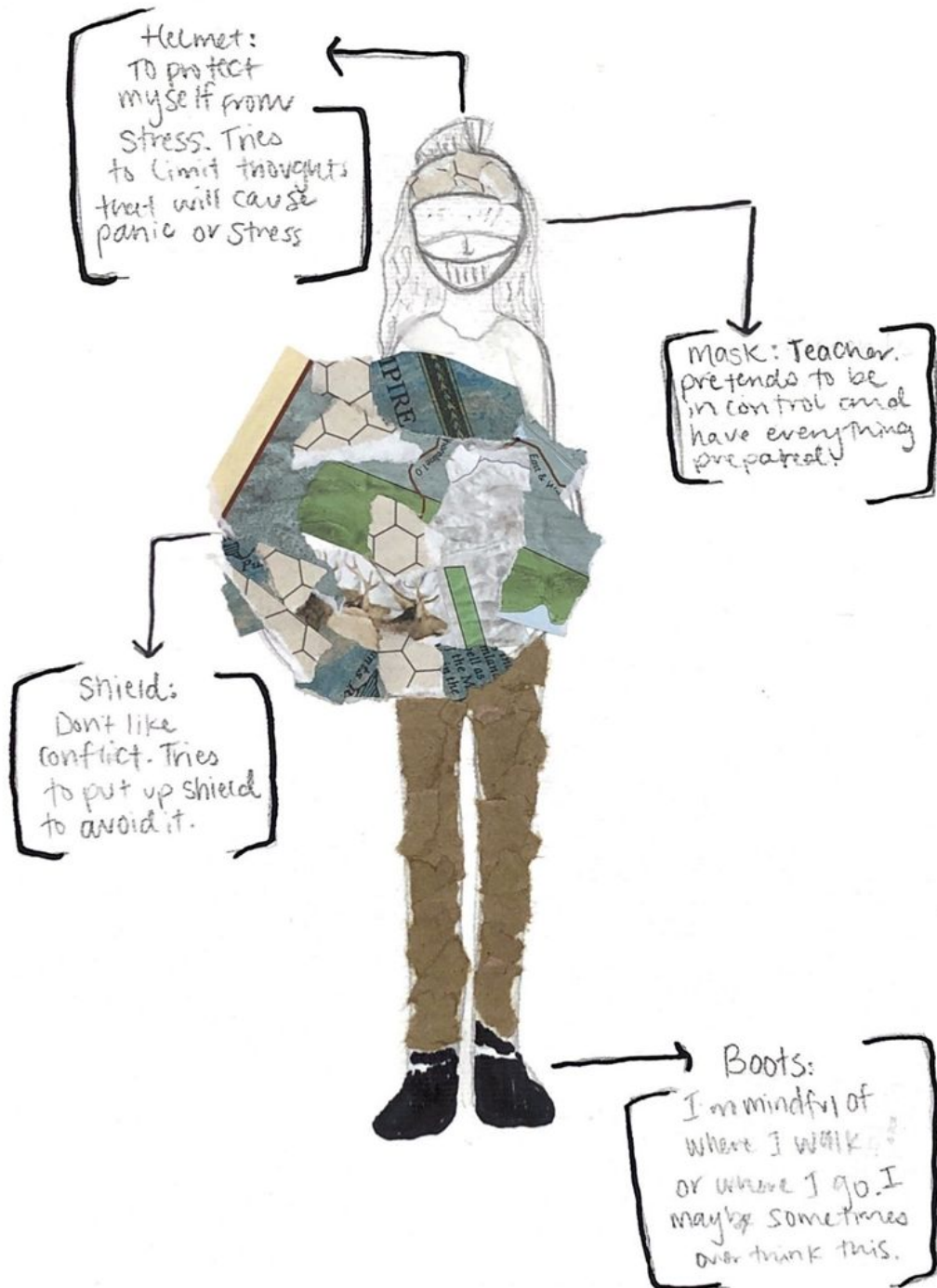


We were not just trying to meet the required standards, but striving to honor the ways of thinking, knowing, and communicating within the discipline of art education. **We found that culturally responsive teaching is more than something that is done to students as recipients, instead it is a way of seeing and forming relationships.** Without this foundation, it was hard for any learning to take place (Hammond, 2015) at all.

**The arts have power
to encourage
students to make
meaning and
connections
between their own
story and the world
outside.**

**Acknowledge their
story as power**





What tools can you provide your audience to feel confident to participate and access information?

**This work is ongoing.
I would very much
appreciate a dialog with you.
Please put any questions or
comments in the chat.**

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