

NATIONAL CORE ARTS STANDARDS



N2KN Prologue - Issue #2 - Meet the Coalition

Meet the Coalition

The **National Coalition for Arts Standards (NCAS)** is an ad hoc consortium of arts education thought partners that initially came together to reimagine voluntary national arts standards for the nation's K-12 public schools. Since publication of the National Core Arts Standards in 2014, the coalition continues to convene to support robust implementation of national arts standards.

Additionally, NCAS is committed to the development of curriculum and assessment resources, which contribute to culturally responsive pedagogy that promotes intentional, sustainable arts integrated Social-Emotional Learning for *all* students. They continue to advocate for the centrality of arts instruction in the nations' schools by co-creating and disseminating tools such as these *Need to Know Now* documents and initiatives including the *Arts Education is Essential* signatory document, and the *Arts ARE Education* national arts advocacy campaign, among others.

Current NCAS members include the **American Alliance for Theatre and Education (AATE)**, **Americans for the Arts (AftA)**, **Educational Theatre Association (EdTA)**, **National Art Educators Association (NAEA)**, **National Association for Music Education (NAfME)**, **National Dance Education Organization (NDEO)**, **State Education Agency Directors of Arts Education (SEADAE)**, **Young Audiences Arts for Learning (YA)**, and the **Arts Education Partnership (AEP)**, who serves in an advisory capacity. Former NCAS members include College Board, the Kennedy Center, Art Works for All (Very Special Arts), and Wolf Trap. Development of a Media Arts professional organization is work in progress. In the interim, the interests of Media Arts educators are represented by an NCAS working group, which has spurred interest in the development of a national **Media Arts Committee (MAC)** coalition.

Why It Matters to You

The members of the National Coalition for Arts Standards believe it is imperative that all students have equitable access to a quality arts education (inclusive of standards-based opportunities for learning in dance, media arts, music, theatre, and visual arts), which supports their educational, social, and emotional well-being, as taught by certified professional arts educators in partnership with community arts providers. Accordingly, the National Arts Standards have been crafted to guide arts curriculum, instruction, and assessment in America's schools. The standards emphasize the process-oriented nature of the arts and arts learning, which guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the forefront of the work.
- Describing and demonstrating student achievement through Performance Standards.
- Identifying Creative Practices as the bridge for the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual throughlines and articulate value and meaning within and across the arts discipline.

- Providing Model Cornerstone Assessments of student learning aligned to the Artistic Processes.

The National Core Arts Standards have been delivered to the field through a web-based platform, designed to allow flexible sorting and organizing to meet individual teacher and local district needs.

The following are representatives of the organizations who came together in 2011 to reconceptualize the 1994 standards which were released to the field in 2014. The coalition continues to meet monthly to identify, plan and implement instructional support for the use of the standards in Dance, Media, Music, Theatre and Visual Arts.

Introducing the Coalition

American Association of Theatre and Education (AATE)

About AATE: The American Alliance for Theatre & Education serves and inspires a growing collective of theatre artists, educators, and scholars committed to transforming young people and communities through the theatre arts. [Learn more.](#)

Alexis Truitt

Executive Director, AATE

Prior to AATE, Alexis was the Program Coordinator for the Changing Education Through the Arts (CETA) Program at the Kennedy Center. She holds her Masters in Arts Management from George Mason University and her Bachelors of Music in voice from The Boston Conservatory. She has had the opportunity to intern with the Capitol Hill Arts Workshop, English National Opera, and was an Allen Lee Hughes Fellow at Arena Stage. She also volunteers with The St. Mark's Players, where she has had the opportunity to wear many fun hats--including Board Member, Treasurer, Director of Community Engagement, and presently Artistic Director. Alexis continues to love being a part of the AATE family as a staff member and looks forward to her continued work directly with the membership. Alexis serves on the PDPL working group developing N2KN publications.

Americans for the Arts (AftA)

About AftA: Americans for the Arts serves, advances, and leads the network of organizations and individuals who cultivate, promote, sustain, and support the arts in America. [Learn more.](#)

Tooshar Swain

Director of Public Policy, AftA

Before joining Americans for the Arts, Tooshar served as Director of Public Policy and Advocacy at the National Association for Music Education. There he oversaw federal and state policy initiatives while supporting music educators in their efforts to advocate for their music programs. During this time, he also served as a board member for both the Committee for Education Funding and the Title IV-A Coalition.

Tooshar began his career on Capitol Hill working on tax policy, judiciary, and healthcare issues in the United States Senate. Following his time in Capitol Hill, Tooshar joined the Biotechnology Innovation Organization where he worked on tax policy and financial service issues for emerging companies. Tooshar has also worked as both a policy and communications consultant for presidential and congressional campaigns. As the husband of a teacher and the father of two daughters, Tooshar has seen firsthand the need for the arts

in a child's life. This drives his commitment to advocacy for the arts on all levels.

Arts Education Partnership (AEP)

About AEP: The Arts Education Partnership is a national network of more than 100 organizations dedicated to advancing arts education. AEP has been supported by the National Endowment for the Arts and the U.S. Department of Education since 1995 and is administered by Education Commission of the States.

AEP is the nation's hub for arts and education leaders, building their leadership capacity to support students, educators and learning environments. Through research, reports, convenings and council, leaders gain knowledge and insights to ensure that all learners receive an excellent arts education. [Learn more.](#)

Jamie Kasper

Director, AEP

As director of the Arts Education Partnership, operated under the aegis of Education Commission of the States (ECS), Jamie works with over 100 partner organizations to support arts learning across the United States. AEP supports NCAS by providing research and policy analysis for various issues. Prior to joining ECS, Jamie worked for the Arts Education Collaborative in Pittsburgh and was previously the state arts curriculum advisor at the Pennsylvania Department of Education. Jamie is an active musician who spends time on the weekends rehearsing or performing with various groups around the Mid-Atlantic region.

Mary Dell'Erba

Assistant Director, AEP

As assistant director for the Arts Education Partnership, Mary oversees project work plans and supports the development of AEP research, reports and convenings. Prior to joining Education Commission of the States, she worked in state arts education advocacy, leadership development and state government. Mary graduated from the University of Maryland, Baltimore County with a Master's in Public Policy in 2015 and she participated in the 2021-2022 cohort of the D.C. Education Policy Fellowship Program. With over 20 years of dance training, Mary is passionate about the arts and education.

Educational Theatre Association (EdTA)

About EdTA: The Educational Theatre Association is an international nonprofit organization that serves as the professional association for theatre educators. EdTA is the parent organization of the [International Thespian Society](#), an honorary organization that has inducted more than 2.5 million Thespians since its founding in 1929. Additionally, EdTA operates the Educational Theatre Foundation, the organization's philanthropic arm dedicated to increasing opportunity and access to school theatre. [Learn more.](#)

Cory Wilkerson

Chief Learning Officer, EdTA

Cory has more than 20 years' experience as a classroom teacher, a teaching artist, and a national consultant on standards based curriculum and assessment. Most recently she focused on arts administration for national and state level arts organizations, serving as Project Manager for the State

Education Agency Directors of Arts Education (SEADAE) and assisting with the creation of the National Core Arts Standards. She has been involved in several recent EdTA initiatives including the 2014 Theatre Standards, the national Model Cornerstone Assessment pilot, the Opportunity to Learn Standards, the Teacher Evaluation Workbook, and the NEA Curriculum Framework Project. Wilkerson has a BA in Theatre from Villanova University and a BS in Theatre Education from State University of New York College at Oneonta. Cory serves on the PDPL working group developing N2KN publications.

Jim Palmarini

Advocacy and Policy Director, EdTA (retired); Arts ARE Education Manager

Jim Palmarini served as the policy and advocacy advisor for the Educational Theatre Association and manages the Arts ARE Education campaign, a national initiative that supports the grassroots efforts of organizations and individuals advocating on behalf of arts education access for all K-12 students. He co-chairs the NCAS Communications Committee. He also works as an independent arts education consultant, specializing in targeted outreach to federal, state and district legislators and administrators who impact equitable access to school-based arts education. He was senior editor of *Dramatics* magazine, founding editor of *Teaching Theatre Journal*, and policy and advocacy director for EdTA, retiring in 2020 after 34 years of service.

Jim serves on the Arts Education Partnership Advisory Board; the Washington D.C.-based Arts Education and ESSA Working Groups; National Federation of High Schools Speech, Debate, and Theatre Advisory Committee; the National Coalition for Arts Standards (NCAS) Leadership committee; the Title IV A Coalition Advisory Board; and the STEAM-based Innovation Collaborative Board. Most recently, he led a staff team that created the EdTA Recommendations for Reopening Theatre Programs guide, and the Theatre Educator Evaluation Workbook. In 2005, he was awarded EdTA's Founders Award, for significant contributions to the growth and development of theatre education, research, and practice.

National Art Education Association (NAEA)

About NAEA: Founded in 1947, the National Art Education Association (NAEA) is the leading professional membership organization exclusively for visual arts, design, and media arts education professionals. The organization champions creative growth and innovation by equitably advancing the tools and resources for a high-quality visual arts, design, and media arts education throughout diverse populations and communities of practice. [Learn more.](#)

Mario Rossero

Executive Director, NAEA

Before joining NAEA as Executive Director, Mario Rossero served as senior vice president of education for the John F. Kennedy Center for the Performing Arts in Washington, DC, since July 2015. He has been responsible for the overall planning, management, and supervision of the programs and operations of the Kennedy Center's Education Division, including career development programs, youth and family productions, educator training and professional learning, evaluation, digital activation, as well as collaborations and partnerships. In this role, Mario has served 1.4 million students and educators worldwide. Through its educational initiatives, the Kennedy Center works in all 50 states, DC, Puerto Rico, and 26 countries.

Mario previously was chief of core curriculum for Chicago Public Schools. In that role, he provided

leadership and strategy to offer a robust education for all students, including in the fields of literacy, mathematics, science, social science, the arts, and global citizenship. Prior to this role, as director of arts education, Mario led the charge to increase equity and access to all art forms through the first-ever district wide Arts Education Plan for Chicago. The plan successfully increased staffing and time allotted for arts instruction, added partnerships and funding, and provided thousands of students more regular and sequential arts instruction during the school day.

From 2010-11, Mario served as the senior program officer of arts education for the Pittsburgh Public Schools, creating a district wide arts curriculum and professional development strategy. From 2004-10, he served in various roles in Chicago Public Schools, including director of magnet schools and programs.

Prior to his administrative roles, Mario taught visual art for nearly 10 years across Pittsburgh and Chicago, primarily in elementary and middle school. Known for large-scale student collaborations, of note is a multi-year interactive garden installation between Mario's fourth graders and the Mattress Factory Museum. During his teaching tenure, Mario also worked as an artist educator at the Andy Warhol Museum in Pittsburgh.

Mario serves on a number of advisory boards and is a practicing visual artist.

Dennis Inhulsen

Chief Learning Officer, NAEA

Dennis Inhulsen is Chief Learning Officer (CLO) for the National Art Education Association. He served as a school administrator and art educator for 35 years and currently represents NAEA within NCAS. Prior to serving as a state and national leader in art education, Dennis taught visual arts in grades kindergarten through university and was an elementary school principal for school-wide Title I schools. Dennis served as writing chair and leadership member for the next generation of National Visual Arts Standards with the National Coalition for Arts Standards (NCAS).

Dennis is a frequent presenter and school improvement facilitator for art and general education in subjects such as Understanding by Design, Thinking Maps in the Classroom, Curriculum Mapping, and Legal Issues for Early Career Teachers and Web 2.0 Classroom connections including Apple tools for the classroom. He is former Vice-President of NAEA, former President of the Michigan Art Education Association (MAEA), National Art Education Association (NAEA) Delegate, Newsletter Editor, and Convention Chair for MAEA and NAEA (Denver). He is a recipient of many awards including the "Excellence in Education Award" from the Michigan Education Association. Dennis holds BFA & MA degrees in Art Education and Studio Art from Michigan State University in East Lansing, Michigan and an EdS. Degree in School Leadership from Oakland University in Rochester Hills, Michigan.

Bob Sabol

F. Robert Sabol is a Professor of Visual and Performing Arts at Purdue University, Associate Head of the Rueff School of Design, Art, and Performance and Graduate Program Coordinator. He also is the Program Coordinator for the Art Education program. He is the Chair of the Board of Trustees for the National Art Education Foundation. He has been the Chair of the Department of Art and Design.

He has been the President of the National Art Education Association (NAEA) and the Art Education

Association of Indiana (AEAI). He is a member of the Leadership Team of the National Consortium for Core Arts Standards (NCAS) and national chair of the Visual Arts Model Cornerstone Assessment Development Team. His research interests include assessment, multiculturalism, arts education policy, curriculum development, educational leadership, and professional development of art educators. He has given over 350 presentations of his research at state, national, and international conferences. He has been a consultant for a number of state and federal government agencies and international governments regarding art education policy, standards, curriculum development, licensure, and assessment.

Bob has received grants from the National Endowment for the Arts, the U. S. Department of Education, the National Art Education Foundation, and other funding sources to support his research. He has published three books and over 150 articles in professional journals. He has received numerous awards for his research and teaching including the NAEA Elliot W. Eisner Lifetime Achievement Award, NAEA Art Educator of the Year Award, NAEA Distinguished Fellow, NAEA Distinguished Service within the Profession Award, NAEA Manual Barkan Memorial Award, NAEA Western Region Higher Education Art Educator of the Year, Indiana Governor's Arts Award, Indiana Art Educator of the Year, Purdue University Book of Great Teachers, and the Purdue University Distinguished Teaching award twice.

National Association for Music Education (NAfME)

About NAfME: NAfME is among the world's largest arts education organizations and the only association that addresses all aspects of music education. NAfME advocates at the local, state, and national levels; provides resources for teachers, parents, and administrators; hosts professional development events; and offers a variety of opportunities for students and teachers. The Association has supported music educators at all teaching levels for more than a century. [Learn more.](#)

Chris Woodside

Executive Director, NAfME

Prior to his hiring as Executive Director, Chris served NAfME for over a decade in a variety of roles. Most recently as Interim Executive Director, Chris guided NAfME through the height of the COVID-19 global pandemic, working to ensure financial stability and mission-driven activity reflective of the needs of music educators serving students in a constantly evolving landscape.

Chris has contributed extensively to NAfME public policy and advocacy achievements, helping grow the association's advocacy footprint through state-level capacity building, creation of the Music Education Policy Roundtable, expansion of the NAfME Hill Day advocacy event, and via legislative and regulatory lobbying, including efforts to ensure the inclusion of music-specific provisions in federal education law. In 2016, Chris received the honor of Lowell Mason Fellow in recognition of his advocacy work on behalf of the profession.

Prior to his time with NAfME, Chris was the Policy Coordinator for The Society for the Psychological Study of Social Issues. Chris also served on the legislative staff of a member of the U.S. House of Representatives and has worked on several political campaigns. Chris received his Bachelor of Arts in Political Science from Miami University.

Amanda Karhuse

Assistant Executive Director for Advocacy and Public Policy, NAfME

Amanda Karhuse is the assistant executive director for advocacy and public policy at NAFME where she works with policymakers and other national organizations to promote music as an integral and core component of a well-rounded education. In this role, she coordinates all federal and state policy and advocacy efforts for NAFME, which includes lobbying, coalition-building activities, and strengthening the capacity of music education advocates.

Prior to her tenure at NAFME, Amanda was the director of policy & advocacy for the National Association of Secondary School Principals (NASSP) where she advocated for issues of national significance to school leaders and led a research initiative on principal turnover and retention. She also represented NASSP as the president of the National Coalition for Technology in Education and Training and as chair of Advocates for Literacy.

Amanda worked for four years on Capitol Hill as a legislative assistant for former Congresswoman Karen L. Thurman of Florida and for the Women's Congressional Policy Institute before embarking on her career in education policy. She has a bachelor's degree from the University of Mary Washington in Fredericksburg, VA, and a master's degree from the Elliott School of International Affairs at The George Washington University in Washington, DC. Amanda was a proud member of the Yorktown High School marching band in Arlington, VA, and she now resides in Leesburg, VA, with her husband, an avid guitarist, and her son who plays piano and sings in the all-county chorus.

National Dance Education Organization (NDEO)

About NDEO: The National Dance Education Organization (NDEO) supports dance educators in every setting and genre. The organization is dedicated to advancing dance education centered in the arts for people of all backgrounds. Thousands of dance educators have turned to NDEO for the resources and support they need to advance their careers and benefit their students. Learn more. [Learn more.](#)

Susan McGreevy-Nichols

Executive Director, NDEO

As a teacher at Roger Williams Middle School in Providence, Rhode Island from 1974-2002, Susan founded and developed that institution's nationally renowned middle school dance program. The program treated dance as a core subject and emphasized the creating, performing and responding processes as they link to the arts and other disciplines. In 1995, Susan was honored by the former National Dance Association as the National Dance Teacher of the Year. Susan is the co-author of five books: *Building Dances* (1995), *Building More Dances* (2001), *Experiencing Dance* (2004), *Dance about Anything* (2006) and *Exploring Dance Forms and Styles* (2010).

Prior to becoming NDEO Executive Director/CEO in 2012, Susan moved to CA and worked as an independent National Arts Education Consultant. Her consulting work included coaching districts in Los Angeles County as part of the Arts for All initiative and in Northern California in Alameda County as a part of that county's initiative Revitalizing Classrooms Through Arts Learning: Strategic Plan as well as an adjunct professor at Loyola Marymount University and CSU/DHU. Susan has facilitated cycles of strategic planning for NCAS and other national non-profit organizations.

Dale Schmid

NDEO representative to NCAS; Adjunct Associate Professor Dance Education at Teachers College, Columbia University; Visual and Performing Arts Coordinator for the New Jersey Department of Education (retired); SEADAE Past-President; NCAS Co-Facilitator-Convener (2017-2022)

Dale Schmid is a Research Fellow for [The Arnhold Institute for Dance Education Research, Policy & Leadership](#) and adjunct faculty member for the [EdD Dance Education Program](#) at Teachers College, Columbia University. A former Visual and Performing Arts Coordinator for the New Jersey Department of Education (1999 to 2021), Dale has held numerous leadership roles including President and three-term Past-President of the National Dance Education Organization; and President of the State Education Agency Directors of Arts Education (SEADAE).

Additionally, he has served on the Executive Steering Committees of the Arts Education Partnership; the States Collaborative on Assessment and Student Standards/Arts Education Consortium; and the Governance and Advisory Committees of Arts Ed NJ, and the NJN Public Broadcasting Authority, among others. Furthermore, he is a longstanding member of the National Arts Education Policy Working Group, facilitated by the Americans for the Arts & the League of American Orchestras; serves on the Arts Education Partnership Advisory Panel, operated under the aegis of the Education Commission on the States; and was part of the College Board, Pre-AP Arts Development Team from 2015-2021.

He is a contributing author to the 2015 National Core Arts Standards as well as the National Dance Education Organization (NDEO) Standards for Learning and Teaching Dance in the Arts: Ages 5-18 in 2005 & 2011; and NDEO's Professional Teaching Standards for Dance in Arts Education, 2005 & 2011, and NDEO's Standards for a K-12 Model Program: Opportunities to Learn in Dance Arts Education, in 2005 & 2011. Schmid is also the senior advisor to Dance Entry Level Teacher Assessment (DELTA) initiative, a national endeavor to codify dance teacher training and support pedagogic content knowledge in dance education. He holds a Doctorate in Educational and Organizational Leadership from the University of Pennsylvania with a dissertation in the field of psychometrics.

Within NCAS, Dale is a former Co-Facilitator-Convener, alongside Deb Hansen, and an active member of the PLPD working group.

NCAS Media Arts Committee (MAC)

About MAC: The national Media Arts Committee (MAC) was formed by the National Coalition for Arts Standards (NCAS) in 2010 to join the other national professional arts education associations in developing new national arts standards. Because there isn't a national organization dedicated to media arts education, MAC took on that role to create new pre-K12 standards in the discipline of media arts. Media arts can be defined as technology-based creative production and design, and including the diverse forms of photo, video, sound, animation, graphics, social media, interactive media, and virtual environments.

In 2014 the voluntary national arts standards were published including media arts as a separate discipline of study for the first time. MAC continued work on development of Cornerstone Assessments for media arts and convening sessions at national venues to further engage educators in expanding media arts opportunities. Currently, MAC is creating the National Media Arts Education Initiative, which will be launched following the publication of a briefing paper that

describes the discipline of media arts and its unique and powerful benefits for students and the field of education. The Media Arts Education Initiative is focused on establishing media arts as a discipline of study for all students across the US.

Dain Olsen

Chair of NCAS Media Arts Committee

Dain Olsen is a national leader in arts education and a specialist in media arts education. He is currently Co-Chair of the Media Arts Committee and a member of the Governance Committee for the National Coalition for Arts Standards. He is organizing and leading the National Media Arts Education Initiative to establish media arts across the U.S. He was also the Chair of the Media Arts Standards Writing Team for NCAS, and served on the Media Arts Advisory Committees for California's new Arts Standards and Framework.

He led the development and establishment of media arts in LAUSD as a separate content discipline, including distinct standards, curricula, and courses. As part of this groundbreaking initiative, he administrated a demonstration program of 8 regional classrooms, resulting in research into media arts integrations with STEM subjects. In addition, Dain has developed and managed 7 other media arts programs, magnets, and CTE career pathways, while teaching a variety of media and visual arts courses.

He has served as a consultant, advisor, and presenter for numerous states and organizations, such as the National Endowment for the Arts, the College Board, and the National Alliance for Media Arts and Culture. Dain has also taught at Otis College, U.C.L.A and Vermont College of Fine Arts, and is an intermedia artist in video, sound, interactive tech, and multimedia theatre.

State Education Agency Directors of Arts Education (SEADAE)

About SEADAE: SEADAE consists of those persons at state education agencies whose responsibility is in arts education. The mission of SEADAE is to support the professional effectiveness of individual state education agency directors of arts education and to provide a collective voice for leadership on issues affecting arts education. [Learn more.](#)

Deb Hansen

SEADAE Representative to NCAS; NCAS Co-Facilitator-Convener (2017-2022); Delaware Department of Education Associate for Visual & Performing Arts (retired); SEADAE Past-President

Deb Hansen was the Education Associate for Visual & Performing Arts and Gifted & Talented Programs at the Delaware Department of Education from 2000-2020. A graduate of the University of Delaware with a BFA in printmaking, Deb taught visual arts in elementary and middle schools while obtaining her master's degree in school counseling with a focus on high ability learners.

Deb served as a National Board for Professional Teaching Standards regional pilot teacher, she was a national review panelist and site reviewer for the U.S. Department of Education's Blue Ribbon School Program, as well as the Executive Steering Committees of the Arts Education Partnership; the States Collaborative on Assessment and Student Standards/Arts Education Consortium. Deb has participated in standards reviews for Colorado, Minnesota, and New South Wales and in curriculum development

for Chicago Public Schools. She is a past president of SEADAE, the State Education Agency Directors of Arts Education.

Deb serves with Dale Schmid as co-convenor of the National Coalition for Arts Standards and is chair of the PDPL working group developing N2KN publications.

Kelly Bisogno

Coordinator of Fine Arts, Virginia Department of Education; Executive Leadership Committee, SEADAE

Kelly Bisogno joined NCAS in 2022 as the Coordinator and is the Fine Arts for the Virginia Department of Education. She is serving on NCAS as a representative from the State Education Agency Directors of Arts Education (SEADAE). In Virginia, she coordinates the review, revision, and effective implementation of state Standards of Learning for Fine Arts. In addition, she leads the development and delivery of state-wide fine arts professional learning opportunities and high-quality instructional resources focused on the innovation of teaching and learning in the arts.

Kelly was an art teacher for 10 years, with a primary focus on digital media and design. She holds BFA degrees from Virginia Commonwealth University in Art Education and Sculpture and holds a Masters in Educational Technology Leadership.

Joyce Huser

Education Program Consultant - Fine Arts, Kansas State Department of Education; SEADAE Past President

Joyce Huser has served 20 years as the Fine Arts Education Consultant for the Kansas State Department of Education where she guides arts education curriculum in Dance, Music, Theatre, Media and Visual Arts. In her position at KSDE, she provides pre- and in-service professional development, training and evaluation of teacher preparation programs, monitors teacher certification, while assisting in education policy and other areas affecting the arts and education. Joyce is a two-time National Board-Certified teacher in Early/Middle Childhood Art.

Joyce served as President of the State Education Agency Directors of Arts Education (SEADAE) and remains an active member of the organization. She's been adjunct instructor for the University of Kansas & Washburn University, author and co-author of various publications, and served as a high school, middle, and elementary art teacher for 19 years. She has presented across the US and internationally. Joyce has been awarded state and regional awards including the Kansas and National Outstanding Elementary Art Educator of the Year and the Kansas Outstanding Supervision and Administrator of the Year.

Young Audiences Arts for Learning (YA)

About YA: Founded in 1952, Young Audiences Arts for Learning (YA) is the nation's leading provider of arts in education programs and services. From music to media arts and storytelling to sound engineering, we believe the arts are vital to the education and social emotional development of all students. YA's mission is to inspire young people and expand their learning through the arts. [Learn more.](#)

David A. Dik

National Executive Director, Young Audiences Arts for Learning

David has been the National Executive Director of Young Audiences Arts for Learning, the nation's largest arts in education network, since 2010. Prior to this position, he served as the Managing Director of the Metropolitan Opera Guild, having also served as the Guild's Director of Education. In addition to his responsibilities at Young Audiences, David serves on the Leadership Team of the National Coalition for Arts Standards, Board of Directors for the Music-in-Education National Consortium, Advisory Committee of the Arts Education Partnership (AEP) and the Education Committee of the New Jersey Symphony Orchestra.

David's career began as a certified school music educator. He attended Westminster Choir College in Princeton, New Jersey receiving a master's degree in choral conducting and obtained a post-graduate degree in school administration and supervision from the City University of New York.

Lauren Altschuler

Project Manager, NCAS; Project Manager, SEADAE; Communications Manager, Young Audiences Arts for Learning

Within her role at Young Audiences Arts for Learning, Lauren serves as Project Manager to both the National Coalition for Arts Standards (NCAS) and State Education Agency Directors of Arts Education (SEADAE). She majored in History of Art at the University of Michigan-Ann Arbor and went on to earn her master's degree in museum studies from CUNY's The City College of New York.

Resources

National Coalition for Arts Standards Resource Page

<https://www.nationalartsstandards.org/content/resources>