



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

ART EDUCATION

**Author:
Roberta Rice, Ph.D.**

JUNE, 2006

TABLE OF CONTENTS

Section I: Program Overview.....	1
<i>Level(s) Offered</i>	1
<i>Special Characteristics</i>	1
<i>Program of Study</i>	2
<i>Program Coordinator</i>	6
<i>Aggregated Praxis Pass Rates for the Specialty Area</i>	6
<i>Program Completers and Enrollment Trends</i>	6
 Section II: Conceptual Framework	 8
<i>Program Conceptual Framework and Knowledge Base that Informs It</i>	8
<i>Evidence of Conceptual Framework in the Program</i>	8
<i>Evaluation and Continuous Revision of the Conceptual Framework</i>	8
 Section III: Standard I -- Candidate Knowledge, Skill, and Disposition.....	 10
<i>Evidence that Candidates (for the initial teaching license) Meet the Core Standards</i> . ..	10
<i>Evidence that Candidates (for the initial teaching license) Meet the Diversity</i> <i>Standards</i>	10
<i>Evidence that Candidates (for the initial teaching license) Meet the Technology</i> <i>Standards</i>	10
<i>Evidence that Candidates Meet the Specialty Area Standards</i>	10
<i>Evidence that Candidates Can Work with Families to Support Student Learning</i>	10
<i>Involvement with Families</i>	11
<i>Standard IA: Undergraduate Candidate Qualifications</i>	12
<i>Standard IB: Licensure-only Candidates</i>	13
<i>Products of Learning</i>	18
 Section IV: Standard II – Candidate Assessment and Evaluation	 54
<i>Individual Candidate Assessment</i>	54
<i>Program and Program Operations Assessments</i>	56
<i>Formal Annual Review of the Program</i>	58
<i>Program Improvements based on Data</i>	58
 Section V: Standards III—Field Experiences and Clinical Practice.....	 59
<i>Qualifications of Faculty</i>	59
<i>Modeling Best Professional Practices in Teaching</i>	59
<i>Modeling Best Professional Practices in Scholarship</i>	60
<i>Modeling Best Professional Practices in Service</i>	60
<i>Collaboration</i>	61
<i>Unit Evaluation of Professional Education Faculty Performance</i>	63
<i>Unit Facilitation of Professional Development</i>	63
<i>Early Field Experiences (Art 360—36 hours, Art 361—36 hours)</i>	64
<i>Student Teaching (Art 463—5 weeks, Art 465—10 weeks)</i>	64
<i>Field Observations for Lateral Entry Teachers (Art 468—full semester)</i>	64

<i>Involvement of K-12 Partners in Field Experiences</i>	64
<i>Involvement of K-12 Partners in Field Experiences</i>	64
<i>Process used for Selecting Mentors and Making Field Placements</i>	68
<i>Process used for Selecting Mentors and Making Field Placements</i>	68
<i>Process for Preparing Cooperating Teachers</i>	68
<i>Supervision and Evaluation for Teacher Candidates</i>	69
Section VI: Standard IV -- Diversity	71
<i>How Diversity is Addressed in the Curriculum and in Clinical Practice</i>	71
<i>Diversity in the Higher Education and P-12 Faculty</i>	72
<i>Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty</i>	73
<i>Diversity of Candidates in the Art Education Program</i>	74
<i>How Art Education Candidates Interact with Other Diverse Candidates</i>	74
<i>Describe the Diversity of the P-12 Students Art Education Work with</i>	75
Section VII: Standard V—Faculty Qualifications, Performance, and Development	76
<i>Faculty Qualifications and their Teaching Assignments</i>	76
<i>Art Education Coordinator</i>	77
<i>Teaching Practices used in the Art Education Program</i>	77
<i>Art Education Faculty Service to the Institution, Collaboration with Colleagues in the Disciplines</i>	79
<i>Art Education Faculty Service to the Public Schools</i>	80
<i>Art Education Faculty Service to the Public Schools</i>	80
<i>Art Education Faculty Evaluation Process</i>	80
<i>Art Education Faculty Evaluation Process</i>	80
<i>Art Education Faculty Assessment of their Own Effectiveness as Related to Candidate Performance</i>	80
<i>How Faculty Evaluations Inform Teaching, Scholarship and Service</i>	81
<i>Professional Development Opportunities Provided to Faculty</i>	81
<i>Practices for Selecting, Orienting, Communicating with, and Evaluating Art Education Faculty to Ensure Program Quality</i>	81
<i>Practices for Selecting Art Education Faculty, Part-time Adjunct</i>	83
Section VIII: Standard VI—Program Governance and Resources.....	84
<i>Organization Structure for Art Education</i>	84
<i>Faculty to Support the Program</i>	84
<i>Faculty to Support the Program</i>	84
<i>Non-faculty Personnel in the Art Department</i>	85
<i>Non-faculty Personnel in the Art Department</i>	85
<i>Program Facilities</i>	85
<i>Resources in the School of Education</i>	88
<i>Technology Resources in the Art Department</i>	89
<i>Fiscal Resources</i>	89
<i>Standard 6a: Working Conditions</i>	91

LIST OF TABLES

Table 1. Program of Study	2
Table 2. Art Education Program Changes	4
Table 3. Sample Program Studio Concentration Summaries.....	6
Table 4. Number of Candidates Currently Enrolled	6
Table 5. Enrollment Trends	7
Table 6. Evidence that Candidates Meeting Core Standards.....	19
Table 7. Evidence that Candidates Meet the Art Education Diversity Standards	24
Table 8. Evidence that Candidates Meet the Art Education Technology Standards	30
Table 9. Correlation of Visual Arts Standards.....	36
Table 10. Specialty Area Standards for Visual Arts	37
Table 11. Art 360 Junior Art Intern Placements	65
Table 12. Cooperating Teachers for Student Teaching	67
Table 13. SP-1LO Lateral Entry Teachers Observed (Art 468)	68
Table 14. Evidence of Diversity in the Curriculum and Clinical Practice.....	71
Table 15. Diversity in the higher education and P-12 faculty (School of Education)	72
Table 16. Ethnicity and Gender of the Art Department Faculty (Full and *Part-time)	73
Table 17. Ethnicity and Gender of the Art Department Faculty (Part-time)	73
Table 18. Student Teachers.....	74
Table 19. Art 468 Lateral Entry teachers.....	74
Table 20. Art Department Faculty, Teaching Assignments.....	76
Table 21. Instructional Methods Used in Art Education Courses	78
Table 22. Number of holdings supporting Art Education program	87
Table 23. Annual Budget for the Purchase of Materials.....	88
Table 24. Summary of faculty teaching, advisement, and committee workload.....	91
Table 25. Student Teacher Loads.....	93

Section I: Program Overview

The Art K-12 Standard Professional 1 licensure program is a BFA degree offered in and administered by the Department of Art, which is located in the College of Arts and Sciences. The Art Department is located in the North wing of the McIver Building until June 30, 2006. The Art Department will move to the new state-of-the-art Studio Arts Building on Highland Avenue on July 2, 2006.

See page 12 of the State Board of Education Executive Summary for 6/2005, Attachment QP3 for the change from A-licensure to Standard Professional 1 License in Folder “Changes” in the Document Box

Level(s) Offered

- Undergraduate, UNCG offers a BFA in Art Education with Art K-12 Standard Professional-1 Licensure
- There are two tracks (I) General (II) Studio Track II has the added requirement of Art 498, Independent Study and Art 499, Independent Study

Special Characteristics

- Students enrolled in Art Education I (General), or Art Education II (Studio) are prepared for North Carolina Standard Professional-1 licensure in Art K-12.
- Post-Baccalaureate students who have completed a four-year degree with a cumulative GPA of 2.7 may be admitted into the Standard Professional 1-licensure only program.
- Coursework outside of the licensure-specific requirements include the General Education Core (GEC) required of all baccalaureate candidates and all other electives to complete the 128-hour degree.

To view the requirements for the Art Education please refer to the catalogue; <http://www.uncg.edu/reg/Catalog/current/ART/majorBFAeduc.html> or pp. 97-98 of the print catalogue (2005-2006)

Program of Study

(Courses Required) See Table 1

Art Education licensure courses focus on the integration of knowledge, skills, and dispositions as outlined in the INTASC standards and advanced technology skills as outlined in the ISTE-NETS standards. In terms of art, the Art Education program, overall, focuses on advanced developed studio skills, art history content, and art teaching and imaging technology skills. Candidates are held to rigorous standards. Candidate progress is monitored and evaluated as the candidate advances through the program. Additionally, the program itself is monitored and evaluated on multiple sources of data and standards. Field experiences provide increasingly complex levels of engagement for candidates. Art faculty members who teach in the program are Art Education specialists and hold NC Licensure in Art Education.

Table 1. Program of Study

Area	Course Number	Semester Hours	Course Name
Studio	Art 120	3	Drawing (part of BFA core)
	Art 140	3	Design (part of BFA core)
	Art 150	3	Clay Modeling (part of BFA core)
	Art 220	3	Drawing II (part of BFA core)
	Art 221	3	Life Drawing (part of BFA core)
		3	Painting (Choice of List)
		3	Design (Choice of List)
		6	Crafts (Choice of List)
		15	Art or Related Elective (additional studio courses preferred)
		Art 498, Art 499	6
Art History	Art 100 or 101	3	Survey Art History or Monuments (part of BFA core)
		3	Art History (Above the 100 level)
		3	Art History (Above the 100 level)
		3	Art History (Above the 100 level)
		3	Art History (Above the 100 level)
Professional	LIS 120	1	Introduction to Technology in Educational Settings
	CUI 350	3	Educational Psychology
	CUI 450 or CUI 535	3	Reading in the Content Area or Literacy
	ELC 381	3	Institution of Education
	Art 360	3	Foundations of Art Education I
	Art 361*	3	Foundations of Art Education II (new course; first taught spring 07)
	Art 363	3	Elementary; Curriculum and Teaching
	Art 365	3	Secondary: Curriculum and Teaching
	Art 463	6	Elementary: Student Teaching
	Art 465	6	Secondary: Student Teaching
Teacher Licensure	Hea 201	3	Personal Health
		3	Math

		3	Science
		6	Social Science (from 2 departments: Aty, Eco, Geo, His, Psc, Soc)

See faculty vita or online at http://www.uncg.edu/art/faculty/list.htm (Check: Rice, Leal, Beavan, Mitchell) or in Sedona
--

The Art Education Program has undergone a several changes since the 2000 NCATE/DPI visit. These changes include: [See Table 2 below]

1. Art Department major revision of course hour structure from a 2-4-semester hour format in most studio courses to a 3-semester hour requirement (2004-05). The positive impact on the Art Education program was to increase the studio concentration to 15 hours for both track I and track II, maintaining the same average number of courses in this summary while the credit hours went up.
2. The Student Teaching Experience (Art 463, Student Teaching: Elementary and Art 465 Student Teaching: Secondary) from two 7-week experiences to Art 463 = 5 weeks, Art 465 = 10 weeks. Nevertheless, students are in student teaching full time in the public schools for the full spring semester. The on-campus seminars time remains the same, i. e., both Art 463 and 465 meets on campus once a week for the entire semester.
3. *ART EDUCATION TEACHING PORTFOLIO* (AETP) has moved from a paper version to an electronic version developed in *Taskstream* (www.taskstream.com) for 2006. This integrated portfolio combines a general art teaching documents related to (INSTAC standards) for teaching with advanced technology standards (ISTE-NETS). It contains selected learning products and candidate reflections; and the AETP serves as the final exit document for students showcasing their prime learning artifacts. These documents come from all levels of courses in content knowledge, professional knowledge and field experiences.
4. More formal review and assessment of candidate dispositions (2005-2006) at three points in the program was established in the program utilizing documents developed by the UNCG Teachers Academy. Assessment of dispositions are completed are the beginning (in Art 360), at the mid-point (in Art 363), and as part of the exit from Student Teaching (Art 463 or 465).
5. The option of selecting CUI 535, Literacy, to satisfy the “reading in the content area” requirement was added. This course has an added component on “writing in the content area,” in addition to the “reading in the content area” information. This has been effect about four years.
6. A revision of the General Education Core (GEC) was passed in Fall 2000 and became operational for new students in the fall of 2001.

7. Change from A- licensure to Standard Professional 1 Licensure (State Board of Education decision April 2005)
8. LS 120 or CUI 120 became a requirement (Jan.2006). Previously, basic technology skills were reviewed by portfolio in Art 360.
9. A mid-point gate was established by making admission to Teacher Education a prerequisite for Art 363 and 365 (January 2006).
10. A new junior level art education course, Foundations of Art Education II, to be offered in the spring semester will add a second practicum experience prior to student teaching. The in-class activities will focus on media and studio procedures for Art K-12, and Dr. Leal will also stress multicultural content and student diversity in this context. The course has been approved and will be offered for the first time in Spring 2007.

See documents in Folders: “I, Candidate Skills, Knowledge, and Dispositions” and in Program Changes.”

Table 2. Art Education Program Changes

Date of Change	Problem/Concern/Need	Change to the Program
2001	1. Need to integrate Advanced Technology Portfolio and Teaching Portfolio (2001)	Dr. Rice created a combined teaching portfolio with the INTASC/ISTE-NETS format to encourage integration (2001). Portfolio prepared as a paper document (notebook). Encouraged students to create a CD version if possible
2003-2004	2. Art Department undertook a major revision of course structure, moving almost all undergraduate courses (51) from 2-4 credit hour format to 3 Credit format. The only Art Education course that was affected by this change was Art 367, Child Art and Teaching. Art Education area felt that students would greatly benefit with more hand-on work time in the studio since this is the only visual arts course that Elementary and other teacher-education majors take.	Dr. Rice revised Art 367, Child Art and Teaching. Change was approved. (2003-2004) The change for the Art Education Program BFA Track I & II occurs in the studio concentration summary, which will be 15 hours for entering freshmen. The number of courses remains the same, while the total number of hours increased due the credit hour revision of the studio courses.
2005-2006	3. Teachers Academy approved the use of <i>TASKSTREAM</i> for digital online portfolio format; and voted for it to be operational Fall 2005	Dr. Rice attended several workshops and revised the Art Education Teaching Portfolio for <i>TASKSTREAM</i> format. She will train reviewers and students in its use in 2005-2006.
2003-2004, 2004-2005	4. Faculty search to hire a tenure-track Art Educator.	Dr. Rice served as search committee chair for this search, 2003-2004, 2004-2005. Spring 2005 Dr. Elizabeth Leal was hired to begin Fall 2005.
Summer 2005	5. Search for part-time Art Educator to replace Melissa Ball who took a position at another college (Summer 2005)	Lisa Mitchell hired part-time in the fall 2005. Lisa Mitchell is currently a doctoral student in the School of Ed. at UNCG and a

		Nationally Board certified Art teacher. She hold a NC Art k-12 license
2005-2006	6. Teachers Academy developed and approved new dispositions instrument in 2004-2005.	Art Education tested document as "self-review" in spring 2005, will begin formal use within the program Fall 2005
2005-2006	7. Teachers Academy moved to standardize student teaching placements to assure one placement has a minimum of 10 weeks.	Dr. Rice revised Art Education student teaching placements from 7 weeks in each placement to Art 463 Elementary (5 weeks) and Art 465 Secondary (10 weeks). New format will be used in the Spring 2006. Rational: Elementary class of greater number and shorter duration. Art projects at the elementary level usually accomplished in 1-3 class meetings. Secondary projects much longer (3 days to more than a week). This will allow student teachers to complete at least one additional project in the secondary placement.
2004-2005	8. The Teachers Academy approved the use of Serve's TGAP document for assessment of field experiences for spring 2005	The Art Department used both the old exit criteria for student teaching and the TGAP document. From the data collected, suggestions were made to the Teachers Academy. Revisions were made in the fall 2005.
2005	9. Praxis II no longer required for candidates of approved programs, only for SP-10 students: State Board of Education Decision	Departmental documents updated fall 2005 to reflect this change.
2005-2006	10. Concern over a clear mid-program gate	Fall 2005, Program changes Prerequisites for Art 363 and 365 changed to include admission to Teacher Education that will serve as an effective mid program gate.
2005-2006	11. Require LS/CUI 120 for Basic Computer Skills	Fall 2005, Program changes Rational: This review formally occurred in Art 360. Currently there is no required technology course in the art education program. Students will create work more appropriately designed for application to classroom rather than demonstrate basic skills and they will receive an early introduction to Taskstream.
2005-2006	12. Need for more pre-service practicum time, need to increase the hands-on curriculum/media experiences	Dr. Leal has undertaken to design a course to be offered second semester of the Junior year for art education majors that will include a second field experience and provide hands on media/curriculum experiences. This course will go through the approval process and be taught Spring 2007 .

The Art Education program is designed to give a breath of studio experiences as well as to develop depth studio skill in one area of concentration. Two Art Education program tracks are available: Art Education I (General) and Art Education II (Studio) with the addition in this track of Independent Studio (Art 498 and Art 499).

In addition to the above, a *studio concentration summary* provides a snapshot of where in the individual student’s program their choice of a studio concentration occurs in: (1) Drawing, Painting and Printmaking, (2) Sculpture, or (3) Design.

Table 3. Sample Program Studio Concentration Summaries
(courses must be at the 200-level or above.)

1. Drawing, Painting, Printmaking	2. Sculpture	3. Design
Art 220 Art 221 9 s.h. Drawing, Painting, and/or Printmaking (Students must use their requirements and some art related electives)	15 s.h. Sculpture (Students must use their art related electives and general electives)	9. s. h. design 6 s. h. Crafts (Students must use their requirements and some art related electives)

s.h.= semester hours

Program Totals:

- Total Studio Hours 48-52 s. h.
- Total Art History Hours 15 s. h.
- Total Art Education Hours 24 s. h.
- Total Education Hours 8-9 s. h.
- Total Hours in the Program 128 s.h. (Includes all of items above, General Education Core and General Electives)

Program Coordinator

Dr. Roberta W. Rice is a full-time faculty member responsible for coordinating and teaching in the program.

Aggregated Praxis Pass Rates for the Specialty Area

[Info from TA] in doc box in file: “Assessment and Evaluation”
--

Program Completers and Enrollment Trends

- Number of *program completers* since the last visit is 50 total. (Includes one BFA-Design Major who completed Licensure Requirements)
- Number of Candidates Currently Enrolled and Admitted to the Program (specify semester or academic year being reported)

Table 4. Number of Candidates Currently Enrolled

2003-2004	2004-2005	2005-2006
14	15	20

- Enrollment Trends: Enrollment trends remains about the same for Art Education and constitutes the second largest BFA track in the Art Department. Normally 50-60 majors with an additional 15-20 Alternative Licensure-only candidates are enrolled at some point in their program. Overall, the art department enrollment continues to expand with 413 undergraduate majors.

Table 5. Enrollment Trends

2003-2004	2004-2005	2005-2006
59	60	64

Section II: Conceptual Framework

Program Conceptual Framework and Knowledge Base that Informs It

The Conceptual Framework is available to students online, (http://www.uncg.edu/ted/teachacad_mission_cf.html), and in the *UNCG Teacher Education Handbook*. *The Teacher Education Handbook* is a required section in the class notebooks for Art 360, 363, 365, 463, and 465.

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. The mission is carried in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and the integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school based, and community based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

Document box, Folder "Conceptual Framework"

Evidence of Conceptual Framework in the Program

Evidence of the Conceptual Framework in the program can be found infused in the student work in the class notebooks, student teaching journals, and in the Art Education Teaching Portfolio. It is linked to the class websites for Art 360, 363, and 365.

The knowledge base that informs Art Education licensure program draws on extensive resources and includes:

- Benefits of a Liberal Arts education
- The need of breadth and depth knowledge in Art History and Studio Art
- The ability to apply pedagogical knowledge in teaching diverse students
- The need to reflect on teaching and learning and modifying future instruction
- The need to work collaboratively in vital learning communities.
- The need to use technology for management, research, curriculum development, instructional presentation, and student learning

Evaluation and Continuous Revision of the Conceptual Framework

The professional education faculty and the Council of Program Coordinators annually revisit the conceptual framework to consider its continuing vitality and manifestation in UNCG teacher education program and to consider revisions when necessary. In 2005-2006, after extensive discussion and study, the Unit revised the Conceptual Framework to include a broader and stronger statement about the its commitment to diversity and increased its identification of dispositions from four, as in the 2001 Conceptual Framework, to the ten dispositions identified in the Teachers Academy Candidate Dispositions Assessment Process. See the CPC minutes in the document box for the recent revision activities for the conceptual framework.

The Art Education Program embraces the same conceptual framework as the Teachers Academy (see below) and aims to provide learning opportunities throughout the program to help students develop into caring, competent, and collaborative teachers who teach successfully in diverse classrooms (see Matrix 1 and 1a in the document box) The Conceptual Framework is published in the UNCG Teacher Education Handbook and is required in several courses through out the program for student reading and reference (Art 360, Art 363, Art 365, Art 463 and Art 465). The Conceptual Framework is also linked on course websites. In order to maintain consistency with the Teachers Academy Conceptual Framework and with current best practice, adjustments have been made in departmental applications of the conceptual framework as needed.

- Liberal Arts needs are met in the General Education Core at UNCG and in the general teacher education requirements
- Content Knowledge needs are met in the Art History and Studio requirements with selected learning products available in the Art Education Teaching Portfolio (AETP)
- Pedagogical Knowledge needs are met in the Education and Art Education Methods classes and in the Field Experiences
- Reflection needs are documented in the learning products exemplified in the Methods Class Notebooks—Art 360, 363, & 365; Student Teaching Journals—Art 463 & Art 465; and in the Art Education Teaching Portfolio (AETP)
- Collaboration needs are documented in the learning products exemplified the professional courses and field experiences.
- Technology is infused in the general education core, content knowledge in Art history, art studio, professional education courses and art education courses. Evidence of student mastery of technology can be found in the student learning products and the Art Education Teaching Portfolio (AETP).

See CPC minutes/ in docs box, in folder “Program Governance and Resources.” Also see student learning products in the document box 2, under course numbers
--

Section III: Standard I -- Candidate Knowledge, Skill, and Disposition

See Matrix 1 for evidence regarding how teacher candidates in the BFA in Art Education meet the NC DPI Core Standards, Diversity Standards, Technology, as well as the Art Education Specialty Area Standards

Evidence that Candidates (for the initial teaching license) Meet the Core Standards

See Table 6.

Evidence that Candidates (for the initial teaching license) Meet the Diversity Standards

See Table 7.

Evidence that Candidates (for the initial teaching license) Meet the Technology Standards

See Table 8.

Evidence that Candidates Meet the Specialty Area Standards

See Table 10. [See Table 9 for correlation of core, diversity, and technology standards]

Evidence that Candidates Can Work with Families to Support Student Learning

[Check 12 (12.9), 13 (13.7) in Visual Arts Speciality Area Standards]

Involvement with Families

The Visual Arts Specialty Area Standards does not have a specific standard to address working with families; however several standards do have indicators that address home-school-community connections. A brief summary of those standards that contain these elements follows:

Goal: Working with Families to Support Student Learning	Visual Arts Specialty Area Standard (s) addressing this Competency: 12 (12.9) 13 (13.7)
---	---

Specialty area subjects like Art sometimes have reduced opportunities to interact with parents and families of public school children at the elementary level. An art teacher's load at the elementary level is often 1000 students and class time with students is brief [30 minutes art classes in many systems]. Contact with parents is less often. Added to this, some specialist teachers serve more than one school.

At the secondary level, the Art teacher's load more nearly matches that of other subject teachers in the school. However, the ways that art interns and student teachers do interact with parents and families include the following:

- Encouraged to attend such school functions as Open House and "Back to School" nights, or PTA meetings.
- Participate in formal and informal parent-teacher conferences
- Telephone or develop letters to parents concerning discipline problems or to praise students for exceptional achievements
- Invite parent volunteers to classes, fieldtrips, or other special events
- Develop newsletters or websites about the art program and/or student achievements
- Attend other school activities and functions, especially when student art work is on exhibit as part of the event
- Participate in the installation and/or attend system-wide Art Exhibits

Furthermore, during student teaching seminar (Art 463 and 465 and 468), art education students are asked to discuss and reflect on ways they might involve parents in the art program. The art education students have opportunities to discuss both the positive and negative experiences they might have had working with parents. Art education students, who are already parents, share their perspectives of working with teachers and schools on behalf of their own children.

Standard 1A: Undergraduate Candidate Qualifications

1. Identify program admission criteria:

Passing Scores on Praxis I [Reading 176, Writing 173, Math 173]
2.7 GPA overall

Departmental Requirements: [Completion of Art 100 or 101, Art 120, Art 140, and Art 150]

Student brings a copy of Praxis I scores to a meeting with the Coordinator of Art Education and completes an *Admission to Teacher Education Form*, and a *Technology Requirement Notification Form*. The Coordinator verifies the GPA, reviews with student to see that Department BFA Core courses have been met [Art 100 or 101, Art 120, Art 140, and Art 150], signs off on the form, copies forms for student's departmental folder and forward the application to the Teachers Academy. When the Teachers Academy approves, they send a copy of the approval to the Art Department and to the student.

2. Describe how progress is limited until formal admission is granted.

Students are denied enrollment in Art 363, Art 365, and Student Teaching if not yet admitted to Teacher Education.

Transfer students, who usually come to UNCG as juniors, have more challenges in meeting all the necessary requirements in the short time window, especially if they encounter any difficulty in passing one or more of the Praxis I exams.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior Student Teaching

- Art 360 Exit Interview: Dispositions monitored, progress in program monitored [GPA, Dept. Core Requirements, Praxis I, admission to Teacher Education. A reminder, both written and oral, to apply for Student Teaching and to attend to missing steps listed above is given to the student.]
- January: Reminders posted in the Department and on Dr. Rice's office door about applying for Student Teaching by February 15th for those planning to student teach in the next calendar year.
- Spring Advising: Reminder, both written and oral, to apply for Student Teaching and to attend to missing steps, if any [GPA, Dept. Core Requirements, Praxis I, admission to Teacher Education] is given
- Instructors check that all undergraduate art education majors enrolled in Art 363 and 365 have been admitted to Teacher Education.

- At the beginning of the fall semester, when the applications for Student Teaching is forwarded to the Coordinator of Art Education to create placement requests for spring semester, both the Teachers Academy and the Art Department check GPA and Admission to Teacher Education status. Students who have a too low GPA or have not been admitted to Teacher Education are notified that Student Teaching will be delayed one year. Students can appeal this decision, but usually have to wait. Some students who are delayed choose to change to a BFA in Design so that they can graduate in a timely manner and change career directions. The Art Education faculty finds this a worrying situation without easy remedy. This has occurred most often with transfer students. A few of these students return in the future for a Alternative Licensure-only program.

Standard 1B: Licensure-only Candidates

1. Describe program policies and procedures for licensure-only candidates

At UNCG, students seeking a teaching license, not a degree, are enrolled in the NC TEACH program. This program is an abbreviated version of the traditional undergraduate program. Until 2005, most licensure-only candidates completed the same 18 semester hour sequence of core education coursework as secondary candidates and, when required by the program, additional program-specific methods courses. The core courses included CUI 535: Literacy in the Content Area, CUI 545: Diverse Learners, CUI 450: Psychological Foundations of Education, ELC 381: Institutions of Education, and HEA 201: Personal Health. Candidates in middle grades, second languages and secondary (9-12) English, mathematics, science and social studies followed a curriculum that contained the same core education content, but which was presented through a statewide (NC TEACH) program. In 2004-05, UNCG developed its own core education courses, based on the NC TEACH curriculum, with the sequencing of coursework responsive to the specific needs of lateral entry teachers; the most critical information is presented during an intensive summer institute while more complex and conceptual content is presented in subsequent courses. Beginning in summer 2006, *all* beginning licensure-only students take the NC TEACH coursework; candidates who have completed a substantial amount of education coursework prior to being admitted to the licensure-only program, or whose program requirements are not aligned with the NC TEACH core curriculum (for example, Birth-Kindergarten and Special Education), take selected NC TEACH courses and/or licensure programs' education core courses, as appropriate. In addition, candidates must demonstrate content knowledge in their teaching fields; candidates may be required to take additional content coursework.

Admission to the Teachers Academy

Admission to a licensure-only program is processed by the Teachers Academy. Candidates complete an application which is initially reviewed by the Teachers Academy Licensure Advisor. In consultation with coordinators of licensure programs, she develops a program of study for each candidate that aligns the candidate's previous coursework and professional experiences with licensure program requirements.

Undergraduate licensure-only (ULO) applicants must hold a bachelor's degree from a regionally accredited college or university and have graduated with an overall GPA of 2.5, or higher if required by the licensure program. In alignment with North Carolina law regarding lateral entry licensure, candidates who do not have the minimum 2.5 GPA may be admitted to a licensure-only program if they have a 3.0 in their senior year as an undergraduate, in their major, or in 15 semester hours of coursework completed subsequently to completing the bachelor's degree *and* have North Carolina passing scores on Praxis I.

Most NC TEACH candidates have a major, 24 semester hours of coursework or passing scores on Praxis II in their licensure area when they are admitted to the licensure program. In these cases, candidates' GPAs provide one measure of content knowledge. Candidates who do not meet content requirements are required to take additional coursework, maintaining at least the minimum GPA required by their programs.

Admission to Student Teaching

Most NC TEACH candidates obtain a teaching contract under a temporary Lateral Entry License, with the understanding that their teaching will be supervised and evaluated by both school-based and university supervisors. Content knowledge and skills are evidenced by their having a major or 24 semester hours in their content area or passing Praxis II scores (a state requirement for lateral entry teachers in alignment with No Child Left Behind), and by maintenance of the required GPAs as they complete licensure coursework. Licensure-only candidates who do not hold a lateral entry teaching position must student teach. In order to be eligible for placement, they must meet the all requirements for admission to student teaching, including required content coursework and a GPA of 2.5, or higher if required by the licensure program.

Program Completion/Eligibility for Licensure

Undergraduate NC TEACH candidates are evaluated by university and school-based supervisors. As with other candidates, undergraduate NC TEACH candidates must demonstrate appropriate dispositions, content knowledge, and pedagogical knowledge and skills through acceptable ratings on the Pre-service Teaching Growth and Assessment Profile (TGAP), Teaching Portfolio Rubrics, and Dispositions Rubrics. Candidates who do not complete a teacher preparation program prior to licensure (lateral entry teachers) must pass Praxis II

examinations in their teaching area, and must submit school-based evaluations and recommendations from their principals.

Admission Policies for Art Licensure-only Candidates

- Applicants must hold a baccalaureate degree from an approved college or university and are ordinarily required to have earned the equivalent of a 2.7 grade point average
 - Applicants must meet general admission requirements. For more information and application materials contact the Teachers Academy or visit web site (http://www.uncg.edu/soe/affiliates/teachers_academy/a_license).
 - The applicant must meet in conference with the Coordinator for Art Education to review his or her professional goals and readiness for the program. A copy of all college transcripts and a representative collection of recent artwork should be brought to this conference. The faculty advisor will outline the necessary work for the applicant to be recommended for Standard Professional I licensure.
 - Application for admission to the NC TEACH accompanied by full credentials must be filed in the Teachers Academy Office.
 - Licensure requirements include student teaching. An acceptable substitute may be one year's full time employment as a professional art teacher on the K-12 level. Request for consideration in lieu of student teaching must be accompanied by documentation confirming a satisfactory experience. If the applicant is a Lateral Entry Teacher, then Art 468 is required near the end of the Alternative Licensure-only program so that UNCG Art Education faculty can observe the lateral entry teacher in the classroom.
 - Lateral entry teachers must have acceptable scores on the Praxis II exams before they are recommended for licensure.
2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.
- The Coordinator reviews the application for Art Education and drafts an individual program for the applicant, which is subsequently then returned to the Teachers Academy Office. The Teachers Academy Office notifies the applicant of the decision regarding admission.
 - Candidate's academic and professional experiences are examined in alignment with state licensure requirements. The program of study that is developed for the candidate takes into account all of these elements.

- Students who plan to student teach must make application in the Teacher's Academy, 319 Curry Building. Candidates who are lateral entry teachers may request that their job placement serve as the clinical experience. He or she is observed and evaluated by university and school-based personnel.
- The Coordinator of Art Education serves as advisor to licensure-only candidates.

These requests are handled on a case-by-case basis. **Assessment Gateways**

Assessment	Admission	Midway in Program	Entrance to Student Teaching	Completion of Student Teaching	Follow-up
GPA	Minimum of 2.7	Checked each sem. by TA	Minimum of 2.7	Minimum of 2.7	
Praxis I	Minimum scores 176 for Math, 173 for Writing, 173 for Verbal				
Praxis II				No longer required for Visual Arts/Approved Program completers	
Disposition Rubric		Ratings of 1 or 2 require an action plan to address problems Part of Art 360 Exit	Ratings of 1 or 2 require an action plan to address problems Part of 363	All ratings must be a 3 or higher End of Student Teaching Art 463//465	
Art Ed. Teaching Portfolio Rubric				Must have satisfactory ratings all dimensions	
SERVE		Portions may be completed in early field experiences Part of Art 360 Exit		Must have satisfactory ratings in all dimensions	
Course Requirements	Pre-requisites must be completed Art 100 or 101, 120, 140, and 150		Required courses must be satisfactorily completed		
Licensure Status					TA keeps record of all licensure applications
Employment Status					Checked at end of 2 nd year of teaching
Employer Satisfaction					Completed at end of graduate's 2 nd year of teaching

Candidate Satisfaction					Completed at end of program
Additional Program Requirements	Must be admitted to the TA at least one full semester prior to final field experience	Must be admitted to the TA; prerequisite for Art 363 and 365			

Products of Learning

The UNCG Art Education Program produces a variety of learning products that includes course notebooks with a wide variety of assignment, curriculum projects, child-art projects, and other items.

The Art Education Teaching Portfolio, organized on INTASC and ISTE-NETS standards is one of the major exit criteria for students in the Art Education Program. This standards-based portfolio is completed by candidates and evaluated independently by two UNCG faculty members and one public school practitioner during the final semester in the program using a rubric provided by UNCG. Beginning spring 2006, this process is completed online in *Taskstream*. (www.taskstream.com). The portfolio includes artifacts selected from a range of assignments, projects, class activities, online discussions, and reflective essays generated throughout the student's program that display the student's understanding of how their learning products demonstrate their mastery of the standards.

See Samples of the **Art Education Teaching Portfolio** in the document box 2.

Furthermore, each of the Art Education Methods Classes and Student Teaching placements requires a notebook(s) of student learning products that is evaluated by the faculty member teaching the course. The learning products include reading summaries, research papers, reports, lesson plans, observations, daily logs, discipline plans, projects, and various other assignments. All of the types of student learning artifacts are correlated to meet Core, Diversity, and Technology Standards as well as the Art Education Specialty Area Standards and the INSTAC standards for beginning teachers.

See **Table 6** Core, Diversity, and Technology for these standards

See **Table 9** for the correlation of these standards.

See **Table 10** for the Speciality area standards.

See documents box 2 , under the course numbers for Samples of Student Learning Products.

Table 6. Evidence that Candidates Meeting Core Standards

Core Standard 1 – Teachers know the content they teach.		
Indicator 1:1 – Have a broad knowledge of content.		
Indicator 1:2 – Know the content appropriate to their teaching specialty.		
Indicator 1:3 – Understand the ways in which their teaching area connects to the broad curriculum.		
Indicator 1:4 – Know relevant applications of the content they teach.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art Studio Classes (final course grade/GPA)	Reviewed at admission to teacher education	
	2005-2006	100% acceptable (n= 20 ; program completers admitted to teacher education)
	2004-2005	100% acceptable (n= 15; program completers admitted to teacher education)
	2003-2005	100% acceptable (n=14 ; program completers admitted to teacher education)
Art History Classes (final course grade/GPA)	Reviewed at admission to teacher education	
	2005-2006	100% acceptable(n= 20; ; program completers admitted to teacher education)
	2004-2005	100% acceptable(n=15 ; program completers admitted to teacher education)
	2003-2005	100% acceptable(n= 14; ; program completers admitted to teacher education)
Art 363 (Lesson Plans, Curriculum)	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365 (Lesson Plans, Curriculum)	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

* Not all students in Art 360 are Art Education majors; not all students are admitted to Teacher Education at this point.

** Began fall 2005

+ number is for LO lateral entry teachers

Core Standard 2 – Teachers know how to teach students.

Indicator 2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.

Indicator 2:2 – Use a variety of methods to teach students.

Indicator 2:3 – Are expert communicators.

Indicator 2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.

Indicator 2:5 – Have strong and current technology skills.

Indicator 2:6 – Plan instruction that is appropriate for the students they teach.

Indicator 2:7 – Use a variety of methods to assess what students have learned.

Indicator 2:8 – Teach communication, thinking, and problem solving skills.

Indicator 2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.

Indicator 2:10 – Instill a love of learning and self-confidence based on achievement.

Indicator 2:11 – Align their instruction with the required curriculum.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
CUI 450	2003-2004	100 % acceptable(n= 14)program completers
	2004-2005	100 % acceptable(n= 15) program completers
	2005-2006	100 % acceptable(n= 20) program completers
CUI 470	2003-2004	100% acceptable(n= 14) program completers
	2004-2005	100% acceptable(n= 15) program completers
	2005-2006	100% acceptable(n= 20) program completers
ELC 381	2003-2004	100 % acceptable(n= 14) program completers
	2004-2005	100 % acceptable(n= 15) program completers
	2005-2006	100 % acceptable(n= 20) program completers
Art 360	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable(n=8)
Art 463	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable

		(n=8)
Art 468	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n= 1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Core Standard 3 – Teachers are successful in teaching a diverse population of students.		
Indicator 3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.		
Indicator 3:2 – Treat students as individuals.		
Indicator 3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. Understand how and individual's belief system affects behavior.		
Indicator 3:4 – Adapt their teaching for the benefit of students with special needs.		
Indicator 3:5 – Work collaboratively with the families and significant adults in the lives of their students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, field experiences	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/365, field experience	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)

Core Standard 4 – Teachers are leaders.		
Indicator 4:1 Lead in their classrooms.		
Indicator 4:2 – Lead in the school.		
Indicator 4:3 – Lead in advocating for schools and children.		
Indicator 4:4 – Function effectively in a complex, dynamic environment.		
Indicator 4:5 – Meet high ethical standards of practice.		
Indicator 4:6 – Support the teaching profession.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Core Standard 5 – Teachers are reflective about their practice.		
Indicator 5:1 – Analyze the results of teaching.		
Indicator 5:2 – Collaborate with their colleagues.		
Indicator 5:3 – Use research in their classrooms.		
Indicator 5:4 – Continue to grow professionally.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)

	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Core Standard 6 – Teachers respect and care about students.		
Indicator 6:1 – Enjoy spending time in the company of children and young adults.		
Indicator 6:2 – Learn all they can about each of their students.		
Indicator 6:3 – Maintain the dignity of each student.		
Indicator 6:4 – Express pride in their student’s accomplishments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Table 7. Evidence that Candidates Meet the Art Education Diversity Standards

Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.		
Indicator 1:1 – Select, evaluate and incorporate unbiased instructional materials.		
Indicator 1:2 – Use multiple strategies to address the needs of individual learners.		
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1:5 – Use a variety of assessment procedures/instruments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Art Content, Studio, Art history, Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.

Indicator 2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.

Indicator 2:3 – Modify instruction and assessment to meet the needs of individual student.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, lesson plans, curriculum Planning for exhibits	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum Program advocacy	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Disciple Plans, Student Work exhibits, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.

Indicator 4:2 – Provided opportunities for students and their families to share their diversities.

Indicator 4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, Child Art Project, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum Program advocacy	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Disciple Plans, Student Work exhibits, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 5:1 – Become strong advocates for educational equity.
 Indicator 5:2 – Continually refine practices that address the individual needs of diverse learners.
 Indicator5:3 – Are proactive and deliberate in promoting and fostering respect among students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, lesson plans, curriculum Planning for exhibits	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum Program advocacy	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Disciple Plans, Student Work exhibits, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 6:1 – Identify own biases and reflect on them in terms of practice.

Indicator 6:2 – Provide equity and access to learning in classroom.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363 Reflections on teaching, readings, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum Reflections to readings, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Post teaching reflections, log, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson reflections, community, samples of student work	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Table 8. Evidence that Candidates Meet the Art Education Technology Standards

Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.		
Indicator 1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, documentation of teaching, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.

- Indicator 2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Indicator 2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.
- Indicator 2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.
- Indicator 2:4 – Plan for the management of technology resources within the context of learning activities.
- Indicator 2:5 – Plan strategies to manage student learning in a technology-enhanced environment.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Indicator 3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.

Indicator 3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.

Indicator 3:3 – Apply technology to develop students' higher order skills and creativity.

Indicator 3:4 – Manage student learning activities in a technology-enhanced environment.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, documentation of teaching, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Indicator 4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Indicator 4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Indicator 4:3 – Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, documentation of teaching, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.

Indicator 5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.

Indicator 5:3 – Apply technology to increase productivity.

Indicator 5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, documentation of teaching, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 6:1 – Model and teach legal and ethical practice related to technology use.

Indicator 6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator 6:3 – Identify and use technology resources that affirm diversity.

Indicator 6:4 – Promote safe and healthy use of technology resources.

Indicator 6:5 – Facilitate equitable access to technology resources for all students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360, Technology assignment, Basic Technology Portfolio	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 Presentations, Lesson Plans, On-line discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, technology lesson plans, Technology assignment, Online discussions	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Technology assignment, use of technology in classroom, documentation of teaching, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Sample works addressing ISTE-NETS standards	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+number =Licensure Only students

Table 9. Correlation of Visual Arts Standards

Program Approval Standards	Core Standards	Diversity Standards	Technology Standards	Content Area Standards
Conceptual Framework	I. Content Knowledge	1. Accessible Meaningful, and Culturally Relevant Subject Matter	1. Technology Operations and Concepts	1. Content Knowledge
I. Candidate Knowledge Skills and Dispositions	II. Content Pedagogy	2. Developmental Influences	2. Learning Environments	2. Informed Selection of Content
IA. Undergraduate Candidate Qualifications	III Diverse Populations	3. Collaborative Linkages	3. Curriculum Plans	3. Effective Instruction
IB Licensure-Only Students	IV. Teacher Leadership	4. Understanding of Diversity	4. Assessment and Evaluation	4. Knowledge of Pedagogy
II. Assessment System and Evaluation	V. Reflective Practice	5. Leadership in meeting the needs of diverse learners	5. Productivity and Professional Practice	5. Student Characteristics and Abilities
III. Field Experiences and Clinical Practice	VI. Respect and Caring About Adults	6. Reflective Practice	6. Social, Legal, and Ethical, and Human Issues	6. Effective Instructional Environments
IIIA. Field Experiences and Clinical Practice				7. Managing Student Behavior
IV Diversity				8. Assessment
V. Faculty Qualifications, Performance, and Development				9. Multiculturalism
VA. Working Conditions				10. Inclusive Curriculum
VB. Part-time Faculty				11. Individual Differences
VI. Program Governance and Resources				12. School and Community Responsibilities
VIA Faculty Assignment				13. Professional Growth and Development
				14 Reflective Practice
				15 Caring for Students

Table 10. Specialty Area Standards for Visual Arts

Visual Arts Standard 1 – Visual arts teachers know the content they teach.		
Visual Arts 1:1 – Knowledgeable about conceptualizing and developing ideas for creating artwork.		
Visual Arts 1:2 - Knowledgeable about creative problem solving in the process of art making.		
Visual Arts 1:3 – Knowledgeable about perceptual awareness in organizing and implementing images.		
Visual Arts 1:4 - Knowledgeable about evaluating and refining concepts in the creation of original artwork.		
Visual Arts 1:5 - Knowledgeable about a variety of art forms such as painting, drawing, sculpture, crafts, performance, video, photography, conceptual art, technology, design, printmaking, and environmental art.		
Visual Arts 1:6 - Knowledgeable about the importance of studio skills, including traditional and new technologies (media, tools, techniques).		
Visual Arts 1:7 - Knowledgeable about expression through feelings, qualities, values, and styles.		
Visual Arts 1:8 - Knowledgeable about safe and responsible use of media, tools, and equipment in the art classroom.		
Visual Arts 1:9 – Knowledgeable about providing a safe appropriate working environment in the art classroom.		
Visual Arts 1:10 - Knowledgeable about the nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts.		
Visual Arts 1:11 - Knowledgeable about affects and effects (aesthetic experience, preferences, enjoyment, and appreciation).		
Visual Arts 1:12 - Knowledgeable about descriptive language and the way visual images and forms communicate meaning.		
Visual Arts 1:13 - Knowledgeable about the study of art work for interpretation and evaluation.		
Visual Arts 1:14 - Knowledgeable about various purposes for creating art.		
Visual Arts 1:15 - Knowledgeable about comparing and contrasting works of art through description, analysis, interpretation, and judgment.		
Visual Arts 1:16 - Knowledgeable about critiquing artwork using verbal and written expression, incorporating appropriate art vocabulary and terminology.		
Visual Arts 1:17 - Knowledgeable about examining art through the context of history, culture, society, artists, time, place, function, purpose, influence, style, and genre.		
Visual Arts 1:18 - Knowledgeable about recognizing and differentiating art works through historical, cultural, and societal context.		
Visual Arts 1:19 - Knowledgeable about encouraging art as an avocation.		
Visual Arts 1:20 - Knowledgeable about career avenues within the visual arts.		
Visual Arts 1:21 - Knowledgeable about art appreciation endeavors as an attribute of life-long learning.		
Visual Arts 1:22 - Knowledgeable about mentoring students' development, interests, and personal goals in art		
Evidence		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
General Education Core (final course grade/GPA) Reviewed at admission to teacher education	2005-2006	100% acceptable(n= 20; program completers admitted to teacher education)
	2004-2005	100% acceptable(n= 15; program completers admitted to teacher education)
	2003-2004	100% acceptable(n= 14; ; program completers admitted to teacher education)
Art History/Studio (final course grade/GPA) Reviewed at admission to teacher education	2005-2006	100% acceptable(n=20; program completers admitted to teacher education)
	2004-2005	100% acceptable(n= 15 ; admitted to teacher education)
	2003-2004	100% acceptable(n=14 ; admitted to teacher education)
CUI 450 (course grade)	2003-2004	100 % acceptable(n= 14) ; program completers
	2004-2005	100 % acceptable(n=15) ; program completers

	2005-2006	100 % acceptable(n=20) ; program completers
CUI 470 (course grade)	2003-2004	100 % acceptable(n= 14) ; program completers
	2004-2005	100 % acceptable(n= _15) ; program completers
	2005-2006	100% acceptable(n= 20) ; program completers
ELC 381 (course grade)	2003-2004	100% acceptable(n= 14) ; program completers
	2004-2005	100% acceptable)n= 15) ; program completers
	2005-2006	100% acceptable(n= 20) ; program completers
Art 360 (Readings, Term paper, Log from field experiences)	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 (Lesson Plans, Curriculum, Child Art Project)	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365 (Lesson Plans, Curriculum)	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

* Not all students in Art 360 are Art Education majors; not all students are admitted to Teacher Education at this point.

** Began fall 2005

+ number is for LO lateral entry teachers

Visual Arts Standard 2 –

Visual arts teachers make informed selection of instructional content.

Visual Arts 2:1 – Recognize that their knowledge of art is essential to providing meaningful learning opportunities for all students.

Visual Arts 2:2 – Understand and incorporate a range of comprehensive learning opportunities in arts education for all students (various cultures, ages, abilities, developmental levels).

Visual Arts 2:3 – Make informed decisions about topics and issues in their teaching, based upon creation and selection of appropriate assignments from a variety of resources such as works of art, texts, periodicals, prints, slides, films/videos, electronic media, art criticism, and assessment tools.

Visual Arts 2:4 – Understand the importance of developing instruction to make historical and contemporary art of diverse cultures accessible to students.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Art Content, Studio, Art history, Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 3 – Visual arts teachers are able to effectively instruct students in visual arts.		
Visual Arts 3:1 – Implement a comprehensive approach to visual arts education that integrates studio, art history, aesthetics and art criticism.		
Visual Arts 3:2 – Translate visual arts content via appropriate instructional methods and strategies compatible with students' diversity such as backgrounds, understandings, ages, and levels of development.		
Visual Arts 3:3 – Encourage students to experiment with and expand their repertoires of media and techniques in their art making, and see connections between their own approaches and those used by other artists.		
Visual Arts 3:4 – Help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects.		
Visual Arts 3:5 – Help students engage in the meaningful exploration, analysis, interpretation, and judgment of art.		
Visual Arts 3:6 – Encourage students to make and understand connections between meanings in the world of art and in their own lives.		
Visual Arts 3:7 – Help students become familiar with the history of art, specific artists and their works, and art forms of various cultures.		
Visual Arts 3:8 – Introduce students to a variety of theoretical and philosophical approaches to art and engage them in thoughtful oral and written inquiry into the nature of art.		
Visual Arts 3:9 – Facilitate the development of critical thinking and higher order thinking skills through active engagement with visual arts.		
<u>Evidence</u>		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Art Content, Studio, Art history, Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 4 – Visual arts teachers are well-versed in pedagogy.		
Visual Arts 4:1 – Have effective planning skills and are able to make informed and flexile instructional decisions, recognizing that careful long- and short-term planning is essential for successful art instruction.		
Visual Arts 4:2 – Use meaningful art instruction to translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students.		
Visual Arts 4:3 – Recognize that a range of methods and the appropriate translation of specific art content is necessary for increased learning opportunities for all students.		
Visual Arts 4:4 – Have students share, discuss, examine, and write about their art work.		
Visual Arts 4:5 – Assist students in exploring and interpreting multiple ways of understanding works of art.		
Visual Arts 4:6 – Have well-developed communication skills and utilize appropriate ways of asking questions, facilitating discussions, and promoting critical thinking.		
Visual Arts 4:7 – Develop a repertoire of teaching strategies appropriate to the needs of all students.		
Visual Arts 4:8 – Use appropriate technologies as instructional, research, and artistic tools.		
Visual Arts 4:9 – Use an array of instructional school-based and community resources to enhance reading.		
Visual Arts 4:10 – Provide opportunities for students to share their accomplishments in visual arts with peers, family, and community.		
<u>Evidence</u>		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Log, lesson reflections, samples of student work, Exit review	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Art Content, Studio, Art history, Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 5 – Visual arts teachers have a comprehensive knowledge of student characteristics, abilities and learning styles.		
Visual Arts 5:1 – Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential, and social factors.		
Visual Arts 5:2 – Recognize established stages of artistic development as general rather than specific and each student progresses on an individual basis.		
Visual Arts 5:3 – Understand that students have different learning styles.		
<u>Evidence</u>		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 360 (Readings, Term paper, Log from field experiences)	2003-2004	100 % acceptable (n=24; number enrolled in the course)
	2004-2005	100 % acceptable (n=17; number enrolled in the course)
	2005-2006	84 % acceptable(n= 26; number enrolled in course*)
Art 363 (Image Development Presentations/Paper, Lesson Plans, Curriculum, Child Art Project)	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365 (Lesson Plans, Curriculum)	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 6 – Visual arts teachers create effective instructional environments conducive to student learning.

Visual Arts 6:1 – Provide art classrooms where students can create with physical, emotional, and intellectual safety.

Visual Arts 6:2 – Provide supportive, shared, collaborative, instructional environments that promote the learning of all students.

Visual Arts 6:3 – Promote principles of fairness and equity.

Visual Arts 6:4 – Provide environments that are well-managed and organized.

Visual Arts 6:5 – Recognize that teachers are responsible for managing the simultaneous activities that take place daily in today’s diverse and changing classrooms.

Visual Arts 6:6 – Provide opportunities for students to take responsibility for their own learning, to inquire, learn, and think in independent and productive ways.

Visual Arts 6:7 – Integrate a variety of instructional resources to enhance learning for all students.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 6 – Visual arts teachers create effective instructional environments conducive to student learning.

Visual Arts 6:1 – Provide art classrooms where students can create with physical, emotional, and intellectual safety.

Visual Arts 6:2 – Provide supportive, shared, collaborative, instructional environments that promote the learning of all students.

Visual Arts 6:3 – Promote principles of fairness and equity.

Visual Arts 6:4 – Provide environments that are well-managed and organized.

Visual Arts 6:5 – Recognize that teachers are responsible for managing the simultaneous activities that take place daily in today’s diverse and changing classrooms.

Visual Arts 6:6 – Provide opportunities for students to take responsibility for their own learning, to inquire, learn, and think in independent and productive ways.

Visual Arts 6:7 – Integrate a variety of instructional resources to enhance learning for all students.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 7 – Visual arts teachers effectively manage student behavior.		
Visual Arts 7:1 – Consistently provide and apply clearly understood expectations, rules, and consequences for student behavior.		
Visual Arts 7:2 – Use a variety of appropriate strategies and procedures to manage student behavior.		
Visual Arts 7:3 – Provide clearly understood procedures for administrative matters.		
Visual Arts 7:4 – Provide parameters for verbal participation, and movement within the art classroom.		
Visual Arts 7:5 – Monitor students to foster constructive behavior and stop inappropriate or disruptive actions.		
Evidence		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Observations, Discipline Plans, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, Discipline plans, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Discipline Plans, Reflections	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 8 – Visual arts teachers conduct meaningful, appropriate assessments of student learning.

Visual Arts 8:1 – Develop assessment strategies consistent with instructional goals, teaching methods, and individual student abilities to assess skills and understandings central to art.

Visual Arts 8:2 – Use formal and informal, diagnostic, monitoring, and summative assessment strategies such as portfolios, rubrics, journals, oral and written critiques, and discussions.

Visual Arts 8:3 – Regard assessment as a cooperative venture between student and teacher.

Visual Arts 8:4 – Create and use equitable assessments for higher-order thinking, problem solving, individual skills, knowledge, and understanding.

Visual Arts 8:5 – Recognize the individuality of students and their responses.

Visual Arts 8:6 – Provide equal opportunity for all students to display and share what they know and learn in art.

Visual Arts 8:7 – Provide insightful feedback to students concerning the development of their work in progress as well as the finished product.

Visual Arts 8:8 – Model formative and summative processes that assist students in self and peer assessment of art.

Visual Arts 8:9 – Acknowledge a variety of student accomplishments and positive behaviors.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Lesson Plans, Reflections, Observations, Sample student work and analysis, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 9 – Visual arts teachers develop a curriculum that embraces a respect for multiculturalism.

Visual Arts 9:1 – Reflect the breadth and depth of art history within diverse cultures.

Visual Arts 9:2 – Emphasize art as an essential component of multicultural and interdisciplinary curriculum development and review.

Visual Arts 9:3 – Promote awareness of beliefs, understandings, theories and philosophical approaches of art making, from a variety of cultural perspectives, accessible to students.

Visual Arts 9:4 Make reasoned and insightful selections of artists and works of art to support teaching goals.

Visual Arts 9:5 – Consider the content of art in the context of fundamental individual and societal issues.

Visual Arts 9:6 – Provide students with a knowledge base of historical, critical, and aesthetic concepts to enhance their experiences of art in a global context.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art History/Studio (final course grade/GPA) Reviewed at admission to teacher education	2005-2006	100% acceptable(n= 20 ; program completers admitted to teacher education)
	2004-2005	100% acceptable(n=15; program completers admitted to teacher education)
	2003-2005	100% acceptable(n=14; program completers admitted to teacher education)
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Placement Notebook, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 10 – Visual arts teachers develop a curriculum inclusive of the goals, values, and purposes of education within a diverse community and society.

Visual Arts 10:1 – Understand the importance of making appropriate curriculum content decisions while taking into consideration student, school, and community contexts.

Visual Arts 10:2 – Articulate how the art curriculum addresses diversity within school, district, and state curriculum guidelines.

Visual Arts 10:3 – Adapt, change, modify, and select curricular options reflective of a diverse student population.

Visual Arts 10:4 – Provide opportunities for all students to learn to work both individually and collaboratively.

Visual Arts 10:5 – Explore the value of students' career options in visual arts in relation to civic, social, and economic issues in a global society.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 11 – Visual arts teachers are sensitive and insightful observers of students’ individual differences.

Visual Arts 11:1 – Know the importance of acquiring information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists, and administrators in order to gain greater understanding of students needs.

Visual Arts 11:2 – Understand that students learn in different ways and at different paces.

Visual Arts 11:3 – Respect and value the unique backgrounds, abilities, and interests of all students.

Visual Arts 11:4 – Are sensitive to differences in artistic and aesthetic responses of students.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Lesson Plans	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 12 – Visual arts teachers recognize their responsibilities to the school and to the community.		
Visual Arts 12:1 – Serve as role models for students as professionals through appropriate speech, actions, dress, and appearance.		
Visual Arts 12:2 – Participate as contributing members of the school community; act as providers of information; facilitators of student inquiry; and as members of problem-solving teams.		
Visual Arts 12:3 – Work with colleagues to improve and evaluate professional development plans and practices.		
Visual Arts 12:4 – Provide leadership in educational and professional roles.		
Visual Arts 12:5 – Know the importance of actively participating as members of policy committees and educational councils, and collaborating with other educators and colleagues at all levels.		
Visual Arts 12:6 – Recognize the value of working with educators from other schools, districts, colleges and universities; and also individual artists, arts organizations, and museums.		
Visual Arts 12:7 – Develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.		
Visual Arts 12:8 – Analyze the effectiveness of their art program in the context of personal, school and district goals, and model programs.		
Visual Arts 12:9 – Communicate effectively with a variety of audiences.		
Visual Arts 12:10 – Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.		
Visual Arts 12:11 – Work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas.		
<u>Evidence</u>		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 363, image-development reports, lesson plans, curriculum Online and class discussions	2003-2004	100% acceptable(n= 9)
	2004-2005	100% acceptable(n=9)
	2005-2006	100% acceptable(n=13)
Art 365, lesson plans, curriculum Online and class discussions, lectures	2003-2004	100% acceptable(n= 13)
	2004-2005	100% acceptable(n=12)
	2005-2006	100% acceptable(n=11)
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review, reading reflections	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Professional Development sections	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 13 – Visual art teachers contribute to the growth of the profession as art educators.		
Visual Arts 13:1 – Are active members of professional associations, museums, and organizations.		
Visual Arts 13:2 – Know the history of the profession and the foundations of arts education.		
Visual Arts 13:3 – Participate in professional development seminars, workshops, and conferences.		
Visual Arts 13:4 – Know the importance of making presentations at events such as school, parent, and community meetings and at professional conferences and workshops.		
Visual Arts 13:5 – Know the professional research and literature and understand its impact on practices in the classroom.		
Visual Arts 13:6 – Know the importance of contributing to the literature and practice of the profession.		
Visual Arts 13:7 – Communicate the vital roles that visual arts play in education to the larger community, including school administrators, parents, and colleagues in other disciplines.		
Visual Arts 13:8 – Know the importance of learning from mentors who exhibit the highest standards of educational practice.		
<u>Evidence</u>		
Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review, reading reflections	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Professional Development sections	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 14 – Visual arts teachers continually reflect on their own practice.

Visual Arts 14:1 – Continue to investigate the nature of teaching art.

Visual Arts 14:2 – Develop a capacity for ongoing, objective self-assessment, innovation, and willingness to change in order to strengthen their teaching.

Visual Arts 14:3 – Reflect on their teaching practices to extend their knowledge, improve their teaching, and refine their evolving philosophy of education.

Visual Arts 14:4 – Articulate their teaching philosophy and the unique way in which visual arts contributes to cognitive, emotional, and social growth.

Visual Arts 14:5 – Seek and accept qualified advice and constructive feedback of their teaching practice from cooperating teachers, university supervisors, mentors, arts supervisors, administrators, colleagues, and other professionals.

Visual Arts 14:6 – Evaluate the effectiveness of their instruction and its influence on students.

Visual Arts 14:7 – Identify patterns of student behavior and student accomplishment in their classroom that reflect on their teaching effectiveness.

Visual Arts 14:8 – Analyze their strengths and weaknesses as teachers and employ that knowledge for on-going professional development.

Visual Arts 14:9 – Develop a professional resume and portfolio, and know the importance of documenting professional experiences throughout their teaching careers.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments, Art Education Philosophy	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review, reading reflections	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Professional Development sections	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Visual Arts Standard 15 – Visual arts teachers know, respect, and care about students, their ideas and accomplishments.

Visual Arts 15:1 – Know students may take different paths to the understanding and creating of art and allow for these differences.

Visual Arts 15:2 – Help students create, experience, and understand art relevant to their experiences and interests within their own context.

Visual Arts 15:3 – Ensure that students have the physical, cognitive, and emotional maturity to safely accomplish a task before allowing access to any potentially hazardous material or tool.

Visual Arts 15:4 – Have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional, and physical development.

Evidence

Assessments	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Art 463/465 Student Teaching Placement Notebook, Lesson Plans and Reflections, Observations, Mid and Exit Assessments	2003-2004	100% acceptable(n=7)
	2004-2005	100% acceptable(n=8)
	2005-2006	100% acceptable (n=8)
Art 468 Lesson Reflections, samples of student work, exit review, reading reflections	2003-2004	100% acceptable (n= 4)
	2004-2005	100% acceptable (n= 2)
	2005-2006	100% acceptable (n=1)
Art Education Teaching Portfolio Professional Development sections	2003-2004	100% acceptable (n= 7+4)
	2004-2005	100% acceptable (n= 8+2)
	2005-2006	100% acceptable (n= 8+1)

+ number is for LO lateral entry teachers

Section IV: Standard II – Candidate Assessment and Evaluation

Individual Candidate Assessment

Art teacher candidate progress through the program is monitored on a regular basis:

Entry to Teacher Education: Initial Reviews

See folder “IA Undergraduate Qualifications, “document box 1

Art 360 [Writing Intensive]

- Art 360 Exit **Evaluation** of Competencies for Admission to Student Teaching in Art Form
- Art 360 Dispositions Form (copy in departmental files)
- Admission to Teacher Education Form (copy in departmental file)
- Praxis I passing scores (copy in departmental file attached to the Admission to Teacher Education Form)
- Student’s Art Education Philosophy at the end of 360 (first one) (copy in departmental files)

(See *Summary of Praxis I and II* scores in the document box in folder “II Assessment and Evaluation in Box1. *“The distributions of the Praxis I scores for UNCG students: writing—approximates the national distribution, reading—about a point below the national trend, and math—are a couple of points below the national trends.”*

- Application for Student Teaching (Teacher’s Academy office files)
- Criminal Records Check for student teaching (required by some LEAS) (Teacher’s Academy office files)
- Credit Check for student teaching (required by some LEAS) (Teacher’s Academy office files)
- Technology Requirements Sign-off sheet (copy in departmental files)
- Basic Technology Skills Portfolio (Reviewed in Art 360 up to fall 2005) and thereafter art education candidates take LS/CUI 120 to meet this requirement.

Samples of the above forms can be found in the documents box, in folder “II, Assessment and Evaluation”

Art 361, Foundations of Art Education II, was approved spring 2006 and will be offered for the first time Spring 2007. This course provides a second practicum experience for majors and class activities focus on multicultural, diverse learners and appropriate studio procedures K-12.

See documents in the “Program Changes” Folder in Box 1

- Field evaluation form (filed in the departmental file)
Art 363 (Speaking Intensive) and 365 (No official marker, but it is technology intensive which also carries through Art 465.)

Various assessment rubrics for assignments, projects, and performances that give evidence towards performance and dispositions for teaching are monitored.

- Dispositions Review at the end of Art 363 (second one) (copy in departmental files)
- Student’s Art Education Philosophy at the end of 363 (second one) (copy in departmental files)

Samples of the above forms can be found in the documents box 1, in folder “II Assessment and Evaluation”

Art 463 and 465 Student Teaching

- Student Teaching Journal
- Placement Observation Forms (Supervisor)
- Mid-placement Review (Co-operating Teacher) (Teacher Candidate) [Student Teaching] (copy in departmental files)
- Exit Form (Supervisor and Co-operating Teacher) Assessment Profile (TGAP) (Student Teaching) (copy in departmental files and original returned to the Teachers Academy)
- Praxis II and Special Area Exams (copy in departmental files*)
(See Summary of Praxis scores in the document box 1 “II Assessment and Evaluation”. “The Art Making scores are a little below the national trends, while the Art: Content Knowledge scores are a little above the national trends. The differences, however, are not large enough to be a cause for concern. Roughly a third of the composite scores are below the NC composite passing score.”)

Praxis II	# candidates	% passing
Art	33	96.7%

The Summary on Praxis II states: The art making scores are a little below the national trends while the art content knowledge scores are a little above the national trends. The differences are not large enough to be of concern. The differences are not large enough to be of concern. Roughly a third of the national composite scores are a little below the NC composite scores.

As of 2005, Praxis II no longer required for Art Education majors graduating from an approved program.

*See page 12 of the State Board of Education Executive Summary for 6/2005,

Attachment QP3 for the change from A-licensure to Standard Professional 1 License in Folder “I Candidate Knowledge Skills and Dispositions” in the Document Box 1

- Art Education Teaching Portfolio [Starting fall 2005, online at **Taskstream** <http://www.taskstream.com>]
- Dispositions Review at the end of Student Teaching (3rd one) (copy in departmental files)
- Student’s Art Education Philosophy at the end of Student Teaching (3rd one) (copy in departmental files)

Samples of the above forms can be found in the documents box, in folders “II Assessment and Evaluation” and in the AETP in Box2, Samples of Student Work

Final Exits from the Art Education Program:

- Art Education Teaching Portfolio (AETP) (Art Coordinator returns form to the Teachers Academy and copy in departmental files)
- S-form (Co-operating Teacher returns form to the Teachers Academy)
- Teacher Candidate completes Licensure form, provides Praxis II scores*, and check/money order for Licensure [As of 2005, Praxis II no longer required for Art Education majors graduating from an approved program.]

Samples of the above forms can be found in the documents box 1, in folders “II Assessment and Evaluation” and in the student sample AETP

Supervisors for Art Education Student Teaching (Art 463 and Art 465) meet with students every week, which gives continual opportunities for review. Supervisors and Coordinator of Art Education communicate frequently by email, telephone, or in person to discuss any issues that arise with the teacher candidates during their internships and/or student teaching.

The Student Teaching Supervisor meets with each student at the end of the Student Teaching Placement to review the results of the TGAP and dispositions and to discuss progress towards becoming a caring, competent, and collaborative teacher. The coordinator of Art Education reviews all final documents for Art teacher candidates prior submission to the Teachers Academy and works with the Teachers Academy in clearing candidates for licensure.

Program and Program Operations Assessments

Since the Art Education program is a unit within an integrated Art Department and Art Education faculty are few in number, many issues and operational details are handled informally. However, the formal modes of program assessment and change are as listed below.

1. Art Department faculty and Curriculum Committee Meetings – issues or content of the art education program, when appropriate, may be discussed, or change procedures initiated. The Art Education Coordinator is a member of the Advisory Committee in the Department and meets monthly with the department head.

See Faculty Minutes in the documents box in folder: “Program Governance and Resources”
--

2. Art Education faculty are members of the Teacher Education Academy and are invited to attend and regularly participate in the Council of Program Coordinators Meetings. The Coordinator for Art Education regularly attends the Council of Program Coordinators meetings.
3. The Art Department requires that each faculty member have students complete a course evaluation form in one course each semester. These forms are kept in marked pockets in the departmental files for use by the faculty and the department head in assessing course and teaching effectiveness.
4. Student teaching supervision faculty constantly monitor the ideas and opinions of cooperating teachers as to the educational strengths and needs of our student teachers. This information is important in planning or changing the curriculum content.
5. Responses of principals and former students who are currently teaching are important in informal and ongoing assessments.
6. Departmental self-studies, SACS, and other studies include the Art Education program and are helpful assessments tools.
7. Other formal assessments that help in the evaluation of the program include the personnel annual activities report and faculty Teaching Portfolios that are prepared and presented to the department; these are reviewed by a faculty committee and during each faculty member’s end-of-year review with the Department Head.
8. The Department Head’s annual written report of the state, needs and accomplishments of the department during the year is another formal assessment that includes Art Education.
9. IHE Report Card data submitted yearly to the Teacher’s Academy
10. Art Education Area committee meeting are called at least once a semester, however, the Coordinator communicates with faculty on a frequent informal basis.

11. The Art Education Program Coordinator meets frequently with the Department Head to discuss matters concerning the Art Education Program or students.

Formal Annual Review of the Program

Data collected from the Dispositions and TGAP are analyzed at the end of each semester by the Director of Assessment. This data show that we continue to have good students and a strong program. The Art Education Teaching Portfolio is examined before and at the end of student teaching by the Program Coordinator to check the strengths and weaknesses with the assessment process.

“The UNCG Office of Institutional Research surveys current and past students on a regular basis. Data is available in the UNCG Fact Book available on line:

<http://ire.uncg.edu/pages/FactBook/default.asp?T=2004-05>

Within the School of Education, surveys of teacher education graduates and employers are periodically conducted through the Associate Dean’s Office and the Student Advising and Recruitment Center. Students answer a series of questions on the Senior Exit questionnaire about their experiences with their programs. Some individual anecdotal information comes to the program coordinators with post-graduation contact with former students.

Program Improvements based on Data

Fall 2005, revisions of the SERVE Pre-service Teacher Growth and Assessment Profile (TGAP) instrument was made based on data collected the year 2004-2005 and approved by the Teachers Academy in September.

See CPC minutes in folder Changes Folder and the VI Program Governance and Resources Folder

Section V: Standards III—Field Experiences and Clinical Practice

UNCG professional faculty are well qualified for their roles and model best professional practices in scholarship, service and teaching. They demonstrate a longstanding tradition of excellence in teaching, garnering awards at local and state levels. They engage in collaborative and interdisciplinary research and scholarship. They model professional service through leadership positions in professional organizations at the state, regional and national levels, and they are actively engaged within the community related to professional issues and concerns.

Qualifications of Faculty

Eighty-three percent of the 771 full-time UNCG faculty have earned doctorates. Minimal credentials include a master's degree and exceptional expertise in the subject area. All clinical faculty have contemporary professional experiences in school settings at the levels they supervise student teachers and interns; several of the clinical faculty are National Board Certified teachers. DPI requires faculty who teach methods courses and/or supervise student teachers, school counselors, media specialists, and principal interns to hold a current license. [[See Faculty Vitae](#)].

Modeling Best Professional Practices in Teaching

[Course syllabi](#) reflect best professional practices in teaching and show a clear link to the conceptual framework of the Teachers Academy. Professional education faculty integrate recent research about the content fields, teaching and learning into their own professional practice.

Syllabi in all professional education courses include a statement of the conceptual framework. Assignments, rubrics, and criteria for evaluation, which are included in syllabi, indicate that faculty encourage development of reflection, critical thinking, problem solving, and professional dispositions through active, project-based participation. Course syllabi also show that faculty use a variety of effective instructional strategies and teaching techniques, including the use of technology (e.g., e-reserves, threaded on-line discussions, asynchronous course offerings, and Blackboard based courses to name a few). Furthermore, course syllabi show that faculty value individual as well as cultural diversity and recognize [[see Course Syllabi](#)].

Faculty use student and peer evaluation, self-evaluation and assessment of student outcomes to determine their effectiveness and improve their practice [[see Faculty Evaluation Policies and Procedures](#) and [Teaching Evaluation Protocols](#)]. Evidence that speaks to the effectiveness of the professional education faculty is reflected in the fact that professional education faculty in the following departments have received awards for excellence in teaching at UNCG and other universities: Human Development and Family Studies, Counseling and Educational Development, Theatre, Curriculum and Instruction, English, Dance, Music, Educational Leadership and Cultural Foundations, Specialized Education Services, German and Russian, and Public Health Education. [[See Alumni](#)]

Teaching Excellence Award, Board of Governors Excellence in Teaching Award, and Faculty Vitae].

Modeling Best Professional Practices in Scholarship

Faculty model best professional practices in scholarship as defined by the University and School of Education departments for purposes of annual faculty review and review for awarding promotion and tenure [see School of Education Guidelines for Promotion and Tenure and Guidelines for Faculty Annual Review]. Faculty vitae indicate that they are active in scholarly work related to teaching, learning and their fields of specialization. They serve as reviewers for national journals and conference proposals. Many hold leadership positions in organizations and scholarly societies at the state, national and international levels. They publish regularly in refereed journals and also write books, book chapters, teaching manuals, textbooks and other types of academic publications. Recent publications and presentations by professional education faculty include research with students, teachers, and administrators in public schools. They reflect collaborations across disciplines and institutions, and focus on a range of concerns related to the design and delivery of instruction including curriculum evaluations, co-teaching models, educational policy, educational criticism, and other relevant topics [see Faculty Vitae, Academic Affairs Annual Reports].

Professional education faculty, graduate students, and school partners also participate in the annual North Carolina Association of Colleges of Teacher Education Fall Forum.

Modeling Best Professional Practices in Service

Art Education Faculty are active in professional organizations and many have served in leadership roles during the past 5 years. National Art Education Association

- North Carolina Art Education Association
- International Society for Education Through Art
- North Carolina Teacher Education Forum

Faculty in every professional education program and several arts and sciences departments at UNCG maintain a high level of involvement and collaboration with the public schools. In addition to the average of 150 hours per year spent in the supervision of interns and student teachers and on collaborative research projects, faculty are involved with public schools through workshops, mentoring, classroom teaching activities and technical assistance. During the 2004-2005 academic year, for example:

- Faculty served 169 clients in clinics, supported 163 internships, provided 20 consultations with public organizations and agencies, and participated in 97 educational partnerships focused on B-12 education.
- The School of Education, with the Department of Psychology, offered an ADHD symposium for parents and professionals.

- Faculty from the Department of Educational Leadership and Cultural Foundations offered an Educational Leadership Symposium, focused on teacher retention, for 100 principals.
- The School of Education established a professional development network of 27 professional education faculty members who provided professional development and other support to Piedmont Triad Schools, and established an online discussion board focused on recruitment and support of National Board Certification candidates.
- Professional education faculty offered workshops on the new North Carolina science curriculum (University/School Teacher Education Partnership Leadership Institute), technology and school improvement for educational leaders, and assessment of initially licensed teachers (The Yopp Professional Development Institute).
- Faculty and staff hosted a computer camp for middle school girls, designed to interest girls in taking computer courses.

The Classical Studies Department (Latin) annually sponsors and participates in the North Carolina Junior Classical League Fall Forum that brings more than 600 high school students and teachers from all over the state to participate in workshops, performances and competitions. The School of Music has an annual weeklong Summer Music Camp that brings 600 middle and high school students to campus for classes and performances; music faculty and music teachers delivered the classes.

For additional evidence that demonstrates faculty modeling of best professional practices in service see faculty vitae, IHE Performance Reports, chart #6, and Academic Affairs Annual Reports.

Collaboration

In order to ensure meaningful partnerships, UNCG maintains close communication with school and community members and collaborates with area schools on projects related to teacher preparation and development and B-12 achievement. The dean of the School of Education regularly meets with superintendents from Triad school districts to collaborate on key issues, such as alternative licensure and support for initially licensed teachers. He also meets twice each year with the School of Education Advisory Board, which is comprised of professional educators and community leaders. All departments in the School work with some form of advisory group from the community and profession. Fifty-seven faculty members and administrators representing all UNCG licensure programs, 12 public school teachers and administrators, and 2 community members participate on the Teachers Academy Council of Program Coordinators (CPC) and the University/School Teacher Education Partnership Council (USTEP/PC). The CPC collaborated extensively to develop the Teachers Academy conceptual framework and unit assessment system, and the USTEP/PC supports Collaborative School Improvement Projects, among other activities.

As part of the formal partnership between the School of Education and the Guilford County Schools, the superintendent is an adjunct assistant professor, elementary and

middle school education candidates intern in Professional Development Schools, UNCG provides mathematics courses for middle grade teachers, and UNCG enrolls Guilford County School's Education Academy high school students.

The USTEP program at UNCG offers an outstanding example of collaborative efforts with public schools. Funded through the North Carolina General Assembly, the University-School Teacher Education Partnerships (USTEP) program supports the strategic involvement of school districts and communities in the preparation and development of teachers, administrators, and other education professionals at the 15 UNC colleges/schools/departments of education. The USTEP model encompasses all five phases of teacher education (recruitment, selection, preparation, induction and career-long professional development) and involves all stakeholders in the teaching and learning process (parents, school teachers, administrators, university personnel, other community-based individuals). UNCG initially focused its USTEP efforts on improving the clinical experience of preservice teachers through expansion of UNCG's professional development school model. More recently, however, UNCG has put special emphasis on collaborative efforts to identify professional development needs of public school teachers and on providing support for lateral entry, beginning and career teachers. UNCG faculty have worked with teachers and administrators to (a) improve K-8 literacy, (b) increase the English as a Second Language knowledge and skills of classroom teachers (c) learn strategies for collaborative assessment of literacy in science and mathematics, and (d) master principles of universal instructional design for learning in inclusive classrooms. Professional education programs and their faculty maintain partnership relationships, including Professional Development Schools (PDS), with 22 school districts. UNCG faculty and personnel from area school districts were awarded approximately \$30,000 from USTEP over each of the past five years for collaborative school improvement and/or research projects. The School of Education also has explored expanded partnership structures: University faculty and public school personnel attended the Holmes Partnership Conference, participated in collaborative planning regarding professional development schools and other partnership activities, particularly with Guilford County Schools, and offered 3 symposia at which more than 50 school and university faculty and administrators learned about exemplar partnership programs in West Virginia, Wisconsin and Colorado.

Another outstanding example of collaboration involves the UNCG/Wachovia Teacher Mentoring Network, a three-year project funded by the Wachovia Foundation for \$719,000. This project will form in area school systems a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention [see UNCG/Wachovia Teacher Mentoring Network proposal].

In addition to these activities, the School of Education and public school personnel offer an annual Yopp Professional Development Institute for beginning teachers, and the Center for Educational Studies and Development collaborates with districts to sponsor the annual Piedmont Young Writers Conference.

[See USTEP documents, IHE Reports, Academic Affairs Annual Report, Faculty Vitae, and Table 20].

Unit Evaluation of Professional Education Faculty Performance

The university requires annual review of all faculty, including professional education faculty. The reviews include teaching, scholarship, service, and directed professional activity. More intense reviews occur at the time of tenure, promotion, and post-tenure review. The University also has mandatory procedures for training, monitoring and evaluating teaching assistants. In some cases, departments have developed additional procedures for training and evaluating teaching assistants so as to ensure that they follow the required course syllabus and understand the conceptual framework. Department chairs monitor adjunct faculty toward these same ends, and adjunct faculty must participate in the same course evaluation process as full-time faculty. The Teachers Academy has revised its University Supervisor evaluation instrument as part of the Assessment System Plan. [See UNCG Faculty Evaluation documents and Guidelines for Training, Monitoring, and Evaluating Graduate Teaching Assistants].

Unit Facilitation of Professional Development

Teacher education faculty in North Carolina must be licensed in the areas in which they teach. Licensure must be renewed every five years through the accumulation of professional development credits and teaching experience [see Methods Faculty Licensure Renewal Guidelines]. The university makes available grants for curriculum development, research, and travel to present at professional conferences and use of technology. The Teaching and Learning Center is available to support faculty professional development. Workshops are offered regularly. The University-School Teacher Education Partnership (USTEP) supports professional development through workshops, collaborative research grants, and travel grants. Through the Matching Incentive Fund, professional education and content faculty have been provided opportunities to take the Praxis II Subject Assessments; after taking the specialty area exam, faculty have met to develop blueprints for incorporating Praxis II test preparation activities in the initial licensure programs.

[See Standard 5 Document Box for samples of faculty research, scholarship and service and Unit report]

Early Field Experiences (Art 360—36 hours, Art 361—36 hours)

See **Table 11** for list of clinical faculty and school sites for the past 3 years. Also note diversity of faculty in all three charts, which the Art Department views as a concern even though these cooperating teachers are excellent partners in providing proper role-model for UNCG teacher education candidates and excellent experience for the student teachers. Schools have diverse populations.

Student Teaching (Art 463—5 weeks, Art 465—10 weeks)

See **Table 12** for list of clinical faculty and school sites for the past 3 years.

Field Observations for Lateral Entry Teachers (Art 468—full semester)

See **Table 13** for list of lateral entry faculty and their school sites for the past 3 years.

Involvement of K-12 Partners in Field Experiences

Our cooperating teachers work closely with the UNCG Supervisor and their interns and student teachers to monitor their progress through the program. They provide evaluations and commentary to the UNCG Supervisor directly and sometimes through their principal, and they provide direct evaluation and suggestions to interns and student teachers in writing and orally. UNCG Supervisors meet with co-ops to solicit evaluations and to communicate any changes in the program. See **Table 11 (Art 360) and Table 12 (Art 463/465)** for the list of field Supervisors and Cooperating Teachers for Art Education.

See **Table 13 (Art 468)**. This is a list of the SP-1 LO Lateral Entry Teachers observed as part of the field experiences. The Art Education Coordinator corresponds with the principal, to notify that the lateral entry teacher is enrolled as a student in Art 468 and that a UNCG Art faculty member (field supervisor) will observe this teacher during the semester. Again, the principal is contacted regarding the final exit review for these teachers and the supervisor may speak with the principal or his/her designate administrator when observing the lateral entry teacher. Chart 6c below in the report gives the student teaching loads for art education faculty.

Table 11. Art 360 Junior Art Intern Placements

Fall 2005	Diversity of cooperating teachers	School	System
	W/f	East Forsyth HS	Winston-Salem Forsyth
	W/f	Ben L. Smith HS	Guilford
	B/f	Alan Middle School	Guilford
	W/f	Mendenhall Middle School	Guilford
	W/f	Mendenhall Middle School	Guilford
	W/f	Grimsley HS	Guilford
	W/f	Northeast HS	Guilford
	W/f	Grove Park Elementary	Alamance-Burlington
	?/f	Page High School	Guilford
	W/f	Morehead Elementary	Guilford
	W/f	Southeast HS	Guilford
	W/f	William High School	Alamance-Burlington
	W/f	Grimsley High School	Guilford
	?/f	Western High School	Guilford
	W/f	Cultural Arts Center	Greensboro
	W/f	Jamestown Middle School	Guilford
	W/f	Aycock Middle School	Guilford
	W/f	Southfork Elementary	Winston Salem-Forsyth
	W/f	Western High School	Guilford
	W/f	Southeast High School	Guilford
	W/f	St. Pius X School	Greensboro
	W/f	Sedalia Elementary	Guilford
	W/f	Pilot Elementary	Guilford
Fall 2004	Diversity	School	System
	W/f	Western Guilford HS	Guilford
	W/m	Greensboro Day School	Private/Greensboro
	W/f	Southeast HS	Guilford
	W/f	Broadview Middle	Alamance-Burlington
	W/f	Moorhead Elem.	Guilford
	W/f	Jamestown Middle	Guilford
	W/f	Mendenhall Middle	Guilford
	W/f	Ben L Smith HS	Guilford
	W/f	Southeast HS	Guilford
	W/f	Northwest HS	Guilford
	W/f	Grimsley HS	Guilford
	W/f	West Forsyth HS	Winston Salem-Forsyth

	?/f	Grove Park Elementary	Alamance-Burlington
	W/f	Southeast Middle	Guilford
	W/f	Mendenhall Middle	Guilford
	W/f	Northeast HS	Guilford
	W/f	East Forsyth HS	Winston Salem-Forsyth
	W/f	Duke School for Children	Private/Durham
Fall 2003	Diversity	School	System
	W/f	Western Guilford HS	Guilford
	W/m	Greensboro Day School	Private/Greensboro
	W/f	Rockingham H S	Rockingham
	?/f	Paige H S	Guilford
	W/f	Mendenhall Middle	Guilford
	W/f	Northwest HS	Guilford
	W/f	Guilford Primary	Guilford
	W/f	Colefax Elementary	Guilford
	?/f	T. Wingate Andrews H S	Guilford
	W/f	Grimsley H S	Guilford
	W/f	Northeast Guilford H S	Guilford
	W/f	Lucy Ragsdale H S	Guilford
	W/f	Trinity High School	Randolph
	B/f	Allen Middle School	Guilford
	W/f	Greenhill Center for North Carolina Art	Museum Greensboro
	W/m	Oakhill Elementary	Guilford

*Note: not all students in Art 360 are Art Education majors nor are all Art education majors admitted to teacher education at this point in their program. For this reason, occasionally museums or other settings may be used to accommodate the placement needs in this course.

Table 12. Cooperating Teachers for Student Teaching

Year 2006	Diversity of Cooperating Teachers	School	System
	W/f	Williams High School	Alamance-Burlington
	W/f	M. B. Smith Elementary	Alamance-Burlington
	B/m	E. K. Powe Elementary	Durham
	W/m	Durham School of the Arts H. S.	Durham
	W/f	Monticello-Brown Summit Elementary	Guilford
	W/f	Northeast HS	Guilford
	W/f	Southwestern HS	Guilford
	W/f	Morehead Elementary	Guilford
	W/f	Sedalia Elementary	Guilford
	W/f	Grimsley HS	Guilford
	W/f	Grimsley HS	Guilford
	W/f	Pilot Elementary	Guilford
	W/f	Jamestown Middle School	Guilford
2005	Diversity	School	System
	W/f	Monticello-Brown Summit Elementary	Guilford
	W/f	Southwestern HS	Guilford
	W/f	Morehead Elementary	Guilford
	W/f	Sediala Elementary	Guilford
	W/f	Northwestern HS	Guilford
	W/f	Colefax Elementary	Guilford
	W/f	Grimsley HS	Guilford
	W/f	Mendenhall	Guilford
	W/f	Lucy Ragsdale HS	Guilford
	W/f	Pilot Elementary	Guilford
2004	Diversity	School	System
	W/f	Monticello-Brown Summit Elementary	Guilford
	W/f	Southwestern HS	Guilford
	W/f	Leaksville-Spray Elementary	Rockingham
	W/f	Rockingham HS	Rockingham
	W/m	Graham HS	Alamance-Burlington
	W/f	Southmont Elementary	Randolph

	W/f	Pilot Elementary	Guilford
	W/f	Lucy Ragsdale HS	Guilford
	W/f	Trinity HS	Randolph
	W/f	Marvin B. Smith Elementary	Alamance-Burlington
	W/f	Monroeton Elementary	Rockingham

Table 13. SP-1LO Lateral Entry Teachers Observed (Art 468)

Year	Diversity of Lateral-Entry Teacher	School	System
2006	W/m	East Surry High School	Surry
2005	W/f	Southeast Middle	Guilford
	W/f	Northwest Middle	Guilford
2004	W/f	Broadview Middle	Alamance-Burlington
	W/f	Ben L. Smith HS	Guilford
	W/f	Oakridge Elementary	Guilford
	B/m	Lauren Wellborn Middle	Guilford

Process used for Selecting Mentors and Making Field Placements

Potential cooperating teachers are suggested by the Arts Coordinator of the School system, principals, other teachers, or self-referral (with principal's approvals). If the Art Department has any concerns about any cooperating teacher, the Coordinator of Art Education or the university supervisor discuss and resolve it with the principal without embarrassing the cooperating teacher. Placements are made by trying to match the student teacher candidate's desire or need for experiences in a particular system and school level with available placement sites. (For example, if a student lives in a more distant county and wants a placement near home, we accommodate that wish if a suitable placement can be found.) Cooperating teachers do not choose their interns or student teachers or vice versa, so as to avoid popularity contests. The Art Department requests intern placements (Art 360) from the school principals and student teaching placements (Art 463, 465) from school districts, via the Teachers Academy. Art 468 placements are the same as the lateral entry teacher's job/school(s) assignment. UNCG must compete with other area colleges for places. Priority is given to cooperating art teachers who hold National Board Certification in art, who are highly experienced, and highly interested in working with art interns and/or student teachers. All cooperating teachers must hold an Standard Professional I level continuing NC teaching license in Art K-12 and must have a minimum of three years successful teaching experience. See Chart # 3b

Process for Preparing Cooperating Teachers

Many of cooperating teachers have worked with teacher candidates in Art Education program for many years and are very familiar with UNCG's program. Each year co-ops receive a copy of the *UNCG Teacher Education Handbook* and an informal orientation. New co-op receives extra support from the UNCG Art Education supervisors. Cooperating teachers must understand the goals, objectives, and standards of the program, conceptual framework and be willing to work with interns or student teachers. The Teacher Academy hosts Cooperating Teacher Orientations and the Council of Program Coordinators has discussed need and possibilities for providing greater training and orientation for cooperating teachers.

See memo January 18, 2006, in Box 1 Folder "III Field Experiences and Clinical Practice"

Supervision and Evaluation for Teacher Candidates

Evaluation of early field experiences:

For the early field experience (Art 360), the supervisor corresponds via letter, e-mail and/or telephone with the cooperating teacher, and the cooperating teacher completes an evaluation form at the end of the placement. At this time, it is not possible for the supervisor to actually visit the field sites during the 36- hour placement. Many of our co-ops also work with student teachers and are well aware of the difference in the level of engagement required of interns. Supervisors also assess the self-reports of the teacher candidates from their observation logs (a section of their 360 Class notebooks).

See sample of a 360 notebook in the document box 2, Student Work

For the evaluation of Student Teaching or clinical practice (Art 463 and 465):

UNCG supervisors in Art Education visit student teachers at least every other week in the field setting to provide ongoing observations and support. Further, supervisors meet one or two times a week on campus in seminar to review the teaching and learning activities in the schools and to work in the computer lab. Teacher candidates receive a written assessment of their observation in the field and that is discussed with the student teacher in a post-observation conference either in the school or on campus. The UNCG supervisor also communicates frequently with teacher candidates by phone, email, or in person to address any concerns or needs of the teacher candidates.

- Placement Observation Form for each observation (Supervisor)
- Mid-placement Review (Co-operating Teacher and Teacher Candidate)
- TGAP m (Supervisor and Co-operating Teacher), (formerly used Exit Criteria)—conference with co-op to complete the form, then this summative document discussed with the student teacher. All exit forms and materials are reviewed by the Art Education Coordinator. Copies are retained in the teacher candidate's

department file and originals are sent to the Teachers Academy (with Technology forms sent to the Director of Instructional Technology for record keeping).

- S-form (Co-operating Teacher) returned to the Teachers Academy

Evaluation methods used for 468 Lateral Entry Teachers (classroom practice):

- Observation Forms for each observation (Supervisor)
- Exit Form and TGAP (Principal and Supervisor); reviewed with the Lateral Entry Teacher. (Principal may also provide copies of any observation/assessment generated in the school.)

See sample documents in box 1 in folder “II Assessment and Evaluation”
--

Section VI: Standard IV -- Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

Attention to issues of diversity is embedded in the lectures, readings, and other assignments for Art 360, Art 363, and Art 365. Even more emphasis will occur with the new course Art 361, Foundations of Art Education II, that will be taught for the first time in the spring of 2007. The diversity of public school populations [various learning styles, multiple intelligence, cultural or ethnic backgrounds, physical or mental disabilities, or linguistic diversity] is an important aspect of the methodologies for teaching. Teacher candidates must in their long and short term curriculum planning demonstrate that differentiation for the diversity in their classrooms, whether that diversity relates to linguistic, ethnicity, socio-economic, cultural, or disability.

In student teaching (Art 463 and 465), teacher candidates have opportunities to work with diverse populations at both the elementary and secondary (middle school or high school) levels. See Chart 4 for the diversity of partnership schools. Teacher candidates develop a clear knowledge of physical, psychological, cognitive, and artistic development of children in the K-12 continuum. Art 468 teachers work with the children in their assigned classes within their schools.

Art teacher candidates plan lessons that are developmentally appropriate to the image-making capacities of K-12 students. See Table 14 below.

Table 14. Evidence of Diversity in the Curriculum and Clinical Practice

Course Number	Course Title	How diversity is addressed
CUI 450	Educational Psychology	Readings, Lectures, Discussions
CUI 470 or 535	Reading in Content Area or Literacy	Readings, Lectures, Discussions, lesson plans or units development
ELC 381	Institution of Education	Readings, Lectures, Discussions, Audio biographical paper, and reflections
Art 360	Foundations of Art Education I	Readings; Lecture, Video, Discussion, Field Experience
Art 361	Foundations of Art Education II	Readings; Lecture, Video, Discussion, Field Experience
Art 363	Curriculum and Teaching: Elementary	Readings; Lecture; Discussion Lessons and Units developmentally appropriate for diverse populations

Art 365	Curriculum and Teaching; Secondary	Readings, Lecture, Discussion Lessons and Units developmentally appropriate for diverse populations
Art 463	Student Teaching, Elementary	Clinical practice: Lessons and Units developmentally appropriate for diverse populations, Seminar Discussions of school settings and class compositions
Art 465	Student Teaching, Secondary	Clinical practice: Lessons and Units developmentally appropriate for diverse populations
Art 468	Art Curriculum and Teaching Practice	Clinical practice: Lessons and Units developmentally appropriate for diverse populations

Diversity in the Higher Education and P-12 Faculty

Table 15. Diversity in the higher education and P-12 faculty (School of Education)

	Asian		Afro-Am		Am Indian		Hispanic		White		Other	
	M	F	M	F	M	F	M	F	M	F	M	F
Adjunct		2		5		1			9	53		
Grad Asst.				5					12	21		
F Faculty			2	6			1	3	24	41		1
P Faculty			1	3				1	4	12		
F/PFaculty			1	1					3	15		
Totals		2	4	20	0	1	1	4	52	145	0	1

At UNCG, the department, college, and university are committed to hiring and maintaining a diverse faculty and student body. Students have an opportunity to interact with a diverse faculty and staff on campus.

Among the faculty of the Art Department are several ethnic or culturally diverse faculty members: Two Hispanics, One Chinese-South African, One British, One Afghani, One Indian (India) and twenty three Euro-Americans who represent almost every region of the United States (New England and the Northeast, the Mid-Atlantic, the South, the Midwest, Southwest, and West Coast).

Table 16. Ethnicity and Gender of the Art Department Faculty (Full and *Part-time)

	Art Education		Studio		Art History	
	M	F	M	F	M	F
Asian			1	1		1
Black						
Hispanic		1		1		
Multi						
Native American						
White		1	10	3	3	2
Totals		2	11	4	3	3

Table 17. Ethnicity and Gender of the Art Department Faculty (Part-time)

	Art Education		Studio		Art History	
	M	F	M	F	M	F
Asian						
Black						
Hispanic						
Multi						
Native American						
White		2	2	1		
Totals		2	2	1		

Visiting Artists represents contact with a culturally diverse group of professional Artists. In the past several years, visiting artists in several programs have come from a number of areas of the country and have provided an additional mix of artist outlook, training, ethnic backgrounds, and expertise for brief (a few days) to semester long appointments. Among the visiting artists are Latino, Afro-American, British natives, and Euro-American individuals.

Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

Every effort is made to place our art teacher education candidates with cooperating teachers who are ethnic minorities, although this cannot be the case often because the vast majority of art teachers are females who are monolingual and of white European-American descent. However, due to the diverse nature of partner schools we work in, we can guarantee that our students will interact with other professional educators (administrators, school/media coordinators, curriculum coordinators, teachers, and other staff members) and diverse school children, as well as parents who are ethnic minorities.

Diversity of Candidates in the Art Education Program

Table 18. Student Teachers

Art Education	2003-2004		2004-2005		2005-2006	
	M	F	M	F	M	F
Asian						
Black				1		
Hispanic						
Multi						
Native American						
White		5	1	6	1	7
Totals	0	5	1	7	1	7

Table 19. Art 468 Lateral Entry teachers

Art Education	2003-2004		2004-2005		2005-2006	
	M	F	M	F	M	F
Asian						
Black	1			1		
Hispanic						
Multi						
Native American						
White		3	1	2	1	
Totals	1	3	1	3	1	0

See the UNCG fact book for a breakout by departments and schools of student body diversity. <http://ire.uncg.edu/pages/FactBook/default.asp?T=2004-05>

Age is one factor of diversity in the pool teacher education candidates since there are older students and returning students in this program due to the Alternative Licensure-only program. There is limited ethnic diversity of the population of art education teacher candidates with most being mono-lingual females of European-American backgrounds.

How Art Education Candidates Interact with Other Diverse Candidates

There is a greater diversity in the student body in the art department as a whole, in the college, and in university. Art education students and work with these students in their art history, art studio, professional education, and general education core classes.

See the UNCG fact book for a breakout by departments and schools of diversity in the student body. <http://ire.uncg.edu/pages/FactBook/default.asp?T=2004-05>

Describe the Diversity of the P-12 Students Art Education Work with

In field-experiences, Art Education students are placed in schools with great diversity, and by the very nature of learning to teach all children enrolled in art, our candidates work with children with special needs, with English as a Second Language students, and with culturally diverse students.

Section VII: Standard V—Faculty Qualifications, Performance, and Development

Faculty Qualifications and their Teaching Assignments

See Table 20 for a list of art faculty, their qualifications, and their teaching assignments, also in Folder IV Diversity.

Table 20. Art Department Faculty, Teaching Assignments

Faculty Member	FT/PT	Ethnicity/Gender	Assigned Teaching
C. Porter Aichele	FT	W/f	Art History
Mike Ananian	FT	W/m	Painting/Drawing
Anne Beavean	PT	W/f	Art Education
Nikki Blair	FT	W/f	Design (Ceramics)
Creus, Alicia	PT	L/f	Painting
Jym Davis	PT	W/m	Design
George Dimock	FT	W/m	Art History
Andy Dunnill,	FT	W/m	Sculpture
Seth Ellis	FT	W/m	Design (Digital)
Richard Gantt	FT	W/m	Art History
Robert Gerhart	FT	W/m	Design
Carol Goldstein	FT	W/m	Art History
Mark Gottsegen	FT	W/m	Painting Drawing
Heather Holian	FT	W/f	Art History
Elizabeth Leal	FT	L/f	Art Education
Billy Lee	FT	A/m	Sculpture
Amy Lixl-Purcell	FT	W/m	Deign (Digital)
John Maggio	FT	W/m	Design Drawing
Sarah Martin	FT	W/f	Design Photo
Lisa Mitchell	PT	W/f	Art Education
Roberta Rice	FT	W/f	Art Education
Leah Sobsey	PT	W/f	Design Photo
Mariam Stephen	FT	A/f	Painting Drawing
Barbara Campbell Thomas	PT	W/f	Painting
Chris Thomas	PT	W/m	Design
Suzanne Thomas	PT	W/f	Painting Drawing
Anu Bedagiri	FT	A/f	Art History Slides
Pat Wasserboehr--Dept. Head	FT	W/f	Sculpture

L= Latino

A= Asian

W= White [Euro-American]

F= Female

M= Male

FT= Full time

PT= Part time

Art Education Coordinator

Dr. Roberta Rice is the program coordinator for Art Education. Dr. Rice is full time to the institution with (Doctoral/graduate) licensure in Art K-12. Dr. Rice has taught all courses in Art Education in the Art Department. Her responsibilities include advising and all administrative duties for the Art Education Program, including reviewing Standard Professional 1-licensure only students and developing individual programs for these students. She coordinates all activities in the Art Education area including class schedules, oversees supply ordering, and meets with other Art Education faculty. She serves on the Art Department Advisory Committee and the Art Department Curriculum Committee. She serves on the Council of Program Coordinators of the Teachers Academy. Dr. Rice coordinates the review panel for the Art Education Teaching Portfolios, and designed the Taskstream version used for the first time in 2006. She also designed and monitored the paper version that preceded the digital web-based version. She conducts all needed curriculum revisions and program evaluations related to Art Education and fulfill any other needs required by the program.

Teaching Practices used in the Art Education Program

A wide variety of teaching methods are used throughout the Art Education program with a deep infusion of technology for presentation, research, reference, and communications. The teaching practices are influenced by the conceptual framework goals of developing caring, competent and collaborative teacher candidates. The instruction is research and “best-practice” based for Art Education and modeled for students. See Table 21 below.

Table 21. Instructional Methods Used in Art Education Courses

	Method	Art 360	Art 361	Art 363	Art 365	Art 463	Art 465	Art 468
1.	Lecture	X		X	X	X	X	X
2.	Readings	X		X	X	X	X	X
3.	Whole Class Discussion	X		X	X	X	X	
4.	Small Group Discussion	X		X	X			
5.	Hands-on Creative work			X	X			
6.	Research Papers	X		X				
7.	Lessons/Units (short range)			X	X	X	X	X
8.	Lessons/Units (long range)			X	X	X	X	X
9.	Interview (mock, authentic)			X		X	X	
10.	Group Oral Presentations			X				
11.	Individual Oral Presentations			X	X			
12.	Individual Teaching			X	X	X	X	X
13.	Informal Peer Teaching	X		X	X	X	X	X
14.	Reflective Writing	X		X	X	X	X	X
15.	Online Threaded Discussions	X		X	X			
16.	Observations Logs	X				X	X	X
17.	Analysis of Art - Child			X		X	X	X
18.	Analysis of Art-Artist	X		X	X			
19.	Art Criticism	X		X	X			
20.	Art History Games				X			
21.	Video	X						
22.	Documentary Photography			X	X	X	X	X
23.	Simulations/Role Play				X			
24.	Digital Portfolio				X	X	X	X
25.	Paper Portfolio	X		X				
26.	Materials Review CDs					X	X	X
27.	Internet Searches	X		X	X	X	X	X
28.	Exams / Quizzes			X	X			
29.	Museum Visits	X		X				
30.	Power Point Presentations/ Slide Lecture			X	X			
31.	Studio Critique			X	X			

A limitation for the Art Education program has been that the classroom (McIver 356) is not currently networked and does not have a digital teaching station. A portable data projector was purchased for the Art Education program area in Fall 2005. Also, wireless network nodes were installed in the McIver Building in 2005-06, which made it possible to show Internet connections in the classroom as well as *Powerpoint* presentations. The Art Education faculty eagerly looked forward to this improvement especially since portfolio work was done on *Taskstream* beginning fall 2005.

The Art Education faculty members have used a number of strategies to overcome the classroom technology limitations prior Fall 2005 by moving the class to computer labs when available or using other presentation methods. Instructors sometimes supplement their instruction with personal equipment. Older presentation methods such as slide/lecture, overheads, or charts are used when necessary.¹ The move to the new Studio building in the fall of 2006 will solve the problem, as the new Art Education classroom will be wired with a networked digital teaching station and with eight computer workstations.

See the floor plan for the new building with the Art Education areas highlighted in folder VA "Working Conditions," in Document Box 1.

Art Education Faculty Service to the Institution, Collaboration with Colleagues in the Disciplines

Art Education faculty members provide service to the institution in many ways. Dr. Rice serves on the Council of Program Coordinators for Teacher Education. She also has served on the College Curriculum Committee. In the Art Department, she has been a long time member of the Curriculum Committee, maintained the Art Department website, served on the Advisory Committee, and as Undergraduate Program Director which entails a good deal of advising. Dr. Rice has also been interested and supportive of the A+ Schools Program, serving on related committees, attending staff-development workshops, and offering other services for this program. Dr. Rice has long been the faculty sponsor for the UNCG student chapter of the National Art Education Association. Art Education students have participated in the UNCG Children's Festival for many years as an activity of the Student chapter of the NAEA. Dr. Leal will also serve as co-sponsor for this group in 2005-2006.

Melissa Ball (2003-2004, 2004-2005) served as Assistant Undergraduate Program Director and as an advisor for art students using the college-advising center, CASA. She also participated and supported the UNCG Student Chapter of the National Art Education Association.

¹ The Art Department is in the process of digitizing the art history slides, and this database will be online within a year [late 2005 or early 2006]. Slides and slide projectors are now obsolete media/equipment. It is no longer possible to purchase slide projectors. Additional staff and support has been made available to the art department to accomplish this conversion on the digitalization of slides.

Art Education Faculty Service to the Public Schools

See remarks concerning A+ Schools Program above. Dr. Rice has also frequently served as a member of DPI visiting teams to other college and universities, public and private, in North Carolina (most recently, Wingate College and UNC-Charlotte). She has provided review to Fayetteville State University on their recent efforts to establish an art education program. She also served as a program review team member to Charlotte Country Day School, looking at the Art program there. She provides service to public school faculties through the duties associated with the North Carolina Art Education Association Board of Directors and as the Webmaster for the NCAEA website until fall 2005.. Dr. Rice also was a reviewer for one of the newer editions of the Art Education text, *Children and Their Art* by Al Hurwitz and Michael Day. Dr. Leal is new to North Carolina in 2005. She has been a participant and presenter at several conferences in North Carolina this year, was elected as the Higher Education Division Chair of the North Carolina Art Education Association and a member of the Board of Directors. Anne Beavan has recently participated in a Fullbright program to Japan and is an active member of NCAEA. Lisa Mitchell is currently the Awards Chair and serves on the NCAEA Board of Directors. Both Anne Beavan and Lisa Mitchell are full time teachers in the Guilford County Public School system.

Art Education Faculty Evaluation Process

Faculty evaluations (formal and informal) inform teaching, scholarship (creative activity), and professional service in many ways. For art education these various activities of teaching, service, and scholarly or creative work are deeply interlinked and mutually supportive. Faculty members reflect on teaching performance and actively seek to improve teaching and candidate learning, develop ever more effective teaching and learning support materials (e.g. Taskstream version of the Art Education Teaching Portfolio for 2005-2006 and the use of the standard's based lesson plan template in Taskstream for lesson and unit plans for the program), make presentations, participate in exhibits, and publish. Below is a list of the various kinds of faculty review opportunities engaged in annually:

- Student course evaluations
- Art Education Area Meetings
- Department Peer Review and Annual Meetings with the Department head

Art Education Faculty Assessment of their Own Effectiveness as Related to Candidate Performance

Individual faculty members review their own documents and outcomes of individual meetings and adjust individual course syllabi and support materials as need to enhance individual performances. Below is a list of the various kinds of individual faculty review opportunities engaged in annually:

- Course evaluations

- Annual reports of faculty achievements
- Area Meetings with Art Education Coordinator
- Annual end-of-the-year meeting with the Department Head

How Faculty Evaluations Inform Teaching, Scholarship and Service

Faculty member evaluation informs teaching, scholarship and service in a highly integrated and important way. Reflection on performance, learning of new methods and resources, such as *Taskstream*, continual research to keep abreast of developments in the field of Art Education are incorporated into the ongoing instruction of teacher education candidates. Faculty make presentations at state and national conferences, and actively participate in creative (creation and exhibition of art works) and scholarly (publications and presentations) endeavors. Faculty members attend state, regional, national, and international conferences to keep current with research and activities in the field of Art Education. For example, Dr. Rice regularly attends the Teacher Education Forum held in Raleigh each fall, the NCAEA 's Staff Development Weekend, A+ Schools State Conference, and other meetings. In the past year, Dr. Leal has attended National Art Education Association Conference, the INSEA World Congress as well as several meetings in North Carolina.

See faculty vita for more information on faculty professional activities on Sedona. (Check Rice, Leal, Beavan and Mitchell)

Faculty performance is evaluated annually by the Department Head in consultation with a Departmental Peer Review Committee.

Professional Development Opportunities Provided to Faculty

There are a number of professional development opportunities made available to faculty and faculty members are encourage to continue their professional development and knowledge both on and off campus. Below are a few that were taken by Art Education Faculty members on campus:

- Several Workshops on ***TASKSTREAM*** [2004-2005]
- Writing Workshops for NCATE/DPI Review [2005]
- Technology Workshops offered through TLC or IT or individual tutorials by technology specialist, e.g. Anita Warrford

In addition, Art Education faculty members take advantage of conferences and workshops in the state, region, nationally, and internationally. Faculty grants are available to support curriculum initiatives or summer research. Faculty can also seek outside funding opportunities through the Office of Research Services.

Practices for Selecting, Orienting, Communicating with, and Evaluating Art Education Faculty to Ensure Program Quality

Practices for selecting Art Education faculty; full-time tenure track:

Full-time faculty members are selected for their experience in studio, art history, and art education based on the expertise needed for the various programs in the Art Department. Faculty members sometimes offer courses in more than just their primary area depending on departmental needs. For art education, full time faculty members must have a terminal degree (preferably at the doctoral level), a proven record of creative and research activity, college and public school teaching experience, and an active K-12 teaching license (or credentials that will permit them to obtain an NC license). Full-time faculty are hired to replace vacated position lines or to cover increased sustained enrollments or program expansions. The department head and the art education area coordinator work with new full-time tenure track faculty to assure quality and continuity of the program as well as to evaluate the performance of new faculty. The department head meets monthly with new full time faculty members. The program coordinator communicates with new full-time faculty members frequently through email, phone calls, memos, and face-to-face conferences.

When the need for a replacement or additional full-time faculty member is assessed the procedure for the hire is as follows:

- Formation and approval of a search by the Dean of Arts and Sciences, creation of a search committee at the departmental level.
- Drafting of position advertisement listing the qualifications [i.e. Ph.D. or equivalent, research, publication, creative work, and prior teaching experiences at K-12 and college levels, public school licensure (or credentials sufficient to be obtained)]
- National advertisement of the position
- After the closing date the Search Committee reviews the candidates and selects a short list.
- Search committee holds phone interviews with the candidates on the short list.
- Selection of small number to be forwarded to the Dean of the College of Arts and Sciences, and when approved, usually two candidate invited to interview on campus
- Interview process on campus included individual interviews with the Coordinator of Art Education, Department Head, Associate Dean or Dean of the College of Arts and Sciences, Graduate Dean, Associate Provost for Research or any other pertinent administrator or program director such as A+ Program Director. Group interviews with the search committee and faculty in the Art Education Area. Discussions on teaching with the art faculty at various informal meetings
- Public Lecture by the candidates on his or her research, scholarship, or creative work, and teaching
- Meeting with students in the Art Education area (class session or informal session)
- Once hired, orientation and mentoring sessions with the department head are held once a month. Usually the coordinator of Art Education also serves as a mentor to new faculty in the area on a more informal basis.

- Start-up orientation sessions at the University, college, and with Human Resource Services
- Monthly meetings with new faculty with the Department Head and as needed/frequent contact with the Area Coordinator (and Area Committee)
- Yearly reviews by the department head of faculty performance

Practices for Selecting Art Education Faculty, Part-time Adjunct

Adjunct and part-time faculty are selected for their expertise in studio or art history or art education. For art education, they must hold an Art K-12 North Carolina teaching license and have a masters degree in addition to public school teaching experience. Part time faculty are hired to cover unanticipated enrollment increases, reduction in load for administrative positions, and to cover high demand courses.

The department head and the art education area coordinator determines when adjunct or part time position will suffice to cover short term or temporary needs to cover the course offerings. These positions are on a semester-to-semester contract. The department head and the art education coordinator work with adjunct or part-time faculty members to assure continuity in the program as well as to evaluate their performances. The program coordinator communicated with the part-time coordinator through email, phone calls, memos and face-to-face conferences.

When the need for replacement or additional part-time adjunct faculty is assessed, the procedure for this hire is as follows:

- Identification of need for additional staff, approval to hire from the Dean is obtained
- Contacts and referral of colleagues in the area for potentially available individuals who possess at least a mater's degree, Art K-12 licensure, and has public school (and preferably college teaching experience) Contact with potential candidates
- Interview on campus with the department head, and perhaps, the Coordinator for Art Education.
- Once hired, orientation, mentoring and monitoring by the Department head. The Coordinator of Art Education also serves as an informal mentor.
- Yearly reviews by the department head of faculty performance

Section VIII: Standard VI—Program Governance and Resources

Teachers Academy:

The director of the Teachers Academy is also an Associate Dean for Teacher Education and School Partnerships in the School of Education [see the School of Education Organizational Chart]. All programs involved in the preparation of teachers, principals, and other school personnel have representatives on the Teachers Academy Council of Program Coordinators (CPC); teacher representatives and relevant administrators are also on the Council [see Teachers Academy Organizational Chart].

The CPC acts as the policy-making body of the Teachers Academy, determines what matters shall be delegated to the Executive Committee, and approves changes in program requirements related to licensure [see Teachers Academy Plan of Governance, CPC minutes, and the *Undergraduate* and *Graduate Bulletin* in the general documents box]. Information related to policies and procedures for the Teachers Academy is also located at http://www.uncg.edu/soe/newsite/teachers_academy/index.html

Organization Structure for Art Education

The Art Education program is one of four BFA degrees offered in the Department of Art, of the College of Arts and Sciences. The Department of Art is housed in the North wing of the McIver Building (Studio, Art Education) and in the Cone Arts Building (Art History). The Department of Art will move to the new Maud Gatewood Studio Arts Building on July 5, 2006

The Art Department chair provides leadership for the undergraduate and graduate programs and the administering of the department. The Art Education Area Coordinator (Art Education Program Coordinator) provides leadership for the program and coordinates all aspects of the program for majors and service courses. This includes scheduling classes for majors and non-majors (service courses), overseeing ordering of supplies, and various other administrative needs. The Art Department Chair and the Art Education Program Coordinator meet frequently about program needs.

Faculty to Support the Program

There is adequate faculty in the program to provide teacher education candidates with knowledge, skills, and dispositions to be able to teach in a caring, collaborative, and competent manner. The art department has 28 full and part-time faculty members to teach art education, studio, and art history,

Faculty members in the Art department teach an 18-hour load an academic year.

See the Art Department policy in the Document Box 1 in file “VI. Program Governance and Resources.”

The advantage of having tenured and tenure-track faculty teach the majors in this program are commitment, consistency, advancement of knowledge, coherency, and longevity. See table 20 above for teaching area of the faculty.

The Art department has adequate non-faculty personnel to support the programs and carry out the necessary work in the department, including Art Education.

Non-faculty Personnel in the Art Department

2 secretaries
1 slide curator
1 technical assistant (for the computer lab)
1 foundry assistant
1 part-time building manager
18 grad assistants (1 grad assistant assigned to the departmental office)
A few each year of undergraduate workers or research assistants

Program Facilities

Office Space

Full-time art education faculty members are provided with individual office spaces where they might meet and work with students or public school personnel. Part-time faculty may share office space, but teaching schedules, where possible, are correlated so that each person using the space may have as much privacy as possible to meet with students or public school personnel.

See the plans for the new building with Art Education Classroom and Art Education faculty offices highlighted in the document box 1 “VA Working Conditions.”
--

McIver building offices are wired for the Internet and campus networks and the offices have computers. McIver building has a digital phone system that has voice mail and other capabilities

Classroom

The Art Education classes are usually scheduled in one of two design classrooms in McIver building. Art 360, 363, 365, 463 and many of the sections of Art 367 are scheduled in Room 356 McIver. New tables and chairs were purchased in 2004 in advance of moving to the new building. One section of 367 is scheduled in 154 McIver since it is often meets concurrently with the other art education courses. The instructor teaching in Room 154 must move supplies from the third floor to the first via cart on most teaching days.

The move to a new building, expected in July 2006, will house the Art Department and Interior Architecture. In the new building, the classroom used by Art Education will have 8-networked computers and a networked teaching station. Additional service courses will be taught in the classroom jointly shared with Interior Architecture when concurrently offered with other Art Education courses. Both classrooms will be on the second floor of the new Studio Arts Building.

Art 365 and Art 465 meet part of the time in 254 McIver in the advanced digital studio of the computer lab, which has about 10 workstations in order to service the technology needs of the program. Many classes book this computer lab space during the teaching day. The facility is open to students to 8am-10 pm weekdays and 9am-5pm on Saturday, 1-5 pm on Sunday during the semester. The schedule for open lab time is posted near the door of the lab.

Storage

McIver 361 is a storage room that houses most of the consumable supplies and various pieces of equipment (paper cutter, cart with large rolls of kraft paper, class carts, audio visual equipment and screens, etc.) used primarily by the art education program. This space also serves occasionally as temporary office space for part-time art education faculty.

Meeting Space

Classrooms, Barton Lounge, or rooms in the Elliot University Center can be used for meeting spaces as needed for special events.

Instructional resources. Including library resources for Art Education:

Library

On April 21, 2006, Nancy Ryckman, Assistant Head Reference Librarian.,Assistant Collection Management Librarian

This report provides University Libraries data for your specific Specialty Area for inclusion in your SDPI Specialty Area Report. General information concerning the Library's collections, resources, services, and facilities are contained in the "University Libraries General Report for SDPI Specialty Areas" which has been submitted separately to the School of Education.

Some of the data given below are accompanied by texts which are essential for understanding and interpreting the data. Please include these accompanying texts when you insert Library data into your specialty area report.

Please call Mark Schumacher (Art Liaison) at 334-3215 or Nancy Ryckman at 256-0345 if you have any questions about this report.

1. What is the total number of holdings supporting the particular specialty area?

As of April 2005 the Library's holdings in the principal Library of Congress Classifications relevant to the Art Education program are the follow:

Table 22. Number of holdings supporting Art Education program

<u>LCC</u>	<u>Subject</u>	<u>Titles</u>
N-NX	Art	48,605
PN 53	Literature and Art	24
TR	Photography	2715

Note: These figures represent the number of volumes, not titles, in the Library including books, serials, and those microforms (microfiche theses and dissertations) and documents cataloged according to Library of Congress Classifications. Other formats and some unclassified materials from archives, maps, videos, recordings, microfilms, and government documents are not included in this count.

Note: Because subject areas typically cut across many Library of Congress Classifications, only the principal classifications for the discipline have been counted for this report. Other titles of interest, therefore, are likely to be found in other portions of the Library collections.

2. What is the average number of items ordered annually?

During 2004-2005 321 titles were ordered by the Department of Art and so far in 2005-06 344 titles have been ordered.

For 2004-2005 the Library subscribed to 82 print and/or microfilm journals in the field of Art. In addition, the Library provides full text electronic access to approximately 27,000 unique serial titles including 229 relevant to Art.

3. How much has been budgeted annually over the past five years for the purchase of materials?

The following figures record the allocated book budget as well as serials (continuations plus periodicals) expenditures for the Department of Art for the past five years:

Table 23. Annual Budget for the Purchase of Materials

<u>Year</u>	<u>Books</u>	<u>Serials</u>
2001-02	\$22,500	\$6,052
2002-03	20,500	5,672
2003-04	20,500	9,388
2004-05	20,500	12,365
2005-06.	20,500	NA

The Serials figures *may* include the amount paid for electronic database subscriptions in that discipline as well as for print and/or microform journal subscriptions. Also, some journals relevant to Art may be assigned to another department.

In looking at these figures, it is important to keep in mind that the allocated book budget and serials expenditures are not the only funds spent for materials in the subject area. Other materials are routinely purchased by the Library through its approval plans, University press plan, standing order plans, and from its General, Reference, and Replacement Funds; however, these expenditures are not tracked by subject and no totals can be provided. Book funds for individual departments have been decreased over the years to fund these other plans and all departments benefit from them.

Serials costs may vary greatly from year to year. Recently some titles have been purchases at a lower price because of consortial discounts. Additionally many titles have been converted from print to online only resulting in lower subscription prices.

Resources in the School of Education

The Teacher Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers.

See <http://www.uncg.edu/soe/trc/index.htm> provides additional information on resources available through TRC.

A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching

and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG's teacher preparation programs (see Library Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University's instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).

Technology Resources in the Art Department

Adequate supports for technology are available for the art education faculty and teacher candidates in their use of technology. Faculty offices have network and Internet access and are furnished with computers. Art Education faculty members have access to the digital lab (studio) in the art department or may book other labs on campus as needed. The digital lab (studio) in the art department has a number of computers, plotters, printers, scanners, and other useful digital peripherals. The art education area has two video cameras (one an older VHS tape and a newer digital one) and a slide projector. A TV with video recorder is available in the department and other audiovisual equipment is available upon request from The Teaching Learning Resource center. Videos, software, and instruction interactive CDs are available in adequate supply for the program. (Also see the technology discussion above under classroom.)

Departmental Computer lab: State-of-the-art Macintosh lab that houses:

- 34 computer workstations
- 7 printers and plotters
- 2 digital projectors (one fixed, one mobile)
- 6 scanners (flat bed and slide)
- 5 digital cameras (still and video)
- Other equipment [photo copy stand, matt cutter, paper cutter VCR players, digital tablets, zip drives, etc.]

Slide projectors and TV with VHS player (housed in the departmental offices)
The Art Department Slide Library is housed in the Cone Art Building (Weatherspoon).

Art Education Storage (or faculty offices)

- Slide projector
- Portable digital projector
- Video cameras

Fiscal Resources

The Art Department budget is consistent with other programs of similar size and number in the College of Arts and Sciences and is adequate to meet the operating expenses of the Art Department and the Art Education program that help candidates meet the core, diversity, technology, and specialty area standards. Budgetary allocations include line items for faculty staff, graduate assistants, supplies, materials, and travel.

In 2004 – 2005 the Art Department received funds to search and employ a tenure track, assistant professor in Art Education as well as temporary salary reserves to hire a part-time faculty member to teach service courses for the School of Education and courses to fulfill the design requirements for art education majors. The tenure track position included start-up funds to support research based and instructional needs for the new faculty member including: computer hardware and software, visual arts equipment, office furniture, a moving stipend and travel funds for professional development. Faculty members are encouraged to identify students who are eligible to compete for University Research Assistantships. These assistantships require participation in a research project with the professor as well as a well-defined project for the student.

The Art Department offers a small amount of travel funds to established faculty for their direct participation to present paper or as panel participants, and for board, or administrative duties at regional, national, and international conferences. Each fiscal year, art education faculty members submit their lists of instructional materials and equipment to the department so that necessary purchases can be made. Larger, more expensive items for instruction can be requested twice a year if one-time expenditure allocations are made available from the College Unexpended funds for supplies, services, and materials cannot be forwarded to the next fiscal year as defined by the state. Monies can be transferred across budget lines when some needs occur.

As the Art Department prepares to move into a new state-of-the art facility in July 2006, the University has provided a budget for furniture, equipment and supplies. For the Art Education classroom, the Department will provide at least 8 Macintosh computer workstations, an Elmo Teaching Station to include a computer, DVD / Video player, data and overhead projectors. Relatively new student tables and chairs will be moved into the building, and an ample storage space has been designed adjacent to the classroom.

See floor plans for the new building in folder “VA Working Conditions” in the document box. Art Education areas are highlighted.
--

Standard 6a: Working Conditions

Table summarizing faculty teaching, advisement, and committee workload by semester for the last three years.

Table 24. Summary of faculty teaching, advisement, and committee workload

Faculty/Instructor	Teaching Load	Advising Load	Committee Load
Anne Beavan Part-time Adjunct Instructor Hired 1995	Summer 2003 Art 367-01 Fall 2003 Art 367-01 Spring 2004 Art 367-01 Summer 2004 Art 367-01 Fall 2004 Art 367-01 Spring 2005 Art 367-01 Summer 2005 Art 367-01 Fall 2005 Art 367-03 Spring 2006 Art 367-01	No advisees	Art Education Area Committee
Melissa Ball Adjunct Instructor Hired: Fall 2003- Summer 2005	Fall 2003 Art 241-01 Art 340-02 Art 367-02 Art 367-03 Spring 2004 Art 373-01 Art 440-01 Summer 2004 Art 373-01 Art 440-01 Fall 2004 Art 373-01 Art 440-01 Spring 2005 Art 241-02 Art 367-02 Art 373 Summer 2005 Art 241-01	Advisees 2003 Fall Spring 2004* <u>Melissa Ball is the Assistant Undergraduate Program Director for the Art Department. This requires advising any student in the department and CASA (freshman- art) duties.</u> ** Melissa Ball assumed advisees for a faculty member who was on leave Fall	Art Area Committee MFA Thesis Committees

	Art 341-01	semester	
Lisa Mitchell Hired: Fall 2005 Part-time	Fall 2005 Art 367-01, 367-04 Art 373-01 Spring Art 367-04	No Advisees	Art Education Area Committee
Dr. Elizabeth Leal Hired: Fall 2005 Tenure-track	Fall 2005 Art 363-01 , Art 367-02 Spring 2006 Art 367-2, Art 463-02	No Advisees for 2005-2006	No Official Committee Assignments for 2005-06 Art Education Area Committee [ExOfficio]
Dr. Roberta Rice Tenured faculty Hired: 1976	Summer 2003 Art 367-11D, Art 367-12D Fall 2003 Art 360-01, Art 363-01, Art 365-01 Spring 2004 Art 463-01, Art 465-01, Art 468-01 Summer 2004 Art 367-11D, Art 367-12D Fall 2004 Art 360-01, Art 363-01, Art 365-01 Spring 2005 Art 463-01, Art 465-01, Art 468-01 Summer 2005 Art 367-11D,	Fall 2002 (20) Spring 2003 (24) Fall 2003 (32) Spring 2004 (48) Fall 2004* (57) *Dr. Rice is the Undergraduate Program Director for the Art Department. This requires advising any student in the department, serving during FOCUS and SOAR advising, and other administrative duties related to position. Advisees listed given are only those specifically assigned to Dr. Rice. Also note, A- licensure only students do not appear on the official advisee list. (10-20 of these students in most years) Elementary Education majors who are completing a concentration in Art do not appear on this list (usually 6-10 of these students in most years) <u>**Dr. Rice assumed advising duties for a faculty member on research leave for the fall semester.</u>	Advisory Committee 2002-2003 2003-2004 2004-2005 2005-2006 Art Area Chair 2002-2003 2003-2004 2004-2005 2005-2006 Curriculum Committee (dept.) 2002-2003 2003-2004 Chair 2004-2005 Chair 2005-2006 Curriculum Committee (College) 2003-2004 2004-2005 Art Department Webmaster 2002-2003 2003-2004 2004-2005

	Art 367-12D Fall 2005 Art 360-01, Art -01365 Spring 2006 Art 373-01, Art 465-01, Art 468-01	Spring 2005* (27) Fall 2005* () Spring2006* ()	2005-2006 Art Education Search Committee 2003-2004 (chair) 2004-2005 (chair)
--	--	--	--

Institutional and program policies and practices related to faculty loads including student teacher supervision.

See the departmental policy in folder “VI Program Governance and Resources” in the document box 1.

Table 25. Student Teacher Loads

Year	Faculty	Student Teaching and SP-1LO		
		Art 463	Art 465	Art 468
Spring 2003-2004	Dr. Rice	7	7	4
Spring 2004-2005	Dr. Rice	8	8	2
Spring 2005-2006	Dr. Leal	8		
Spring 2005-2006	Dr. Rice		8	1