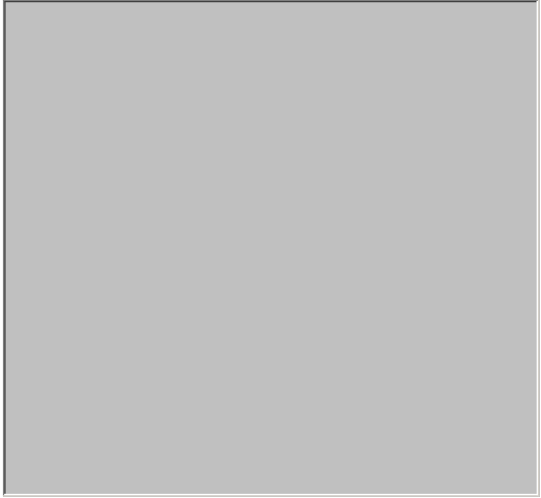
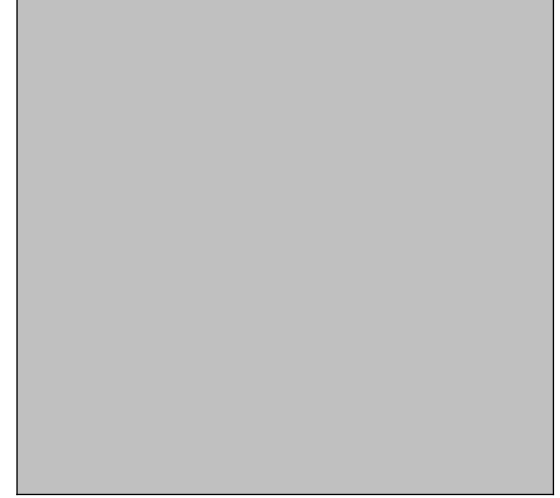


Art Education

Institutions and Organizations seeking State Approval for programs which prepare and result in the recommendation of candidates for licensure as Art teachers shall be required to demonstrate that they meet the following program standards. The Standards below are an adapted version of the 2007 standards of National Association of Schools of Art and Design (NASAD), for the preparation of Art Teachers.

Standard 1: Personal Qualities.		
Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
<p>Desirable characteristics of the prospective art/design teacher are:</p> <ul style="list-style-type: none"> • The potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences; • The ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education; • The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds; • The ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner. 		

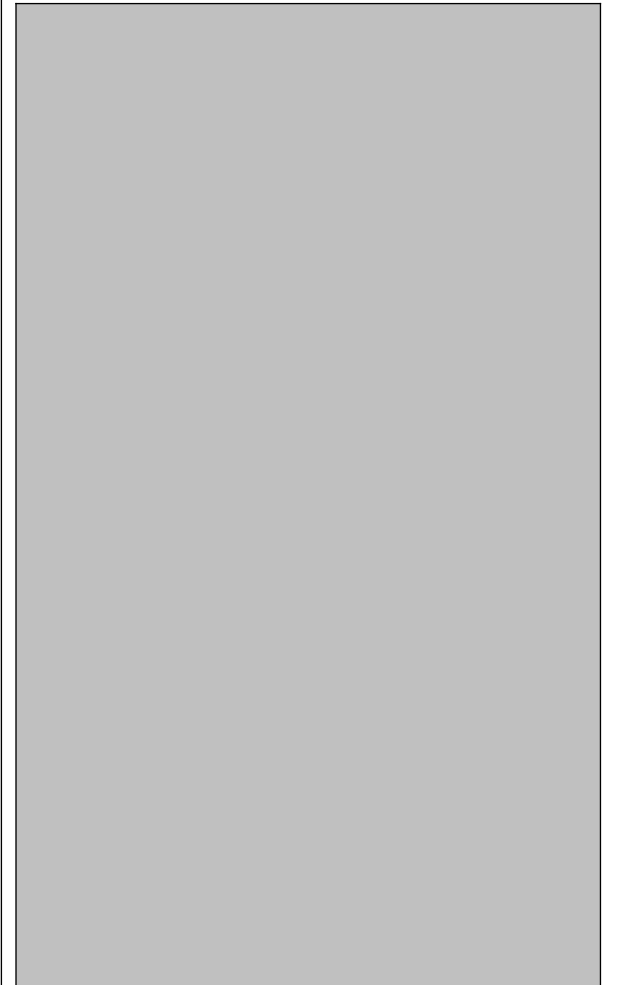
Standard 2: Art Competencies.		
Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
<p>The following basic competencies are essential to all prospective art teachers:</p> <p>a. Studio Art.</p> <p>The prospective art teacher must be able to demonstrate familiarity with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.</p> <p>b. Art History and Analysis.</p> <p>The prospective art teacher must have an understanding of:</p> <ul style="list-style-type: none"> • the major styles and periods of art history, analytical methods, and theories of criticism; • the development of past and contemporary art forms; 	<div data-bbox="764 488 1346 1032" style="background-color: #cccccc; height: 335px; width: 100%;"></div> <div data-bbox="764 1068 1346 1352" style="background-color: #cccccc; height: 175px; width: 100%;"></div>	<div data-bbox="1388 488 1969 1032" style="background-color: #cccccc; height: 335px; width: 100%;"></div> <div data-bbox="1388 1068 1969 1352" style="background-color: #cccccc; height: 175px; width: 100%;"></div>

<ul style="list-style-type: none"> • contending philosophies of art; • the fundamental and integral relationships of all these to the making of art. <p>c. Advanced Work.</p> <p>The student in a Bachelor of Arts program should have an opportunity for advanced work in at least one or more studio and/or art application areas.</p> <p>d. Technical Processes.</p> <p>The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.</p>	<div style="background-color: #cccccc; height: 60px; width: 100%;"></div> <div style="background-color: #cccccc; height: 60px; width: 100%;"></div> <div style="background-color: #cccccc; height: 60px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 60px; width: 100%;"></div> <div style="background-color: #cccccc; height: 60px; width: 100%;"></div> <div style="background-color: #cccccc; height: 60px; width: 100%;"></div>
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Standard 3. Teaching Competencies.		
Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
<p>The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to</p>	<div style="background-color: #cccccc; height: 60px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 60px; width: 100%;"></div>

integrate art/design instruction into the total process of education. Specific competencies include:

- An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
- An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
- Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and to devise learning experiences to meet assessed needs.
- Knowledge of current methods and materials available in all fields and levels of art education.
- Basic understanding of the principles and methods of developing curricula and the short and long-term instructional units that comprise them.
- The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.



- Ability to organize continuing study and to incorporate knowledge gained into selfevaluation and professional growth.



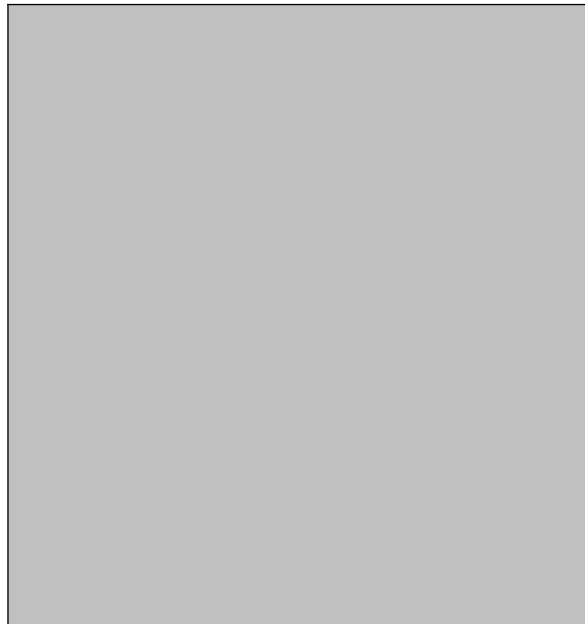
4. Professional Procedures

Indicators

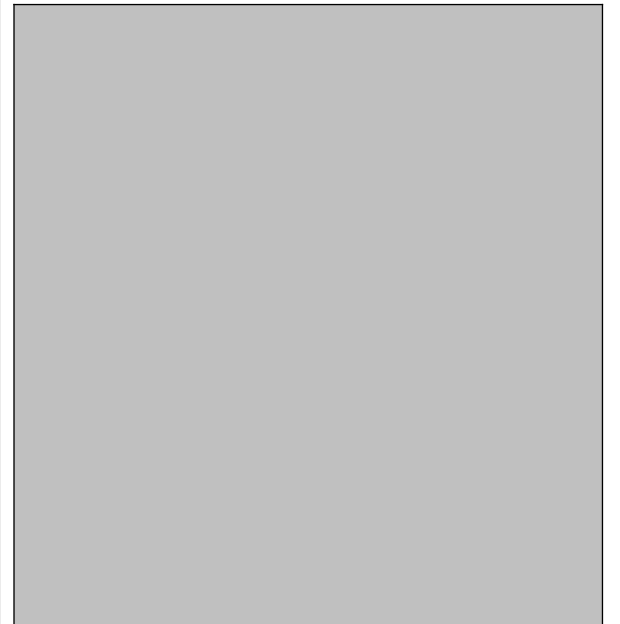
Programs in Art Education should be designed with the following components:

- Art education methods courses should be taught by faculty who have had successful experience teaching art in elementary and secondary schools and who maintain close contact with such schools.
- Institutions should encourage observation and discussion of teaching prior to beginning formal study in teacher education, whether at the freshman or at the more advanced level.
- Supervised practice teaching opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experience, must be supervised by qualified art education personnel from the institution and the

Map to Field Experience / Map to Curriculum and Course Experiences



Assessment Strategies



cooperating schools. The prospective art teacher for certification for kindergarten through high school (K-12) ideally should have a period of internship at both elementary and secondary levels and should be given substantial responsibility for the full range of teaching and classroom management in these experiences. The choice of sites must enable students to develop competencies consistent with the standards outlined above, and must be approved by qualified art personnel from the degree-granting institution.

- Institutions should encourage ongoing professional studio involvement for art teachers.
- Institutions should establish specific evaluative procedures to assess student progress and achievement.
- The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further contact after graduation. It is recommended that a college supervisor be enabled to make at least two visits each month during the internship to conduct individual conferences with the student teacher and confer with cooperating school personnel.

