

**Standards for the Preparation of
Teachers of
Visual Arts Education (LQ)**



Michigan State Board of Education

Approved

June 12, 2001

Preface

Development of the Proposal

During 2000-2001, a referent group of professional educators developed a proposal to modify current requirements for preparation as an art education teacher, create a new graduate-level visual arts education specialist endorsement, and to adopt standards for the preparation of teachers in these areas. These standards align with standards developed by the National Art Education Association, the National Association of Schools of Art and Design, and Michigan's Content Standards for Arts Education.

The option for a 24 semester-hour group major, 36 semester-hour group major (or completion of both the group major and minor) was phased out and replaced by a 50 semester-hour (minimum) comprehensive, K-12 group major in visual arts education for secondary certification. With this new, comprehensive group major program, no additional minor would be required. The comprehensive nature of this new program would ensure adequate preparation of visual arts education teachers for K-12 classroom assignments.

A new, 68 semester-hour, K-12, visual arts specialist endorsement is also proposed at the graduate level. The 68 semester hours would be cumulative based on prior preparation in visual arts education: if a candidate had previously completed the new 50-semester hour comprehensive group major, 18 additional graduate-level semester hours would be required; if a candidate had previously completed a 36 semester-hour group major, 32 additional semester hours would be required (including 18 semester hours at the graduate level); if a candidate had previously completed a 24 semester-hour group minor, 44 semester hours would be required (including 18 semester hours at the graduate level); and if a candidate had previously completed **both** a 36 semester-hour group major and a 24 semester-hour group minor, 18 additional graduate-level semester hours would be required.

To provide information and gather feedback on the proposal, a copy was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts for review and comment. The standards reflect the feedback received.

Approval of Programs

Teacher preparation institutions that wish to continue to offer programs to prepare visual arts education teachers are required to submit an application for program approval that demonstrates how the standards for visual arts education (LQ) are met throughout the proposed curriculum. Following initial approval, the teacher preparation program will be reviewed every five years through the Periodic Review/Program Evaluation process.

Program Requirements

Candidates for this endorsement are required to have 50 semester hours in a Comprehensive Group Major comprised of courses in 3 areas:

- 12 semester hours of art education
- 12 semester hours of art/design history, aesthetics, and/or criticism
- 26 semester hours of studio art, to include advanced-level courses in one studio area:
 - 18 hours from studio, design, media, or technology and
 - 8 hours advanced-level semester hours in one studio area

Notice:

The Visual Arts Education LQ Comprehensive Group Major is a K-12 endorsement for secondary certificates. Candidates completing this program will not need to complete a minor before recommendation for certification can be made.

Standards for the Preparation of Teachers in Visual Arts Education (LQ Endorsement)

1.0 Faculty

Visual arts teacher preparation programs provide candidates with faculty who are competent and committed to preparing future teachers of art.

Visual arts teacher preparation programs provide faculty who:

- 1.1 hold advanced degrees, have extensive knowledge and practice in art and art education, and have demonstrated competence in teaching K-12 for at least three years.
- 1.2 demonstrate a thorough understanding of comprehensive art education and familiarity with the complex relationships among the disciplines demonstrated in the art of today and the past; to include art making, art and design history, art criticism, aesthetics, visual, and cultural studies and media literacy.
- 1.3 remain active in the profession through their participation in professional art and art education associations at the local, state, and national levels.
- 1.4 model teaching methods and approaches appropriate for learning both within the higher education classroom and the art educational settings for which their candidates are being prepared. They continuously plan and implement instruction as a series of sequential learning experiences as they prepare students to do the same in their own classrooms.
- 1.5 conduct a variety of appropriate assessments of candidate learning within art education.
- 1.6 monitor and supervise the progress of candidates while encouraging them to also assess their own teaching and learning.
- 1.7 provide consistent and meaningful supervision of clinical experiences reflecting an awareness of the realities of the classroom and a sensitivity toward both developing art education candidates and cooperating teachers in the schools which includes access to diverse and alternative educational settings such as museums, community centers, and after-school programs.
- 1.8 are committed to learning about, furthering and modeling the innovative use of computer technology within the field as both an art

medium and as a tool for communication, research, and instructional purposes.

- 1.9 are cognizant of the research within art education; either as contributors to the research enterprise, participants in research studies, or as consumers of research.
- 1.10 take advantage of faculty educational opportunities that can enhance their professional lives.

2.0 Content

Visual arts teacher preparation programs focus on the content of the visual arts

Visual arts teacher preparation programs provide and require:

- 2.1 significant coursework in the processes of art making that involve:
 - 2.1.1 traditional studio approaches.
 - 2.1.2 contemporary studio approaches.
- 2.2 Comprehensive studio experiences that develop basic concepts and skills related to:
 - 2.2.1 creative processes.
 - 2.2.2 organizational structures.
 - 2.2.3 techniques.
 - 2.2.4 expressive content.
 - 2.2.5 social functions.
 - 2.2.6 communicative qualities.
 - 2.2.7 technical knowledge.
- 2.3 Coursework in art history which encompasses:
 - 2.3.1 western art and artists from historical perspectives.
 - 2.3.2 western art and artists from contemporary perspectives.
 - 2.3.3 non-western art and artists from historical perspectives.

- 2.3.4 non-western art and artists from contemporary perspectives.
- 2.3.5 design history.
- 2.3.6 cultural studies.
- 2.3.7 media literacy.
- 2.3.8 gender studies.
- 2.4 Introductory level of aesthetic knowledge which encompasses:
 - 2.4.1 major traditional theories of art and design.
 - 2.4.2 major contemporary theories of art and design.
 - 2.4.3 the influence of these theories on the creation of art.
- 2.5 Introductory level of art and design criticism that prepares students to:
 - 2.5.1 make analytical and interpretative evaluations of art and design from a variety of theoretical perspectives.
 - 2.5.2 share these views in written and oral forms.
- 2.6 Experiences for candidates in presenting art according to the developmental levels of students that involve:
 - 2.6.1 traditional methods of presentation.
 - 2.6.2 contemporary methods of presentation.
 - 2.6.3 opportunities to examine and reflect on emotional responses to the meaning and nature of students' own artwork and the artwork of others.

3.0 Theory, Practice, and Research

Visual arts teacher preparation programs provide teacher candidates with a thorough knowledge of theory, practice, and research in the field of art education.

Visual arts teacher preparation programs provide and require:

- 3.1 Coursework on theories of art education that:

- 3.1.1 introduce historical developments and prevailing theories.
- 3.1.2 prepare candidates to discuss historical precedent and philosophical positions in relationship to contemporary art education.
- 3.2 Coursework on the roles for art in general education that:
 - 3.2.1 provides an understanding of the philosophical and social foundations for the inclusion of art in education.
 - 3.2.2 guides candidates to develop and express a personal philosophical position concerning the relevance and importance of art in education.
 - 3.2.3 prepare candidates to develop, write, and adapt interdisciplinary curricula where art is the essential component.
- 3.3 Opportunities to develop art education instruction that responds to the specific interests, abilities, and needs of all students, including students with special needs, and address:
 - 3.3.1 theories of human and cognitive development.
 - 3.3.2 educational pedagogy.
- 3.4 Thorough understanding of social, emotional, and physical development as it relates to:
 - 3.4.1 visual perception and other sensory modalities.
 - 3.4.2 artistic production.
 - 3.4.3 Aesthetic response.
 - 3.4.4 critical thinking.
- 3.5 Thorough understanding of special populations, including:
 - 3.5.1 the needs of students with disabilities and handicaps.
 - 3.5.2 teaching strategies appropriate to students with a variety of special needs.
 - 3.5.3 access to school and community resources to support these students.

- 3.5.4 rationale for practice of inclusion and approaches for supporting inclusion in the schools.
- 3.6 Varied opportunities for the candidates to have supervised experiences in classroom settings prior to the traditional student teaching experience. These should:
- 3.6.1 include different educational levels, as well as, community settings with a variety of cultural and economic levels.
 - 3.6.2 allow candidates to observe art teachers and teach a variety of populations, including those with special needs.
- 3.7 Coursework in art education curriculum and instruction which:
- 3.7.1 helps candidates to develop, write, and adapt art curricula that reflect national, state, and local standards using a variety of instructional formats.
 - 3.7.2 provides candidates with knowledge of current teaching methods, materials, and resources appropriate for various educational settings and levels of education.
 - 3.7.3 helps candidates create classroom environments conducive to discussion, multiple interpretations, and the open exchange of ideas.
 - 3.7.4 develops knowledge of research and assessment methods appropriate to the study and evaluation of student work, their own teaching, and their art program as a whole.
 - 3.7.5 prepares candidates to reflect on and refine their practice of art education.
 - 3.7.6 familiarizes candidates with current research in the field of art education.
- 3.8 Continuing self-evaluation and emphasize the importance of professional development as an essential component of effective teaching.
- Candidates:
- 3.8.1 are provided with methods and opportunities to reflect on their academic and clinical experiences throughout their preparation.

3.8.2 understand that the process of reflection and collegial dialogue contributes to professional growth.

3.8.3 are introduced to state and local requirements and resources for on-going professional development throughout their teaching career.

4.0 Facilities

Visual arts teacher preparation programs provide training in facilities and management appropriate to the field of art education.

Visual arts teacher preparation programs provide and require:

- 4.1 skills necessary to design an art classroom/environment in which safe and effective art instruction can take place with consideration for space utilization, storage of materials, equipment, and student work.
- 4.2 training in health and safety issues in the school and classroom setting including knowledge of developmentally appropriate and safe art materials and tools, as well as their storage, cleaning, use, and disposal.
- 4.3 knowledge of emergency procedures when a student is hurt in the art room.
- 4.4 training in classroom budget management and the acquisition of financial, human, and material resources which includes fund raising and grant writing.

5.0 Advocacy

Visual arts teacher preparation programs provide training in advocacy.

Visual arts teacher preparation programs provide and require:

- 5.1 use of surveys and publicity for art education programs in the media.
- 5.2 knowledge and training in communications and outreach to include colleagues in other disciplines, school administrators, the board of education, parents, community members, and state and national legislators as concerning the role of the visual arts in education and in society.

6.0 Educational Law

Visual arts teacher preparation programs provide students access to

resources on educational law.

Visual arts teacher preparation programs provide and require:

- 6.1 access to resources on educational law to include– tenure law, LRE, ESL, ADA, special education, safe use of materials, and school finance.