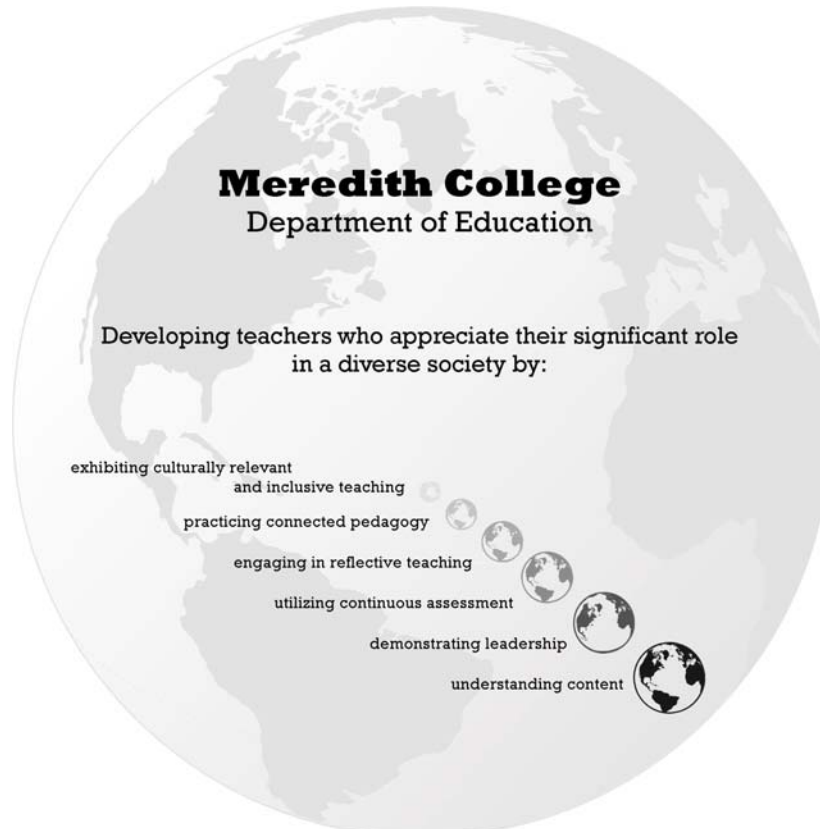


# **Meredith College Specialty Area Report**

## **Art Education K-12**



North Carolina Department of Public Instruction  
Program Area Review  
October 20–24, 2007

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## **Program Overview**

The Art Education program offers a course of study leading to licensure for Art Education Pre K–12.

The mission of the Art Education program is to provide high quality instruction and educational experiences in Art Education that inherently support the College's mission of academic rigor and excellence. The Art Education program nurtures the artistic and intellectual growth of its students while providing pragmatic, inspiring instructional experiences to pre-service educators consistent with National goals, state and local standards. Each course covers substantial pragmatic content, historical information, policies and practices in contemporary settings, practice in lesson and curriculum development, as well as extensive opportunities for classroom observation and practice teaching sequences in the discipline. Experiences are structured to expose the student to diverse populations, such as: racial, socio-economic and special needs students. The program facilitates active community involvement and educational experiences within the local public and private schools, as well as in-house instructional opportunities prior to internship placement.

Graduates of the Art Education program at Meredith College are prepared to teach in all visual arts areas offered in Pre K–12 schools including integrated art, painting, drawing, ceramics, sculpture, fibers, computer design, art history, criticism, and appreciation, and any electives that are offered in school art programs.

### **Changes in art education since 2001**

In 2005, the Art Education methods courses were redesigned and restructured to reflect current pedagogical theory and applications in the field of Art Education, including sequential learning, interdisciplinary learning, concept and object-based learning, and broad-based authentic instruction. In addition, the new Foundations in Art Education course strengthened the program by providing content-specific historical and theoretical background with a broad-based look at methodologies and opportunities within the field.

### **A. Levels Offered**

Undergraduate, BA in Art with a major in Art Education leading to Art K–12 Standard Professional-I Licensure.

### **B. Special Characteristics**

Students in the Art Education program are required to complete extensive work off-campus in the schools, museums, and other diverse community settings. These opportunities directly reflect content standards and offer practice in observation, reflection, concept development, resource development, instruction, research, and evaluation. All opportunities are carefully planned to flow in sequence with the curriculum and are evaluated both by the students and instructors.

### **C. Program of Study**

The Art Education Major program consists of a total of 86 credit hours. The Core for all Art Majors is 25 credit hours with an additional 61 credit hours for this major. The three methods courses are: Art 734 Foundations in Art Education (3cr), Art 735 Teaching and Methods: Art Pre K–5 (3cr), and Art 736 Teaching and Methods: Art in Grades 6–12.

Licensure-only students take all Art Education methods courses, as well as education courses and student teaching. Other coursework is required in consideration of the degrees and previous coursework completed by the applicant prior to joining the program.

(The Art Education program was reviewed and updated during the 2005–2006 school year to reflect current pedagogical parameters, refine outcomes, and increase learning and achievement within the program. In addition, the Pre-Art Therapy program which required its students to take the Art Education methods courses was dropped due to low enrollment).

## Program Requirements

### 86 Credit Hours Total

<b>The Core Curriculum Studio (25)</b>		
ART 101	Drawing I	3
ART 105	2D Design	3
ART 201	Drawing II	3
ART 206	Color Theory	3
ART 221	Art History Survey I	3
ART 222	Art History Survey II	3
ART 324	Topics in Modern Art	3
ART 495	Portfolio Photography	1
ART 496	Professional Practices	3
<b>Additional Courses for Art Education Major (61)</b>		
Art History elective*		3
ART 160	Ceramics I	3
ART 207	3D Design	3
ART 210	Painting I	3
ART 270 or Art 275	Fibers (or Metals)	3
ART 275 or Art 270	Metals & Jewelry (or Fibers)	3
ART 300	Computer Design	2
ART 350	Printmaking	3
ART 365	Sculpture	3
ART 393	Junior Seminar	1
ART 734	Foundations in Art Education	3
ART 735	Teaching and Methods: Art Pre K–5	3
ART 736	Teaching and Methods: Art Grades 6–12	3
EDU 232	Foundations of American Education	3
EDU 234	Ed Psych	3
EDU 241	Introduction to Instructional Media	3
PSY 210 or 310	Developmental Psychology	3
PSY 312	Psychology of Exceptional Individuals	3
SOC 335	Race and Ethnic Relations	3
EDU 450	Reading in the Content Areas	2
EDU 440	Seminar in Education	1
EDU 466	Pre-Adolescent or EDU 467 Secondary School	3
EDU 490	Student Teaching	6

\*Art History elective chosen from the following; ART 220 Non-Western Art History (3) or ART 323 Topics in Art History (3).

### Specialty Area Matrix: Art Education

The alignment of Visual Arts standards and courses required in the art education program at Meredith is noted below:

Standards and Indicators	All courses required for major in art education, K–12									
	ART 100/105/201/206	ART 221/222/324/elective	ART 495/496	ART 160/207/365	ART 210	ART 270 or 275	ART 300	ART 350	ART 393	ART 734/735/736

<b>STANDARD</b>										
<b>Standard 1:</b> Visual arts teachers know the content they teach.	X	X	X	X	X	X	X	X	X	X
<b>Standard 2:</b> Visual arts teachers make informed selection of instructional content.	X	X		X	X	X	X	X		X
<b>Standard 3:</b> Visual arts teachers are able to effectively instruct students in visual arts.	X	X		X	X	X	X	X		X
<b>Standard 4:</b> Visual arts teachers are well-versed in pedagogy.		X	X							X
<b>Standard 5:</b> Visual arts teachers have a comprehensive knowledge of student characteristics, abilities, and learning styles.		X								X
<b>Standard 6:</b> Visual arts teachers create effective instructional environments conducive to student learning.	X		X	X	X	X	X	X		X
<b>Standard 7:</b> Visual arts teachers effectively manage student behavior.										X
<b>Standard 8:</b> Visual arts teachers conduct meaningful, appropriate assessments of student learning.			X						X	X
<b>Standard 9:</b> Visual arts teachers develop a curriculum that embraces a respect for multiculturalism.	X	X		X	X	X	X	X		X
<b>Standard 10:</b> Visual arts teachers develop a curriculum inclusive of the goals, values, and purposes of education within a diverse community.		X	X						X	X
<b>Standard 11:</b> Visual arts teachers are sensitive and insightful observers of students' individual differences.		X								X
<b>Standard 12:</b> Visual arts teachers			X						X	X

<b>recognize their responsibilities to the school and to the community.</b>										
<b>Standard 13: Visual arts teachers contribute to the growth of the profession as art educators.</b>	X	X	X						X	X
<b>Standard 14: Visual arts teachers continually reflect on their own practice.</b>			X						X	X
<b>Standard 15: Visual arts teachers know, respect, and care about students, their ideas and accomplishments.</b>	X	X		X	X	X	X	X	X	X

## Program Goals

The mission of the Art Education program is to provide high quality instruction and educational experiences in Art Education that inherently support the College's mission of academic rigor and excellence and the needs of the schools. The Art Education program nurtures the artistic and intellectual growth of its students while providing pragmatic, inspiring instructional experiences to pre-service educators consistent with National goals, state and local standards. Goals for the program include:

- Develop student competence in concepts and skills germane to the teaching Art K–12.
- Expose students to the artistic production, philosophy and cultural context of creative people in diverse and local cultures.
- Develop students' skills in creative problem solving with an emphasis on original thinking in problem resolution.
- Offer students strategies for the assessment of her own work, that of future students, and that of professionals in the field.
- Develop student awareness of the importance of visual literacy and the visual legacy to humankind past, present, and future.
- Develop students' visual observation skills.
- Offer students strategies for synthesizing and applying information from many disciplines while seeking creative solutions to problems.
- Provide opportunities in Service-Learning experiences.
- Develop and enhance leadership and team-building skills through field experience teaching and other hands-on teaching roles.
- Engage students in an academically rigorous program with students maintaining a minimum of 2.5 GPA or better in major courses.

## Program Coordinator

Sharon L. Hill, Assistant Professor, as of 2006–07 coordinates the program in addition to teaching all methods courses, studio courses as needed, and serving as Gallery Outreach Director. She has been at Meredith since 2001 and is licensed in Art Education Pre K–12. In addition, she has over 25 years experience in the public schools. Prior to 2006 Dr. Rebecca Bailey, who is now Dean, directed the art education program.

## Other Faculty Involved in the Program

Maureen Banker, part-time art faculty member, who is on phased retirement, holds current NC licensure, assists in teaching some Methods courses. Lisa Pearce, Linda Fitzsimons, and Dr. Rebecca Bailey also hold licensure.

## Aggregated PRAXIS II

### Aggregated Praxis Pass Rates: Art Education Students

2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
100% (n=8)	100% (n=4)	100% (n=1)	100% (n=3)	100% (n=1)
Avg. score = 340	Avg. score = 337	Avg. score = 355	Avg. score = 331	Avg. score = 341

## Number of Program Completers

The following numbers of program completers in Art Education for the designated years:

Program Completers: Art Education

2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
8	4	1	3	1	3

### Current Enrollment & Admitted

Currently, 9 candidates are majoring in Art Education and have been admitted to teacher education. In addition, 7 students have declared a major in Art Education and are not yet admitted.

### Enrollment Trends

In addition to traditional students, the growing population is in licensure-only students.

Candidates pursuing a major in Art Education

2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
11	13	9	9	11	8

Program Overview Links	
	<b>Xythos</b>
<a href="#">College Catalogues</a>	<a href="#">Annual Reports</a>
	<a href="#">Program Review</a>
	<a href="#">Curriculum Vitae</a>

## Conceptual Framework

Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure alignment chart, advanced licensure alignment chart, INTASC Standards, NBPTS Standards, North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under [Vision 2010](#) and the [State Board of Education](#) and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual

differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).

- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).
- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).
- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).
- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).



### ***Changes to Conceptual Framework***

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates and the experienced teachers we serve in our masters programs. The Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

### ***Shared Vision & Coherence***

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of students. It encourages innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with

teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's [Vision 2010](#) plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.

The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

### ***Professional Commitments and Dispositions***

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

**A respect for the people with whom you are working:** While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

**A respect for the diversity represented by the people with whom you are working:** This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

**An awareness of the significance of the individual's role in social interactions:** This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

**A consistent demonstration of professional behavior:** This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

### **Commitment to Diversity**

Meredith College is committed to diversity as reflected in the [Vision 2010](#) plan, in the curriculum, in college programs, and in its organizational structure. The [CORE Curriculum](#) of the new [General Education](#) program begins with a common freshman level class titled “*Context of Culture*” that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the [Study Abroad](#) program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. The [Diversity Council](#) was formed in January 2004 as a result of a recommendation from the President’s Diversity Task Force with the explicit charge of facilitating Meredith’s diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith’s progress towards its diversity goals. The [Student Government Association](#) also maintains an active [Unity Council](#) which works to increase diversity education and awareness on campus through open forums and sponsored programs. These initiatives have helped to increase the College’s enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education further supports this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a “respect for the diversity represented by the people with whom you are working.” As noted above, these dispositions are monitored throughout the candidate’s program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence or take [SOC 335](#), *Race and Ethnic Relations*, as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, *Foundations of American Education*, that is linked with [SOC 273](#), *Education and Family in Mexico*. At the graduate level, both EDU 620, *Education and Society*, and EDU 625, *Inclusion in the General Classroom*, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students.

### **Commitment to Technology**

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College [Technology Initiative](#) began in 2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the

students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's [Vision 2010](#) plan. Demonstration of basic computer competencies has been added to the [General Education requirements](#) of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the [NETS-T technology standards](#). Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

### **Evidence of Conceptual Framework in the Art Education Program**

As part of the Teacher Education program in the Department of Education, the Art Education Program supports the conceptual framework and seeks to provide high quality learning experiences that develop majors into successful, dedicated, and caring teachers in the diverse classrooms of K–12 schools. Art Education majors are co-enrolled in courses in the School of Education and in the Art Department and are guided by overarching principles of performance, scholarship, and service. The general goals of the Art Education program are: 1) To provide high quality instruction and educational experiences in Art Education that inherently support the College's mission of academic rigor and excellence, and 2) To nurture the artistic and intellectual growth of its students while providing pragmatic, inspiring instructional experiences to pre-service educators consistent with National goals, state and local standards. (See Program of Study, Program Goals, page 5 for additional content-specific goals) In addition, courses and practicum experiences reflect a strong program of study rich in experiences with diverse populations, integrated instruction, and the use of technology in instructional experiences as evidenced in the course requirements, products, practicum and observational experiences.

<b>Conceptual Framework Links-Xythos</b>
<a href="#">Course Syllabi – Art</a> <a href="#">Course Syllabi- Education</a>
<a href="#">Reflections</a>

## **Program Standard 1: Candidate Knowledge, Skills, and Dispositions**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.*

### **Initial Licensure Programs**

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates in art education develop content knowledge as they fulfill general education requirements; major requirements in the art education program of study; and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study

are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

**General Education.** All undergraduate students at Meredith College are required to complete Meredith’s general education curriculum, entitled *Making Connections—Making a Difference*. The General Education program encourages students to develop a breadth of skills and knowledge for the 21<sup>st</sup> century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18–24 hours) includes the three culture-focused **CORE** courses, English composition, English literature, History, and Religion.
- **Fields of Knowledge** (32–46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving—a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy—a lab science course, an approved Science in Society course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts—three credits in art, dance, music, or theater, and (5) Health and Physical Learning—four to six credits in physical education or dance activity courses and a Health Education course.

**I. Provide evidence that the candidates meet the core standards.**

The Art Education program meets the Core Standards set for all teacher education programs in North Carolina. The program of study is designed to meet the current standards that have been specified by the national, state, and professional organizations that influence art teaching, and follows the guidelines outlined for licensure programs in North Carolina. Teacher candidates in art education have a broad knowledge of content and its relevance.

Evidence shows that the Meredith College art education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Multiple assessments are used to evaluate these areas of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the workforce and after having teaching experience. All general professional education and methods courses are fully aligned with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table I shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard I.

**Table I.1: Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard I, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates**

Learning Outcomes: INTASC Standards (TCER) The teacher candidate...	Conceptual Framework	Dispositions	NCATE Standard I *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
I. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Understand content  Practice connected pedagogy		CK, PCK	I	I	I, 6

2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development.	Exhibit culturally relevant and inclusive teaching	Respect for people	PPKS	2, 4, 6	2	2
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Exhibit culturally relevant and inclusive teaching	Respect for diversity	PPKS, D	2, 3, 6	1, 2, 4	2, 3, 6
4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	Practice connected pedagogy		PCK	2	1, 2	3
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Practice connected pedagogy Exhibit culturally relevant and inclusive teaching	Respect for people Awareness in social interactions	PPKS, D	2,6	1	
6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Exhibit culturally relevant and inclusive teaching	Awareness in social interactions	PPKS, D	2	1	1, 2, 3, 6
7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Understand content Practice connected pedagogy		CK, PPKS	2, 3	2	2, 3
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Utilize continuous assessment		PPKS, SL	2	1,2	4
9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	Engage in reflective teaching	Awareness in social interactions Professional and ethical behaviors	PPKS, D	5	6	5
10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	Demonstrate leadership	Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors	PPKS, D	3, 4, 6	3,4, 5	5

\* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning

\*\*Standards text available in supporting documents

## Core Standard I: Candidates know the content they teach

The following table illustrates the knowledge base of art education candidates. For admission to the teacher education program, candidates must have a content area and overall GPA of 2.5, acceptable scores on PRAXIS I, an acceptable essay outlining experiences with diverse populations, and acceptable recommendation letters. If a candidate's overall GPA or content GPA falls below the 2.5, they must retake courses or take additional courses in content. Candidates complete unit and daily lesson plans in methods courses and during the student internship. During the student internship, lesson plans are submitted weekly for assessment and input.

<b>Core Standard I—Teachers know the content they teach.</b>		
Indicator 1.1: Teachers have a broad knowledge of content.		
Indicator 1.2: Teachers know the content appropriate to their teaching specialty.		
Indicator 1.3: Teachers understand the ways in which their teaching area connects to the broad curriculum.		
Indicator 1.4: Teachers know relevant applications of the content they teach.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art Studio Classes (final course grades/GPA)	Reviewed at admission to program	
Art 101 Drawing I	2001–2007	100% acceptable (n=21; program completers admitted to teacher education, 3.79 avg.)
Art 105 2D Design		100% acceptable (n=21; program completers admitted to teacher education, 3.71 avg.)
Art 201 Drawing II		100% acceptable (n=21; program completers admitted to teacher education, 3.6 avg.)
Art 206 Color Theory		100% acceptable (n=21; program completers admitted to teacher education, 4.0 avg.)
Art 207 3D Design		100% acceptable (n=21; program completers admitted to teacher education, 3.72 avg.) 100% acceptable (n=8; program completers admitted to teacher education)
Art History Classes (final course grades/GPA)	Reviewed at admission to program	
	2001–2007	100% acceptable (n=21; program completers admitted to teacher education, avg. 3.0)
Sample Student Art Works Junior Seminar	2006	100% acceptable
Art 734A* (sample lesson plans, unit plans)	2005–2006	100% acceptable, n=11, avg. 3.45
Art 735A* (sample lesson plans, unit plans, log)	2006–2007	100% acceptable, n=11, avg. 3.6
Art 736A* (lesson plans, unit plan, logs)	2006–2007	100% acceptable, n=9, avg. 3.619
	2005–2006	100% acceptable (n=4)
	2004–2005	100% acceptable (n=9)
Sample Art History/Criticism Assignments	2005–2007	100% acceptable
Technology Portfolios	2006–2007	100% acceptable (n=9)
Sample: *see link technology portfolios		
Student Teaching Completion	2001–2007	100% acceptable (n=20)
Senior Exhibitions (announcements, web page)	2001–2007	100% acceptable

## Core Standard 2: Candidates know to teach students

Pedagogy is a major focus of the art education program, and the evidence shows that teacher candidates in the program know how to teach students. A number of courses that majors take focus on pedagogy including EDU 234, Educational Psychology that focuses on the intellectual, physical, social, and emotional development of the students they plan to teach, as well as the art education methods courses, Art 734, Art 735, and Art 736. Field experiences in educational psychology focus on the knowledge of the learner while EDU 241, Introduction of Instructional Media assists students in identifying appropriate technology for inclusion in the classroom, and EDU 490, Observation and Directed Teaching allow students to demonstrate knowledge of instructional and assessment strategies. The art methods courses allow students to apply these concepts within the specialty area framework and to develop skills, aptitudes, and philosophies specific to the teaching of art in the schools.

<b>Core Standard 2—Teachers know how to teach students.</b>		
Indicator 2.1: Teachers know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.		
Indicator 2.2: Teachers use a variety of methods to teach students.		
Indicator 2.3: Teachers are expert communicators.		
Indicator 2.4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.		
Indicator 2.5: Teachers have strong and current technology skills.		
Indicator 2.6: Teachers plan instruction that is appropriate for the students they teach.		
Indicator 2.7: Teachers use a variety of methods to assess what students have learned.		
Indicator 2.8: Teachers teach communication, thinking, and problem solving skills.		
Indicator 2.9: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.		
Indicator 2.10: Teachers instill a love of learning and self-confidence based on achievement.		
Indicator 2.11: Teachers align their instruction with the required curriculum.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art Studio Classes (final course grades/GPA)	Reviewed at admission to program	
	2006–2007	100% acceptable (n=3; program completers admitted to teacher education)
	2005–2006	100% acceptable (n=1; program completers admitted to teacher education)
	2004–2005	100% acceptable (n=1; program completers admitted to teacher education)
	2003–2004	100% acceptable (n=3; program completers admitted to teacher education)
	2002–2003	100% acceptable (n=5; program completers admitted to teacher education)
	2001–2002	100% acceptable (n=8; program completers admitted to teacher education)
	Art History Classes (final course grades/GPA)	Reviewed at admission to program
	2006–2007	100% acceptable (n=3; program completers

		admitted to teacher education)
	2005–2006	100% acceptable (n=1; program completers admitted to teacher education)
	2004–2005	100% acceptable (n=1; program completers admitted to teacher education)
	2003–2004	100% acceptable (n=3; program completers admitted to teacher education)
	2002–2003	100% acceptable (n=5; program completers admitted to teacher education)
	2001–2002	100% acceptable (n=8; program completers admitted to teacher education)
Power Point Presentation NCAAE Conference sample printout	2006	100% acceptable
Sample Lesson Plan Format	2005–2007	100% acceptable
Art 734A* (lesson plans, unit plan, logs) samples	2005–2006 2006–2007	100% acceptable (n=11) 100% acceptable (n=13)
Art 735A* (lesson plans, unit plans, logs)	2006–2007	100% acceptable (n=11)
Art 736A* (lesson plans, unit plan, logs)	2006–2007 2005–2006 2004–2005 2003–2004	100% acceptable (n=9) 100% acceptable (n=4) 100% acceptable (n=9) 100% acceptable (n=7)
Technology Portfolios (samples)	2003, 2005, 2007	100% acceptable
Student Teaching Completion	2001–2007	100% pass (n=20)
Sample Assessment Tools/Instruments	2004, 2006–07	100% acceptable
Sample Classroom Management Plans	2006–2007	100% acceptable (n=11)
Sample Workshop Invite, Plans, Photos	2003	100% acceptable

### **Core Standard 3: Candidates are successful at teaching a diverse population of students.**

Teacher education candidates in art create classroom environments that value diversity and address the needs of all students. Teacher candidates develop an understanding of the complexity of supporting all learners by working in classroom settings with students whose cultures and ways of viewing the world are different from their own; exhibiting behaviors that demonstrate value those differences; creating environments where diversity is appreciated; and, working with others to bring about lasting changes in the attitudes and dispositions of others.

Evidence presented in the professional portfolios, final evaluations, and lesson plans show that students are conscious of the importance of developing strategies for teaching in diverse settings.

<b>Core Standard 3—Teachers are successful in teaching a diverse population of students.</b>		
Indicator 3.1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength		
Indicator 3.2: Teachers treat students as individuals.		
Indicator 3.3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.		
Indicator 3.4: Teachers adapt their teaching for the benefit of students with special needs.		
Indicator 3.5: Teachers work collaboratively with the families and significant adults in the lives of their students.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Sample Intern Evaluations	2005	100% acceptable (n=3)
Service Learning Project (description, invitation, PPT)	2006	100% acceptable

Art 734A* (activity calendar sample, site review sample)	2005–2006	100% acceptable (n=11)
Art 735A* (sample lesson plans, unit plans)	2006–2007	100% acceptable (n=11)
Art 736A* (sample lesson plans, unit plan, photos)	2006–2007 2005–2006 2003–2004	100% acceptable (n=9) 100% acceptable (n=4) 100% acceptable (n=7)
List of Observation/Practicum Sites	2001–2007	100% acceptable

**Core Standard 4: Candidates are leaders.**

Meredith College stresses the development of women leaders, and it is natural that the Conceptual Framework of the teacher education program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education program and art education program at Meredith College expect students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. In addition, the teacher education program accumulates data on program completers who are asked to report on their leadership in their current positions.

<b>Core Standard 4 – Teachers are leaders</b>		
Indicator 4.1: Teachers lead in their classrooms.		
Indicator 4.2: Teachers lead in the school.		
Indicator 4.3: Teachers lead in advocating for schools and children.		
Indicator 4.4: Teachers function effectively in a complex, dynamic environment.		
Indicator 4.5: Teachers meet high ethical standards of practice.		
Indicator 4.6: Teachers support the teaching profession.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Day of Student Achievement Participation (email confirmation & photos)	2006–2007	100% acceptable (n=5)
Service Learning Project Sample logs	2006–2007	100% acceptable (n=11)
Conference Presentation by Students; PPT printout	2006	100% acceptable (n=11)
Philosophy Development Sample statement	2006	100% acceptable
Observation/Reflection sample	2005	100% acceptable
Annual Juried Student Art Exhibition invitation sample	2007	100% acceptable
Sample invitational student-led community art workshops	2004–2005	100% acceptable (n=9)
Integrated Curriculum Development Presentations NCMA, photo	2005–2006	100% acceptable (n=11)

**Core Standard 5: Candidates are reflective about their practice.**

Teacher candidates in art education are reflective in practice. In being reflective, they are open about what they do, implement instructional strategies that demonstrate best practices, reflect on why what they do works, and ask for feedback on what works and what doesn't. Analysis of data shows that all candidates were at or above standard in all assessed areas.

<b>Core Standard 5 – Teachers are reflective about their practice.</b>		
Indicator 1: Teachers analyze the results of teaching.		
Indicator 2: Teachers collaborate with their colleagues.		
Indicator 3: Teachers use research in their classrooms.		
Indicator 4: Teachers continue to grow professionally.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
School Sites Used for Observation/Practicum Experiences & Reflections	2001–2007	100% acceptable
Day of Student Achievement Presentation of results of Service Learning (email confirmation)	2007	100% acceptable
Sample Intern Evaluation	2005	100% acceptable
Peer Evaluation Sample	2003–2007	100% acceptable
Questioning Analysis sample Art 734	2006	100% acceptable
Technology Portfolio, instructional reflection (sample)	2006	100% acceptable
Classroom Management reflection sample	2007	100% acceptable
Conference Presentation of Research, photograph	2006	100% acceptable (n=11)
Observation Logs & Reflections samples	2004, 2005, 2006, 2007	100% acceptable
Art Exhibit Review & Reflection Samples & Assignment	2006–2007	100% acceptable (n=11)
Assessment Design sample	2007	100% acceptable (n=9)
Conference Peer Invitation	2006	100% acceptable
Observation Goals email	2006	100% acceptable

**Core Standard 6: Candidates respect and care about students.**

Evidence shows that teacher candidates in art education communicate, care, and enthusiastically present active learning opportunities for all students. Through a variety of field experiences and clinical practice, teacher candidates demonstrate mastery of student relationship skills by observing and assisting in classrooms, tutoring diverse students, and designing and implementing multiple strategies in teaching. In addition, art education students document student products, create displays and exhibits, and invite students, community members, families and peers to events and experiences.

<b>Core Standard 6: Candidates respect and care about students.</b>		
Indicator 6.1: Candidates enjoy spending time in the company of children and young adults.		
Indicator 6.2: Candidates learn all they can about each of their students.		
Indicator 6.3: Candidates maintain the dignity of each student.		
Indicator 6.4: Candidates express pride in their students' accomplishments.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Grades in EDU 232, Foundations of American Education (sample transcripts)	2001–2007	100% acceptable, n=21, 3.75 avg.
Grades in EDU 234 – Educational Psychology	2001–2007	100% acceptable, n=21, 3.09 avg.

Grades in SOC 335 – Race and Ethnic Relations	2001–2007	100% acceptable, n=21, 3.84 avg.
EDU 440, Seminar – Sample Student Journal Reflections	2001–2007	100% acceptable
EDU 466 – Preadolescent/Adolescent Behavior – Case Studies	2002–2007	100% acceptable
EDU 467 – Secondary School – Sample Projects	2002–2007	100% acceptable
Student Teacher Final Evaluations Standard 2 (Student Development) see form and attached results TCER Standard 2, Student Development	2005–2006 2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners) TCER Standard 3, Diverse Learners	2005–2006 2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 5 (Management & Motivation) TCER Standard 5, Management & Motivation	2005–2006 2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement	2005–2006 2006–2007	100% acceptable (n=3)
Childrens’ Art Opening Invitation & Photos	2006	100% acceptable (n=11)
Presentation Day of Student Achievement Photos	2007	100% acceptable (n=5)
Photos of Student Interactions/Instruction	2005–2007	100% acceptable

<b>Core Standards - Links</b>
<b>Xythos</b>
<a href="#">E Portfolios</a>
<a href="#">Portfolio at a Glance</a>
<a href="#">Philosophy of Education</a>

## Diversity Standards

Meredith College a community where people are encouraged to express their individuality. The community recognizes the benefit of providing an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to “educate women to excel” impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual’s role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework:

- Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission:

- The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

\*Denotes Student Teacher Evaluation Instrument used academic years fall 2001–spring 2006.

**Diversity Standard I: Candidates 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.**

Candidates in the art education program understand the nature of art and can effectively employ current methodologies that address the needs of all students in an inclusive, culturally relevant environment. They understand that through the art processes, the investigation of art history and criticism, and the application of aesthetic inquiry, students have the opportunity to not only learn, but to apply this learning to the context of their lives. They have experiences with a large variety of learners including the elderly, the disadvantaged, the exceptional and disabled, the talented, and the privileged. These experiences are evidenced in their lesson plans, observation reports, and unit planning,

<b>Diversity Standard I: Candidates 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.</b>		
Indicator 1.1: Candidates evaluate and incorporate unbiased instructional materials.		
Indicator 1.2: Candidates use multiple strategies to address the needs of individual learners.		
Indicator 1.3: Candidates create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1.4: Candidates understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1.5: Candidates use a variety of assessment procedures/instruments.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Lesson plan/unit samples, see Visual Arts Standards folders 9, 10	2002–2007	100% acceptable
Lesson Plans	2006–2007	100% acceptable (n=11)
Student Teacher Final Evaluations*, Standard I (Content Pedagogy)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard I Content Pedagogy	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)

Student Teacher Final Evaluations*Standard 3 (Diverse Learners)  TCER Standard 3, Diverse Learners	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)  TCER Standard 4, Instructional Strategies	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 5 (Motivation & Management)  TCER Standard 5, Motivation and Management	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 6 (Communication Skills)  TCER Standard 6, Communication Skills	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 8 (Assessment)  TCER Standard 8, Assessment	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)

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

Art teacher candidates demonstrate an understanding of how students learn, construct knowledge, and develop, including students with special needs. They design and provide learning experiences that support the intellectual, social, and personal development of all students. Teacher candidates value students’ existing background by linking new learning with prior experiences, and build new background knowledge when appropriate. They also adapt lessons, materials, and equipment to the appropriate use of each class.

<b>Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</b>		
Indicator 2.1: Candidates seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.		
Indicator 2.2: Candidates assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.		
Indicator 2.3: Candidates modify instruction and assessment to meet the needs of individual student.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Lesson plan/unit samples, see Visual Arts	2002–2007	100% acceptable

Standards folders 9, 10		
Lesson Plans	2002–2007	100% students include differentiation in lesson plans
Student Teacher Final Evaluations*Standard 2 (Student Learning & Development)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 2, Student Development	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 9 (Respectful Environment)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 3, Diverse Learners	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 4, Instructional Strategies	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 7, Planning	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 8 (Assessment)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 8, Assessment	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)

**Diversity Standard 3: Candidates 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.**

Teacher candidates in the art education program at Meredith College recognize how stereotypes and one’s own personal biases limit effective teaching, and exhibit behaviors that are inclusive and equitable. They model consciously an appreciation of all students and expect their students to model the same behavior. Teacher candidates understand schools as organizations within a larger community context and that this context can affect students at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support student learning. Analysis of the data presented shows that all candidates are at or above average in this area.

**Diversity Standard 3: Candidates 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: Candidates develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 3.2: Candidates 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: Candidates 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: Candidates 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.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
E Portfolio Portfolio at a Glance (INTASC Standard 3 + ISTE Standard 6)	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)  TCER Standard 10, School & Community Involvement	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Lesson Plan samples, peer evaluations, Visual Arts Standard folder 12	2002–2007	100% acceptable

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

Traditional undergraduates in the teacher education program have completed the [CORE General Education](#) program. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. In addition, art education candidates use art history exemplars in the development of instructional materials, lessons, and units. Diversity is reflected in works of art and they often reveal the culture and society that created it. As such, the development of quality art lessons and units assists teacher candidates in meeting the needs of a diverse student population. Analysis of the data presented shows that all candidates are at or above average in this area.

<b>Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</b>		
Indicator 4.1: Candidates become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.		
Indicator 4.2: Candidates provide opportunities for students and their families to share their diversities.		
Indicator 4.3: Candidates promote appreciation and respect for diversity by rejecting the use of stereotypes.		
Indicator 4.4: Candidates 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.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Lesson plan/unit samples, see Visual Arts Standards folders 9, 10, 12	2002–2007	100% acceptable
Grades in CORE 100	2004–2007	100% acceptable
Sample EPG Projects from EDU 232, Foundations of American Education	2001–2007	100% acceptable, n=21, 3.75 avg.
Grades, EDU 232, Foundations from Amer. Edu.	2001–2007	100% acceptable, n=21, 3.75 avg.
Grades in SOC 273, Education & Family in Mexico	2004–2005	
	2006–2007	
Grades in SOC 335, Race & Ethnic Relations	2001–2007	100% acceptable, n=21, 3.84 avg.
Grades in PSY 312, Psy. of Excep. Indiv.	2001–2007	100% acceptable, n=21
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001–2007	100% acceptable, n=21

TCER Standard 3, Diverse Learners		
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001–2007	100% acceptable, n=21
TCER Standard 10, School & Community Involvement		
E Portfolio Portfolio at a Glance (INTASC Standard 3 + ISTE Standard 6)	2005–2007	100% acceptable, n=4

**Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.**

Teacher candidates in the art program at Meredith demonstrate leadership by contributing to the development of their peers, being involved professionally, becoming involved in community partnerships in their schools, and promoting and fostering respect among all students. Analysis of the data presented shows that all candidates are at or above average in this area.

<b>Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</b>		
Indicator 5.1: Candidates become strong advocates for educational equity.		
Indicator 5.2: Candidates continually refine practices that address the individual needs of diverse learners.		
Indicator 5.3: Candidates are proactive and deliberate in promoting and fostering respect among students.		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Lesson plan/unit samples, see Visual Arts Standards folders 12, 13, 14	2002–2007	100% acceptable
Lesson Plans	2006–2007	100% student interns include differentiation plans in lesson plans
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 10, School & Community Involvement	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)

**Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.**

Teacher candidates in art education reflect on practice, and are committed to educational equity. As demonstrated by observation reports, EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all students in their classroom and school. Analysis of the data presented shows that all candidates are at or above average in this area.

<b>Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.</b>		
Indicator 6.1: Candidates identify own biases and reflect on them in terms of practice.		
Indicator 6.2: Candidates provide equity and access to learning in classroom.		
<b>Assessments (Knowledge, Skills, Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Sample EPG Projects from EDU 232, Foundations of American Education	2001–2007	
Grades, EDU 232, Foundations from Amer. Edu.	2001–2007	100% acceptable, n=21, 3.75 avg.
Student Teacher Evaluations* Standard 10 (Reflective Practice)  TCER Standard 9 (Reflective Practice)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
E Portfolio Portfolio at a Glance, Reflections	2005–2007	100% acceptable (n=4)

<b>Diversity Standards - Links</b>
<b>Xythos</b>
<b>Student Work</b>
<a href="#">Frida Kahlo - Powerpoint</a> <a href="#">Art and Long Division – Lesson Plan</a> <a href="#">Signing the Alphabet Lesson Plan</a> <a href="#">Observation Notes</a>
<a href="#">Course Syllabi – Art</a> <a href="#">Course Syllabi - Education</a>

## Technology Standards

Art teacher candidates demonstrate a sound understanding of technology operations, concepts and classroom applications. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. The original technology portfolios were paper copies. This seems ironic now in that programs were looking at and assessing technology competence by evaluating paper in notebooks.

However, since that time, Meredith College has moved into the 21<sup>st</sup> century with a [laptop initiative](#), and the Department of Education moved into the direction of E Portfolios on CDs, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

In response to our last accreditation visit in the fall 2001, a new course, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating web pages for use in a diverse classroom, and

creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

The E Portfolios have been an option for student interns since fall 2004; however, the greatest number of E Portfolios was assessed in spring 2005. The students continued to have the option of submitting paper; however, none have been completed since spring 2005. The following tables illustrate how candidate knowledge, and dispositions in technology are measured.

\*Denotes Student Teacher Evaluation Instrument used academic years fall 2001–spring 2006

<b>Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.</b>		
Indicator 1.1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).		
Indicator 1.2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art 736 Technology Plan sample (see Visual Arts Standards folders 1,2,4)	2005–2007	100% acceptable (n=16)
E Portfolio – Portfolio at a Glance	2005–2006	100% acceptable (n=1)
E Portfolio – Portfolio at a Glance	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 1 Content Pedagogy	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 6 (Communication)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 6, Communication	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Grades in EDU 241 – Introduction to Instructional Media	2004–2006	100% acceptable
	2005–2006	100% acceptable
	2006–2007	100% acceptable

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

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that art candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the

candidate's ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

<b>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</b>		
Indicator 2.1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2.2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2.3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2.4: Teachers plan for the management of technology resources within the context of learning activities.		
Indicator 2.5: Teachers plan strategies to manage student learning in a technology-enhanced environment.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
E Portfolio – Portfolio at a Glance See Visual Arts folders 1–4	2005–2006	100% acceptable (n=1)
Student Teacher Final Evaluations* Standard 2 (Student Development)  TCER Standard 2, Student Development	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)  TCER Standard 3, Diverse Learners	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 6*, (Communication)  TCER Standard 6, Communication	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 7 (Planning)  TCER Standard 7, Planning	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Grades in EDU 241 – Introduction to Instructional Media	2004–2006 2005–2006 2006–2007	100% acceptable 100% acceptable 100% acceptable

**Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.**

Art teacher candidates implement curriculum that include methods and strategies for applying technology to maximize student learning. Examples in the E-Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Technology lessons and units designed by teacher

candidates show how students use technology in their content to develop students' higher order skills and creativity. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.

<b>Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</b>		
Indicator 3.1: Candidates facilitate technology enhanced experiences that address content standards and student technology standards.		
Indicator 3.2: Candidates use technology to support learner-centered strategies that address diverse needs of students.		
Indicator 3.3: Candidates apply technology to develop students' higher order skills and creativity.		
Indicator 3.4: Candidates manage student learning activities in a technology-enhance environment.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art 736 Technology Plan sample (see Visual Arts Standards folders 1,2,4)	2005–2007	100% acceptable (n=16)
E Portfolio – Portfolio at a Glance	2005–2007	100% acceptable (n=4)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 3, Diverse Learners	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 4, Instructional Strategies	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 6 (Communication)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 6, Communication	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 7, Planning	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Grades in EDU 241 – Introduction to Instructional Media	2004–2006	100% acceptable
	2005–2006	100% acceptable
	2006–2007	100% acceptable

**Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.**

Art teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools assessment system to report grades of students or designing rubrics to assess projects that their students complete, teacher candidates show that they use a variety of effective assessment and evaluation strategies to assess their students.

<b>Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.</b>		
Indicator 4.1: Candidates apply technology in assessing student learning of subject matter using a variety of assessment techniques.		
Indicator 4.2: Candidates use technology resources to collect, analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		
Indicator 4.3: Candidates apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
E Portfolio – Portfolio at a Glance	2005–2006 2006–2007	100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 8 (Assessment)  TCER Standard 8, Assessment	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Grades in EDU 241 Introduction to Instructional Media	2004–2006 2005–2006 2006–2007	100% acceptable 100% acceptable 100% acceptable

**Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.**

Art teacher candidates are adept at using technology communicate with peers, parents, and the larger community. Several artifacts are evident in the Portfolio-at-a Glance portion of their E Portfolios that show that this competency is met.

<b>Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.</b>		
Indicator 5.1: Candidates use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5.2: Candidates continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5.3: Candidates use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art 736 Technology Plan sample (see Visual Arts Standards folders 1,2,4)	2005–2007	100% acceptable (n=16)
E Portfolio – Portfolio at a Glance (See Visual Arts Standards Files 1, 2, 4)	2005–2007	100% acceptable (n=4)
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)  TCER Standard 9, Reflective Practice	2001–2002 2002–2003 2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3) 100% acceptable (n=1) 100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)  TCER 10, School & Community Involvement	2001–2002 2002–2003 2003–2004 2004–2005	100% acceptable (n=8) 100% acceptable (n=4) 100% acceptable (n=1) 100% acceptable (n=3)

	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Grades in EDU 241 – Introduction to Instructional Media	2004–2006	100% acceptable
	2005–2006	100% acceptable
	2006–2007	100% acceptable

**Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply these principles in practice.**

The ethical and legal use of technology is critical to the teacher education program at Meredith College. Teacher candidates design a scavenger hunt not only for their students, but also for their students’ parents that stresses the ethical use of technology. In addition, teacher candidates research good websites that they can use in planning lessons for their diverse students. Artifacts are evident that show that teacher candidates meet this standard.

<b>Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply these principles in practice.</b>		
Indicator 6.1: Candidates model and teach legal and ethical practice related to technology use.		
Indicator 6.2: Candidates apply technology resources to enable and empower learners with diverse background, characteristics, and abilities		
Indicator 6.3: Candidates identify and use technology resources that affirm diversity.		
Indicator 6.4: Candidates promote safe and healthy use of technology resources.		
Indicator 6.5: Candidates facilitate equitable access to technology resources for all students.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
E Portfolio – Portfolio at a Glance	2005–2007	100% acceptable (n=4)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 3, Diverse Learners	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Student Teacher Final Evaluations* Standard 6 (Communication)	2001–2002	100% acceptable (n=8)
	2002–2003	100% acceptable (n=4)
	2003–2004	100% acceptable (n=1)
TCER Standard 6, Communication	2004–2005	100% acceptable (n=3)
	2005–2006	100% acceptable (n=1)
	2006–2007	100% acceptable (n=3)
Grades in EDU 241 – Introduction to Instructional Media	2004–2007	100% acceptable

<b>Technology Standards Links</b>
<b>Xythos</b>
<a href="#">E Portfolio</a>
<a href="#">Portfolio at a Glance</a>
<a href="#">Scavenger Hunt</a>

**Specialty Area Standards for the Visual Arts**

Students in the art education program at Meredith College are well-versed in the content of art; the making of art, the study of its history as well as the social and cultural contexts of art, the critical and aesthetic activities of art, and the deep thinking skills and creativity required. This is evidenced in their studio products as well as in their written works, grades, and practicum/classroom activities and materials. Sample student notebooks are available in Art Education box 2.

<b>Visual Arts Standard 1: Visual arts teachers know the content they teach</b>		
Visual Arts 1:1 Conceptualizing and developing ideas for creating artwork		
Visual Arts 1:2 Creative problem solving in the process of art making		
Visual Arts 1:3 Perceptual awareness in organizing and implementing images		
Visual Arts 1:4 Evaluating and refining concepts in the creation of original artwork		
Visual Arts 1:5 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 The importance of studio skills, including traditional and new technologies (media, tools, techniques)		
Visual Arts 1:7 Expression through feelings, qualities, values, and styles		
Visual Arts 1:8 Safe and responsible use of media tools, and equipment in the art classroom		
Visual Arts 1:9 Providing a safe appropriate working environment in the art classroom		
Visual Arts 1:10 The nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts		
Visual Arts 1:11 Affects and effects (aesthetic experience, preferences, enjoyment, and appreciation)		
Visual Arts 1:12 Descriptive language and the way visual images and forms communicate meaning		
Visual Arts 1:13 The study of art work for interpretation and evaluation		
Visual Arts 1:14 Various purposes for creating art		
Visual Arts 1:15 Comparing and contrasting works of art through description, analysis, interpretation, and judgment		
Visual Arts 1:16 Critiquing artwork using verbal and written expression, incorporating art vocabulary and terminology		
Visual Arts 1:17 Examining art through the context of history, culture, society, artists, time, place, function, purpose, influence, style, and genre		
Visual Arts 1:18 Reorganizing and differentiating art works through historical, cultural, and societal context		
Visual Arts 1:19 Encouraging art as an avocation		
Visual Arts 1:20 Career avenues within the visual arts		
Visual Arts 1:21 Art appreciation endeavors as an attribute of life-long learning		
Visual Arts 1:22 Mentoring students' development, interests, and personal goals in art		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Sample transcripts	2006–2007	100% acceptable
Art Studio Classes (final course grades/GPA)	Reviewed at admission to program	
	2001–2007	100% acceptable (n=21; program completers admitted to teacher education, 3.76 avg.)
Art History Classes (final course grades/GPA)	Reviewed at admission to program	
	2001–2007	100% acceptable (n=21; program completers admitted to teacher education, 3.0 avg.)
Art 734A* (sample lesson plans, unit plans)	2001–2007	100% acceptable, n=21, 3.45 avg.
Art 735A* (lesson plans, unit plans, logs)	2006–2007	100% acceptable, n=11, 3.6 avg.
Art 736A* (lesson plans, unit plan, logs)	2001–2007 2005–2006	100% acceptable, n= 9, 3.619 avg. 100% acceptable (n=4)

	2004–2005	100% acceptable (n=9)
Technology Portfolios (samples)	2006–2007	100% acceptable (n=11)
Student Teaching summary report	2001–2007	100% acceptable (n=20)
Senior Exhibitions (announcements, web page sample)	2001–2007	100% acceptable
Art Exhibit Critique & Review samples	2004, 2005	100% acceptable
Art History & Criticism Photos, quiz, activity samples	2005–2006 2006–2007	100% acceptable
Safety Guidelines sample	2007	100% acceptable
Peer Evaluation/Reflection sample	2007	100% acceptable (n=9)

\*Art Education Methods courses were revised in 2005/2006 from Elementary, Middle School, High School sequence to Foundations of Art Education, Elementary, Secondary sequence.

### **Visual Arts Standard 2: Visual arts teachers make informed selection of instructional content.**

Through a wide range of experiences such as observations in a wide range of settings, practicum teaching, classroom instruction, the making of art, the study of art history, the use of technology, and related research, art education students accumulate a vast repertoire of knowledge and skills to draw upon in the creation of instructional content.

<b>Visual Arts Standard 2: Visual arts teachers make informed selection of instructional content.</b>		
Indicator 2.1: Recognize that their knowledge of art is essential to providing meaningful learning opportunities for all students.		
Indicator 2.2: Understand and incorporate a range of comprehensive learning opportunities in arts education for all students (various cultures, ages, abilities, developmental levels)		
Indicator 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		
Indicator 2.4: Understand the importance of developing instruction to make historical and contemporary art of diverse cultures accessible to students		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Sample peer review	2006	100% acceptable (n=11)
Practicum teaching experience photos	2007	100% acceptable (n=9)
Technology sample unit and photo	2007	100% acceptable (n=9)
Art 734 sample lesson & interactive kit	2006–2007	100% acceptable (n=11)
Art 745 sample lesson plans, units	2006	100% acceptable (n=11)
Art 746 sample lesson plans, units	2005, 2007	100% acceptable
Sample quizzes	2006	100% acceptable (n=11)

### **Visual Arts Standard 3: Visual arts teachers are able to effectively instruct students in visual arts.**

In addition to an exceptional content knowledge base, art education students are offered numerous opportunities to observe, reflect upon, and practice the act of teaching art. They develop critical observation skills that help them discern best practices and have numerous opportunities in each methods course to apply their skills and ideas in practice teaching sessions in diverse settings. Instructors offer feedback and input in a timely fashion so that each experience assists students in perfecting their instructional skills. In addition, the student teaching experience offers them the opportunity to hone their skills and mature as teacher candidates.

**Standard 3: Visual arts teachers are able to effectively instruct students in visual arts.**

- Indicator 3.1: Implement a comprehensive approach to visual arts education that integrates studio, art history, aesthetics and art criticism.
- Indicator 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.
- Indicator 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.
- Indicator 3.4: Help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects.
- Indicator 3.5: Help students engage in the meaningful exploration, analysis, interpretation, and judgment of art.
- Indicator 3.6: Encourage students to make and understand connections between meanings in the world of art and in their own lives.
- Indicator 3.7: Help students become familiar with the history of art, specific artists and their works, and art forms of various cultures.
- Indicator 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.
- Indicator 3.9: Facilitate the development of critical thinking and higher order thinking skills through active engagement with visual arts.

<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Sample observation/reflection	2005	100% acceptable
Sample peer review	2007	100% acceptable
Art 735 sample lesson plans, units	2004–2005, 2006	100% acceptable (n=9) 100% acceptable (n=11)
Art 736 sample lesson plans, units	2003–2004 2004–2005 2005–2006 2006–2007	100% acceptable 100% acceptable (n=9) 100% acceptable (n=4) 100% acceptable (n=11)
Community HS Workshop plans and notes	2005	100% acceptable
Sample OBL assignment/collaboration	2006	100% acceptable (n=8)
Art Criticism photos, worksheet, assignment	2006–2007	100% acceptable (n=11)
Questioning Analysis sample	2006	100% acceptable (n=9)
Peer presentations photo	2006	100% acceptable (n=11)

**Visual Arts Standard 4: Visual arts teachers are well-versed in pedagogy.**

In addition to an exceptional content knowledge base, art education students are offered numerous opportunities to observe, reflect upon, and practice the act of teaching art. These experiences assist students in applying art content in an effective, creative manner that meets the needs of all students. In addition, the student teaching experience offers them the opportunity to hone their skills and mature as teacher candidates.

**Standard 4: Visual arts teachers are well-versed in pedagogy.**

- Indicator 4.1: Have effective planning skills and are able to make informed and flexible instructional decisions, recognizing that careful long- and short-term planning is essential for successful art instruction.
- Indicator 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.
- Indicator 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.
- Indicator 4.4: Have students share, discuss, examine, and write about their art work.
- Indicator 4.5: Assist students in exploring and interpreting multiple ways of understanding works of art.
- Indicator 4.6: Have well-developed communication skills and utilize appropriate ways of asking questions, facilitating

discussions, and promoting critical thinking.		
Indicator 4.7: Develop a repertoire of teaching strategies appropriate to the needs of all students.		
Indicator 4.8: Use appropriate technologies as instructional, research, and artistic tools.		
Indicator 4.9: Use an array of instructional school-based and community resources to enhance teaching.		
Indicator 4.10: Provide opportunities for students to share their accomplishments in visual arts with peers, family, and community.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Interactive art kit, Art 734	2006	100% acceptable (n=9)
Art review/reflection assignment	2007	100% acceptable (n=8)
Analysis/reflection of questioning	2006	100% acceptable (n=9)
Sample "classroom rules"	2007	100% acceptable (n=8)
Sample peer evaluation	2007	100% acceptable (n=8)
Leading critiques, photos, observation	2007	100% acceptable (n=8)
Program Review, comments	2006	100% acceptable
Graduate feedback, email	2007	100% acceptable
Presentation at Conference, photos	2006	100% acceptable (n=11)
Observation/reflection, sample	2005	100% acceptable
Technology unit, reflection, photos	2006	100% acceptable (n=9)
Collaborative Learning, photos	2006	100% acceptable (n=9)
Feedback from cooperating teacher, School for the Blind, sample email	2006	100% acceptable (n=9)
Art 734 Lesson plans, unit samples	2006	100% acceptable (n=9)
Art 735 Integrated Instruction, sample lesson plan	2005	100% acceptable
Art 736 sample units, lesson plans	2004, 2007	100% acceptable

**Visual Arts Standard 5: Visual arts teachers have a comprehensive knowledge of student characteristics, abilities and learning styles.**

In the Meredith College education, psychology, and art methods courses, art education candidates have been well-instructed in the ranges of student characteristics, modalities, and ability levels that they will encounter as teachers in the field. Lesson and unit planning, as well as observational/reflection opportunities are discussed and reviewed in terms of adaptations necessary to meet the needs of students. Candidates also spend much time developing their motivational skills so that student creativity, interest, and active involvement in lessons are fostered. Students also review art materials and techniques for appropriateness in school instruction in terms of age level appropriateness, aptitudes, and safety.

<b>Standard 5: Visual arts teachers have a comprehensive knowledge of student characteristics, abilities and learning styles.</b>		
Indicator 5.1: Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential, and social factors.		
Indicator 5.2: Recognize established stages of artistic development as general rather than specific and each student progresses on an individual basis.		
Indicator 5.3: Understand that students have different learning styles.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Service Learning Project, Art 735 Photos, sample reflections & logs	2006	100% acceptable (n=11)

Art 734 sample lesson plan	2005	100% acceptable
Art 735 sample unit, lesson plans, review	2005, 2007	100% acceptable
Site Reflection samples	2005–2006	100% acceptable (n=11)
Evaluation/reflection, sample self & peer	2007	100% acceptable (n=8)
Art Review Assignment	2007	
Student Intern Evaluation, sample	2005	
Modalities & Instruction, photos	2005–2007	
Student Characteristics, sample quiz	2006, 2005	100% acceptable
Analysis of Questioning, sample + reflection	2006	100% acceptable (n=11)
Montessori Approaches, photos	2006	100% acceptable
Developmental Stages Research paper samples (completed in each Art 735 class)	2002–2007	100% acceptable

**Standard 6: Visual arts teachers create effective instructional environments conducive to student learning.**

Art education candidates have numerous opportunities within the framework of courses and practicum experiences to apply the concepts of an effective instructional environment to their teaching. This not only includes visually, cognitively stimulating, but environments that address the needs of the learners and emphasize safety, effective behavioral methodology, efficiency, and organization.

<b>Standard 6: Visual arts teachers create effective instructional environments conducive to student learning.</b>		
Indicator 6.1: Provide art classrooms where students can create with physical, emotional, and intellectual safety.		
Indicator 6.2: Provide supportive, shared, collaborative, instructional environments that promote the learning of all students.		
Indicator 6.3: Promote principles of fairness and equity.		
Indicator 6.4: Provide environments that are well-managed and organized.		
Indicator 6.5: Recognize that teachers are responsible for managing the simultaneous activities that take place daily in today's diverse and changing classrooms.		
Indicator 6.6: Provide opportunities for students to take responsibility for their own learning, to inquire, learn, and think in independent and productive ways.		
Indicator 6.7: Integrate a variety of instructional resources to enhance learning for all students.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Students Earning Licensure	2001–2007	
Observation logs/reflections, samples	2006	100% acceptable (n=11)
Analysis of Questioning/Reflection Sample	2006	100% acceptable (n=11)
Intern Evaluation, sample	2005	
Unit Adaptations for Exceptional Students, sample	2007	100% acceptable (n=11)
Self Assessment, sample Art 735	2005	
Safety Practices, photos	2005–2007	
Mock Interviews, Art 736, sample form	2007	100% acceptable
Classroom Environment, photos	2005–2007	100% acceptable
Art 736 Lesson Plans, sample	2007	
Needs of Students, email	2007	
Classroom Management Tools, samples	2006–2007	100% acceptable

**Visual Arts Standard 7: Visual arts teachers effectively manage student behavior.**

Art education candidates have numerous opportunities within the framework of courses and practicum experiences to apply the concepts of an effective, safe, well-managed instructional environment to their teaching.

<b>Standard 7: Visual arts teachers effectively manage student behavior.</b>		
Indicator 7.1: Consistently provide and apply clearly understood expectations, rules, and consequences for student behavior.		
Indicator 7.2: Use a variety of appropriate strategies and procedures to manage student behavior.		
Indicator 7.3: Provide clearly understood procedures for administrative matters.		
Indicator 7.4: Provide parameters for verbal participation, and movement within the art classroom.		
Indicator 7.5: Monitor students to foster constructive behavior and stop inappropriate or disruptive actions.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Graduates Receiving Licensure	2001–2007	100% acceptable (n=20)
Classroom & Museum Observation Logs & Reflections	2005–2007	100% acceptable
Classroom Management Plans, samples	2007	100% acceptable (n=8)
Service Learning Reflection	2006	100% acceptable (n=11)
Classroom Management, photos	2006–2007	100% acceptable (n=11)

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

Education and methods courses, as well as practicum experiences offer art students the opportunity to develop and apply assessment techniques and instruments that fit instruction in the visual arts. Because of the often subjective nature of art and art making, students must also discuss and develop philosophies of the assessment of art that meet the need of students, schools, and districts and yet encourage high quality art instructional outcomes.

<b>Standard 8: Visual arts teachers conduct meaningful, appropriate assessments of student learning.</b>		
Indicator 8.1: Develop assessment strategies consistent with instructional goals, teaching methods, and individual student abilities to assess skills and understandings central to art.		
Indicator 8.2: Use formal and informal, diagnostic, monitoring, and summative assessment strategies such as portfolios, rubrics, journals, oral and written critiques, and discussions.		
Indicator 8.3: Regard assessment as a cooperative venture between student and teacher.		
Indicator 8.4: Create and use equitable assessments for higher-order thinking, problem solving, individual skills, knowledge, and understanding.		
Indicator 8.5: Recognize the individuality of students and their responses.		
Indicator 8.6: Provide equal opportunity for all students to display and share what they know and learn in art.		
Indicator 8.7: Provide insightful feedback to students concerning the development of their work in progress as well as the finished product.		
Indicator 8.8: Model formative and summative processes that assist students in self and peer assessment of art.		
Indicator 8.9: Acknowledge a variety of student accomplishments and positive behaviors.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Graduates Earning Licensure	2001–2007	100% acceptable (n=20)
Assessment Tools, sample handouts	2002–2007	
Assessment Quiz, samples	2006	100% acceptable (n=11)

Assessment Instruments, Reviews, Lesson samples	2004–2007	100% acceptable
Observation Reviews/Logs samples	2004, 2006	100% acceptable
High School Workshop evaluation instrument, Art 736	2003, 2007	
Scholastics Art Review assignment	2003–2007	
Service Learning Art Children’s Exhibit, Art 735, sample invitation	2006	100% acceptable
Graduate Feedback, email	2007	
Art Review/Reflection, Art 735, sample	2006	100% acceptable (n=11)

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

The study of art in the 21<sup>st</sup> century is inherently multicultural and reflects the global nature of the world we live in. Art education students have a strong background in art history and continue to explore issues of culture in all three methods courses as well as in the education, psychology, and sociology courses required for this major and licensure. In addition, the Art 734: Foundations of Art Education course (initiated in spring of 06), has a strong emphasis on culture and its implications for instruction in art in a pluralistic society.

<b>Standard 9: Visual arts teachers develop a curriculum that embraces a respect for multiculturalism.</b>		
Indicator 9.1: Reflect the breadth and depth of art history within diverse cultures.		
Indicator 9.2: Emphasize art as an essential component of multicultural and interdisciplinary curriculum development and review.		
Indicator 9.3: Promote awareness of beliefs, understandings, theories and philosophical approaches of art making, from a variety of cultural perspectives, accessible to students.		
Indicator 9.4: Make reasoned and insightful selections of artists and works of art to support teaching goals.		
Indicator 9.5: Consider the content of art in the context of fundamental individual and societal issues.		
Indicator 9.6: Provide students with a knowledge base of historical, critical, and aesthetic concepts to enhance their experiences of art in a global context.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art 734 sample quizzes	2006	
Art 736 Peer Evaluation, sample	2007	100% acceptable
Art 734 lesson plans, unit plans, samples	2006	100% acceptable (n=9)
Art 735 lesson plans, unit plans, samples	2006	100% acceptable (n=11)
Art 736 lesson plans, unit plans, samples	2007	100% acceptable (n=8)
Art History Grades	2001–2007	100% acceptable, n=21, 3.0 avg.

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

The study of art in the 21<sup>st</sup> century reflects the global nature of the diverse world we live in. Art education students have a strong background in topics related to diversity such as art history, culture, and the characteristics of learners and continue to explore issues of diversity in all three methods courses as well as in the education, psychology, and sociology courses required for this major and licensure. In addition, in the art methods courses strategies for adaptive instruction are explored as well as during observational and practicum experiences in diverse settings. These educational applications expand upon their knowledge and skills.

<b>Standard 10: Visual arts teachers develop a curriculum inclusive of the goals, values, and purposes of education within a diverse community and society.</b>		
Indicator 10.1: Understand the importance of making appropriate curriculum content decisions while taking into		

consideration student, school, and community contexts.		
Indicator 10.2: Articulate how the art curriculum addresses diversity within school, district, and state curriculum guidelines.		
Indicator 10.3: Adapt, change, modify, and select curricular options reflective of a diverse student population.		
Indicator 10.4: Provide opportunities for all students to learn to work both individually and collaboratively.		
Indicator 10.5: Explore the value of students' career options in visual arts in relation to civic, social, and economic issues in a global society.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art 734, Art 736, sample schedules of practicum experiences, email confirmation	2006, 2007	100% acceptable
Evaluation of Intern sample	2005	100% acceptable
Diverse Audiences; lesson plans, samples	2006, 2007	100% acceptable
Peer Evaluation, sample	2007	100% acceptable (n=8)
Presentation: Service Learning Project; Day of Student Achievement, email	2007	
Service Learning Project Reflection Journal, sample	2006	100% acceptable (n=11)
Art 734 Unit Planning, sample	2006	100% acceptable (n=9)
Art 735 Unit Planning, sample	2006	100% acceptable (n=11)
Art 736 Unit Planning, samples	2007	100% acceptable (n=8)
ESL Lessons, Art 734, photos	2006	100% acceptable (n=5)

**Visual Arts Standard 11: Visual arts teachers are sensitive and insightful observers of students' individual differences.**

Multiple opportunities for reflection, discussion, cooperative lesson development, and team planning/teaching offer art education students venues for acquiring and applying information pertinent to teaching and learning. Numerous practicum experiences, observation experiences, and critique technique development provide opportunities for acquiring practical knowledge regarding student characteristics/backgrounds and to develop instructional strategies reflective of those understandings.

<b>Standard 11: Visual arts teachers are sensitive and insightful observers of students' individual differences.</b>		
Indicator 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.		
Indicator 11.2: Understand that students learn in different ways and at different paces.		
Indicator 11.3: Respect and value the unique backgrounds, abilities, and interests of all students.		
Indicator 11.4: Are sensitive to differences in artistic and aesthetic responses of students.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Licensure, summary of students	2001–2007	100% acceptable (n=20)
Evaluation of Intern, samples	2005	100% acceptable (n=3)
Observation Logs/Reflections, samples	2005–2007	100% acceptable
Practicum Applications, photos	2005–2007	100% acceptable
Assessment Tools, sample	2007	100% acceptable (n=8)
Lesson Plans, Unit Plans, samples	2006, 2007	100% acceptable
Analysis of Questioning, form and reflection sample	2006	100% acceptable (n=9)
Classroom Management Plan, sample	2007	100% acceptable (n=8)

Student Art Exhibit Review & Reflection, form and samples	2005, 2006	100% acceptable
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**Visual Arts Standard 12: Visual art teachers recognize their responsibilities to the school and to the community.**

<b>Standard 12: Visual arts teachers recognize their responsibilities to the school and to the community.</b>
Indicator 12.1: Serve as role models for students as professionals through appropriate speech, actions, dress, and appearance.
Indicator 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.
Indicator 12.3: Work with colleagues to improve and evaluate professional development plans and practices.
Indicator 12.4: Provide leadership in educational and professional roles.
Indicator 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.
Indicator 12.6: Recognize the value of working with educators from other schools, districts, colleges and universities; and also individual artists, arts organizations, and museums.
Indicator 12.7: Develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.
Indicator 12.8: Analyze the effectiveness of their art program in the context of personal, school and district goals, and model programs.
Indicator 12.9: Communicate effectively with a variety of audiences.
Indicator 12.10: Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
Indicator 12.11: Work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas.

**Evidence**

<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Art Department Program Review	2006	100% acceptable
Day of Student Achievement Presentation, email confirmation, photos	2007	100% acceptable (n=5)
Analysis of 4 <sup>th</sup> Year Program Completers	2006	100% acceptable
Graduate Feedback	2007	
Students Earning Licensure, chart	2001–2007	100% acceptable (n=20)
Reflections on Childrens' Art Exhibitions, samples	2006–2007	100% acceptable
Reflections/evaluations of Teaching, samples	2007	100% acceptable (n=8)
Mock Interviews, sample notes	2007	100% acceptable (n=8)
Community Art Workshops, sample invitational materials, plans, assessments	2004–2005	100% acceptable
Art Department web site, Spotlight on Seniors, Artwork samples	2006	100% acceptable (n=2)
Service Learning Project Log, sample	2006	100% acceptable (n=11)
Observation/Reflections, samples	2005, 2006	100% acceptable
Peer Evaluation, sample	2007	100% acceptable (n=8)
Art 734 Sample Lesson Plans	2006	100% acceptable (n=9)
Art 735 Sample Lesson Plan/Units	2006	100% acceptable (n=9)
Art 736 Sample Lesson Plans/Unit	2007	100% acceptable (n=8)

**Visual Arts Standard 13: Visual arts teachers contribute to the growth of the profession as art educators.**

Art education candidates at Meredith College have the opportunity to contribute to the field through active involvement in related class extensions and through local and state conference and professional organization opportunities. Students also represent the field at on-campus events and activities.

<b>Standard 13: Visual arts teachers contribute to the growth of the profession as art educators.</b>		
Indicator 13.1: Are active members of professional associations, museums, and organizations.		
Indicator 13.2: Know the history of the profession and the foundations of arts education.		
Indicator 13.3: Participate in professional development seminars, workshops, and conferences.		
Indicator 13.4: Know the importance of making presentations at events such as school, parent, and community meetings and at professional conferences and workshops.		
Indicator 13.5: Know the professional research and literature and understand its impact on practices in the classroom.		
Indicator 13.6: Know the importance of contributing to the literature and practice of the profession.		
Indicator 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.		
Indicator 13.8: Know the importance of learning from mentors who exhibit the highest standards of educational practice.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Conference Presentation, PowerPoint	2006	100% acceptable (n=11)
Presentation, Day of Student Achievement Email confirmation	2007	100% acceptable (n=5)
Conference Attendance, Departmental Annual Report	2005–2006	100% acceptable (n=8)
Peer evaluation sample	2007	100% acceptable (n=8)
Student Teacher Competencies Worksheet, sample	2005	100% acceptable (n=3)
Scholastics Art Exhibition Review & Reflection, sample assignment	2005, 2007	100% acceptable
Community Art Workshops, sample invitation	2004–2007	100% acceptable
Students Feedback on Conference Involvement, samples	2006	100% acceptable (n=11)
NCMA Docent Analysis, sample form and reflection	2006	100% acceptable (n=11)

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

All required coursework, practicum experiences, student teaching experiences, and observation activities offer art education students at Meredith the opportunity to reflect on practices, articulate their beliefs and goals, and to assess and apply concepts and theories. Students receive feedback from instructors and cooperating teachers at regular intervals designed to assist them in growing as professionals and in strengthening their teaching.

<b>Standard 14: Visual arts teachers continually reflect on their own practice.</b>
Indicator 14.1: Continue to investigate the nature of teaching art.
Indicator 14.2: Develop a capacity for ongoing, objective self-assessment, innovation, and willingness to change in order to strengthen their teaching.
Indicator 14.3: Reflect on their teaching practices to extend their knowledge, improve their teaching, and refine their evolving philosophy of education.
Indicator 14.4: Articulate their teaching philosophy and the unique way in which visual arts contributes to cognitive, emotional, and social growth.
Indicator 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.

Indicator 14.6: Evaluate the effectiveness of their instruction and its influence on students.		
Indicator 14.7: Identify patterns of student behavior and student accomplishment in their classroom that reflect on their teaching effectiveness.		
Indicator 14.8: Analyze their strengths and weaknesses as teachers and employ that knowledge for ongoing professional development.		
Indicator 14.9: Develop a professional resume and portfolio, and know the importance of documenting professional experiences throughout their teaching careers.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
IHE Performance Report Survey Summaries	2004–2006	100% acceptable
Candidate Resumes, samples	2006, 2007	100% acceptable
Exhibit Review, sample format	2003–2007	100% acceptable
Observation Reports/Reflections, samples	2004, 2006	100% acceptable
Student Rubrics/Feedback Notes, samples	2004	100% acceptable (n=9)
Technology Professional Portfolio Reflections, samples	2004, 2006	100% acceptable
Philosophy Statement, development sample	2006	100% acceptable (n=9)
Peer Evaluation Feedback Form & sample	2007	100% acceptable (n=8)
Service Learning Reflection sample	2006	100% acceptable (n=11)
Student Art Exhibition Invitation sample & photos	2007	100% acceptable
Behavioral Plan Development, sample	2007	100% acceptable (n=8)
Alum Feedback, email	2007	
Student-led Reflection Meeting; Service Learning Project, email	2006	
Service Learning Presentation, email	2007	100% acceptable (n=5)
Philosophy of Art Education, student sample	2006	100% acceptable (n=2)
Professional Development Workshop, photos	2007	100% acceptable (n=8)

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

<b>Standard 15: Visual arts teachers know, respect, and care about students, their ideas and accomplishments.</b>		
Indicator 15.1: Know students may take different paths to the understanding and creation of art and allow for these differences.		
Indicator 15.2: Help students create, experience, and understand art relevant to their experiences and interests within their own context.		
Indicator 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.		
Indicator 15.4: Have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional, and physical development.		
<b>Evidence</b>		
<b>Assessments (Knowledge, Skills, and Dispositions)</b>	<b>Timeframe</b>	<b>Findings: % acceptable or above</b>
Students Earning Licensure	2001–2007	100% acceptable (n=20)
Alum Feedback, email	2007	
Childrens' Exhibit Review/Reflection, sample	2006	100% acceptable
The Lacy Project/ESL, PPT disk, photos	2006	100% acceptable (n=9)
Annual Juried Art Exhibition, sample invitation	2001–2007	100% acceptable
Home School Art Practicum, photos	2007	100% acceptable (n=8)
Peer Evaluations, sample form	2007	100% acceptable (n=8)

Secondary Unit Plans & Lesson Plans, samples	2007	100% acceptable
Observation/Reflection, sample	2004	100% acceptable
Safety Practices in Art, samples, photos	2005, 2007	100% acceptable
Analysis/Reflection of Student Questioning, sample	2006	100% acceptable (n=9)
Portfolio Reflection sample	2006	100% acceptable (n=2)
Student-centered Lesson plan/handout sample	2007	100% acceptable (n=8)
Service Learning Project Reflection sample	2006	100% acceptable (n=11)

Specialty Area Standards - Links	
Xythos	
<a href="#">Course Syllabi</a>	<a href="#">E Portfolio</a>

## Candidate Work with Families

Core, diversity, technology and specialty area standards address the work that the teacher candidates at Meredith College work with families and the community. Various artifacts are used to show that the teacher candidates understand the importance of communicating with families. During student teaching, candidates often work with families in providing assessment feedback and exhibit of art works. In addition, during their art education methods coursework, students have opportunities to interact with families through recruitment of students to Art Workshop programs, childrens' art exhibitions, Service learning activities, and other practicum experiences.

## TCER Standard 10 School and Community Involvement

Learning Outcomes	Evidence
The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	CORE Standard 2 , 4, 6 Student Teaching Completion 2001–2007: 100% acceptable (n=21)
	Diversity Standard 3, 4, 5 Student Teaching Completion 2001–2007: 100% acceptable (n=21)

## Program Standard 1A: Undergraduate Candidate Qualifications

*Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Students in K–12, 6–9, and 9–12 licensure programs have at least a minimum 2.5 grade point average in their content major. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.*

### I. Identify program admission criteria.

All traditional undergraduate students and licensure only students in the middle/secondary/K–12 programs at Meredith College are advised in their content area. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a *Declaration of Major* form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an *Application for Admission*. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 GPA out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 GPA must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the GPA has been raised. This is checked by the Director of Teacher Education.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

## **2. Describe how progress is limited until formal admission has been granted.**

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the art education program cannot enroll in the third methods class in the sequence until all requirements for admission are met. The Office of the Registrar, through WebAdvisor, prevents any student from registering for the final methods class without admission. Also, the methods professor alerts the Director of Teacher Education of students enrolled in the class. All students, other than lateral entry, who are not admitted, are dropped from the class.

## **3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.**

Students must be admitted into the program before they are admitted into their third art methods course. During the last methods class for art students receive their placement for the student internship and begin working in the school and classroom with their cooperating teacher. Students apply for their internship using the Triangle Alliance Form, a standard form used by all IHEs in the Triangle area. Students cannot apply for student teaching until they are enrolled in and admitted to the program.

### **Standard IB: Licensure-Only Candidates**

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

Licensure-only candidates must:

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for K–12 licensure.

- Meet with the DOE advisor who will work with them to plan their program and refer them to the program coordinator in art.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship and in content area, science.

**2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.**

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required, but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific satisfactory experience is submitted to the Dean of the Department of Education for evaluation. Decisions are made on an individual basis.

The Department of Education works with the [Regional Alternative Licensure Center \(RALC\)](#) to offer courses for lateral entry teachers. RALC is notified of classes offered at Meredith, communicates the information to lateral entry teachers, and on its website.

<b>Program Standard 1</b>
<b>Xythos</b>
<a href="#">Parent Newsletter 1</a>
<a href="#">Parent Newsletter 2</a>

## Standard 2: Assessment System and Evaluation

*The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.*

Meredith College offered licensure in Art K–12. The unit (DOE) collects and analyzes the data that is obtained from students who complete the licensure program. The expectations for students in this program have been and will continue to be based on the academic standards of Meredith College, the School of Art, and the Department of Education, the mission of Meredith College and the Department of Education, the Conceptual Framework of the Department of Education, and the standards of the North Carolina Department of Public Instruction.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

**I. Describe the system for the collection and analysis of data on candidate performance.**

The candidate data has been collected on students who have completed licensure in art. Table I illustrates the DOE system for collection and analysis of data on candidate performance:

**Table 2.0  
Candidate Performance Data Collection and Analysis**

<b>Initial</b>	<b>Midpoint</b>	<b>Formative Assessment of Internship</b>	<b>Summative Assessment of Teaching Internship</b>	<b>Recommendation for Licensure</b>
<ul style="list-style-type: none"> <li>• PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT)</li> <li>• Cumulative GPA (2.5 or better)</li> <li>• Content-area GPA: K–12, 6–9, 9–12 (2.5 or better)</li> <li>• 2 letters of recommendation</li> <li>• Attend Orientation session</li> <li>• Student Essay on diversity</li> <li>• Planned Program signed by advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with program director or designates</li> <li>• Methods courses</li> <li>• Advising meeting with program coordinator/methods instructor</li> <li>• Cumulative GPA (2.5 or better)</li> <li>• Content-area GPA: K–12, 6–9, 9–12 (2.5 or better)</li> <li>• “C” or better in professional education courses</li> <li>• 2 midpoint recommendations – one from methods instructor</li> <li>• Updated planned program</li> <li>• Field experiences form</li> <li>• Speech competency screening form</li> <li>• Triangle Alliance and health form</li> <li>• Background check</li> <li>• Action plan, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm conference</li> <li>• Midterm Internship Evaluation</li> <li>• Portfolio-at-a-Glance portion of portfolio completed</li> <li>• Action plan, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Final Conference</li> <li>• Teacher Candidate Evaluation Completed</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Portfolio</li> <li>• “P” grade in internship</li> <li>• Completion of planned program</li> <li>• PRAXIS II, if applicable</li> <li>• Cumulative GPA (2.5 or better)</li> <li>• Content-area GPA: K–12, 6–9, 9–12 (2.5 or better)</li> <li>• “C” or better in professional education courses</li> </ul>

The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an ad hoc committee proposed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators’ and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators, Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end

of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers.

The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period of the student internship, at the conclusion of the internship, and at program completion. As indicated in Table I, data is collected from internal and external sources at each point in the candidate assessment process.

## **2. Describe the system for the collection and analysis of data on the program and program operations.**

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement.

### **Program Assessment and Operations**

The art education program undergoes assessment in the following ways:

- Program reviews of the major content areas (every five years)
- Strategic plan and annual reports (annual)
- Final evaluations of student teachers and cooperating teachers in the content area (annual)

### **Program Operations**

Additional data is collected following program completion for program improvement. At the end of the student internship, each intern completes evaluations on her program, cooperating teacher, and college supervisors. These evaluations are in Likert and essay format, and program evaluations are shared with program coordinators. The North Carolina Department of Public Instruction administers a survey on an annual basis to program completers in their first year of teaching, to their employers, and to their mentors for the North Carolina. Data are summarized in the IHE Performance Report on Teacher Education. To summarize, data collected following program completion include:

- Student teaching exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)

The Department of Education collects data systematically and the data derived from candidates, graduates of the program in their first and third year teaching, their mentors and administrators, and our partnership schools comprise our unit assessment. Assessment data and reports that are reviewed include:

- Final evaluations of student teachers and cooperating teachers (semester)
- Strategic plan and annual reports that include information such as enrollment and retention of candidates
- NC IHE Reports
- Student evaluations (both course and faculty), peer observations, and faculty annual reports
- Post completion surveys

Based on the unit assessment, annual report, and institutional effectiveness plans completed every year, the unit modifies its yearly plan, and, if necessary, during its annual retreat, creates an action plan for tackling issues that arise.

Based on the program and unit findings, assessment and recommendations for program revisions are made:

**Table 2.1 Program and Candidate Assessments**

<b>Program and Candidate Assessments</b>			
<b>Instrument/Evaluation</b>	<b>Data Source</b>	<b>Data Collection/ Analysis/ Responsibility</b>	<b>Review Cycle</b>
GPA at Admission	Registrar's Office	DOE Office TEC Committee	Annual
PRAXIS, SAT, ACT	ETS Admissions Office IHE Report	DOE Office TEC Committee	Annual
Post Completion Surveys	IHE Report Graduate Surveys	NCATE Coordinator TEC Committee	Annual
Program Completion Surveys	Candidates	Director, Teacher Education	Semester/Annual
Field Experiences Report	Candidates	Field Experiences Coordinator Director, Teacher Education	Semester/Annual
Technology Standards Pass Rate	Faculty/Supervisors	Field Experiences Coordinator Director, Teacher Education	Semester/Annual
<b>Operations Assessments</b>			
Enrollment Numbers/Program	IHE Report	Director, Teacher Education TEC Committee	Annual
Number Licensed and employed within 1 year of graduation	IHE Report	NCDPI	Annual
Number Graduates employed in Public Schools	IHE Report	NCDPI	Annual
Analysis of Faculty Service to Public Schools	Faculty – Annual Reports	Department Head/Dean	Annual
Observation of Teaching	Department Head	Dean	Annual
Peer Observation of Teacher	Faculty	Department Head	Annual
Student Evaluations of Course and Instructor	Faculty/Department Head	Department Head	Semester/Annual
Candidate Complaint/Concern	Department Head, Dean, VPAA	Department Head, Dean, VPAP	Annual
Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan	Faculty	Department Head NCATE Coordinator	Annual

**3. Describe the formal annual review of the program.**

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completer survey data; (d) student data, including the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department,

such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- **Strategic Planning:** Every year the strategic plan addresses the overall direction of a department/unit, both long term, as well as short term. The direction of the department/unit should support the initiatives and goals of the College, and the mission of the department/unit. The strategic plan of the department/unit reflects the strategic plan of the College, the long-range goals of the department/unit, and how they are evaluated and reviewed; and the various ways that the department/unit supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department/program selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of evaluation.
- **Educational Outcomes Assessment:** Each year, the department/unit identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment methods, and assessment results. Departments report on how they are/have used the results of the assessment.
- **Results:** Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if education is involved, with the department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program.

At the beginning of each semester, program coordinators for all licensure programs meet to discuss changes in education, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

<b>Program Standard 2</b>
<b>Xyθος</b>
<a href="#">Program Review</a>
<a href="#">Annual Reports</a>

## Program Standard 3: Field Experiences and Clinical Practice

Meredith College currently has a partnership with the [Wake County Public Schools System](#) (WCPSS) through the [Triangle Alliance Agreement](#) and individual school partnerships with 12 elementary schools. The K–6 program at Meredith is currently our largest program that allows individual relationships to be beneficial both to the school and to our students. The partnership with WCPSS allows the Department of Education and the art education program to seek out art teachers who use best practices for our students.

### Program Standard 3A: Field Experiences and Clinical Practice

*Students in the art education program will have sequentially planned field experiences that will begin early in the student’s program and will culminate in a continuous and extended minimum eleven-week period of student teaching*

*the area of art K–5, 6–8, or 9–12. All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.*

**I. Describe the early field experiences and the sequence in which they occur.**

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the [Conceptual Framework](#) of the Department of Education and its programs.

The program begins with developing our candidates into leaders in education. During early field experiences, linked to specific course requirements, candidates begin to learn how school systems and schools work. During EDU 232, Foundations of American Education, undergraduate and licensure only art education candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early into the importance that the department places on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to [SOC 273, Education and Family in Mexico](#), a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, [CORE 200](#). EDU 234, Educational Psychology requires students to observe and assist a public school teacher and class in their area of licensure, and to observe in a classroom for exceptional children. Other courses, outside of the Department of Education, taken as requirements for licensure, [SOC 335, Race and Ethnic Relations](#) and [PSY 312, Psychology of Exceptional Individuals](#), often require field work as part of the course requirements.

The student internship begins the semester before the full time internship experience. Art education candidates receive their school and cooperating teacher assignment the semester of their final art methods course, a semester before the internship. Having this opportunity gives candidates the opportunity to work in the school with the cooperating teacher, and the students. Also, it allows the cooperating teacher to note the work ethic of the candidate and raise concerns that can be dealt with before the candidate begins the student internship. Feedback is solicited from the cooperating teacher at the end of the first semester of placement with informal and two formal assessments completed during the internship.

The program in art education requires carefully sequenced and highly structured field placements connected to various required courses within the program of study. The chart below shows field placements for comprehensive science 9–12 licensure students.

Program	Year/Sem	Course/Number	Type of Experience	Hours in Field
All Programs	Sophomore	EDU 232 Foundations of American Education	Introductory – observation, participation	Minimum of 10 hours
All Programs	Sophomore/ Junior	EDU 234 Educational Psychology	Introductory - observations and limited participation	Minimum of 10 hours
All Art Education Programs	Junior-Senior years	Art 734A Art 735A Art 736A	Observation, active participation, mini teaching	Minimum of 10 hours each course
All Middle/Secondary Programs	Senior Fall or Spring Semester	EDU 466 – Pre-adolescent & Adolescent	Internship – Observation, case study	Minimum of 40 hours

		Behavior		
All Secondary Programs (opt. Middle Grades)	Senior Fall or Spring Semester	EDU 467 – Secondary School	Internship – Observation, mini-teaching	Minimum of 40 hours
All Middle/Secondary Programs	Senior Fall or Spring Semester	EDU 450 – Reading in the Content Area	Internship – Mini-teaching	Minimum of 40 hours
All Programs	Senior Fall or Spring Semester	EDU 440 – Seminar in Education	Internship – Observation, journaling	Minimum of 40 hours
All Programs	Senior year Fall or Spring Semester	EDU 490 – Supervised Observation and Directed Teaching	Internship – consecutive 11-week semester	11 weeks/40 hours/week = 440 hours

**2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.**

During the final semester, science education candidates have the opportunity to demonstrate their strong content knowledge by being able to transform the knowledge and skills learned not only in their content area, but also in their general education, into their classroom by completing a fulltime eleven week student teaching experience. In the student internship, candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, observation of other teachers in other science areas, and a reflective seminar throughout the semester and at the completion of the internship. The cooperating teacher; two college supervisors, one in content, the other in the department of education, and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate confers with the education supervisor and content area supervisor on a weekly basis; is part of conferencing with the cooperating teacher and the education and/or content area supervisor; attends weekly reflection seminars with her peers and education supervisor; and, has individual consultations with the education and content area supervisor. The education supervisor conducts conferences with the intern and the cooperating teacher, has consistent and constant contact with the intern and cooperating teacher, and conducts the reflection seminar with the candidate and her peers.

**3. Describe the involvement of the P–12 partners in field experiences and clinical practice.**

The Department of Education has a collaborative agreement through the Triangle Alliance with [Wake County Public Schools \(WCPSS\)](#). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P–12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. In addition, the majority of WCPSS high schools are ethnically and economically diverse. Having a school system with such a variety of schools enables the Department of Education working with the program coordinator or methods instructor to select the school and cooperating teacher that will provide the best experiences for the teacher candidate. The Director of Teacher Education keeps a record of the art education candidates' experiences while in the program. During the methods semesters, the director along with the art education program coordinator/methods faculty works with WCPSS to assign candidates to the schools and cooperating teacher.

From past experience, the director and the art education methods faculty have worked with a number of excellent cooperating teachers in WCPSS. In addition, the director sometimes relies on the recommendation of the school's department head, assistant principal for instruction (API) or the grade level assistant principal

of a cooperating teacher either for early field experiences and/or student internship placement. Several WCPSS high schools have over 2000 students, and the communication with the API makes for easy placement of a art education candidate. In addition, advice and input is often solicited from the Dean of the School of the Arts at Meredith, Dr. Rebecca Bailey, who has extensive experience working with the schools and art teachers in WCPSS. Using this approach to placement, the Department of Education is confident in having cooperating teachers who are highly qualified in their content area. For early field experiences in the education program, contact to the school is made by the Director of Teacher Education. The instructor of the early field experience course, whether it is EDU 232 or EDU 234, informs the school and teacher of the goals, objectives, and expectations for the student and the course. For the methods placement, initial contact is made by the Program Coordinator; then, communication among the students, art methods professor, and the art teacher are usually done by email so that the goals, objectives, and expectations for the student are understood. Again, at the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. During the 11-week fulltime internship semester, candidates request a formal evaluation from one of the assistant principals or the art Department Head in the high school. Usually this assessment is completed by the administrator using the Teacher Performance Appraisal Instrument (TPAI). This assessment is usually used as part of the professional portfolio.

#### **4. Identify the criteria and processes used for making field placements.**

In some cases, such as EDU 232, Foundations of American Education, field placements for art education students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a perspective teacher's point of view. In EDU 234, Educational Psychology, early field experience placement for all middle/secondary/K-12 teacher candidates is made by the Director of Teacher Education. Arrangements are usually made with assistant principals (middle/high schools), department heads, or individual teachers. In the art education methods courses, placements are made by the instructor of the course in collaboration with the Program Coordinator.

Cooperating teachers are identified for placements the semester before the full time student internship. For art education student internship placements, the Director of Teacher Education collaborates with the art education methods faculty, school administrators (assistant principals for instruction or grade level assistant principals), and department heads to identify highly qualified art teachers in the WCPSS. On occasion, WCPSS principals are contacted. Other factors also go into the placement of art education candidates. In addition to the early field placement list that the Director maintains, the candidate is asked about other experiences she might have had with students in a public school setting. And, the admission essay is used as a gauge for experiences with diverse students that the candidate might need to have during the student internship experience. The area(s) of art (such as media areas, grade levels) that the cooperating teacher teaches is also used as a basis for placement. The Director works with the school system to ensure that the candidate has a diversity of students, and if appropriate, more than one art area to teach. The Director of Teacher Education also reviews past evaluations of cooperating teachers in art. After the cooperating teachers are identified, the candidate spends the first semester working in their classroom, interacting with students, teaching mini-lessons, attending meetings, if possible. At the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. If the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

**5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.**

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling their roles from the Department of Education and the science methods faculty. The Director of Teacher Education meets with a beginning or new cooperating teacher to our program. During this meeting, the director provides an overview of the teacher education program at Meredith College and its philosophy of internship support, the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, the assessment instruments, and answers any questions that the cooperating teacher might have. A dinner meeting is held one evening before the fulltime student internship begins with the education supervisor, student intern, and the science education faculty. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership among the student intern, cooperating teacher, education and content area supervisor are discussed; student intern expectations are outlined, including lesson planning, videotaping, technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, education and content area supervisors for all middle/secondary/K–12 programs are full time tenured faculty. If part time faculty are hired to supervise in these programs, the criteria include a minimum of a Master's degree in a relevant field, at least three years of successful teaching in the public school classroom, experience in the subject area and/or level of licensure, evidence of on-going professional development, and recommendations of other educators. Part time faculty who supervise meet with the Director of Teacher Education and the content area methods faculty to discuss responsibilities and guidelines for working in the program.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the education and content area supervisor. The assessment instruments include a Likert instrument as well as open-ended comments. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Head of the Department of Education consults with the Department Head of the content area on providing support and opportunities for improvement.

**6. Describe how candidates in field experiences are supervised and evaluated.**

Early field experiences for candidates in art education are assessed through the individual classes. Their assignments are assessed by the faculty teaching the professional education courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will contact the cooperating teacher for feedback, or the cooperating teacher contacts us with concerns. Lines of communication are always open. All cooperating teachers involved with our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined.

During the semester before the internship, cooperating teachers are asked for feedback on the candidate. The assessment process during the student internship requires that the cooperating teacher, student intern, and both college supervisors, education and content area, each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and the education supervisor completes at least four formal classroom observation assessments with the content area supervisor completing two or three, using the Teacher Candidate Evaluation Rubric (TCER).

All student interns in the middle/secondary licensure program begin a reflective journal during the semester of the full time student internship. In addition, they complete a case study on a special needs student in their classroom. During the internship, there are numerous opportunities for candidates to reflect on their experiences. Cooperating teachers provide informal oral and written feedback on lesson plans, classroom management strategies, and instructional strategies. Candidates complete and critique two videotapes, and communicate with the education supervisor on a weekly basis. In addition, candidates participate in student internship seminars throughout the full time student internship period that provide opportunities to problem-solve, reflect on the week, and receive peer feedback.

Measurement and evaluation of student learning are embedded throughout the teacher education program. Candidate designed lesson plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of student learning. In addition, all lesson plans must indicate differentiated instruction for exceptional students/English Language learners. During the methods and student internship semester, a variety of assessment strategies are expected. Examples of rubrics used, informal and formal assessment strategies, and a variety of assignments are expected to be demonstrated during this period.

**7. Describe how field experiences and clinical practice are evaluated.**

Each semester, cooperating teachers provide an anonymous evaluation of the education supervisors using an instrument developed by WCPSS. The evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education.

Cooperating teachers, college supervisors, and programs are evaluated by student interns at the end of each semester. The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, a Likert item, and open-ended comments. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the Department Heads of both Education and the content area. If an evaluation raises a concern about a supervisor’s performance, the Department Heads consult with each other and with the individual supervisor. Program concerns are cataloged and if the same concerns are expressed over a period of time, the program coordinator meets with the Director of the Teacher Education and, if necessary, the Chair, Department of Education, to discuss plans of action to remedy the situation.

<b>Program Standard 3</b>
<b>Xythos</b>
<a href="#">Course Syllabi – Art</a>
<a href="#">Course Syllabi - Education</a>

**Program Standard 4: Diversity**

*The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty and school faculty, diverse candidates, and diverse students in the public school settings.*

**I. Describe how diversity is addressed in the curriculum and in clinical practice.**

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the [Mission](#) and [Conceptual Framework](#) of the Department of Education, and is a major focus of our partner school system, the [Wake County Public School System](#) (WCPSS). The secondary art program at Meredith College

addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge bases, and conceptualizations of diversity and inclusion so that they can apply them effectively in schools. Candidates in the art education program understand and demonstrate the importance of adjusting instruction to accommodate the individual learning needs of their students, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, engage all students, and through best practices in multicultural and inclusive education, use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The program works to ensure that all candidates consistently embed authentic multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students.

Undergraduate students enroll in a three-component CORE general education program: CORE 100, 200, and 400.

**CORE 100:** Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

**CORE 200:** CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. The linkage serves as a learning community to provide students with an interdisciplinary experience that includes focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

**CORE 400:** The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. [CORE 400](#) courses often fulfill other general education requirements. CORE 400 includes courses such as: CORE 401 Technology and Social Change, CORE 941 The Problem of Homelessness, and CORE 942 Global Questions: The Needs of Families.

All art education candidates take EDU 232, Foundations of American Education. Candidates who are fulfilling their [CORE 200](#) requirements through Study Abroad have the option of taking the linked course, [SOC 273, Education and Family in Mexico](#). In addition, EDU 234, Educational Psychology, [SOC 335, Race and Ethnic Relations](#) and [PSY 312, Psychology of Exceptional Individuals](#) are required of the secondary education candidate's licensure program. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems. As a culminating project to ensure that students have the skills and dispositions to work with all students, all art education candidates complete a case study of an exceptional student in their student internship classroom for EDU 466, Preadolescent and Adolescent Behavior. During the final reflection week, all middle/secondary candidates come together to reflect on their case study, what worked, what did not work, and plans for the future given the types of concerns raised in the classroom setting.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. In that we are a College of many different kinds of young women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education works to provide candidates with challenging, yet rewarding experiences in schools and classroom with diverse learners. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and third year program graduates indicate that they were prepared well to work with diverse populations of students.

**2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.**

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 1 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Department of Education as well as the Art Department.

**Table 4.0  
Faculty Demographics – 2006-2007**

	Professional Education Faculty in Initial Teacher Preparation Programs*		Professional Education Faculty in Advanced Programs**		Art Faculty		All Faculty in the Institution** *		School-Based Faculty	
	N (%)		N (%)		N%		N (%)		N (%)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Cooperating Teachers	All WCPSS
American Indian or Alaskan Native	-	-	-	-	1(9.1)		-	-	-	20 (0.2)
Asian or Pacific Islander	-	-	-	-	-	-	3 (2.3)	2 (1.6)	-	64 (0.7)
Black, non-Hispanic	2 (22.2)	1 (12.5)	1** (20)	1 (100)	1(9.1)	-	4 (3)	3 (2.4)	3 (3.8)	1058 (12)
Hispanic	-	-	-	-	-	-	5 (3.8)	2 (1.6)	1 (1.3)	151 (1.7)
White, non-Hispanic	7 (77.8)	7 (87.5)	4** (80)		9(81.8)	8(80)	112 (84.8)	103 (83.1)	74 (94.9)	7342 (83.2)
Other										79 (0.9)
Race/ethnicity unknown	-	-				2(20)	8 (6.1)	14 (11.3)	-	113 (1.3)
<b>Total</b>	9 (100)	8 (100)	5 (100)	1 (100)	11(100)	10 (100)	132 (100)	124 (100)	78 (100)	8827 (100)
Female	9 (100)	6 (75)	5 (100)	1 (100)	9(81.8)	8(80)	88 (66.7)	89 (71.8)	73 (93.6)	no data
Male	-	2 (25)	-	0	2(18.9)	2(20)	44 (33.3)	35 (28.2)	5 (6.4)	no data
<b>Total</b>	9 (100)	8 (100)	5 (100)	1 (100)	11 (100)	10 (100)	132 (100)	124 (100)	78 (100)	no data

\*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.

\*\*Faculty counted in both initial teacher preparation and advanced programs since they teach at both levels.

\*\*\*Fall 2006 census.

Art candidates work in numerous diverse P–12 school and community settings. Minority school faculty in art with 5 or more years in WCPSS schools is less than 10%; however, many women do have positions in art education departments. Given these statistics, the art education faculty, Program Coordinator, and Director of Teacher Education work diligently to place students in diverse classrooms and settings for all experiences. (See demographics table for WCPSS teachers as linked in generic documents).

**3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.**

Faculty and professional staff in art education, teacher education, and the 9–12 schools have the knowledge and experience to prepare candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. Candidates interact with faculty in art education in research projects, advising sessions, conferences, labs, and the in-class environment.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as *The Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, and *The Journal of Blacks in Higher Education*, discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates. The area of art education has had much difficulty finding candidates with licensure and terminal degree; however, the School of Art is committed to pursuing candidates wherever possible. Recognizing its limited numbers of minority faculty, the College and individual departments are committed to increasing the numbers of minority candidates brought to campus and pursued.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, one full time minority faculty member, and one adjunct faculty member teaching in the elementary program. The Director of Teacher Education, is a tenured, full time faculty member.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5%. The school system shares the same concern with the College about the number of experienced, tenured science teaching faculty and is aggressively recruiting minority faculty. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

**4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.**

Of the three candidates who have completed licensure in art in the past 5 years, none have been minority candidates, and all have been female. One minority candidate is currently enrolled in the art methods classes.

The following table depicts candidate diversity at the undergraduate level.

**Table 4.1  
Demographic\* History of the Department of Education  
2001–2007**

Undergraduates/Licensure Only for Initial Licensure

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Caucasian	75	82	70	79	64	72
African-American	3	5		2	3	3

Hispanic		2			1	2
Asian		1	1		1	1
Native American		1				
Other						

\*Note: All candidates were female

**5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.**

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the [student body](#), which is reflected in the next table. Meredith College takes seriously student recruitment; however, the primary responsibility for recruitment lies with the [Office of Admissions](#). Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Department of Education, as well as the College, continues to recruit minority candidates into teacher education, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our total student population was less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is the College’s commitment to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The [Office of Commuter Life and Diversity Programs](#) was established to serve as a support system to the diverse population of students of color. Workshops and seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on campus, the President established a [Diversity Council](#) on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.
- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith’s progress towards its diversity goals.

The [Student Government Association](#) (SGA) established the [Unity Council](#) during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.
- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21<sup>st</sup> century.

**6. Describe the diversity (including exceptionalities) of the K–12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.**

The majority of students who enroll in the teacher education program complete field experiences and clinical practice in the WCPSS. The table below indicates the PK–12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch. The school system, with a long-standing commitment to academic excellence and student diversity, has adopted a policy of student assignment that uses socioeconomic data to ensure that no school in the system has more than 40 percent of its students eligible for free or reduced-price lunch.

**Table 4.2  
Demographics—Wake County Public Schools  
2005–2006**

County	Free/ Reduced Price Lunch %	Caucasian %	Hispanic %	African- American %	American Indian %	Asian %	Exceptional Students %	Gifted %
Wake	28.1	56.8	8.3	30.2	.3	4.5	15.1	14.1

WCPSS serves over 14,000 students with special needs. The school system provides a continuum of service to meet the individual needs of learners. When possible, PK–12 students are served in schools in their base attendance area or in schools of choice with support from special education and related services and/or building modifications. Most middle and high schools in the WCPSS service special needs students who are able to work in regular classes using the inclusive/consultative model, and most high schools provide curriculum assistance (CA) to special needs students who have transitioned from full time services. The majority of student interns in middle and secondary school classrooms design and execute students in classes with special needs students. Lesson plans indicate accommodations they make for special needs students in the regular classroom. In addition, case studies demonstrate their focus on special needs students in their own classroom.

**7. Describe how the program ensures that candidates interact with diverse K–12 students in public schools settings.**

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education

candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools is a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at Meredith work with all levels of students to gain experiences necessary to be an excellent candidate for employment throughout the state of North Carolina and the country. Meredith College

**Table 4.3**  
**Student Demographics – Meredith College**  
**2001–2006**

Fall	2001		2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Undergraduate</b>												
White, non-Hispanic	2,034	88.2	1,864	85.7	1,672	83.6	1,623	80.8	1,575	78.2	1,544	77.6
American Indian/Alaskan Native	5	0.2	8	0.4	8	0.4	7	0.3	7	0.3	5	0.3
Hispanic	38	1.6	31	1.4	30	1.5	45	2.2	44	2.2	47	2.4
Black, non-Hispanic	142	6.2	145	6.7	148	7.4	190	9.5	220	10.9	209	10.5
Asian or Pacific Islander	27	1.2	31	1.4	31	1.6	33	1.6	44	2.2	43	2.2
Other	NA	NA	7	0.3	18	0.9	24	1.2	31	1.5	31	1.6
Nonresident alien	19	0.8	20	0.9	17	0.8	24	1.2	16	0.8	18	0.9
Race/ethnicity unknown	42	1.8	69	3.2	76	3.8	63	3.1	78	3.9	92	4.6
<b>Total</b>	<b>2,307</b>	<b>100</b>	<b>2,175</b>	<b>100</b>	<b>2,000</b>	<b>100</b>	<b>2,009</b>	<b>100</b>	<b>2,015</b>	<b>100</b>	<b>1,989</b>	<b>100</b>
<b>Graduate</b>												
White, non-Hispanic	133	83.6	120	78.4	113	74.3	126	78.8	119	77.8	101	67.8
American Indian/Alaskan Native	1	0.6	0	0.0	1	0.7	2	1.3	1	0.7	1	0.7
Hispanic	2	1.3	1	0.6	1	0.7	2	1.3	1	0.7	5	3.4
Black, non-Hispanic	16	10.0	18	11.8	21	13.8	17	10.6	12	7.8	18	12.1
Asian or Pacific Islander	2	1.3	3	2.0	5	3.3	2	1.3	5	3.3	6	4.0
Other	NA	NA	1	0.6	0	0.0	2	1.3	1	0.7	0	0.0
Nonresident alien	3	1.9	4	2.6	6	3.9	4	2.5	4	2.6	5	3.4
Race/ethnicity unknown	2	1.3	6	3.9	5	3.3	5	3.1	10	6.5	13	8.7
<b>Total</b>	<b>159</b>	<b>100</b>	<b>153</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>160</b>	<b>100</b>	<b>153</b>	<b>100</b>	<b>149</b>	<b>100</b>
<b>Fall</b>	<b>2001</b>		<b>2002</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
<b>Total (All Students)</b>												
White, non-Hispanic	2,167	87.9	1,984	85.2	1,785	82.9	1,749	80.6	1,694	78.1	1,645	76.9
American	6	0.2	8	0.3	9	0.4	9	0.4	8	0.4	6	0.3

Indian/Alaskan Native												
Hispanic	40	1.6	32	1.4	31	1.4	47	2.2	45	2.1	52	2.4
Black, non-Hispanic	158	6.4	163	7.0	169	7.9	207	9.5	232	10.7	227	10.6
Asian or Pacific Islander	29	1.2	34	1.5	36	1.7	35	1.6	49	2.3	49	2.3
Other	NA	NA	8	0.3	18	0.8	26	1.2	32	1.5	31	1.4
Nonresident alien	22	0.9	24	1.0	23	1.1	28	1.3	20	0.9	23	1.1
Race/ethnicity unknown	44	1.8	75	3.3	81	3.8	68	3.1	88	4.1	105	4.9
<b>Grand Total</b>	<b>2,466</b>	<b>100</b>	<b>2,328</b>	<b>100</b>	<b>2,152</b>	<b>100</b>	<b>2,169</b>	<b>100</b>	<b>2,168</b>	<b>100</b>	<b>2,138</b>	<b>100</b>
<b>Minority Representation</b>												
Undergraduate	212	9.2	222	10.2	235	11.8	299	14.9	346	17.2	335	16.8
Graduate	21	13.2	23	15.0	18	18.5	25	15.6	20	13.1	30	20.1
<b>Total</b>	<b>233</b>	<b>9.4</b>	<b>245</b>	<b>10.5</b>	<b>263</b>	<b>12.2</b>	<b>324</b>	<b>14.9</b>	<b>366</b>	<b>16.9</b>	<b>365</b>	<b>17.1</b>
<b>Multicultural Representation (Includes Non-Resident Aliens)</b>												
Undergraduate	231	10.0	242	11.1	252	12.6	323	16.1	362	18.0	353	17.7
Graduate	24	15.1	27	17.6	34	22.4	29	18.1	24	15.7	35	23.5
<b>Total</b>	<b>255</b>	<b>10.3</b>	<b>269</b>	<b>11.6</b>	<b>286</b>	<b>13.3</b>	<b>352</b>	<b>16.2</b>	<b>386</b>	<b>17.8</b>	<b>388</b>	<b>18.1</b>

<b>Program Standard 4</b>
<b>Xythos</b>
Signing the Alphabet Lesson Plan
Differentiation
Profile of a Learner – Case Study

## Program Standard 5: Faculty Qualifications, Performance, Development

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.*

I. List (in chart form) the program faculty, their qualifications, and their teaching assignments. (See Table I, Program Standard 5.)

**Table I: Department of Education  
and Department of Art**

<b>Name</b>	<b>Department</b>	<b>Degree/Licensure Area(s)</b>	<b>Teaching Assignments Relevant to Art K–12 Program</b>	<b>Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)</b>	<b>Status Full Time (FT) Part Time (PT) Adjunct (Adj)</b>
Dr. Rebecca Bailey	Dean, School of the Arts	PhD, Interdisciplinary & Costume Teaching License: Art	Student Teaching Supervisor	Art Art Education	FT
Linda Fitzsimons	Director, Art	MFA, Studio Art Teaching License: Art	Advising, Painting I & II	Art Art Education	FT
Sharon Hill	Art	MA, Art Education Teaching License: Art	Art 734, Foundations of Art Education Art 735, Teaching & Methods; Art PreK-5 Art 736, Teaching & Methods; Art in the Secondary school Art 105, Two-Dimensional Design	Art Art Education	FT
Lisa Pearce	Art	MFA, Sculpture Teaching License: Art	Advising, Junior Seminar, Three-Dimensional Design, Sculpture	Art Art Education	FT
Maureen Banker	Art	MFA, Printmaking Teaching License: Art	Art 734, Art 735, Art 736 (Every other semester-co-teacher) Printmaking	Art Art Education	PT
Richard Beatty	Art	MA, Art Teaching License: Art	Art for the Non-Major; Fundamental Concepts of Art	Art Art Education	PT
Wetonah Rice Parker	Education	Ed.D., Curriculum and Instruction, Teaching License: Science, Curriculum & Instruction Specialist, Exceptional Children, Educational Administration	EDU 234, Educational Psychology EDU 241, Introduction to Instructional Media EDU 440, Seminar in Education EDU 467, Secondary School EDU 490, Observation and Directed Teaching	PE	FT
Susan Roberts	Education	Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics	EDU 232 – Foundations of American Education EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching	PE	FT
Julie Schrock	Education	Ph.D. Educational Psychology, Teaching License: K–6 – Elementary, Middle Grades Language Arts	EDU 234, Educational Psychology EDU 466, Pre-Adolescent/Adolescent EDU 490, Observation and Directed Teaching	PE	FT

## Program Standard 5A: Faculty Assignment

*One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there are a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered.*

### **I. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.**

Twenty full and part time faculty members teach in the Art department. The Art department offers a Bachelor of Art with a major in Art Education. The faculty members who teach in the department teach art education majors as they move through the required, studio and art history coursework, as well as the art education methods courses.

The person required for coordinating the art education program is Sharon Hill, a faculty member since 2002 who is licensed in art. The former program coordinator, Dr. Rebecca Bailey, on the faculty since 1984, was promoted to the position of Dean of the School of the Arts in 2003. She continues to work as a supervisor with candidates student teaching in art. Sharon Hill has over 24 years experience in teaching and administration in public schools. Dr. Bailey and Sharon Hill are active members of the art education community at the local, state and national level. The program coordinator in art education works with other art faculty to meet the following needs;

- Meeting with interested students and responding to inquiries.
- Evaluating transcripts and coordinating with the School of Education on admissions and requirements for licensure.
- Advising and monitoring students in the content/licensure area.
- Maintaining communication and connections with local, state and national leaders in the area of education within the art education area.
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues.
- Coordinating with the Director of Teacher Education necessary changes in the program.
- Coordinating with Director of Teacher Education placements for field experiences and/or student teaching.
- Promoting and marketing the program within the department and throughout the College.
- Remaining current in the area of specialization and education.
- Supervising and evaluating student teachers in the content/licensure area or assuring assignment of these duties to another faculty member.
- Informing the content area department of recommendations/changes in program/licensure requirements.
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education.

### **2. Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?**

Few classes in art are conducted without studio and/or practicum involvement, which involves student engagement. The classes are taught using a combination of inquiry, group work and collaborative presentations, practicum work, PowerPoint presentations, mini-lectures, question/answer, student presentations and peer assessments, and demonstrations. In addition, course structure and assignments offer students the opportunity to use technology effectively and extensively. Art education students are offered numerous opportunities to observe and perform in

professional settings and to reflect upon and apply the concepts presented. All syllabi for courses in the program are enclosed.

### **3. Describe Faculty Scholarship.**

Faculty in the Art Department demonstrate scholarship in a variety of ways including a range of exhibitions, publications, including curriculum materials, conference presentations, grant work, and international travel. In addition, they demonstrate leadership in professional organizations and in their field.

### **4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession.**

Service to the College and to the department is an integral part of the responsibilities of all faculty at Meredith College. Often this involves collaboration with colleagues in all the disciplines on campus. Committee work, such as Faculty and Academic Council, Teacher Education Committee, Service Learning Committee, search committees, department programs, such as the Center for Women in the Arts, curricular and program reviews, mentoring, serving on advisory groups and task forces are important service roles expected of all faculty.

The methods professor/program coordinator and previous program coordinator, Dr. Rebecca Bailey, continue to work with the Department of Education, and the Director of Teacher Education on the facilitation of the art education program.

Service to the schools is an area expected of all teacher education faculty. The art education faculty actively supports work with the public schools. Schools and school-aged students have been frequently invited to participate in exhibitions of teacher and student art works at Meredith. Two of the art education methods courses have been designated as Service Learning courses and as such have made active contributions to the students and art programs of WCPSS. These activities have also been presented professionally by professor and students within the Meredith community and at state art education conferences.

Faculty in teacher education and art education have contributed to the profession in various ways such as, presentations at conferences, international travel and study, as curriculum consultants, and serving as reviewers for art textbooks.

### **Service by the Department of Education to the Institution, Public Schools and Profession**

The Department of Education serves the College, public schools, and the profession in many ways.

The Department of Education collaborate with colleagues in the disciplines. Some examples of this collaboration are:

- Drs. Jane Gleason and Ellen Graden have presented workshops during the 2006-2007 school year on Mathematics Instruction and English Language Learners.
- The SCALE grant promoting literacy and service involves two departments within the School of Education, Health and Human Sciences. The grant focuses on embedding service-learning into teacher education coursework.
- Two faculty members, one in education, one in music collaborated to provide curriculum to the North Carolina Symphony. The Symphony members visited 4<sup>th</sup> grade classrooms and conducted lessons that enhanced/enriched writing for those students.

The following table represents work with the public schools provided by the members of the Department of Education during the 2006-2007 school year.

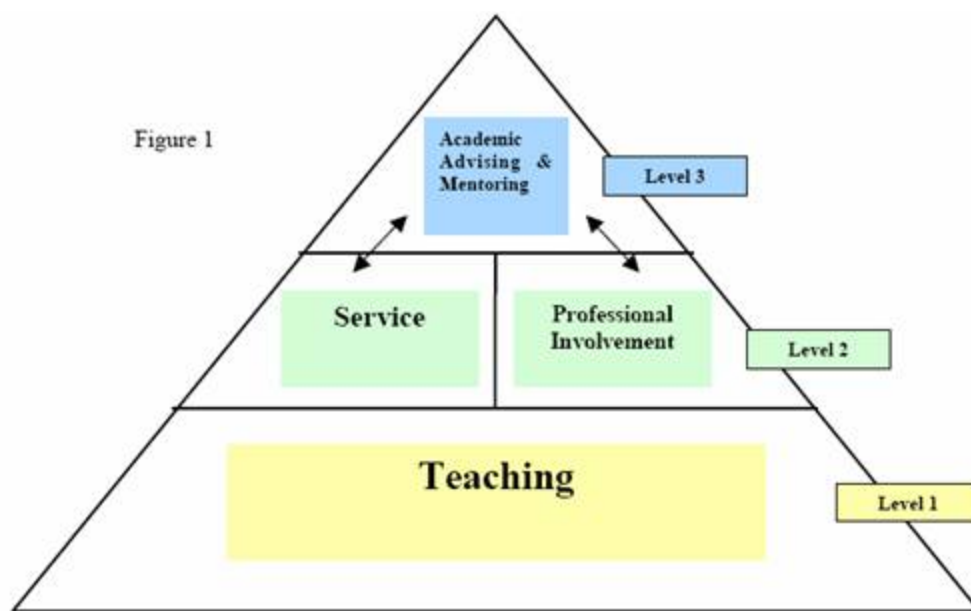
<b>Faculty</b>	<b>Description of Service</b>	<b>Service Recipient</b>
Manley Midgett – adjunct faculty	Project Manager for the Northeast Math Science Project	NC 9-12 Science Teachers
Monica McKinney	Board member and MotherRead volunteer	Maureen Joy Charter School Durham, NC
Susan Roberts	ILT Support for our Partner Schools (workshops held on campus)	ILTs in partner schools, mentors, principals, and recent graduates from our program
Toni Parker	Wake Education Partnership- Wake Task Force on Teaching Excellence Steering Committee – 2006-07 Richard Jenrette Teaching Excellence Award Committee- Broughton High School – 2006-07	Wake County Public Schools

The faculty members in the Department of Education are very involved in the education profession as demonstrated by the information below:

<b>Faculty</b>	<b>Description of Service</b>	<b>Service Recipient</b>
Toni Parker	State Evaluation Committee Member (2004-2008)	NC Teacher Education Program Approval Process
Toni Parker	NCATE Liaison and program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Monica McKinney	Program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Ellen Graden	Taught high school English, and provided professional development for English teachers in Taipei, Taiwan. (Fall -06)	Chinese students learning English in Taipei, and teachers of those course
Jane Gleason	Coordinated and hosted the Fourth Biennial National / First International Cognitively Guided Instruction in Mathematics conference in March.	
Julie Schrock	National Board Support Group	Teachers who are in process of National Board Certification
Jennifer Olson	External Reviewer for Belmont Abbey College (2007)	The BAC Education Department- in preparation for a SACs review
Beth Weir (2005-2006) and Jennifer Olson	Children's Choice Project (2005-2007)	K-6 classrooms and Children's Book Council

### **5. Describe the faculty evaluation process.**

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.



As reflected by the role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty members and the department head and/or Dean. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, department may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the *Faculty Handbook*, section 3.2.6. The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is submitted to the Dean. All faculty members, tenured or non-tenured are observed by members of the department as part of the faculty role model.

**6. Describe how faculty assess their own effectiveness as related to candidate performance.**

Faculty distribute course and instructor evaluations for every course every semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. In addition, all faculty, tenured and non-tenured have peer observations. These evaluations are become a part of the faculty members file for tenure/promotion. Evaluations of supervisors of the student internship, including the narrative comments, are given to the department chair, director of teacher education, and the supervisor.

## **7. Describe how faculty evaluations inform teaching, scholarship, and service.**

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through an annual and professional activities report. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes a:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Summary of professional involvement. The self evaluation and reflection needs to include supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

## **8. Describe the professional development opportunities provided for faculty.**

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address faculty concerns such as: assessment, teaching and studying abroad, workload study and life balance, and tenure, promotion, and retirement. At the beginning the academic year, faculty are asked for topics of importance.
- Faculty Symposia are an opportunity for faculty to share their professional and scholarly work.
- Technology Services offers workshops and seminars on software programs, such as Access.
- Professional Development Time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.
- All faculty are given a specific amount of funding for travel to conferences; however, the Dean of individual schools have faculty development funds that can be used to assist in this travel.
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Bolivia and China.

## **9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.**

Adjuncts in teacher education and art are usually long term, especially in the Department of Education. The adjunct faculty in art usually teach specific art courses, and do not teach any methods courses. Adjunct teaching faculty in the Department of Education have been teaching in the program for more than 10 years, and the

adjunct supervisors are characteristically in the K–6 program. The chair of the department meets with adjunct faculty at least twice an academic year, no matter how long they have been a part of our program.

Adjunct faculty are assigned a shared office and a mailbox, and are mentored by the chair of the department.

<b>Program Standard 5 Links</b>
<b>Xythos</b>
Curriculum Vitae <a href="#">Art Faculty</a> <a href="#">Education Faculty</a>
<a href="#">Course Syllabi - Art</a>
<a href="#">Course Syllabi - Education</a>

## Standard 6: Program Governance and Resources

*The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

**1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.**

The art education licensure program is housed in the Gaddy-Hamrick Art building. The program coordinator is Sharon Hill, who is licensed in art and a former public school art teacher and Coordinator of Art Education for a large urban school district. The program coordinator works with the Director of the Art Department, Dr. Parker as the Director of Teacher Education, and other appropriate additional faculty in art and education on all curricular aspects of the program related to the content area. As director of the teacher education program, Dr. Parker is responsible for the aspects of the program related to professional coursework and field and practicum experiences. The director of teacher education, as well as the Program Coordinator for Art Education, serve on the Teacher Education Committee, and confer with other content-area methods professors on a regular basis.

The Director of Teacher Education has multiple responsibilities for the licensure programs on campus. Those responsibilities include responsibility for the program and curricula of the K–6, 6–9, 9–12, and K–12 programs at the baccalaureate level. The professional core, courses taken by all students seeking licensure, program changes, and communication with public school personnel in regards to the field placements, including internships for 6–9, 9–12, and K–12 students, are the responsibility of the director.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs, and the main vehicle for communication and collaboration is the Teacher Education Committee, along with the normal College structure for curriculum proposals and approval. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

**2. Describe the adequacy of the number of faculty to support the program.**

Students in the art licensure program are taught education courses by the faculty in the Department of Education. All have teaching experience. Content methods courses are taught only by a licensed art educator, Sharon Hill. The studio art and art history courses taken by art education majors are taught by faculty in those areas. Staffing of the required and elective courses in both the art and education departments has not been a problem, as adjunct faculty are usually hired to teach studio, not methods courses. Upper level courses are taught by full time faculty.

Student internship supervision is directed by full-time, licensed art education faculty. In the past, Maureen Banker, Dr. Bailey and Sharon Hill have supervised.

The Education Department includes 9 full-time faculty members and 10 part time faculty/supervisors. The Art Department includes 10 full-time faculty members and 8 part-time faculty.

**3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.**

There are no graduate assistants at Meredith College. The Art department has a full time secretary and two student workers. Paperwork and related materials for the art education program are handled predominantly by the program coordinator, Sharon Hill.

**4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.**

All art and art education courses are taught in the Gaddy-Hamrick art building with the exception of some of the graphic design courses which are taught in the new [Science Mathematics Building \(SMB\)](#) due to lack of adequate space in the current computer labs.. The offices of the director and faculty in the art department are also located in Gaddy-Hamrick art building. Currently, 22 full and part-time faculty share 12 office spaces. This is problematic for the Program Coordinator, who shares an office space with the art gallery director and two student workers. Privacy for student advising and art education material and program file storage is often cramped or impossible to find.

Meetings are usually held in classroom/studio spaces or in alternative spaces around campus.

Although the Gaddy-Hamrick art building is only 20 years old, it is well-known for structural problems, lack of space, poor lighting and ventilation. The building is scheduled to be demolished and rebuilt, but no timetable has been set.

Being that Meredith College is a laptop campus, all classrooms are wireless. However, in Gaddy-Hamrick, not all classrooms have reliable connectability. There are computer labs in Ledford and SMB for students. All full time students at Meredith have laptop computers.

**5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.**

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the Department of Education. Materials needed for art education must often compete with other art areas in lean budget years, but the Director has been supportive of requested materials when feasible.

The Carlyle Campbell Library provides extensive resources to support the Meredith community, including our education licensure students. The art education coordinator is currently in the process of reviewing these materials for update within the content area.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K–12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is \$2,147.00. In addition to funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assisted the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, the library has a supplemental budget for the acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent \$14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10<sup>th</sup> ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education periodicals include:

- American School Board Journal
- Art Education
- Child Development

- Childhood Education
- Education Week
- Educational Leadership
- Language Arts
- Phi Delta Kappan
- Reading Teacher
- School Arts
- Times Educational Supplement

#### Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The [library website](#), organizes information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

### **6. Describe the technology resources that support the program and their adequacy.**

Meredith College is a [laptop campus](#). All faculty have a laptop computer, printer, APC powerstrip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in three buildings on campus, Ledford, SMB, and Harris. In addition, EDU 241, Introduction to Instructional Media is taught in SMB where data projectors are mounted in the ceiling, and may be connected to the provided desktop or the faculty/student laptop.

In the Art Department, computer labs are available on an extremely limited basis due to high demand. Some digital cameras and other peripherals are available on a check-out basis from the photography labs.

### **7. Describe the adequacy of the fiscal resources that support the program.**

Fiscal resources are adequate. Currently student fees for art education students taking methods courses (\$125 per student per course) covers material expenses, speakers, and other course expenses. In addition, the department and School of the Arts has assisted with costs for student participation in state professional conferences and workshops.

Travel allocations from the College operating budget are made to each academic department in the amount of \$450 per full time faculty member. Deans support conference presentations with more funding. Faculty in art have full access to duplication through the Copy Services and copy machines in the building.

## **Standard 6A: Working Conditions**

*Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.*

### **I. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.**

**Workload Policies.** Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty

receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. Supervisors for the middle/secondary/K–12 licensure areas are usually full time faculty. The Department of Education has student interns in the schools during fall and spring semesters; therefore, meetings are held semi-annually for supervisors and cooperating teachers. College supervisors from the Department of Education are required to observe each student teaching for a minimum of 4 times, with their cohort supervisor in the content area, observing a minimum of twice. Problems in student teaching require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

All area high schools are on block schedule, with 90-100 minute periods, and supervisors are to observe the entire class period. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal evaluation. Supervisors, cooperating teachers, and student interns have midterm conference. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and the complete final evaluations, each completing his/her own, using the TCER again. At the final conference, the professional portfolio, which reflects on the internship experience and with the satisfactorily completed technology requirements, is required.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

Fall 2006				
Name	Teaching Load	Advisement	Committees	Department
Rebecca Bailey	(Dean) EDU 490, Student Teaching	None		Art
Linda Fitzsimons	(Department Chair) Art 201 Drawing II	15		Art
Sharon Hill	Art 105 Two Dimensional Design, Art 735 Elementary Art Methods, Gallery Outreach	2	Teacher Education	Art
Lisa Pearce	Art 365 Sculpture, Art 393 Jr. Seminar, Art 207 3D Design	8		Art
Maureen Banker	N/A—On Phased Retirement	None	None	Art

Spring 2007				
Name	Teaching Load	Advisement	Committees	Department

Rebecca Bailey	EDU 490 – Observation & Directed Teaching	Dean None		Art
Linda Fitzsimons	Art 210 Painting	Director		Art
Sharon Hill	Art 105 Two Dimensional Design, Art 736 Secondary Art Methods, Gallery	2	Teacher Education	Art
Lisa Pearce	Art 365 Sculpture, Art 393 Jr. Seminar, Art 207 3D Design			Art
Maureen Banker	Art 736 Secondary Art Methods, Art350 Printmaking		None	Art
Richard Beatty	Art 235 Art for non-majors, EDU	None	None	Art

<b>Program Standard 6 Links</b>
<b>Xythos</b>
Curriculum Vitae <a href="#">Art Faculty</a> <a href="#">Education Faculty</a>
<a href="#">Course Syllabi - Art</a>
<a href="#">Course Syllabi - Education</a>