

INSTITUTIONAL EFFECTIVENESS REPORT
Academic Year (2013-2014)
Art Education Program

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Mission and Goals

The mission of the Art Education Program at Francis Marion University (FMU) is to prepare teacher candidates to be highly qualified K-12 visual art teachers. The program, which is fully accredited by the National Association of Schools of Art and Design (NASAD) on the undergraduate level, offers courses with a low teacher-to-student ratio, taught by faculty with terminal degrees in the field. The program's goals are:

- 1) Graduates of the Art Education Program will have a high degree of content knowledge and skills. They will have the discipline-based knowledge needed to teach to national and state visual arts standards, as well as knowing the historical and contemporary theories and ideas which have shaped the field. In addition, they will have the ability to produce artwork of high quality in a variety of media and techniques.
- 2) Art Education majors will maintain a cumulative 2.50 GPA and a 2.75 GPA in all art education, studio art, and art history courses. They will be able to effectively communicate content-based knowledge and skills to a variety of grade levels. They will be able to plan, research, and write effective and comprehensive lesson plans and lesson units for a variety of grade levels.
- 3) Students will have a high degree of professionalism. They will be expected to exhibit dispositions required in the field, such as promptness, responsibility, and treating others with respect.
- 4) Students will develop the ability to use current and appropriate technologies to develop instructional strategies and educational resources. Art education majors will produce educational resources using a variety of software.
- 5) Students will be reflective and critical thinkers. They will self-assess their work and reflect on theoretical concepts by developing personal philosophies of art education and education.
- 6) Students will become leaders engaging in community services. The program will annually recognize student excellence in community service through the Donna Goodman Community Service Award.

- 7) Students will be involved in professional organizations including the National Art Education Association and the South Carolina Art Education Association. They should attend and present at the South Carolina Art Education Association conference at least once before graduation.
- 8) Students will acquire job search skills and become familiar with the requirements of teacher assessment programs.
- 9) The art education faculty will engage in scholarly work, and will be actively involved in professional organizations. This will include giving presentations and workshops at national, state, and regional conferences, publication of scholarly writing, and artwork accepted in national, state, and regional juried competitions.
- 10) The art education faculty will be actively involved in the University and community service, including committee work, participation in community events, and other related activities.
- 11) The art education faculty will be committed to continued education by actively participating in workshops, conferences, and seminars.
- 12) The art education faculty will support graduates of the Art Education Program to find jobs before and after the graduation.

Art Education Assessment Activities

The Art Education Program works with the FMU's Education Department and the State of South Carolina's Department of Education to ensure graduating majors meet professional teaching standards. At FMU, art education majors must pass a battery of Praxis Core tests (used to evaluate teacher candidates' general knowledge in mathematics, writing, and reading comprehension, as well as pedagogical, studio art, aesthetic, and art history knowledge) before being allowed to student teaching. Student teaching internships are assessed by a team of professional educators consisting of faculty from the University and the school in which the teacher candidate is placed. This team consists of the School of Education's Coordinator of Student Teaching, supervising professors, classroom teachers mentoring the teacher candidates, and school administrators. Cooperating teachers assess student teachers on a weekly basis in the areas of planning, writing lesson plans, teaching, and dispositions. Supervising faculty monitor and provide feedback to students on their lesson plans and teaching on a weekly basis. Supervising faculty and the cooperating teacher evaluate the student teacher twice using a more in-depth and wide-ranging instrument, which is based on the South Carolina Assisting, Developing, and Evaluating Professional Teachers (ADEPT) Program. As of the Spring 2014 semester, teacher candidates in student teaching internships must also submit a Teacher Candidate Work Sample (TCWS) and a long-range plan (LRP) to the School of Education's Coordinator of Student Teaching.

PRAXIS II Examinations:

The South Carolina Department of Education recognized the Praxis II Art Content and Analysis examination as a requirement for teacher certification in art beginning in September 1, 2011. The qualifying score for the examination as recognized by the State of South Carolina is 161.

Praxis II Examinations: Average Scores of FMU Art Education Majors:

	10-11	11-12	12-13	13-14
Content/ Analysis	N/A	162 (n = 1)	151 (n = 1)	169.4 (n = 5)
Principles of Learning and Teaching*				
K - 6	161.5 (n = 2)	172 (n = 1)	176 (n = 1)	----
5 - 9	----	----	173 (n = 1)	----
7 - 12	----	149 (n = 1)	179 (n = 1)	150 (n = 3)

*Art education majors can take either the Praxis II: Principles of Learning and Teaching K - 6, 5 - 9, or 7 - 12 examinations.

Pass-Fail Rate of Art Education Majors Taking Praxis II Examinations by Number of Attempts:

	10-11	11-12	12-13	13-14
Content/ Analysis				
Pass	N/A	1	0	4
Fail	N/A	0	1	1
Principles of Learning and Teaching				
K - 6				
Pass	1	1	1	0
Fail	1	0	0	0
5 - 9				
Pass	0	0	1	0
Fail	0	0	1	0
7 - 12				
Pass	0	0	1	1
Fail	0	1	0	2

Praxis II qualifying scores as recognized by the State of South Carolina (current as of May 1, 2014):

Art Content and Analysis:	161
Principles of Learning and Teaching, K-6:	160
Principles of Learning and Teaching, 5-9:	160
Principles of Learning and Teaching, 7-12:	157

Note: The State of South Carolina recognizes the Praxis II: Art: Content and Analysis examination for teacher certification in art education. Previously, teacher candidates had to achieve qualifying scores for two Praxis II tests—Art Making and Art Content Knowledge—to become certified to teach art in South Carolina. Qualifying scores for these tests were as follows:

Art Making: 155
 Content Knowledge: 149

Student Teachers’ Lesson Plan Assessment:

Beginning in the 2013-2014 school year, the Francis Marion University’s School of Education initiated a passed-not passed system for assessing student teachers’ lesson plans. The University’s supervisor of student teaching randomly assessed 12 lesson plans per student teacher (approximately one per week). A student teacher’s lesson plan had to receive a score of 40 out of 50 to pass. In previous years, the teacher candidate’s supervising professor assessed three of the candidate’s lesson plans at the beginning, midway point, and end of the semester.

	09-10	10-11	11-12	12-13	13-14
Lesson plans passed	10	9	6	8	20
Lesson plans not passed	2 (n = 12)	0 (n = 9)	0 (n = 6)	0 (n = 8)	4 (n = 24)

ADEPT-Based Assessments of Student Teachers:

	09-10	10-11	11-12	12-13	13-14
Assessments passed	8	4	4	4	4
Assessments not passed	0 (n = 8)	0 (n = 4)	0 (n = 4)	1 (n = 4)	0 (n = 4)

The Art Education program also uses several other methods to assess the effectiveness of the program. These include evaluations of digital teaching portfolios (CDs) in the ARTE 501 course, lesson plans in Art Education courses, students' participation in community service learning and art education-based activities, awards and scholarships given by the FMU Fine Arts Department, evaluation of graduating senior's exhibitions, an exit survey of graduating seniors, and the faculty's annual reports.

Digital Teaching Portfolio (CD)

	08-09	09-10	10-11	11-12	12-13	13-14
Mean Scores	94% (n = 4)	88% (n = 4)	86% (n = 3)	94% (n = 2)	----- (n = 0)	88% (n = 7)

Art Education Majors' Lesson Plans (Pre-student teaching):

Students are required to write lesson plans in all art education courses. The art education faculty varies in the way they score lesson plans and in the criteria, which they use to score them, although both base much of the criteria on the School of Education rubric for evaluating lesson plans used during student teaching.

	09-10	10-11	11-12	13-14	13-14
Lesson Plans	93% (n = 16)	93% (n = 11)	96% (n = 9)	89% (n = 12)	86% (n = 5)
Lesson Plans	----	-----	-----	-----	8 pass* 1 fail

*A student receives a passing score if they meet 75% of criteria on the lesson plan rubric.

Students' Service-Based Participation:

Service-based participation includes students' extra-curricular participation in events related to art education, including membership in the National Art Education Association (NAEA)'s Francis Marion University Student Chapter, volunteer work for the University's Arts International Festival, FMU's Poskito Conference: South Carolina Photography and Video Conference, Florence Downtown Pecan Festival, Richardson Center for the Child, as well as participations/presentations at the National Art Education Convention (NAEA) and the South Carolina Art Education (SCAEA).

	09-10	10-11	11-12	12-13	13-14
Graduating Majors:	4	1	3	2	2
NAEA Student Chapter Membership (estimated)	15	13	8	7	7
Attended SCAEA Conference	5	5	6	6	5
Attended NAEA Conference	0	4	3	3	2
Arts International	9	13	10	5	0
Presentations at Art Conferences	2	4	6	9	7
Florence Pecan Festival	--	--	7	8	8
Art Education Symposia*	--	3	2	4	7
Richardson Center for the Child	--	--	6	0	0
After School Programs**	--	--	--	12	5

*Symposia organized in whole or part by Art Education faculty include the following: figurative ceramics (2011), intaglio printmaking (2012), Spotlight on the Pee Dee (2013) and the Poskito Conference (2014). **After school programs include the Boys and Girls Club of the Pee Dee and the after school program at Timrod Elementary in Florence, SC.

Department of Fine Arts and School of Education Awards:

The FMU Fine Arts Department gives three awards to visual arts majors: the Jack Baker Award, the Peggy Love McLaughlin Outstanding Senior in the Visual Arts award, and

the Donna H. Goodman Community Service Award. (The Jack Baker Award is awarded in alternative years to FMU visual arts/art education and music majors, while only art education majors are eligible for the Donna H. Goodman award.) In addition, the FMU School of Education’s Center of Excellence awards an outstanding student teacher award each semester and the School of Education also recognizes outstanding alumni.

	09-10	10-11	11-12	12-13	13-14
Jack Baker	N/A	0	N/A	0	N/A
Outstanding Senior	1	0	0	0	1
Donna H. Goodman	1	1	1	1	1
School of Education awards*	0	0	1	0	1

*The School of Education awarded art education majors the outstanding student teaching award during the Spring 2012 semester and an outstanding alumni award for novice teacher during the Fall 2013 semester.

Art Education Alumni Teacher of the Year Award:

Over the years, a number of FMU art education alumni have been recognized as “teacher of the year” at their schools or from the South Carolina Art Education Association.

	10-11	11-12	12-13	13-14
FMU Art Education Alumni Teacher of the Year Award Winners	0	0	1	2

Graduating Senior’s Exhibitions and Exit Questionnaire and Interview:

During the 2013-2014 academic year, two students graduated from the FMU Art Education Program. Both students’ exhibitions received passing scores by art education faculty. Only one of these students participated in the exit interview and took the exit questionnaire. Graduating seniors are asked to rate from 4 to 1 (with 4 being STRONGLY AGREE and 1 being DISAGREE) the effectiveness of the art education courses, studio courses, and education courses in a number of different areas. The actual questions and answers are shown below.

1) How prepared would you say you are to teach art—highly prepared, mostly prepared, somewhat prepared, or poorly prepared?

“I feel very confident and prepared to teach art in a variety of settings. I feel that I have been exposed to art forms while at FMU as well as many ways to integrate art with other subjects.”

2) Please rate the following statements:

- The art education courses helped prepare me for employment by providing you with skills necessary for finding and maintaining a job: 4
- The art education courses required me to engage in research by doing written reports and/or working on individual projects: 4
- The art education program integrated technology within the courses: 3
- The art education program encouraged me to participate in art education associations (i.e., NAEA, SCAEA): 4
- The art education program encouraged me to provide community and discipline-based service: 4
- The art education courses helped prepare me for the Praxis II Art Making and Art Content examinations: 4
- The art education courses provided me with a historical overview of major developments in the field of art education: 3
- The art education courses encouraged me to develop professionalism by stressing the importance of attendance, promptness, and turning work in on time. 4

3) Name something that you feel should be emphasized more in art education courses: “Using technology for learning, not only for teaching; opportunities to teach and participate in an art classroom prior to student teaching and interact with students.”

4) What are some of the most important things you learned during your student teaching? “Classroom management; using technology for learning; I learned how to break down arts units into individual plans—prior to student teaching I had only written units.”

5) Did you experience any special problems during your student teaching? If so, please explain what the problems were. “Often had trouble receiving feedback and lesson plans from my CT on time. Often she was overwhelmed possibly with many plans to read as well as other duties. I had problems creating and using assessments for art. I felt unprepared to create meaningful art assessments that fit into the LRP and TCWS. TCWS and LRP weren’t always useful for moving forward in art education.

6) Interview with Students

The student felt that the new lesson plan requirement created a substantial burden. She had to write 72 total lesson plans during the semester and each had to follow the SOE’s new standards for lesson plans. She lamented that she spent so much time working on the lesson plans and her CT spent much of her time reading them that she feels she missed out on opportunities to collaborate with the CT and other teachers and to develop technology and ideas for lesson plans.

I asked the student to provide an example and she said she would have liked to do more integration of journaling with sixth grade teachers and that she would have also liked to have more time to explore SmartBoard technology more.

Art Education Faculty Evaluations:

	09-10	10-11	11-12	12-13	13-14
Presentations/Workshops	10	10	7	8	5
Juried Art Shows	2	2	1	4	1
SCAEA Board	1	1	0	0	0
Grants	5	6	8	4	5
Professional Development Workshops/Symposia	1	4	6	5	0
Fieldtrips	2	4	7	4	3
University Committees	5	5	7	6	10

Note: One faculty member was on sabbatical during the Fall 2013 semester.

Areas of Concern:

During the 2013-14 school year, the art education faculty has identified the following needs concerning the Art Education Program:

1. Need to provide faculty and students with more technology and technology training for both the faculty and students to meet contemporary technology requirements in the field of art education, including more integration and instruction of SmartBoard and ELMO technology.
2. Need to provide more support for art education majors, including more emphasis on teaching lesson plans.
3. Need to have better communication with School of Education, and more input in the decision process, especially as it relates to student teaching requirements.
4. Need for students to have more exposure to contemporary art and art education practices and theories, including museum education and visual culture activities, art installations, video art, collaborative art projects, and conceptual and process-oriented studio projects.
5. Need to provide support for art education majors struggling with passing Praxis Core and Praxis II requirements.

Action taken or planned during 2013-14 school year:

To address the areas of concern, the art education faculty has pursued the following:

1. The faculty will seek out technology grants for art education student computers in the art education rooms to support technology instruction within art education courses (currently the Department of Fine Arts prioritizes grant applications submitted to the University's technology committee). The faculty also plans to seek out SmartBoard training opportunities.
2. The School of Education has recently implemented changes with lesson plan requirements for student teachers. Formal lesson plan assessments are now more numerous and are more rigorous. Thus there is more emphasis on writing lesson plans during student teaching and because teacher candidates cannot pass student teaching without passing the lesson plan requirements, art education faculty have been compelled to address the changes by implementing the new model for assessing lesson plans in art education courses.
3. The School of Education has made a greater effort to communicate with the art education program. Art education faculty members are now part of newly formed School of Education committees, including the SOE leadership, art education, teaching fellows, and ADEPT committees. Art education coordinator plans to meet with the dean of the School of Education to discuss recent changes in lesson plans and complaints by some art education majors that education courses are not addressing their specific needs.
4. Proposed and spearheaded the development of the Poskito: South Carolina Photography and Video Conference. The faculty has also taken art education majors on fieldtrips to urban centers where they have been exposed to contemporary galleries and museums, and the ARTE 416 course includes a major art installation and collaborative and process-oriented assignment. Art education majors also have opportunities to attend national and/or state art education conferences.
5. Faculty plans to maintain the current entry GPA requirements for students entering into the art education program. We also have a collection of Praxis tests study books, as well as encouraging students to form study groups. We are looking into the possibility of providing Praxis tests workshops for art education majors.

STEPS to Address Concerns:

1) Technology	10-11 SmartBoard Training	11-12 IT Grant to upgrade art ed room	12-13 Integration of Prezi software and ELMO in art ed courses	13-14 continued	14-15 Write IT grant proposal
2) Lesson Plans	Adapt SOE	continued	continued	continued	continued
3) Communication with SOE			Art Ed faculty part of SOE committees	Art Ed faculty part of SOE SOE committees; meeting with SOE dean	Proposals to address art ed majors' concerns
4) Contemporary Art Practices	Fieldtrips, conferences	continued	continued	continued, plus contemporary art in art ed classes	continued
5) Praxis Tests Support	Books, encourage study groups, increase GPA requirement for entry into program	continued	continued	continued	continued, plus seek to develop a PLT workshop