

Multi-Age Visual Arts

2007 Modified Ohio/NASAD Program Standards (Grades PreK-12)

Multi-age license, valid for teaching learners from ages three to twenty-one and pre-kindergarten through grade twelve in the curriculum areas named in such license. Preparation in the teaching field shall constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents.

Ohio Educator Licensure Standards for Multi-Age Visual Arts

Introduction

The Ohio Educator Licensure Program Standards for Multi-Age Visual Arts Education programs were developed by an advisory committee after a thorough review of the following documents: 1) Ohio's Academic Content Standards for Visual Arts (date) 2) Praxis III Domains 3) National Association of Schools of Art and Design Standards 3) *"Preparing to Teach the Arts"...Guidelines for Teacher Preparation Program, The Ohio Department of Education, 1997*. The standards were reviewed by an advisory committee consisting of Multi-Age representatives from public and private teacher preparation institutions of higher education and a consultant from the Ohio Department of Education. We wish to acknowledge the following individuals who served on the advisory committee:

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Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (D) (4)

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State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:

<http://esb.ode.state.oh.us/communications/standards.aspx>

Other Requirements

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- A minimum of an academic major (or equivalent) in art;
- 3 semester credit hours in reading in the content area;
- Alignment with Ohio K-12 Content Standards for Fine Arts – Visual Arts;
- School operating standards;

- Value-Added Progress Dimension; and
- 12 weeks student teaching and 100 hours minimum of field experience.

P-12 MULTI-AGE VISUAL ARTS STANDARD

Standard 1. Candidates create artworks that demonstrate an understanding of materials, processes, tools, media, techniques and available technology.

- 1.1 Candidates apply knowledge of a variety of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.
- 1.2 Candidates create two and three dimensional original works of art that demonstrate personal visual expression and communication.
- 1.3 Candidates identify and explain reasons to support artistic decisions in the creation of art work.
- 1.4 Candidates engage in ongoing assessment to revise and improve artworks.
- 1.5 Candidates create portfolios that are representative of a variety of media forms and techniques.
- 1.6 Candidates use current available technology to refine an idea and explore possibilities when creating works of art.

Standard 2. Candidates understand and appreciate the value of visual art. Candidates reflect on and respect diverse points of view about artworks and artifacts.

- 2.1 Candidates demonstrate philosophical inquiry and reflection skills when participating in oral and written discussions about the nature and value of art.
- 2.2 Candidates identify and present philosophical questions about art.
- 2.3 Candidates identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art as they develop a personal point of view.
- 2.4 Candidates provide evidence to support their beliefs about art.
- 2.5 Candidates use technology to conduct research to identify and compare different philosophies of art.

Standard 3. Candidates inter-relate their learning of visual art and their relationship to other disciplines including other art areas and recognize the importance of lifelong learning and experience in visual art.

- 3.1 Candidates use key concepts, issues and themes to connect visual art to other academic disciplines and demonstrate that relationship.
- 3.2 Candidates explain connections between the arts and other academic disciplines.
- 3.3 Candidates use research and technology skills to communicate ideas regarding visual art.
- 3.4 Candidates use technology to conduct informative searches, research topics and explore disciplinary connections to visual art.

Standard 4. Candidates understand the impact of visual art on the history, culture and society of origination.

4.1 Candidates understand how a work of art incorporates the style or characteristics of artwork from a culture other than their own.

4.2 Candidates demonstrate knowledge of historical influences on works of art.

4.3 Candidates research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.

4.4 Candidates use technology to research and compare multiple sources of various art forms used for social, cultural, historical and political purposes.

Standard 5. Candidates identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art.

5.1 Candidates apply the strategies of art criticism to describe, analyze, interpret and judge selected works of art.

5.2 Candidates explain how form, subject matter and context contribute to meanings in works of art.

5.3 Candidates apply art criticism methods to their own artworks, the artworks of peers and other artists on the basis of the formal, technical and expressive aspects in the artworks.

5.4 Candidates provide supportive evidence to defend their decisions.

5.5 Candidates use technology to apply the knowledge and skills of art criticism to conduct in-depth analysis of works of art.

Standard 6. Candidates plan learning experiences based on knowledge of subject matter, the students, the community, clear curriculum goals and the Ohio Visual Art Academic Content Standards. They understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

6.1 Candidates develop lessons that address the needs of diverse learners.

6.2 Candidates become familiar with relevant aspects of students' background knowledge and experiences.

6.3 Candidates articulate clear learning objectives for lessons that are appropriate for students.

6.4 Candidates demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

6.5 Candidates create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students that are aligned with the objectives of the lesson.

6.6 Candidates make instructional objectives that are clearly understandable for students.

6.7 Candidates monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands.

6.8 Candidates use a variety of teaching strategies that reflect analysis of lesson content and student needs.

6.9 Candidates use instructional time effectively.

6.10 Candidates collaborate with others in designing interdisciplinary learning experiences for students.

Standard 7. Candidates connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities and apply art competencies in teaching situations and integrate art/design instruction into the total process.

7.1 Candidates understand child development and the identification and understanding of psychological principles of learning as they relate to art education.

7.2 Candidates understand the philosophical and social foundations underlying art in education to express a rationale for personal attitudes and beliefs.

7.3 Candidates know current methods and materials available in all fields and levels of art education.

7.4 Candidates understand principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

Standard 8. Candidates understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

8.1 Candidates create a climate that promotes fairness.

8.2 Candidates establish and maintain rapport with students.

8.3 Candidates establish and maintain consistent standards of classroom behavior.

8.4 Candidates communicate challenging learning expectations to each student.

8.5 Candidates make the physical environment safe and conducive to learning.

8.6 Candidates demonstrate a sense of efficacy.

8.7 Candidates encourage students to extend their thinking.

8.8 Candidates maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.

8.9 Candidates articulate and communicate the goals of an art program to students, colleagues, administrators, parents and families in an effective and professionally responsible manner.

Standard 9. Candidates understand and use formal, informal and authentic assessments to evaluate and improve student learning.

9.1 Candidates assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and devise learning experiences to meet assessed needs.

9.2 Candidates reflect on the extent to which the learning objectives were met.

9.3 Candidates use a variety of assessment strategies which are appropriately aligned with the objectives.

9.4 Candidates use both formative and summative assessments when evaluating students.

Standard 10. Candidates are reflective practitioners who evaluate the effects of their teaching and behaviors. They maintain positive and relevant relationships with parents and families, colleagues and the community. Candidates seek opportunities for professional growth.

10.1 Candidates build professional relationships with colleagues to share teaching insights and coordinate learning activities for students.

10.2 Candidates demonstrate a code of ethics that maintains professional relationships with students, parents and colleagues.

10.3 Candidates develop educational partnerships within the community.

10.4 Candidates know and commit to various types of professional development activities.

Standard 11. Candidates complete appropriate field and clinical experiences in educational experiences prior to student teaching. They teach at PreK, Middle and Secondary levels during student teaching.

11.1 Candidates have field experiences at the PK-3, middle (4-9) and secondary levels (7-12) one in each level with a minimum of 100 hours.

11.2 Specific evaluative procedures to assess candidate progress and achievement are in place. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further contact after graduation.

11.3 Students should be provided opportunities for various types of teaching and directed observation throughout the period of undergraduate art education study.

11.4 Supervision during student teaching is recommended to be done by qualified art education personnel from the institution and at the teaching site. (12 week minimum)