

College of Saint Mary
Rule 24 Section 3
Use of Related Data and Information for Continuous
Program Improvement of Endorsement Program

Endorsement: Art K-12

Discuss changes or improvements made to the specific endorsement program since the last visit as a result of documented assessment data analysis findings and other information related to the endorsement program area. What did the data indicate and what endorsement program changes were made as a result of data analysis? What other information was included in decision making? How were decisions made and by whom? What has been the effect of these program changes? What future endorsement program changes are planned? What are implications for overall unit improvement initiatives to the endorsement program?

Since the last full Teacher Education program review the Fine Arts Department at College of Saint Mary has undergone several changes.

Full Program review based on Rule 24 changes took place with the Teacher Education Director and Art Director meeting together, spring 2016, reviewing changes in Rule 24, matrices and program sheet. Course work was evaluated and new Matrices were completed. Changes to curriculum will be implemented in the fall 2016 with full program review going to Curriculum Committee in September. Proposed changes will include adding SPE 240 Classroom Guidance and Management.

Teacher education faculty and Art Department Director continue to work together to provide advising for all undergraduate art students, Director of Art also serves as a consultant for MAT transcript review as needed. Director of Art teaches a component on creative thinking for both undergraduate and MAT course EDU 372/572 Integrating Fine Arts.

Advanced courses have been added to the Art curriculum in areas of painting, watercolor, photography, sculpture, and ceramics. Students enrolled as majors now have the option to broaden their studio experiences in areas of interest and talent; previously only one level was offered in each of these areas. In the past, students were required to take independent study in these areas to begin portfolio development. Under new process, students can begin portfolio development during the advanced course work with guidance offered directly from Art program faculty. This has increased enrollment in advanced courses and improved student portfolio and critiques.

A technology component has been integrated into each course across the art curriculum, teaching students to embed technology into their art practices, portfolio, and creative development.

A new creative rubric is in development by the Art Program Director to assess student creativity and outcomes. This data is used within the program annual college assessment report to document change and student outcomes. All students are surveyed in the introduction level courses to evaluate experience in art production and course content can then be differentiated based on students' levels. This assessment helps to set program field trips to art museums, art history perspective, and production projects based on past experiences. This is especially important for our first generation, immigrant

student, and students coming from under-resourced backgrounds, as well as rural areas where museum opportunities may not exist. ([Link to surveys](#))

Changes to the fine arts program have been made based on input derived from these surveys and outcomes are being measured. These outcomes are reported annually in the college annual program evaluation and are used to drive decision making in the fine arts department.

The newly renovated Hillmer Art Gallery is an extension of the art department. Regional, local, and student art work is displayed and the gallery serves as an easily accessed gallery for our students as a reference for critiques, as well as public access to high quality shows. The gallery has up to 500 people per day at shows which are open at no cost to the community.

One challenge faced by the Art department has been the ability for Art students' access to the Teacher Education Department. In the past, several very talented artists have had difficulty passing the Praxis I requirement. Until recently, undocumented students, though talented artists interested in teaching, were not eligible for state certification. Several of these students then choose to get art degrees without teaching.

What are implications for overall unit improvement initiatives to the endorsement program?

Several programmatic changes in the Unit have had an impact on the endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that all teacher education students must pass the Praxis II content exam for certification has had an impact on the Teacher Education program. Teacher Preparation faculty

have collaborated with content area faculty to ensure that course content is consistent with the content of the exam.

- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.
- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.