

Art
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/08/02)

006.06 Art

006.06A Grade Levels: ~~PK-12~~ K-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may ~~organize and~~ teach art ~~learning experiences~~ for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: The endorsement shall require 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art. ~~This shall include coursework which addresses preparation for teaching art to kindergarten, elementary, middle school, and secondary-aged students.~~

006.06E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.06F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution ~~must provide~~ should prepare prospective art teachers candidates with opportunities to ~~be able to:~~ demonstrate the dispositions and competencies required by the following guidelines.

The art teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Fine Arts Standards: Visual Arts as adopted by the Nebraska State Board of Education.

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Standard 1: Studio Art

The art teacher candidate must demonstrate expressive, technical, procedural, and organizational skills, and conceptual insights developed through studio art experiences. Traditional processes, newer technology and media arts developments, and functional design fields should be included. Art teacher candidates must be aware of, and able to make students aware of, the all-important process of artistic creation from conceptualized image to finished art work.

Standard 2: Theory and History

The art teacher candidate must demonstrate an understanding of the major styles and periods of art history, analytical methods, and theories of criticism; the development of past and contemporary art forms; philosophies of art; the fundamental and contextual relationships of history and analyses to the making of art; and diverse social, cultural and societal perspectives in art.

Standard 3: Process and Current Technology

The art teacher candidate must apply traditional and emerging processes as well as newer technology and media arts developments in instruction.

Standard 4: Essential Teaching Competencies

The art teacher candidate must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design into the process of education.

Specific competencies include:

Element 1. An understanding of child development and the identification and understanding of psychological principles of learning relevant to art education.

Element 2. An understanding of the content of art, including the philosophical and social foundation underlying art education, so the art teacher candidate is able to express a rationale for selected instruction and curriculum design.

Element 3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and to devise learning experiences to meet assessed student needs.

Element 4. Knowledge of current methods and materials available in all fields and levels of art education.

Element 5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

Element 6. The ability to accept, amend, or reject methods and materials based on professional assessment of specific teaching situations.

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Element 7. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

Element 8. The ability to engage in continuing study and to apply knowledge gained into self-evaluation and professional growth.

Element 9. Recognize that art exists in multiple public and private venues and settings, such as museums, galleries, schools, homes, and other settings of public and private life, and use those settings to expand learning in art.

Element 10. The ability to organize a safe, interesting, and positive classroom environment conducive to creativity, expression, and the making of art.

Standard 5: Career Education

The art teacher candidate must be able to address various career opportunities in art which employ career-ready skills including creativity and innovation, communication, collaboration, critical thinking, and problem-solving.

Standard 6: Professionalism

Art teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to art and art education, draw upon art education research to inform practice, continuously reflect on their own practice, advocate for art education in schools and communities, utilize resources from professional art organizations, and administer the art program.

The art teacher candidate must:

Element 1 take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of art;

Element 2 engage in continuous and collaborative learning that draws upon research in art education to inform practice;

Element 3 utilize resources from professional art organizations to advance development as a reflective practitioner;

Element 4 demonstrate an understanding of the administration and management of a successful art program; and

Element 5 advance the profession by engaging in activities such as informed advocacy for art education for all students and mentoring experiences in schools and communities.

Redline
Draft #1 – 7.17.14
Draft #2 – 10.6.14
Draft #3 – 10.7.14
Draft #4 – 12.2.14

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[Guidelines informed by the National Association of Schools of Art and Design \(NASAD\), Teacher Competencies, \(2013-2014\).](#)

ART ENDORSEMENTS *ad hoc* DISCUSSION, 7.17.14:

Art *ad hoc* committee discussion included:

Four groups that are impacted:

- PK-12 students
- PK-12 teachers
- Schools—hiring well-qualified teachers for a variety of configurations
- Institutions and what they are able to deliver

What do we need to be explicit about in expectations for and training of Art teachers?

- Praxis II Content Test requirement will be implemented Sept. 1, 2015.
- About 30% of NE-prepared teachers leave the state.
- Career Tech Readiness, especially Graphic Arts, needs to be emphasized.
- Need to keep technology in mind throughout the thought process, as technology in art is a developing field—especially in Graphic Design, Graphic Arts, and Media Arts. Students who have career training in high school may be able to be employed without additional college coursework. Need to address career opportunities in the arts.
- There is a need to create more in-depth training in art which would be supplemental to basic preparation—at the graduate (or undergraduate) level—perhaps have additional specializations as supplemental endorsements?
- Instructional Technology Leadership endorsement available as a supplemental for integrating Art.
- Supply/Demand: Schools/administrators need teachers that can do a variety of things (in any content area)—Field endorsement is desired endorsement.
- People skills and content depth are both very important—the teacher must be able to help all students know that they can learn and they can succeed. Teachers need to know who they are teaching—ELL students, ‘Gifted’ learners are two examples.
- Need a strong depth of content and ability to teach/pedagogical skills; NE does deal with much of the pedagogy in Rule 20; Rule 24 has always been about content, but there is beginning to be some overlap of content and pedagogy. (English Language Arts is one example.)

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- Teachers need to have strong technology skills to incorporate these tools for teaching and learning in general, and specifically in Art courses.
 - Many districts now have 1:1 iPads and various other initiatives which were not even being considered the last time the art endorsements were reviewed (2002). Other considerations that were not available in 2000-2002 now include:
 - Graphic Design,
 - Visual culture and multicultural understandings,
 - Graphic novels (comics),
 - Emphasis on PLCs,
 - Data-driven research,
 - Being active in (and advancing) art as a profession,
 - 21st century Learning,
 - Brain research and areas of giftedness (other than math and science),
 - ELLs, effects of poverty, etc.
- All teachers are responsible for teaching reading and writing—art teachers are not excluded.
- Higher-Ed Institutions must deal with 120-credit hour requirement; very hard to meet this requirement to prepare teachers for tomorrow’s students.
- Classroom Management and how to set up an art program and an art classroom are key items/problem for teacher preparation. Preparing the teacher for a more student-centered classroom (rather than teacher-directed classroom) needs emphasis, as well as working with parents; not enough time in Art methods classes.
- Field endorsement is a priority. Who is getting the General Art endorsement? Allowed for more diversity.
(Added Note: NDE TCert reports there are 9 people who currently hold the General Art endorsement, and two reside out of state. All of these teachers also hold Elementary endorsements, with the exception of one who also has a Psychology endorsement.)

The ad hoc committee recommends eliminating the General Art (K-6) subject endorsement for these main reasons:

- Current guidelines are exactly the same as those for the field endorsement, but fewer required credit hours.
 - An elementary education endorsement allows teaching art at the elementary level.
 - Fewer than ten completers (statewide) in the past five years.
- Philosophy—‘Who am I as an Art teacher?’

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- Administratively, the Field endorsement works better for schools.
- Possible Supplemental Endorsements at some point in time in the future:
 - Visual Communication and Design (Graphic Arts) / Digital Design
 - Media Arts – most common language—can include Graphic Design, video gaming art, etc.
 - PK Art or PK in age level of the field endorsement? Should ‘Early Childhood Art’ be a supplemental endorsement?
 - Applied Studio/Studio Emphasis
 - Art History

Endorsement Name: Art vs Visual Art? The ad hoc committee decision was to leave the endorsement name as ‘Art’.

Grade Levels: PK-12 (PK meaning ‘age 3 to kindergarten’, which has now been defined.)

Guidelines should be based on NASAD standards (National Association of Schools of Art and Design). NAEA (National Art Education Association) standards are more detailed—NASAD standards include NAEA standards. ‘Competencies’ is used by NASAD, rather than ‘standards’. 21st Century Learning and Innovation Skills include ‘4 C’s and a ‘P’—Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration.

**Art and General Art NCTE Ad Hoc Committee
 Thursday, July 17, 2014 – Country Inn & Suites Lighthouse Room – 9:30 A.M.—4:00 P.M.**

| Ad Hoc Committee Requirements | Ad Hoc Committee Members |
|--|--|
| Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration. | 1. Jan Jones, Kearney Horizon MS jan.jones@kearneypublic.org 2. Travis Coe, Gothenburg Jr/Sr HS (NCTE Comm A) travis.coe@gosweddes.org |
| Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution. | 1. Don Robson, Concordia Donald.Robson@cune.edu 2. Shari Hofschire, UNO shofschire@unomaha.edu |
| Specialists in the Content Area— Might include Arts and Sciences college faculty or persons drawn from professional practice in the | 1. Eric Stearns, Doane College eric.stearns@doane.edu 2. Bob Reeker, NWU and LPS |

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| endorsement area. | breeker@nebrwesleyan.edu |
| Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area. | 1. Angie Fischer, OPS Art Education Supervisor Angela.Fischer@ops.org 2. Caroline Winchester, Chadron caroline.winchester@chadronschools.net |
| NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned. | 1. Becky Schnabel (NCTE Comm A and UNO Certification Officer) bschnabel@unomaha.edu 2. Sharon Katt, NDE sharon.katt@nebraska.gov |
| NDE Representative with responsibilities related to the endorsement area. (Ad Hoc Chair) | Debbie DeFrain, NDE Director of Fine Arts debbie.defrain@nebraska.gov |
| Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area. | 1. Lynette Fast (NATA), LPS North Star, Art Dept Chair lfast@lps.org 2. Jean Detlefsen jdetlefsen@neb.rr.com |
| Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups. | |
| A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee. | Pat Madsen, NDE pat.madsen@nebraska.gov |

Previous Guidelines (2002):

~~Through the courses identified in its plan, the institution should prepare prospective art teachers to be able to:~~

~~Demonstrate knowledge and an understanding of the content of art, including being able to:~~

- ~~a. The Demonstrate studio skills and an understanding of their own art making processes, qualities, and techniques using different media, styles, and form of expression;~~
- ~~b. Make meaningful interpretations and judgments about their own artworks and the works of other artists through written and oral discussions;~~

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- ~~c. Demonstrate an understanding of the cultural and historical contexts surrounding works of art;~~
 - ~~d. Demonstrate knowledge and an understanding of aesthetic and artistic purposes of art, including philosophical and ethical issues related to the visual arts;~~
 - ~~e. Demonstrate knowledge and an understanding of contemporary art and the art world;~~
 - ~~f. Describe the value of studying artworks from popular culture, folk cultures, and other cultural groups;~~
 - ~~g. Demonstrate knowledge and an understanding of the use of traditional and new technologies within the visual arts and art education, including computer graphics, computer software, and the Internet within the visual arts and educational settings; and,~~
 - ~~h. Identify the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities.~~
- ~~B. Select appropriate instructional content, including being able to:~~
- ~~a. Demonstrate an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels; and,~~
 - ~~b. Develop instruction which makes traditional, popular, and contemporary art worlds accessible to students.~~
- ~~C. Demonstrate knowledge and an understanding of student characteristics, abilities, and learning styles, including being able to:~~
- ~~a. Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;~~
 - ~~b. Demonstrate an understanding that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies; and,~~

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- ~~c. Demonstrate a repertoire of teaching strategies appropriate to the needs of all students, including those with different learning styles, and special needs.~~
- ~~D. Observe students in the classroom with sensitivity toward individual approaches and responses to art, including being able to:
 - ~~a. Gather and use information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs; and,~~
 - ~~b. Provide for differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.~~~~
- ~~E. Plan appropriate instruction, including being able to:
 - ~~a. Facilitate students in creating, experiencing, and understanding art which is relevant to their life activities and interests;~~
 - ~~b. Insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools; and,~~
 - ~~c. Develop challenging but realistic instruction experiences that are appropriate to individual levels of cognitive, artistic, emotional and physical development.~~~~
- ~~F. Develop curriculum which reflects the goals and purposes of art education, including being able to:
 - ~~a. Develop curricular goals which reflect the necessity for students to have unique, informed and enriching experiences creating and responding to art, including the work of established artists and peers;~~
 - ~~b. Make curricular decisions with consideration of national, state, and local curriculum standards and frameworks;~~
 - ~~c. Organize, structure, and pace in-depth learning experiences in the classroom;~~~~

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- ~~d. Develop short and long-term instructional units as components of a comprehensive, sequential curriculum;~~
- ~~e. Demonstrate the inter-relatedness of curriculum, instruction, and assessment;~~
- ~~f. Describe curriculum resources produced by museum education departments and other publishers; and,~~
- ~~g. Select appropriate resources to implement one's own and district curricular goals.~~
- ~~G. Develop curriculum which reflects an understanding of the breadth, depth, and purposes of art, including being able to:~~
 - ~~a. Develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;~~
 - ~~b. Develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;~~
 - ~~c. Select works of art to support one's own teaching goals;~~
 - ~~d. Evaluate the content of the art curriculum with regards to individual and societal issues; and,~~
 - ~~e. Provide student experiences in art which increase their understanding of historical, critical and aesthetic concepts.~~
- ~~H. Develop curriculum which is inclusive of the goals, values and purposes of education, the community and society, including being able to:~~
 - ~~a. Articulate how the art curriculum coordinates with the school, district and state curriculum guidelines; NAEA Goals; and National Standards;~~
 - ~~b. Plan and implement art curriculum which is aligned with the Nebraska K-12 curriculum framework in visual arts;~~
 - ~~c. Describe how art interrelates with reading, writing, mathematics, science, and the social sciences;~~
 - ~~d. Adapt, change, modify and select from a range of curricular options based on student needs;~~

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- ~~e. Develop instructional units appropriate for all students;~~
- ~~f. Incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem-solving abilities;~~
- ~~g. Develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;~~
- ~~h. Communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large; and,~~
- ~~i. Communicate the goals of the art curriculum to others.~~
- ~~l. Promote student learning and growth in the content of art, including being able to:
 - ~~a. Implement a comprehensive approach to art education that integrates art production, art history, aesthetics and art criticism;~~
 - ~~b. Create instruction compatible with students' backgrounds, understandings, ages, and levels of development;~~
 - ~~c. Provide students opportunities to experiment with and expand their repertoires of media and techniques in their art making and to see the connections between their own approaches and those used by other artists;~~
 - ~~d. Facilitate students in recognizing multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;~~
 - ~~e. Facilitate students in learning to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;~~
 - ~~f. Provide students opportunities to engage in the meaningful exploration, analysis, interpretation, and judgment of art, including making connections between the meanings in the world of art and in their own lives;~~~~

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- ~~g. Provide students opportunities to become familiar with the history of art, specific artists and art forms of various cultures; and,~~
- ~~h. Engage students in thoughtful oral and written inquiry into the nature of art, including different forms of theoretical and philosophical approaches to art.~~
- ~~J. Create effective instructional environments conducive to student learning, including being able to:
 - ~~a. Create a physically, emotionally, and intellectually safe environment for all students, including those with special needs;~~
 - ~~b. Create an instructional environment which reflects a respect for diversity;~~
 - ~~c. Promote principles of fairness and equity;~~
 - ~~d. Manage a classroom that allows for simultaneous activities that take place daily in today's diverse and changing classrooms;~~
 - ~~e. Provide opportunities for students to take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways; and,~~
 - ~~f. Integrate a variety of instructional resources to enhance learning for all students.~~~~
- ~~K. Evaluate one's own teaching practices and make appropriate modifications and adjustments, including being able to:
 - ~~a. Describe current developments in teaching and schooling at local, state, and national levels; and,~~
 - ~~b. Utilize classroom research to improve the quality of art instruction in their classrooms.~~~~
- ~~L. Collaborate with other teaching and administrative professionals; including being able to:
 - ~~a. Identify issues and art resources that can be explored in an interdisciplinary manner with other teachers.~~~~
- ~~M. Conduct meaningful and appropriate assessments of student learning, including being able to:~~

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- ~~a. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;~~
 - ~~b. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;~~
 - ~~c. Use assessment as a joint venture through which both student and teacher understanding is enhanced;~~
 - ~~d. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;~~
 - ~~e. Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;~~
 - ~~f. Provide for the individuality of students and individual responses to assignments;~~
 - ~~g. Provide for all students an equal opportunity to display what they know and can do in art, including displays for peers, family members, and the community;~~
 - ~~h. Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;~~
 - ~~i. Model good assessment processes that assist students in assessing their own work and the work of their peers; and,~~
 - ~~j. Provide recognition of a variety of student accomplishments and positive behaviors.~~
- ~~N. Adapt their assessments to serve school-wide and system goals, including being able to:~~
- ~~a. Assess the effectiveness of an art program with regard to program, school, and district goals;~~
 - ~~b. Develop assessment strategies to deal with broad issues of program effectiveness;~~

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- ~~c. Select and evaluate forms of communication needed to convey results to various audiences, including exhibits, portfolios, and test scores;~~
- ~~d. Convey results in meaningful, understandable form appropriate for popular audiences; and,~~
- ~~e. Describe the importance of reporting results of assessments to students, families, administrators, and the public.~~
- ~~O. Reflect on their own practices, including being able to:~~
 - ~~a. Articulate their teaching philosophy and the unique ways in which art earning contributes to cognitive, emotional and social growth;~~
 - ~~b. Develop a professional resume and portfolio;~~
 - ~~c. Research different teaching strategies;~~
 - ~~d. Communicate to the larger community including school administrators, parents and colleagues in other disciplines the vital role that the visual arts play in education;~~
 - ~~e. Describe the importance of their active participation, as an art teacher, in policy committees, educational councils, and other collaborative efforts with other educational professionals and community members;~~
 - ~~f. Describe educational and art literature, including publications and Internet sites;~~
 - ~~g. Collaborate with colleagues in the schools to foster a professional culture that has a significant place for the arts;~~
 - ~~h. Describe the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums; and,~~
 - ~~i. Produce studio quality works of art.~~
- ~~P. Describe the relationship of the school art program and the role of the art teacher to the total community, including being able to:~~
 - ~~a. Actively participate in the total school community;~~
 - ~~b. Collaborate with colleagues to improve and evaluate professional development plans and practices; and,~~
 - ~~c. Describe ways to provide leadership in educational and professional roles.~~

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- ~~Q. Contribute to the growth of the profession, including being able to:~~
- ~~a. Describe the history of the profession and the foundations of art education;~~
 - ~~b. Describe the importance of making presentations at professional, school, parent, and community meetings;~~
 - ~~c. Describe the importance of research and its impact on practices in the classroom; and,~~
 - ~~d. Create a professional growth plan that may include:
 - ~~i. conducting action research in their own classrooms;~~
 - ~~ii. collaborating with educational researchers to examine their own practices;~~
 - ~~iii. methods for expanding their repertoire of teaching methods and strategies;~~
 - ~~iv. means for deepening their knowledge of art, art education, and learning and development; and,~~
 - ~~v. modeling what it means to be an educated person for their students.~~~~