

**Program Report for the  
Preparation of Art Teachers  
National Standards for Arts Education**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER  
EDUCATION**

**C O V E R   S H E E T**

**Institution** William Carey University **State** MS

**Date submitted** September 25, 2007

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**Program documented in this report:**

**Name of institution's program (s)** Art Teacher Education

**Grade levels for which candidates are being prepared** K-12

**Degree or award level** Bachelor of Arts or Bachelor of Fine Arts

**Is this program offered at more than one site?** **Yes**      **X No**

If yes, list the sites at which the program is offered Gulf Coast Campus Only

**Title of the state license for which candidates are prepared**

Art Education K-12

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

**X Yes**       **No**

## **Section I - Context**

1. Description of any state or institutional policies that may influence the application of the National Standards for Arts Education.

Academic programs that lead to teacher licensure must be accredited by the State of Mississippi using NCATE standards. In the art education program standards are based on the National Standards for Arts Education for the initial preparation of art teachers. At William Carey University, students preparing to teach art must complete the major in art and the minor in education. The program of study in art correlates to the National Standards for Arts Education standards for art teachers at the elementary and secondary level.

2. Description of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

All students being licensed to teach must complete EDU 300, Introduction and Foundations of Education. This course has an associated pre-teaching field experience component, consisting of 21 hours at a local school, done concurrently with the course. In addition, students must complete a 65-day student teaching component in a secondary school, working under the supervision of a teacher at the school site.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

For admission to the program, students must have at least 2.5 GPA on the teacher education liberal arts core, must achieve a passing score on the Praxis I or have an ACT of 21 with no sub-score below an 18, and have at least a grade of C or better in both English composition courses, ENG 101-102.

Students must satisfy all requirements for entry into student teaching which include an overall GPA of at least a 2.5, grades of C or better in all professional education course and all courses in social studies, and achieve the required scores on the Praxis II (PLT and the specialty area). Students must satisfactorily complete the student teaching as well as all university requirements for completion of the program.

4. Description of the relationship of the program to the unit's conceptual framework.

The statement of purpose for the art program in the Department of Art is in accordance with the stated purpose of the University. The statement of purpose for the art program in the Department of Art is in accordance with the stated purpose of the University. This department provides resources, experiences, and a community that will nurture the development of conceptual and technical abilities in visual art and prepare students for lives as practicing, professional artists, or for graduate studies. Faculty members teach and students learn in a caring, Christian environment and provide leadership that

enables students to become learners, thinkers, and decision-makers. We believe that a strong liberal arts core is the foundation for more advanced study and art majors receive that foundation by completing the Bachelor of Arts or Bachelor of Fine Arts core curriculum.

## Section II – List of Assessments

	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>
1	Praxis II Art Content Knowledge	Comprehensive Exam	Prior to graduation
2	BFA Exhibition	Comprehensive Exam	Prior to graduation
3	Planning and Preparation (10 day unit)	Rubric – STAI	Student teaching
4	Student Teacher Assessment Instrument- Overall Rating – Supervising Teacher and Supervising Professor	Observation Analysis	Student teaching
5	Mississippi Teacher Education Performance Report	Employer Survey	End of first year of teaching
6	Student Teacher Assessment Instrument – Items 23-28 (Classroom Management) – Supervising Teacher and Supervising Professor Observations.	Observation Analysis	Student Teaching
7	Student Teacher Assessment Instrument – (Environment and Student Diversity) – Supervising Teacher Observations	Observation Analysis	Student Teaching
8	Program of Study in Art	Locally produced rubrics with checklist	End of course
9	Senior Exhibition	Student Created Gallery show	Senior Year in ART 461
10	Graduate follow-up report	Survey	After graduation

**Section III**  
**Relationship of Assessments to Standards**

<b>National Standards for Arts Education</b>	<b>Applicable Assessment from Section II</b>
Content Standard: 1  <i>Understanding and applying media, techniques and processes.</i>	<b>#1, #2, #8, #9</b>
Content Standard: 2  <i>Using knowledge of structures and functions.</i>	<b>#2, #8, #9</b>
Content Standard: 3  <i>Choosing and evaluating a range of subject matter, symbols and ideas.</i>	<b>#1,#2, #3, #6, #8, #9</b>
Content Standard: 4  <i>Understanding the visual arts in relation to history and cultures.</i>	<b>#1, #6, #8, #9</b>
Content Standard: 5  <i>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</i>	<b>#1, #2, #6, #8, #9</b>
Content Standard: 6  <i>Making connections between visual arts and other disciplines.</i>	<b>#1, #2, #3,#6, #8, #9</b>

**SECTION IV**  
**Evidence for Meeting Standards**

**Subject-Area Courses for Art Teacher Licensure**  
**William Carey University**  
**Correlated to National Standard for Arts Education**

**WILLIAM CAREY UNIVERSITY**

**DEPARTMENT OF EDUCATION**

**DEGREE CHECKLIST: CERTIFICATION AREA—ART (BA)**

Name \_\_\_\_\_ SS Number \_\_\_\_\_

PRAXIS I: Reading (170) \_\_\_\_\_ Writing (172) \_\_\_\_\_ Mathematics (169) \_\_\_\_\_  
 PRAXIS II: PLT \_\_\_\_\_ Area Specialty \_\_\_\_\_  
 ACT (21): \_\_\_\_\_ (English) Mathematics \_\_\_\_\_ Reading \_\_\_\_\_ Science/Reasoning \_\_\_\_\_

**BACHELOR OF ARTS TEACHER EDUCATION CORE (46 hours) Certification Requirements**

____ ENG 101 (3) _____	____ MAT 131 (3) _____
____ ENG 102 (3) _____	____ PSY 201 (3) _____
____ ENG Lit. (3) _____	____ COM 101 (3) _____
____ ENG Lit, or PHI 201(3) _____	____ For.Lang (3) _____
____ Fine Arts (3) _____	____ For.Lang (3) _____
____ HIS 101 or 201 (3) _____	____ HIS/ENG/PHI (3) _____
____ HIS 102 or 201 (3) _____	____ Social Science (3) _____
____ Lab Sci (4) _____	____ English Prof _____
Total Quality Points _____	divided by 46 = _____ GPA

**ADDITIONAL CORE/TEACHER EDUCATION REQUIREMENTS (14 hours)**

____ REL 101 (3) _____	____ PED _____ (1) _____
____ REL 102 (3) _____	____ PED _____ (1) _____
____ BUS 102 (3) _____	or ____ HEA 300 (3) _____
or proficiency	____ PSY 202 or 203 _____

**ART SPECIALTY COURSES (51 hours) Art history courses taken as the BA fine arts core requirements may be counted (duplicated).**

____ ART 101(3) _____	____ ART 319(3) _____
____ ART 102 (3) _____	____ ART 351 or 451 (3) _____
____ ART 108 (3) _____	____ ART 362 (3) _____
____ ART 109 (3) _____	____ ART 364 (3) _____
____ ART 215 (3) _____	____ ART HIS (3) _____
____ ART 131(3) _____	____ ART HIS (3) _____
____ ART 254 (3) _____	____ ART 461 (3) _____
____ ART 301 (3) _____	ART elective
____ ART 302 (3) _____	____ ART (3) _____

**PROFESSIONAL EDUCATION CERTIFICATION (30 hours)**

____ EDU 300 (3) _____	____ EDU 446 (3) _____
____ EDU 300.1(0) _____	* ____ EDU 450 (3) _____
____ EDU 372 (3) _____	* ____ EDU 496 (12) _____
* ____ EDU 436 (3) _____	(must have passing scores on PRAXIS II
prior to EDU 496)	
____ PSY 204 (3) _____	*admission to Teacher Education required

Student teaching application \_\_\_\_\_

Student teaching semester \_\_\_\_\_

**WILLIAM CAREY UNIVERSITY**  
**DEGREE CHECKLIST: CERTIFICATION AREA—ART (BFA)**

**DEPARTMENT OF EDUCATION**

Name \_\_\_\_\_ SS Number \_\_\_\_\_

PRAXIS I: Reading (170) \_\_\_\_\_ Writing (172) \_\_\_\_\_ Mathematics (169)  
PRAXIS II: PLT \_\_\_\_\_ Area Specialty \_\_\_\_\_  
ACT (21): \_\_\_\_\_ (English) \_\_\_\_\_ Mathematics \_\_\_\_\_ Reading \_\_\_\_\_ Science/Reasoning \_\_\_\_\_

**BACHELOR OF FINE ARTS TEACHER EDUCATION CORE (46 hours) Certification Requirements**

___ ENG 101 (3) _____	___ Lab Sci (4) _____
___ ENG 102 (3) _____	___ MAT 131 (3) _____
___ ENG Lit. (3) _____	___ PSY 201 (3) _____
___ ENG Lit. (3) _____	___ COM 101 or 230 (3) _____
___ ENG Lit. or PHI 201 (3) _____	___ ART(3) _____
___ Fine Arts (3) _____	___ Social Science (3) _____
___ Fine Arts (3) _____	___ (SOC IO1, 111, PSC 201)
___ HIS 101 or 201 (3) _____	___ English Prof. _____
___ HIS 102 or 202 (3) _____	

Total Quality Points \_\_\_\_\_ divided by 46 = \_\_\_\_\_ GPA

**ADDITIONAL CORE/TEACHER EDUCATION REQUIREMENTS (17 hours)**

___ REL 101 (3) _____	___ PED _____ (1) _____
___ REL 102 (3) _____	___ PED _____ (1) _____
___ BUS 102 (3) _____	or ___ HEA 300 (3) _____
or proficiency	___ PSY 202 or 203 _____
	___ PSY 204 (3) _____

**ART SPECIALTY COURSES (84 hours)** Art history courses taken as the BFA fine arts core requirements may be counted (duplicated).

___ ART 101 (3) _____	ART major concentration(s)
___ ART 102 (3) _____	___ ART _____ (3) _____
___ ART 108 (3) _____	___ ART _____ (3) _____
___ ART 109 (3) _____	___ ART _____ (3) _____
___ ART 215 (3) _____	___ ART _____ (3) _____
___ ART 131 (3) _____	___ ART _____ (3) _____
___ ART 254 (3) _____	___ ART _____ (3) _____
___ ART 301 (3) _____	___ ART _____ (3) _____
___ ART 302 (3) _____	___ ART _____ (3) _____
___ ART 319 (3) _____	___ ART _____ (3) _____
___ ART 351 or 451 (3) _____	___ ART _____ (3) _____
___ ART 362 (3) _____	___ ART _____ (3) _____
___ ART 364 (3) _____	___ ART _____ (3) _____
___ ART HIS (3) _____	___ ART _____ (3) _____
___ ART HIS (3) _____	...
___ ART 461 (3) _____	

**PROFESSIONAL EDUCATION (27 hours)**

___ EDU 300 (3) _____	___ EDU 446 (3) _____
___ EDU 300.1(0) _____	* ___ EDU 450 (3) _____
___ EDU 372 (3) _____	* ___ EDU 496 (12) _____
* ___ EDU 436 (3) _____	

(must have passing scores on PRAXIS II prior to EDU 496)

\*admission to Teacher Education required

### Subject Area Courses in Art

<b>Art 101 Drawing I</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 102 Drawing II</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 108 2-D Design</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 109 3-D Design</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 121 Sculpture I</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 131 Painting I</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 200 Art Appreciation</b>	<b>CS4, CS6</b>	
<b>Art 215 Photography</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 221 Sculpture II</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 231 Painting II</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 241 Ceramics I</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 242 Ceramics II</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 253 Typography</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>ART 254 Computer Graphics</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 301 Drawing III</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 302 Drawing IV</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 303 Drawing V</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 304 Drawing VI</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 319 Art in the Elementary School</b>	<b>CS1, CS2, CS3, CS 4, CS5, CS6</b>	
<b>Art 322 Sculpture III</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 323 Sculpture IV</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 332 Painting III</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 333 Painting IV</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 341 Ceramics III</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 342 Ceramics IV</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 351 Serigraphy</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 352 Intaglio</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 353 Advertising Design I</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>Art 355 Graphic Illustration I</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>Art 356 Graphic Illustration II</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>Art 357 Web Page Design</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>Art 358 Multimedia Design</b>	<b>CS1, CS2, CS3, CS 4, CS5</b>	
<b>Art 362 Art History I</b>	<b>CS4, CS6</b>	
<b>Art 364 Art History II</b>	<b>CS4, CS6</b>	
<b>Art 367 Graphic Illustration III</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	
<b>Art 368 Graphic Illustration IV</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	
<b>Art 403 Twentieth Century Art History</b>	<b>CS4, CS6</b>	
<b>Art 404 American Art History</b>	<b>CS4, CS6</b>	

<b>Art 408 Southern Art History</b>	<b>CS4, CS6</b>	
<b>Art 437 Scenic Painting</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 451 Woodcut</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 453 Advertising Design II</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	
<b>Art 454 Advertising Design III</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	
<b>Art 455 Advertising Design IV</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	
<b>Art 456 Prepress Production</b>	<b>CS1, CS 5, CS6</b>	
<b>Art 457 Graphic Design/Illustration Projects</b>	<b>CS1, CS2, CS3, CS5</b>	
<b>Art 461 Senior Seminar</b>	<b>CS1, CS2, CS3, CS4, CS5</b>	

**Praxis Licensure Exams**  
**Subject Area and PLT**  
Testing Cycle – 11/05 – 1/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	9	1		10
Elementary Ed 0016	9			
Elementary Ed 0014 Alt	10	8	7	25
Art 0133				
Spanish 0192				
M.S. Math 0069	1			1
Math Education 0061	1	1	1	3
Social Studies Ed 0081	1	1		2
Family-Consumer 0120				
Physical Education 0091	1			1
Exceptional Student 0353				
English Education 0041	2	4		6
Guidance 0420	7	1	1	9
Biology Educ 0235	1	4	2	7
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439				
Business Educ 0100	1			1
<b>Totals</b>	<b>43</b>	<b>20</b>	<b>11</b>	<b>71</b>

Praxis Licensure Exams  
Subject Area and PLT  
Testing Cycle – 2/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	12	1		13
Elementary Ed 0016	11			11
Elementary Ed 0014 Alt	8	12	3	23
Art 0133				
Spanish 0192				
M.S. Math 0069				
Math Education 0061	1			1
Social Studies Ed 0081	2	6		8
Family-Consumer 0120				
Physical Education 0091	1	2		3
Exceptional Student 0353	6	1		7
English Education 0041	2	6		8
Guidance 0420	1			1
Biology Educ 0235	1	2		3
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439		1		1
Business Educ 0100	1			1
M.S. Social Studies	1			1
Speech	2			2
Totals	49	31	3	82

Praxis Licensure Exams  
Subject Area and PLT  
Testing Cycle – 3/06 – 4/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	17	1	0	18
Elementary Ed 0016	11	2	0	13
Elementary Ed 0014 Alt	14	20	3	37
Art 0133	2	0	0	2
Spanish 0192	1	0	0	1
M.S. Math 0069	3	0	0	3
Math Education 0061	5	2	1	8
Social Studies Ed 0081	3	4	0	7
Family-Consumer 0120	2	0	0	2
Physical Education 0091	4	1	0	5
Exceptional Student 0353	9	0	0	9
English Education 0041	7	4	2	13
Guidance 0420	6	3	1	10
Biology Educ 0235	3	3	1	6
Physics Educ 0265	1	0	0	1
Chemistry Educ 0245	0	2	0	2
M.S. Science Educ 0439	2	0	0	2
Business Educ 0100	2	0	0	2
Totals	91	42	8	141

**Praxis Licensure Exams**  
**Subject Area and PLT**  
 Testing Cycle – 5/06 – 6/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT				
Elementary Ed 0016				
Elementary Ed 0014 Alt				
Art 0133				
Spanish 0192				
M.S. Math 0069				
Math Education 0061			2	2
Social Studies Ed 0081				
Family-Consumer 0120				
Physical Education 0091				
Exceptional Student 0353				
English Education 0041				
Guidance 0420				

Biology Educ 0235				
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439				
Business Educ 0100				
Totals			2	2

**#3– PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.**

**Planning and Preparation (10 Day Unit) – STAI Rubric**

When observed by their College Supervisor, the student teachers' 10 Day unit will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in five categories: (1) objectives, (2) procedures, (3) materials and technology, (4) assessments, and (5) accommodating individual differences.

1. A brief description of the assessment and its use in the program;  
 The Student Teacher Assessment Instrument (STAI) In-Class Evaluation is the observation tool used by the College Faculty when observing student teachers in their final field practicum. Section G. Planning and Preparation (10 Day Written Unit) is designed to assess the student teacher's ability to build integrated units incorporating teaching procedures, student objectives within the Mississippi Curriculum Frameworks and District Benchmarks, appropriate materials and technology, developmentally age-appropriate assessments of student performance (including authentic assessments), and accommodations for learning differences.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

???????

3. A brief summary of the data findings attached in Section II; and

***Student Teacher Assessment Instrument  
Student Teachers  
College Supervisor  
2005-2006***

4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice

G. Planning and Preparation – 10 Day Unit		
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area, college supervisor).	3.93
40.	The teacher selects and uses appropriate student <b>objectives</b> for unit lessons. Each objective should be labeled to a level of Bloom’s Taxonomy and referenced to district or state benchmarks.	3.86
41.	The teacher selects and uses appropriate teaching <b>procedures</b> for unit lessons. Should have at least one cooperative learning activity.	3.86
42.	The teacher selects and uses appropriate supplementary <b>materials and technology</b> for unit lessons.	3.86
43.	The teacher selects and uses appropriate materials and procedures for a minimum of four <b>assessments</b> of student progress. A variety of assessment types should be used <b>in addition to an attitudinal questionnaire.</b>	3.70
44.	The teacher uses information about students to provide learning experiences which <b>accommodate differences</b> in developmental and educational needs. Include objectives for remedial and/or advanced students.	3.72

4. An interpretation of how that data provides evidence for meeting standards.

The outcome was met in all indicators. Indicator 40 Writing Student Objectives incorporating Bloom’s Taxonomy was met at a 3.86 as was Indicator 41 Teaching Procedures (3.86) and Indicator 42 Materials and Technology (3.86). Indicator 43 Authentic Assessments (3.70) and Indicator 44 Accommodating Differences (3.72) were the lowest. While meeting the objective of 3.5, it remains a concern for faculty that assessments and accommodations are still areas of relative difficulty for our student teachers. The department continues to search for ways

to build resources in our Curriculum Labs to provide physical examples of accommodations and assessments for students to preview.

**#4 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice.**

**Student Teacher Assessment Instrument – Overall Rating – Supervising Teacher and Supervising Professor**

When observed by their College Supervisor and Supervising Teacher, the student teachers will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in all teacher performance indicators.

1. A brief description of the assessment and its use in the program;

The Student Teacher Assessment Instrument (STAI) is the In-Class Evaluation used by the Supervising Teacher and the College Supervisor when evaluating student teacher performance. There are five categories of student teacher performance evaluated by the College Supervising Professor: (1) Affective Beginning/Anticipatory Set; (2) Teaching; (3) Time on Task; (4) Interpersonal Skills; and (5) Assessment. The student teacher is evaluated on a scale of 1-4; 1 describes Ineffective, Unacceptable Practice; 2 describes Marginally Acceptable Practice; 3 describes Acceptable, Safe to Practice (Standard); and 4 describes Outstanding, Effective Practice. The STAI for the Supervising Teacher has five categories: (1) Planning and Preparation; (2) Communication and Interaction; (3) Teaching for Learning; and (4) Assessment of Student Learning. The STAI (both formative and summative) becomes the key diagnostic instrument used to build the professional development program for student teachers. The data has been collected over the past two academic years allowing the faculty to formulate new initiatives in curriculum and field practica to improve overall student performance.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

???????

3. A brief summary of the data findings attached in Section II;

<b>School of Education - William Carey College Student Teacher Assessment Instrument (STAI) Supervising Teacher (2004-2006)</b>			
<b>Planning and Preparation</b>		<b>04-05 Mean</b>	<b>05-06 Mean</b>
1	The teacher selects and uses appropriate student objects for unit lessons.	3.93	3.96
2	The teacher selects and uses appropriate teaching procedures for unit lessons.	3.89	3.96
3	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	3.89	3.80
4	The teacher uses information about students to provide learning experiences which accommodate difference in developmental and education needs.	3.91	3.86
5	The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	3.86	3.85
6	The teacher integrates knowledge from several subject areas in unit lessons.	3.84	3.85
7	The teacher incorporates multicultural perspectives into teaching units.	3.80	3.77
<b>Communication and Interaction</b>			
8	The teacher uses correct oral and written communication.	3.84	3.87
9	The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others.	3.91	3.90
10	The teacher provides clear, complete directions for carrying out instructional activities.	3.82	3.86
11	The teacher communicates high expectations for learning to all students.	3.91	3.87
12	The teacher projects enthusiasm for teaching and learning.	3.89	3.85
13	The teacher listens to students and demonstrates interest in what they are saying by responding appropriately.	3.91	3.94
14	The teacher provides opportunities for students to work cooperatively with others to enhance learning.	3.86	3.96
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87
<b>Teaching For Learning</b>			
16	The teacher demonstrates knowledge of the subject(s) taught.	3.94	3.87
17	The teacher uses a variety of appropriate teaching strategies.	3.91	3.87
18	The teacher provides opportunities for students to apply concepts in problem solving and critical thinking.	3.82	3.82
19	The teacher elicits and responds to student input.	3.89	3.96
20	The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	3.80	3.86
21	The teacher uses questions to engage students in original, creative, and higher order thinking.	3.77	3.79
22	The teacher uses family and/or community resources in the student teaching experience to enhance student learning.	3.73	3.79
<b>Assessment of Student Learning</b>			
29	The teacher informs students of performance standards and assessment criteria.	3.86	3.96

30	The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken.	3.86	3.90
31	The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation.	3.89	3.89
32	The teacher maintains records of student work/ performance and communicates progress to both parents and/or guardians and appropriate colleagues.	3.84	3.89
33	The teacher actively seeks opportunities to grow reflectively and professionally.	3.86	3.96

***Student Teacher Assessment Instrument***  
***Student Teachers***  
***College Supervisor***

4=Outstanding, Effective Practice    3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice    1=Ineffective, Unacceptable Practice

<b>A. Affective Beginning/Anticipatory Set</b>		<b>04-05</b>	<b>05-06</b>
1.	Teacher has materials and equipment ready.	3.90	3.98
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.83
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92
4.	Teacher states lesson purpose and plan.	3.88	3.92
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76
<b>B. Teaching</b>		<b>04-05</b>	<b>05-06</b>
6.	Teacher provides clear, concise and accurate information.	3.88	3.92
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93
8.	Teacher checks for understanding.	3.88	3.97
9.	Teacher uses instructional aids skillfully.	3.88	3.96
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96
13.	Teacher provides relevant independent and individual practice.	3.98	3.93
14.	Teacher provides appropriate closure to lesson.	3.80	3.86
<b>C. Time on Task</b>		<b>04-05</b>	<b>05-06</b>
15.	Teacher uses instructional time efficiently.	3.88	3.96
16.	Teacher keeps students on task through participation/ involvement.	3.83	3.90
17.	Teacher uses effective transitions within lesson and group		

	changes.	3.90	3.89
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94
<b>E. Interpersonal Skills</b>		<b>04-05</b>	<b>05-06</b>
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	3.97
27.	Teacher uses proximity, moves around the room.	3.94	3.96
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97
34.	Teacher incorporates student responses in discussion or lesson.	3.95	3.97
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98
37.	Teacher responds positively to students' academic input.	3.95	3.97
<b>F. Assessment</b>		<b>04-05</b>	<b>05-06</b>
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90

4. An interpretation of how that data provides evidence for meeting standards.

All student teacher performance indicators met the objective of 3.5 or higher. With over 70 students in the field, this is a fairly accurate assessment of the entire program. When comparing Supervising Teacher scores with the College Supervisor scores, there were no significant differences. It is the conclusion of the student teacher faculty that the student teachers are being provided a strong pre-professional development program that is preparing them to enter the profession as "safe to practice" teacher candidates. The faculty will continue to assess this data term by term with a focus on those student teachers who are proving to be ineffectual in the classroom. The faculty has decided to complete the Clinical Educator Training under the Teacher Performance System in order to effectively use additional diagnostic instruments in Planning, Instructional Organization and Development, Presentation of Subject Matter, Communication: Verbal and Nonverbal, and Management of Student Conduct.

## SECTION V

## **Use of Assessment Results to Improve Candidate Performance**

In keeping with ongoing assessment and evaluation of the program in art licensure, results of assessments enable faculty to adjust the program to enhance candidate performance and student learning outcomes. In recent years several adjustments have been made in response to data collection and evaluation. Graduating students must participate in a senior Art Show. Student work is publicly exhibited and promoted. The design of the exhibition and promotional material is executed by the senior students. Students must create and present work for each of the studio art courses taken. Class assignments and projects are critiqued by faculty and peers throughout the duration of the course. Graduating students must pass Art 461 – Senior Seminar course in which they write a personal artists' statement and exhibit a coherent body of work.

Another example of use of assessment results involves the recent decision to re-structure the curriculum in art to require students to earn 12 credit hours in Art History. Students are assessed on their knowledge of specific works of art within the frameworks of: Prehistoric to Renaissance, Renaissance to Contemporary, 20th Century Art and American Art.

Future teachers of art will have been introduced to a thorough foundation in visual art and broad experiences in several areas: drawing, graphic design, photography, and digital imagery.

### **ATTACHMENT A Candidate Information**

<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Completers</b>
<b>2005-2006</b>	<b>?</b>	<b>?</b>
<b>2006-2007</b>	<b>?</b>	<b>?</b>

**ATTACHMENT B  
Faculty Information**

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track (Yes/No)</b>	<b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b>	<b>Teaching or other professional experience in P-12 schools</b>
<b>Tracy Williams</b>	<b>M.F.A. Syracuse University</b>	<b>Graphic Design, Illustration, 2-D Design, Digital Imagery</b>	<b>Assistant Professor</b>	<b>Yes</b>		<b>NA</b>
<b>Yvonne Brown</b>	<b>B.F.A William Carey University</b>	<b>Ceramics</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>Charles Comstock</b>	<b>M.A.E. University of Southern Mississippi</b>	<b>Ceramics, Art Education, Drawing</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>Read Diket</b>	<b>Ph.D. University of Georgia</b>	<b>Art History, Art Education</b>	<b>Professor</b>	<b>Yes</b>		<b>NA</b>
<b>Anna Harris</b>	<b>M.A. Boston University</b>	<b>Art History</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>Mary Elizabeth Malarcher</b>	<b>M.A.E. University of Southern Mississippi</b>	<b>Painting, Drawing, Art Education</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>Chatham Meade</b>	<b>M.F.A. Indiana University</b>	<b>Painting, Drawing</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>

<b>Gregory Moran</b>	<b>M.F.A. Southern Illinois University</b>	<b>Sculpture, 3-D Design, Drawing</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>Brian Nettles</b>	<b>B.F.A. University of Southern Mississippi</b>	<b>Ceramics, Sculpture, 3-D Design</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>
<b>John Rhodes</b>	<b>M.Ed. University of Southern Mississippi</b>	<b>Photography</b>	<b>Part Time</b>	<b>No</b>		<b>NA</b>