Assessment Plan

M.A Program in Art Education with Option in Art Teacher Certification
College of Visual and Performing Arts
Kean University

Mission:

The Graduate Program in Art Education with an Option in Teaching Certification, in support of the mission of Kean University, is to cultivate art educators who can engage in conceptual thought, are globally knowledgeable about learning in the visual arts, and can translate these understandings into a democratic classroom practice and an inquiry-based approach to education. The Program seeks to foster future educators having a strong studio preparation augmented by an academic study of the psychological and intellectual origins underpinning the fine arts creative process as it unfolds within the growing individual. In upholding the integrity of its philosophical commitment, the Program exclusively leads to a specifically titled Fine Arts Initial Teaching Certification and all students must demonstrate a formal course foundation within the area of fine arts, regardless of any further specializations.

The Program seeks the development of teachers who are intellectually grounded and cognizant of the critical importance of existing scholarly studies to their practice. Graduate students are expected to engage with the classroom as a place of learning for children and adolescents and also as an arena of exploration which carries the potential for research, thesis development and publication. Emphasis is placed upon the divergent aspects of psychological development, differentiated learning needs, and cultural and ethnic concerns as they present themselves within the contemporary classroom. The Program advances the implications of art education towards the enrichment of a pluralistic society in which individual creative thought is a contributive factor to both personal intellectual development and societal and cultural evolution.

Assessment Process:

Students applying to the M.A Program in Art Education with an Option in Teaching Certification must hold an undergraduate degree in Fine Arts and demonstrate a cumulative GPA of 3.0 or above, proficiency in academic writing, a professional studio portfolio, and passing scores in the Praxis II test. The 48 credit Program requires 9 points of studio art, 6 credits of art education methods courses, 12 credits of field work, 15 credits in psychology, education and artistic theory, and with six credits of thesis seminar. FA4990 (Student Teaching Internship) serves as the capstone course for certification requirements. Thesis research is undertaken in the final year of study, beginning in FA5995 and concluding in FA5996.

The sequence of professional education courses begins with two consecutive art education methods courses (FA5015 and FA5016), which are each accompanied by one day per week of fieldwork. Additional required courses are taken concurrently or at later stages in the Program, with advisement. Each of the FA methods courses has assessment tools which examine ongoing developmental phases of items such as the Teacher Work Sample, the Educational Portfolio, and the Field Teaching Portfolio. These three items demonstrate the student’s developing knowledge and skills in art teaching and his or her continued development as a studio artist and writer. The TWS is developed and refined in FA5016 and both portfolios are refined and culminated in FA4990 (Student Teaching Internship) under the
tutelage and assessment of the student’s field supervisor. University field supervisors are assigned to the student throughout all phases of fieldwork and assessments of the TWS, both portfolios, and teaching performance in the field are completed through rubrics involving both data collection and written narratives. The final written thesis is completed and evaluated in the course FA5996 (Thesis II: Art Education), using a rubric-based assessment tool. Finally, the COE conducts a Graduating Student Survey in which students assess the effectiveness of the Program upon their learning and resultant data is reported back to the Art Education Program and utilized to implement Program improvements.

*Students who graduate with an M.A. in Art Education with the Option of Teacher Certification should be able to:*

**SLO1:** Demonstrate conceptual mastery and global thinking about the artistic process as a highly afferent, multifaceted form of intelligence rooted in sensory, emotional, kinesthetic, and cognitive ways of knowing.
Direct Measure: Educational Portfolio, Field Teaching Portfolio, Supervisor Evaluations, Written Course Work
Indirect Measure: Graduating Student Survey

**SLO2:** Demonstrate ability to design and assess highly structured, sequential, and intellectually grounded lesson plans, units of study and curriculum.
Direct Measure: Educational Portfolio, Field Teaching Portfolio, Supervisor Evaluations, Cooperating Teacher’s Evaluations
Indirect Measure: Graduating Survey

**SLO3:** Demonstrate the ability to provide and assess teaching methods which speak to the differentiated needs of varied student populations and contribute to the global intelligence, emotional literacy and aesthetic awareness of young people and future society.
Direct Measure: Teacher Work Sample, Supervisor Evaluations, Cooperating Teacher’s Evaluations
Indirect Measure: Graduating Student Survey

**SLO4:** Demonstrate ability to design and assess instruction which elicits creative thinking while addressing basic skills, formal knowledge and state standards as important aspects of a dimensional educational experience.
Direct Measure: Teacher Work Sample, Educational Portfolio, Field Teaching Portfolio, Supervisor Evaluations, Cooperating Teacher’s Evaluations
Indirect Measure: Graduating Student Survey

**SLO5:** Demonstrate professional studio skills.
Direct Measure: Field Teaching Portfolio (studio section).

**SLO6:** Demonstrate skills in verbal and written communication.
Direct Measure: Teacher Work Sample, Educational Portfolio, Field Teaching Portfolio, Supervisor Evaluations, Cooperating Teacher’s Evaluations
**SLO7:** Demonstrate knowledge of the history and evolution of the field as it relates to societal concerns and shifting ideologies and the implications of these matters to the advancement of pedagogical practice.
Direct measure: Educational Portfolio, Field Teaching Portfolio, Written Coursework

**SLO8:** Demonstrate ability to adapt to contextual changes in schooling towards the advancement of a democratic form of education which transcends ethnic, cultural, and socio-economic boundaries.
Direct Measure: Teacher Work Sample, Field Supervisor’s Evaluations, Cooperating Teacher’s Evaluations, Written coursework
Indirect Measure: Graduating Student Survey

**SLO9:** Demonstrate ability to engage with the k-12 classroom as an arena of ongoing exploration, reflection and continued professional growth.
Direct Measure: Educational Portfolio, Field Teaching Portfolio, Teacher Work Sample, Written Coursework

**SLO10:** Demonstrate knowledge and skills pertaining to student dispositions and classroom management.
Direct measure: Supervisor Evaluations, Cooperating Teacher’s Evaluations
Indirect Measure: Graduating Student Survey

**SLO11:** Demonstrate the ability to engage in dimensional, intellectual thought leading to the identification of a scholarly topic, the execution of a literary review, the formulation of a research approach, and the finalization of a written thesis.
Direct Measure: Rubric for Thesis Assessment