REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM

1. GENERAL INFORMATION

College: Fine Arts   Department: Art

Current Major Name: Art Education   *Proposed Major Name:*   Art Education Teacher Leader Masters

Current Degree Title: MA in Art Edcation   *Proposed Degree Title:*   MA in Art Education

Formal Option(s):   *Proposed Formal Option(s):*

Specialty Fields w/in   *Proposed Specialty Fields*
Formal Option: *w/in Formal Options:*

Date of Contact with Associate Provost for Academic Administration[1]:   May 25, 2010

Bulletin (yr & pgs):   2010 & 88-90   CIP Code[1]:   13.1302   Today's Date: 6/7/2010

Accrediting Agency (if applicable):   NCATE

Requested Effective Date: ☒ Semester following approval.   OR   ☐ Specific Date[2]:

Dept. Contact Person: Allan Richards   Phone: 257-3944   Email: richard@uky.edu

2. CHANGE(S) IN PROGRAM REQUIREMENTS

		Current	Proposed
1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9	*9*
2.	Residence requirement (if applicable)		
3.	Language(s) and/or skill(s) required		
4.	Termination criteria		
5.	Plan A Degree Plan requirements[3] (thesis)	X	*X*
6.	Plan B Degree Plan requirements[3] (non-thesis)	X	*X*
7.	Distribution of course levels required	a minimum of one-half in 600+level & a minimum of two-third in organized courses	*a minimum of one-half in 600+level & a minimum of two-third in organized courses*
	(At least one-half must be at 600+ level & two-thirds must be in organized courses.)		
8.	Required courses (if applicable)	Flexible course selection taken mainly from Art Education, Art History, and Art Studio and based on candidate's preparation	*A-E 545 (2X), 645 (3X), 670, 675 and 3 credits from ELS 600 to 619*

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[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

[2] Program changes are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

[3] If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

needs.

9.   Required distribution of courses within program (if applicable)

Plan A requires a thesis and oral/written examination and the completion of 30 credit hours of graduate course work to be distributed as follows: 9 to 12 graduate credit hours in Art Education and 9 to 12 graduate credit hours in Art History and/or Art Studio. The remaining nine graduate credit hours may be taken as related course work in the College of Fine Arts, the College of Education or elsewhere in the University, as well as in the Department of Art.

Plan B requires the satisfactory completion of 36 graduate credit hours. At least 24 graduate credit hours should be taken in the Department of Art to be distributed as follows: 12 to 15 graduate credit hours in Art Education and 9 to 12 graduate credit hours in Art History and/or Art Studio. The remaining 12 graduate credit hours may be taken in related course work in the College of Fine Arts, the College of Education, or elsewhere in the University, as well as in the Department of Art. During the the final semester, candidates must design and complete an independent scholarly project registering for A-E 695 under the supervision of their major professor with final approval from their master's committee.

Plan A requires a thesis and oral/written examination and the completion of 30 credit hours of graduate course work to be distributed as follows: 12 to 15 graduate credit hours in the Art Education Core and 9 to 12 graduate credit hours in the Leadership Core. The remaining six to nine graduate credit hours should be taken in the Individual Program Support Core. The Individual Program Support Core provides candidates an opportunity to address "academic areas of deficiency or enhancement" identified by the Art Education faculty in consultation with each candidate. A minimum of six credit hours are carefully selected jointly by each candidate along with the Graduate Advisor.

Plan B requires the satisfactory completion of 36 credit hours of graduate course work to be distributed as follows: 12 to 15 graduate credit hours in the Art Education Core and 9 to 12 graduate credit hours in the Leadership Core. The remaining six to nine graduate credit hours should be taken in the Individual Program Support Core. The Individual Program Support Core provides candidates an opportunity to address "academic areas of deficiency or enhancement" identified by the Art Education faculty in consultation with each candidate. A minimum of six credit hours are carefully selected jointly by each candidate along with the Graduate Advisor. For Plan B (non-thesis) students, 6 credits of A-E 695 are taken

REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM

to create an independent scholarly project.

10.   Final examination requirements   X   *X*

11.   Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u>

The leadership courses that are required in the Art Education Teacher Leader Masters program have already received approval by the Educational Leadership Studies Program.

12.   List any other requirements not covered above?

13.   Please explain the rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements.

The changes being implemented are intended to align the MA in Art Education program with 16 KAR 5:010 Section 12 which states that all Advanced Certification program must be redesigned. The proposed program includes an Art Education Core, a Leadership Core, and an Individual Program Support Core. The Art Education Core provides candidates advanced studies in Art Education that will build on their foundation in research and reflection in learning and leading. The Leadership Core grounds candidates in the fundamental principles of leadership in P-12 education and the Individual Program Support Core provides candidates an opportunity to address "academic areas of deficiency or enhancement" identified by the Art Education faculty in consultation with each candidate. A minimum of six credit hours are carefully selected jointly by each candidate along with the Graduate Advisor. While these changes are being made to conform to Kentucky law, they are also being made as a response to feedback from our students and a recognition that the current needs in P-12 education have dramatically changed over the last decade and that our program must respond to continue to train the highest quality art teachers.

Art Education Core Courses (12 - 15 credit hours)

		CREDITS
A-E 645 401	Topical Research in Art Education: Issues in Art Educaiton	3
A-E 645 402	Topical Research in Art Education: History of Art Education	3
A-E 645 403	Topical Research in Art Education: Action Research in Art Ed.	3
A-E 670	School and Community Art	3
A-E 675	Aesthetics and Design	3

Leadership Core Courses (9 -12 credit hours)

A-E 545 401	Topical Studies in Art Education: Leadership in Art Education	3
A-E 545 402	Topical Studies in Art Education: Leadership in Art Education	3

Under this section, candidates are required to complete any three one-hour-credit courses listed in the menu of leadship courses.

Individual Program Support Core Courses (6 -9 credit hours)
Each candidate is required to take a minimum of six (6) credit hours to support their individualized program.

Menu of Leadership Courses From Which Candidates Can Choose:

(While the Art Education Teacher Leader Masters requires the completion of any three one-hour-credit courses listed in the menu below, candidates can take additional courses from this menu should it deemed necessary by the candidate along with the Graduate Advisor.

EDL Teacher Leadership Courses (new prefix - "ELS")
* Candidates may select three one-credit courses, displayed on the list below with an asterisk (*), or one three-credit course, displayed on the same list below without an asterisk, to fulfill their program requiremetn for three credits in Educational Leadership Studies.

ELS 600 Leadership for Learning-Centered Schools — 3
ELS 601 Building a Professional Learning Community* — 1
ELS 602 Leadership Roles in Professional Learning Communities* — 1
ELS 603 Leadership for Student Learning* — 1
ELS 604 Leadership in Professional Learning Communities — 3
ELS 605 Legal Rights and Responsibilities of Students* — 1
ELS 606 Legal Rights and Responsibilities of Teacher* — 1
ELS 607 Teacher Responsibilities in School-Based Decision Making* — 1
ELS 608 School Law and Governance for Teachers — 3
ELS 609 Technology Leadership in Schools* — 1
ELS 610 Distributed Leadership in Schools* — 1
ELS 611 Current Issues for Education Leaders* — 1
ELS 612 Leadership for Technology and Innovation — 3
ELS 613 Leadership in the Public Context of Education* — 1
ELS 614 Partnerships for Closing Achievement Gaps* — 1
ELS 615 Leadership for Response to Intervention in Inclusive Classroom* — 1
ELS 616 Leadership for School as Inclusive Community — 3
ELS 617 Teacher Leadership for Instruction Teams* — 1
ELS 618 Introduction for Leading Action Research for School Renewal* — 1
ELS 619 Evidence-Based Decision Making* — 1

REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM
Signature Routing Log

General Information:

Proposal Name: Art Education Teacher Leader Masters

Proposal Contact Person Name: Allan Richards   Phone: 257-3944   Email: richard@uky.edu
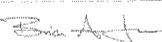
INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art Educaiton	6-9-10	Allan Richards / 257-3944 / richard@uky.edu	
Art Department	12/3/2010	Ben Withers / 257-4013 / bwithers@uky.edu	
College of Fine Arts	1/26/11	Michael Tick / 257-1707 /	
Ed Leadership Studies	6-18-10	Lars Bjork / 257-2450 / lbjor1@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council		2011.03.10 15:04:45 -05'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
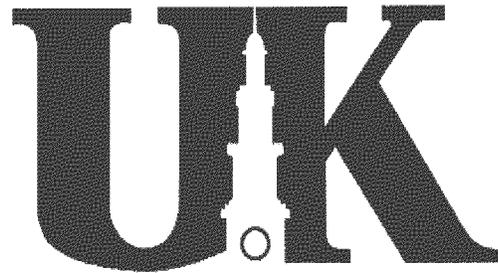
UK
UNIVERSITY OF KENTUCKY
College of Education

Research and Reflection for
Learning and Leading

ADVANCED PREPARATION TEACHER LEADER PROGRAM: ART EDUCATION

Professional Education Unit
University of Kentucky
Art Education, Grades P-12
Advanced Teacher Leader Programs
Submission Date: Fall 2010

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Executive Summary

The Advanced Preparation Teacher Leadership Programs in Art Education are designed for experienced art education teachers who wish both to improve their knowledge and skills in research and development in art education, and to gain/refine skills in teacher leadership. These programs were developed under the umbrella of the UK P20 Innovation Laboratory concept. They are aligned with the UK Action Research Standards and the UK Teacher Leader Standards, as well as the other core standards that guide all UK educator preparation programs. The programs provide candidates with the following options.

- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the Master of Arts in Teacher Leader Art Education (thesis option), which leads to Rank II advancement.
- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the Master of Arts in Teacher Art Education (non-thesis option), which leads to Rank II advancement.
- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the non-degree, fifth-year program which leads to Rank II advancement.
- Candidates who hold Rank II may advance in rank to Rank I with completion of 30 credits beyond the Rank II.
- Candidates who hold either a Rank II or a Rank I in Art Education may pursue a program leading directly to the Teacher Leader Endorsement.

The Advanced Preparation Teacher Leadership Programs are highly individualized. Candidates will engage in significant Action Research projects and will utilize their research efforts as teacher leaders and lead teachers for their art education colleagues and teacher colleagues in their schools and school districts. All candidates will produce research, use research to provide professional development for colleagues, and will publish research locally, in the state, or nationally. These programs rely heavily on the UK OTIS online electronic portfolio system to support collaborative planning, implementation and assessment of candidate work. The OTIS online electronic portfolio system provides candidates with more than a set of simple candidate portfolio demonstration tools. Rather, it is a mechanism to foster collaborative planning assessment and reflection between all members of a candidate team, including the candidate, art education faculty, and faculty from various P20 labs. Continuous assessment is a critical part of the program design, and involves the candidate in the application of assessment to the enhancement of P12 student performance.

Section I: Introduction and Conceptual Framework

A. Introduction to Advanced Preparation Teacher Leader Programs at the University of Kentucky

The Advanced Preparation Teacher Leader Programs at the University of Kentucky consist of a suite of discipline-specific, advanced professional education programs that have common characteristics. First, the programs are intended to provide opportunities for experienced teachers to gain proficiency as teacher leaders and to assume academic leadership responsibilities in their schools. Second, the programs are focused on providing candidates with advanced level preparation in their disciplines so they can take on the role of lead teachers in their disciplines, in their schools and school districts, and in the wider context of education. And third, the programs are designed under the umbrella concept of a UK College of Education P20 Innovation Lab.

The P20 Innovation Lab Umbrella is a vehicle for significant involvement by the University of Kentucky in the transformation of education in Kentucky's schools and school districts. The P20 Innovation Lab provides program faculties with an organizational structure for involvement with public schools and the delivery of products and services for classrooms, schools, and school districts.

The program faculties of the professional education unit at the University of Kentucky believe that teacher leaders must challenge previous perceptions about student failure and create school cultures supportive of continuous improvement. Effective teacher leaders apply skills in using multiple data sources to make evidence-informed decisions and reflect on the impact of individual behaviors and group actions on P-12 student outcomes. Today, teacher leaders are also deeply involved with Kentucky's transition to national P12 core standards, to the utilization of balanced student learning assessment systems (e.g., Stiggins' work), and to the development of new assessments of teacher effectiveness. Finally, teacher leaders must be prepared to design, conduct, and report school-wide action research or improvement projects.

Advanced preparation programs at the University of Kentucky are unique in the Commonwealth. The University of Kentucky is a public, research-extensive, land grant university dedicated to improving people's lives through excellence in teaching, research, health care, cultural enrichment, and economic development. UK advanced preparation programs prepare teachers to assume significant leadership roles to enhance the value of their subject areas for the improvement of educational programs in their schools and beyond. In addition, the program faculties continually seek new candidates for UK's professional education doctoral programs.

Advanced preparation teacher leader programs will provide candidates an opportunity to earn a masters degree or complete an advanced certification program, to secure rank change, and earn the Teacher Leader Endorsement. Candidates will participate in individualized programs of advanced preparation within their certification areas and attain personal and school-related professional goals. These programs also provide a gateway for teachers wishing to pursue career opportunities through UK doctoral programs.

B. Conceptual Framework for the Professional Education Unit at the University of Kentucky

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, *Research and Reflection for Learning and Leading.*

Research is a valued activity and tool within UK's educator preparation programs. Faculty and candidates generate scientific research using a wide range of research methodologies and contribute to the professional literature. Programs use practitioner inquiry and data-based instructional models in applied settings to enhance student learning and professional development. Research findings from the entire field of education inform design of courses, selection of interventions, and features of professional education programs.

Reflection is a long-standing aspect of UK's educator preparation programs and is, in our view, a hallmark of professional practice. Reflective assessment of performance, outcomes, and approaches to problems is a dynamic process appropriate for faculty, experienced educators, and candidates in initial stages of their careers. Candidates are expected to complete numerous reflective activities as they work to meet standards; the goal being preparation of educators who are capable of analysis and problem-solving that will result in improving educational practices and outcomes.

Learning is included as a component within our conceptual framework to underscore our commitment to the many facets of learning and to highlight the ways in which our programs conceptualize, promote, and accomplish learning. As a unit, we do not share a single theoretical view of learning. Faculty and candidates conceptualize learning using a wide range of perspectives including behavioral, constructivist, and social. We believe that our diversity of thought enriches and strengthens our unit. The reference to learning in our conceptual framework encompasses learning among all those who participate in our educator preparation programs and those who are affected by the educational efforts of our faculty and candidates.

Leading is an expectation that faculty hold for ourselves and an outcome that we promote among our candidates. As members of the educational community at Kentucky's flagship university, we believe it is our obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies. We believe that as leaders and followers work together to improve student learning among diverse student populations, we can obtain positive results that improve education in Kentucky and beyond.

The four elements of our conceptual framework are synergistic and mutually supportive of our work. Taken as a whole, research, reflection, learning, and leading provide a strong conceptual basis and functional framework for the preparation of educators at the University of Kentucky.

C. Unit Conceptual Framework: New Emphasis on Teacher Leadership in Advanced Teacher Leader Programs

This framework for teacher leadership was informed by emerging descriptions of roles and responsibilities that teachers and other educational practitioners assume in schools and by

strategies recommended for developing teachers for supporting school leadership. The University of Kentucky advanced preparation teacher leader programs will provide opportunities for veteran and novice teachers to prepare themselves for assuming academic leadership responsibilities in their schools.

A key component of the UK conceptual framework for teacher leadership is research-based principles of expanded school leadership gleaned from multiple meta-analyses of the school effectiveness literature and resultant recommendations for broad-based school leadership teams. Within these recommendations, a goal of expanding leadership capacity through new role conceptualizations and collaborative effort is emphasized. Teacher leaders will challenge previous perceptions about student failure and create school cultures supportive of continuous improvement. Effective teacher leaders apply skills in using multiple data sources to make evidence-informed decisions and reflect on the impact of individual behaviors and group actions on outcomes Additionally, teacher leaders are prepared to design, conduct, and report school-wide action research or improvement projects.

Finally, the development of effective teacher leaders who can generate positive changes in student learning is based in university-level training that acknowledges and adjusts to the needs of professional classroom teachers. The advanced preparation teacher leader programs at UK strive to integrate recommended best practices in professional development with active-learning strategies. These programs are customized to fit the goals that individual teachers hold for their students, their schools, and their careers. The programs are also designed to actualize the theme, *Research and Reflection for Learning and Leading*, and to prepare a skilled and influential group of teacher leaders to work as members of professional learning communities that are focused on the essential goal of schools, student learning.

D. Mission Statement for the Advanced Preparation Teacher Leader Program in Art Education

The mission of the Art Education Graduate Program is to produce research-oriented leaders in Art Education who have both advanced knowledge and skills Art Education and also the ability to be leaders in their schools and Art Education communities. Nurtured in undergraduate programs of art education, advanced preparation candidates will learn to understand, value, and use research and reflection to drive learning and leading as a guide to proactive professional art teaching practice.

The philosophy of the program is to prepare graduate candidates to be able to lead in all aspects of student learning by incorporating advanced philosophical, theoretical, and practical understandings characteristic of an effective and experienced teacher. Advanced study in Art Education focuses on modern principles of curriculum development and balanced classroom learning assessment, and seeks to develop in the candidate a deeper insight into the creative, academic, social, physical, and emotional needs of students. Candidates will develop an understanding of current research in Art Education and a mature, conscious ability for reflection to provide the necessary leadership to negotiate and contribute to an uncertain future filled with challenge and opportunity.

The advanced preparation program in art education emphasizes the following:

- the study of the history of art education and contemporary trends in Kentucky and the nation
- an examination of social, artistic, and environmental issues shaping art education today, with special emphasis on interdisciplinary, multidisciplinary, and multicultural concerns
- a review of different philosophies and methods of studying the creative development of children
- surveys and interpretations of art education research, including state and national goals and standards as they apply to classroom practice
- a familiarity with research techniques commonly used in art education and the development of skills to conduct classroom research
- building abilities to communicate professional ideas in the field using a wide range of techniques
- a pursuit of in-depth studies in the visual arts and integrating them into one's life as an artistic teacher
- advanced understanding of art history and aesthetics with a focus on classroom practice.

E. Program Options in the Advanced Teacher Leader Program in Art Education

The Advanced Preparation Teacher Leadership Programs in Art Education will credential teachers for the following rank change options. Completion of any of these options will also provide the candidate with eligibility for the Kentucky Teacher Leader Certificate Endorsement.

- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the Master of Arts in Teacher Leader Art Education (thesis option), which leads to Rank II advancement.
- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the Master of Arts in Teacher Art Education (non-thesis option), which leads to Rank II advancement.
- Candidates who hold a bachelor's degree and initial certification in Art Education can pursue the non-degree, fifth-year program which leads to Rank II advancement.
- Candidates who hold Rank II may advance in rank to Rank I with completion of 30 credits beyond the Rank II.
- Candidates who hold either a Rank II or a Rank I in Art Education may pursue a program leading directly to the Teacher Leader Endorsement.

F. Standards Sets Guiding the Advanced Teacher Leader Program in Art Education

Educator preparation programs in the professional education unit at the University of Kentucky are guided by three overall sets of standards:

1. Unit Core Standards
   a. Kentucky Teacher Standards (advanced level)
   b. Unit Functional Skills and Dispositions

c. Unit Technology Standards
2. Unit Advanced Preparation Program Standards
   a. Unit Teacher Leader Standards (modeled on the INTASC Teacher Leader Standards)
   b. Unit Action Research Standards
3. Discipline-specific Standards (The specific standards sets are directly related to the parent governing organizations for each program, e.g., the National Council of Teachers of English.)

The specific standards included in each of these standards sets are identified below:

Unit Core Standards: Kentucky Teacher Standards (KTS)

KTS 1: Demonstrates Applied Content Knowledge
KTS 2: Designs/Plan Instruction
KTS 3: Creates/Maintains Learning Climate
KTS 4: Implements/Manages Instruction
KTS 5: Assesses and Communicates Learning Results
KTS 6: Demonstrates Implementation of Technology
KTS 7: Reflects/Evaluates Teaching/Learning
KTS 8: Collaborates with Colleagues/Parents/Others
KTS 9: Evaluates Teaching and Implements Professional Development
KTS 10: Provides Leadership within School/Community/Profession
The Kentucky Teacher Standards (KTS) were adopted by the Kentucky Education Professional Standards Board in February 2008.

Unit Core Standards: Functional Skills and Dispositions (FSD)

FSD 1: Candidates communicate appropriately and effectively.
FSD 2: Candidates demonstrate constructive attitudes.
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.

Unit Core Standards: University of Kentucky Technology Standards (UKTech)

UKTech 1: Candidates integrate media and technology into instruction.
UKTech 2: Candidates utilize multiple technology applications to support student learning.
UKTech 3: Candidates select appropriate technology to enhance instruction.
UKTech 4: Candidates integrate student use of technology into instruction.
UKTech 5: Candidates address special learning needs through technology.
UKTech 6: Candidates promote ethical and legal use of technology disciplines.

Unit Advanced Preparation Program Standards: Unit Teacher Leader Standards (UKTLS)

The professional education unit has adopted the following INTASC Model Teacher Leader Standards to guide and assess candidates as they become teacher leaders:

UKTLS 1: The teacher leader understands adults as learners to support professional learning communities.

UKTLS 2: The teacher leader accesses and uses research to improve practice and student achievement.

UKTLS 3: The teacher leader promotes professional learning for continuous improvement.

UKTLS 4: The teacher leader facilitates improvements in instruction and student learning.

UKTLS 5: The teacher leader uses assessments and data for school and district improvement.

UKTLS 6: The teacher leader engages in outreach and collaboration with families and community.

UKTLS 7: The teacher leader advocates for student learning and the profession.

Unit Advanced Preparation Program Standards: Unit Action Research Standards (UARS)

UARS 1: The candidate examines practice and identifies research questions that are amenable to practice-based research projects.

UARS 2: The candidate constructs research projects that can be carried out in the situation of practice.

UARS 3: The candidate gathers, codifies, arranges, and analyzes data produced in the action research project.

UARS 4: The candidate documents the elements of the research project in a manner that encourages reflective dialog with colleagues and other audiences.

UARS 5: The candidate presents or publishes findings from the research project in a variety of venues.

Discipline-Specific Standards: Art Education

The Advanced Teacher Leader Program in Art Education has selected the *National Board for Professional Teaching Standards in Art for Early Childhood, Middle Childhood, and Early Adolescence through Young Adult* as the discipline-specific standards that will guide the work of candidates as they progress through the program. These standards are divided into the *Early Childhood and Middle Childhood Art Standards for Teachers of Students Ages 3-12* and the *Early Adolescence through Young Adulthood Art Standards for Teachers of Students Ages 11-18+* .

These standards focus on a resultant shift away from narrow interpretations of subject matter (e.g., art equals European oil paintings) and unimaginative pedagogical practice (e.g., lecture followed by a paper-and-pencil test) to new understandings of art, community, culture, and context that are now required by increasingly diverse student populations. These standards were developed by the National Board for Professional Teaching Standards (NBPTS) in cooperation with the National Art Education Association. Since the program is designed for P-12 art

teachers, two sets of NBPTS standards guide development of candidate proficiencies in the advanced art education program.

The NBPTS Early Childhood and Middle Childhood Art Standards for Teachers of Students, Ages 3-12

Standard I: Goals of Art Education. Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

Standard II: Knowledge of Students as Learners. Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

Standard III: Equity and Diversity. Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.

Standard IV: Content of Art. Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

Standard V: Curriculum and Instruction. Accomplished visual arts teachers use their knowledge of art and students to organize, design, and deliver curriculum and instruction to help students make, study, and respond to works of art.

Standard VI: Instructional Resources and Technology. Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

Standard VII: Learning Environments. Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

Standard VIII: Collaboration with Families, Schools, and Communities. Accomplished art teachers work with colleagues, families, and community groups to achieve common goals for the education of students, to improve schools, and to advance the knowledge and practice of art education.

Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning. Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.

The NBPTS Early Adolescence through Young Adulthood Art Standards for Teachers of Students, Ages 11-18+

Standard I: Goals of Art Education. Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

Standard II: Knowledge of Students as Learners. Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

Standard III: Equity and Diversity. Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.

Standard IV: Content of Art. Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

Standard V: Curriculum and Instruction. Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.

Standard VI: Assessment, Evaluation, and Reflection on Student Learning. Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.

Standard VII: Instructional Resources and Technology. Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

Standard VIII: Learning Environments. Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

Standard IX: Collaboration with Colleagues, School, Families, and Communities. Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.

Standard X: Reflective Practice. Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.

G. Integration of the Conceptual Framework with the Curriculum and Assessment System

The Teacher Leader Art Education programs at the University of Kentucky display a tight integration between the conceptual framework, the elements of program design, the program curriculum, and the assessment system. Admission to these programs is limited to candidates who already hold an initial certificate in Art Education and who, in most cases, will have experience as art teachers. The advanced preparation teacher leader program will provide candidates the following opportunities:

- Gain additional skills and knowledge in the visual arts and refine personal and professional abilities as artists;
- Develop and enhance skills as lead teachers in the art education community;
- Develop new tools to lead fellow teachers and administrators in applying art education methods to aid all learners to achieve success in the total school curriculum;
- Develop skills for building curriculum and instruction based upon core standards and emerging standards in the creative arts;
- Gain skills in action research to better understand how students achieve success in art and other areas and to assess the success of arts activities;

- Gain proficiency in utilizing a wide range of data to design, assess, and improve programs; and
- Develop leadership skills for classroom, school, and district initiatives to improve education for all.

Each candidate's advanced teacher leader program is rooted in professional practice and individual goals. The curriculum contracts make provision for both core activities and courses associated with art education, teacher leadership, and elective courses that are designed to meet each candidate's personal and professional goals. All candidates are continuously assessed, and the assessment system is designed not only to track progress through the program, but also to give candidates practice in using data and assessment for individual development and program evaluation.

The professional education unit utilizes a Continuous Assessment Review (CAR) system to monitor the performance of candidates on each of the standards sets at least three times throughout the program: at admission, retention, and exit transition points. Attention is given to each of the five unit standards sets as well as the discipline-specific standards of the National Board for Professional Teaching Standards in Art Education. Each candidate is required to maintain a professional portfolio of work, the elements of which are collected and reviewed using the online Open Portfolio System which was developed at UK. Candidates use the Open Portfolio to assemble a wide variety of formative and summative evidence sets that demonstrate growth and mastery of Student Classroom Assessment Systems. The CAR data system is an essential element of the program evaluation component of the unit assessment system.

Finally, a wide range of basic data items is reviewed by the Art Education Program Faculty, audited and monitored at the unit level, and fed into the unit's comprehensive data system. These data sets constitute important information for program development and unit operations.

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Section II: Program Design

The Advanced Preparation Teacher Leader Program in Art Education is designed to engage candidates not only as individuals with personalized professional goals, but as members of working educational communities at the school and district levels, and as lead teachers among their creative arts colleagues. The design parameters used by the Art Education Program Faculty focused on the following six elements:

1. Collaboration with district and school leaders
2. Collaboration with content and subject area specialists, not only in the College of Fine Arts but also across the University's academic community
3. Analysis and use of P-12 student assessment data
4. Individualization of the program to meet candidate needs and interests
5. Support for job-embedded professional activities
6. Provision of multiple career pathways or opportunities to strengthen certification area
7. Utilization of mixed delivery methods

A. Design Element 1: Collaboration with District and School Leaders

As described in the document *An Introduction to Advanced Preparation Teacher Leader Programs at the University of Kentucky*, the P20 Innovation Lab structure provides an ideal mechanism to promote collaboration among UK program faculties, schools, districts, and agencies.

The P20 Innovation Lab provides a mechanism to engage schools and school districts in the five-phase model for innovation which includes leader training, whole-school learning, teacher learning, student engagement, and P20 student innovators. The P20 structure provides opportunities for continuous interaction between program faculties, university scholars/leaders/researchers/developers, and P-12 partners around vital topics related to educational innovation. The P20 issues-based labs provide teacher leader candidates with access to active innovation communities in which they can develop their own disciplinary leadership skills. Additionally, the labs supply the mechanism to immerse teacher leader candidates not only in advanced topics associated with their disciplines but in the application of what they learn, develop, and research in their programs to the real problems they experience everyday in their classrooms and schools. The labs provide candidates with an environment that emphasizes (1) personalized learning, (2) world-class knowledge and skills, (3) authentic student voice in which candidates are deeply engaged in directing and owning their individual learning and in shaping the nature of the learning experience among their peers, (4) performance-based learning, (5) comprehensive systems of supports which address the physical, emotional, and cognitive development along a continuum of services and enables all students to have equal opportunities for success, and (6) anytime, everywhere learning opportunities, which emphasizes the use of technology to remove the barriers of location, special circumstance, and economics.

The P20 Innovation Lab provides an active mechanism whereby the University of Kentucky, the UK College of Education, and the Art Education Program Faculty are able to regularly communicate with collaborative partners concerning district/regional needs. Additionally,

through the five-phase model, the P20 Lab extends to cooperating districts the opportunity for a multi-year program of growth activities leading to technology-enabled learning communities and higher levels of student learning.

An important component of the P20 Lab is the establishment of specific issues-based labs. These labs bring a wide range of collaborative partners together to engage in research and development, offer professional development to schools and teacher-scholars, and develop teaching/learning products, such as web-based learning games. The issues-based labs are research centers, technology start-up vehicles, meeting places for scholars and teachers, and organizational structures to attract grant funding and participate in government or private foundation programs. Teacher leader programs are associated with the various P20 issues-based labs.

In addition to the P20 Innovation Lab partnership, the curriculum for the teacher leader program in Art Education is also shaped by other interactions with P-12 teachers. This collaboration includes, but is not limited to, supervising student teachers, serving as resource teachers in the Kentucky Teacher Internship Program, engaging classroom and arts teachers in addressing the achievement gap, and improving visual arts literacy and language arts proficiency. The philosophy of the program is to prepare candidates to be able to lead in all aspects of student learning by incorporating philosophical, theoretical, and practical understandings that are characteristic of effective teacher leaders. Advanced study in Art Education also focuses on the principles of Kentucky P-12 education as candidates develop deeper knowledge of the new Kentucky core standards and insight into the creative, academic, social, physical, and emotional needs of students. In addition, the program has adopted the knowledge bases for advanced teacher preparation in Art Education as identified in the *NBPTS Early Childhood and Middle Childhood Art Standards for Teachers of Students, Ages 3-12* and the *NBPTS Early Adolescence through Young Adulthood Art Standards for Teachers of Students, Ages 11-18 Plus.*

B. Design Element 2: Collaboration with Content Faculty and Subject Area Specialists

This design element recognizes the importance of intense, ongoing communication and collaboration among many different expert communities to solve persistent problems related to promoting high levels of success for all students. No one teacher leader can grasp all of the knowledge and practice associated with systemic change. It takes extended working communities of scholars and practitioners to support each teacher leader in his/her efforts to build successful learning communities at the local level.

Located in the College of Fine Arts, the Art Education programs continually draw on the expertise of faculty colleagues in Art History and Art Studio. The curriculum design for Art Education is a collaborative effort with these areas, and the expertise of faculty in Art History and Art Studio provides candidates with rich, varied, and dynamic learning opportunities focused on discipline-specific content and experiences.

As described previously, the P20 Innovation Lab provides a mechanism to support teachers, leaders, scholars, and developers in their efforts to participate in educational reform and improvement. The P20 issues-based labs, individually and collectively, are charged with

responsibility for fostering new interdisciplinary, cross-college, and cross-institution collaborations that focus on addressing critical issues in Kentucky schools. Therefore, candidates have opportunities to work with content faculty who are engaged in P20 labs. Although candidates are free to participate in the activities of any of the issues-based labs, the Art Education Program Faculty has identified three specific labs with which candidates will be actively engaged:

- Motivation and Learning Lab: The Motivation and Learning Lab examines academic motivation in a variety of contexts and identifies practices that best promote and sustain the motivation students need to acquire skills essential for success and well-being in the 21st century.

- Global Issues Lab: The Global Issues Lab addresses the critical need to internationalize P20 education, with a focus on the teaching of cultures and world languages.

- Assessment and Accountability Lab: The Assessment and Accountability Lab creates an evidence-based, best-practice approach to educational reform by studying intervention strategies designed to improve academic achievement in low-performing schools.

Each of these labs has an active research agenda; provides high-quality, long-term professional development for area schools; and communicates the activities and concerns with one another through newsletters, blogs, and conferences. The labs provide opportunities for candidates to engage in action research, curriculum development, and professional development initiatives. Additionally, the labs will provide high quality research findings to support candidates' own research and development efforts.

C. Design Element 3: Analysis and Use of P-12 Student Assessment Data

During the 2008 legislative session, the Kentucky General Assembly passed Senate Bill 1 which mandated a revision in the assessment and accountability system for K-12 education in Kentucky. It called for a revision of standards to be based on national and international benchmarks in order to increase the rigor of K-12 education and increase the number of students who are college ready. In spring 2010, in pursuit of Race to the Top funding, Kentucky adopted national common core standards in English/Language Arts and Mathematics which had been developed and promoted under the auspices of the Council of Chief State School Officers. The adoption of the common core standards (and anticipation that additional common standards will be forthcoming) will require a realignment of the P-12 curriculum and graduation requirements and will initiate the development of new systems to assess progress with the standards and the development of assessment techniques to use data for improvement of curriculum and instruction. At the same time that these broad-based reforms were sweeping Kentucky P-12 education, national attention has focused on teacher performance assessment with several states joining the Teacher Performance Assessment Consortium. The goals of TPAC are three-pronged: (1) allow school districts to analyze teachers' ability to support and advance student achievement; (2) develop a performance assessment that can be a key part of a system of state assessments beginning with educator preparation and used in professional development of in-service educators throughout their careers; and (3) contribute in an important way to the development of a more coherent national policy environment for teacher licensure, recruitment,

and in-service evaluation, and to a more effective national agenda for improvement of teacher quality.

These initiatives provide challenges and opportunities for the UK professional education unit to build teacher leader programs that prepare teachers to fully participate as leaders as they create new curricula and educational programs that adequately address the new common core standards (now known as the Kentucky Academic Standards) and build assessments for the new standards using a balanced assessment system approach (e.g., Stiggins, 2010). The advanced teacher leader programs are designed to support candidates as they develop the knowledge, skills, and leadership abilities associated with the implementation of the new standards and assessment systems. They, in turn, can serve as lead teachers for their colleagues as they collaborate to address the standards and assessments at the school level.

The teacher leader programs will utilize the Darling-Hammond (2010) framework to develop program components that will support candidates as they work to meet the mandates of SB1, participate in deconstructing the standards, and utilize the balanced assessment approach for student learning. Darling-Hammond provides the following framework to guide the development of emerging teacher leaders in the area of standards-based assessment:

- The student assessment process is guided by common standards and grounded in a thoughtful standards-based curriculum. It is managed as part of a tightly integrate system of standards, curriculum, assessment, instruction, and teacher development.

- The student assessment process should include a balance of assessment measures that includes evidence of actual student performance on challenging tasks that evaluate applications of knowledge and skills.

- Teachers are integrally involved in the development of curriculum and the development and scoring of assessment measures for both the on-demand portions of state or national examinations and local tasks that feed into examination scores and course grades.

- Assessment measures are structured to continuously improve teaching and learning.

- Assessment and accountability systems are designed to improve the quality of learning and schooling.

- Assessment and accountability systems use multiple measures to evaluate students and schools.

- New technologies enable greater assessment quality and information systems that support accountability.

Preparing students for postsecondary education and the workplace is a national concern. Equally challenging is the identification of a national assessment instrument that can predict student success in postsecondary education and in the current workforce. The Kentucky Teacher Standards for Preparation and Certification and the national standards for art teachers, which were developed by the National Board for Professional Teaching Standards, provide a state and national context for Art Education. The teacher leader program in Art Education will guide the development of candidates' proficiencies, based on these state and national standards, and

provide the leadership acumen to advance the type of curriculum and assessments needed to prepare P-12 students for postsecondary education.

The teacher leader program in Art Education will model the use of assessment data to plan effective intervention strategies to positively affect candidate learning. Continuous assessment of candidates involves a developmental approach to educator preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence as teacher leaders. Please see description of Continuous Assessment in Section 4.

D. Design Element 4: Individualization of Program to Candidate Needs and Interests

The Teacher Leader Program in Art Education is designed to meet the personalized, professional development needs and interests of each candidate. Within the first semester after a candidate is admitted to the Teacher Leader Program, an advisor will assist the candidate in identifying his/her area of interest or area for professional growth. The candidate and advisor will then select the appropriate courses to support the candidate's area of interest and to ensure appropriate content knowledge and expertise to be consumers of research and conduct action research projects. Nine to twelve credit hours will be devoted to the candidates' area of interest.

E. Design Element 5: Support for Job-Embedded Professional Experiences

The Teacher Leader Program is designed for the working professional. The flexibility of this program allows candidates to work in their area of interest, which will facilitate utilization of the professional experiences that the candidate brings to the process. In addition, the dynamics of this program depends on quality job-embedded experiences, activities, and assignments that will enrich the leadership attributes of candidates.

F. Design Element 6: Provision of Multiple Career Pathways or Opportunities to Strengthen Certification Area

The Teacher Leader Program in Art Education provides candidates with multiple career options and opportunities to strengthen their certification area. Candidates may pursue the Teacher Leader option through the Master's degree or fifth-year programs that lead to Rank 2. Additionally, teachers who already hold the Rank 2 may pursue the Teacher Leader option within the context of a Rank 1 program or may complete the Teacher Leader Endorsement Program. Likewise, teachers who already hold the Rank 1 credential may choose to return to complete requirements for the Teacher Leader Endorsement. All candidates completing one of the advanced teacher leader programs in Art Education will earn the Kentucky Teacher Leader Endorsement.

The teacher leader programs in Art Education are explicitly designed to facilitate candidates exploring new areas of artistic endeavor as well as building new skills related to their current interests. For example, candidates may wish to select coursework focused on building computer-based skills that can be utilized in P-12 art programs. Or, they may wish to take instructional systems design coursework in which they learn how to build individualized programs that can be

delivered via distance learning or online instruction and shared with a larger P-12 community than their own local school.

G. Design Element 7: Utilization of Mixed Delivery Methods

The Teacher Leader Program in Art Education will be delivered through a blend of web-enhanced and face-to-face instruction. The program is designed with working professionals in mind. Candidates may be located in any part of the state and, because of their work assignment, may not be able to attend classes during the day. The intent of the program is to deliver curriculum and instruction to candidates' desktop through web-based coursework and to provide candidates with opportunities to enroll in evening, weekend, and summer courses.

Section III: Program Curriculum

Advanced Preparation Teacher Leader programs in Art Education are structured to provide candidates an opportunity to gain knowledge and skills in the advanced foundations of research and teacher leadership in Art Education and to focus their advancing skills on real problems of art education in their school and school district environments. The programs have been established for experienced art teachers and are intended to guide art educators through evolving levels of skill and knowledge. The first level of advanced preparation is the Master's degree (or 32-credit hour Rank 2 program), which is tightly designed to emphasize fundamental skills. The second level of advanced preparation, the Rank 1 program, is intended to provide master-level art educators the opportunity to develop highly individualized programs that emphasize the application of research and leadership skills in real-life art education programs. Both program levels include the opportunity for candidates to earn the Kentucky Teacher Leader Endorsement. A program option is also available for candidates who have already earned the Rank 2 and Rank 1 in Art Education to complete a 12-credit program leading to the Teacher Leader Endorsement.

A. Options for Advanced Preparation Teacher Leader Programs in Art Education

First Level of Advanced Preparation Teacher Leader Programs in Art Education
- Master's Degree with Thesis (30 graduate hours)
- Master's Degree without Thesis (36 graduate hours, including one or more extensive action research projects)
- Graduate Level Certification Program (Rank 2, 32 credit hours of graduate coursework)

Second Level of Advanced Preparation Teacher Leader Programs in Art Education
- Graduate Level Certification Program (Rank 1, 30 credit hours beyond the Rank 2)

Teacher Leader Endorsement Only Program
- Graduate Level Certification Program (12 graduate hours)

All advanced preparation programs in Art Education at the University of Kentucky share the following components:

1. Formal admission, including submission of a professional portfolio, admission to the UK Graduate School, and completion of an admission interview
2. Development of a curriculum contract with an Art Education advisor
3. Establishment of an electronic portfolio
4. Agreement by the candidate to focus his/her program on elements contained in the Assurances document (Focus on improved subject matter preparation; preparation of all students for post-secondary education; diverse field experiences and use of data; and utilization of courses with mixed delivery methods)
5. Knowledge and mastery of all of the standards sets specified for the Advanced Preparation Teacher Leader Programs in Art Education
    a.   Kentucky Teacher Standards (advanced level)
    b.   Unit Functional Skills and Dispositions
    c.   Unit Technology Standards

     d.   Unit Teacher Leader Standards (INTASC)
     e.   Unit Action Research Standards
     f.   National Board for Professional Teaching Standards in Art Education, Levels: Early Childhood through Middle Childhood; Early Adolescence through Early Adulthood

6. Continuous assessment of candidate progress at a minimum of three points: admission, retention, and program completion
7. Completion of an action research project in the candidate's school or school district, including formal presentation or publication of the results of the study
8. Focus on Kentucky's Core Standards for Student Learning, the evolving Kentucky P-12 Curriculum, and Assessment for Classroom Learning
9. Building higher levels of skill in the creative arts and humanities through advanced coursework, personal growth projects, and planned opportunities to develop teacher leadership skills.

B. Requirements of the UK Graduate School

Requirements for graduate programs in Art Education are outlined in the University of Kentucky Graduate Bulletin, along with descriptions of required courses. Potential candidates must submit required documents and meet published deadlines to be admitted to the Graduate School and to begin coursework. In addition, candidates must make formal application to the program faculty in Art Education to be admitted to any of the advanced preparation teacher leader programs in art education. Filing of a complete application packet to the art education program faculty and successful completion of an admission interview are prerequisites to admission to a graduate program in Art Education. All candidates seeking admission to one of the Advanced Preparation Teacher Leader programs in Art Education must have had successful experience teaching art as documented in a formal resume and/or documentation of employment.

C. Program Requirements for Advanced Teacher Leader Candidates in Art Education

Each advanced preparation teacher leader program in the UK unit expects successful candidates to meet the following requirements:

1. Complete 30-36 graduate hours which are required to meet UK degree requirements and the requirements of the EPSB for rank change. If agreed to by the candidate and the advisor, for non-degree certificate-only programs, candidates may use professional development hours (24 clock hours of professional development for one graduate credit hour) to substitute for graduate courses.
2. Demonstrate mastery of all required standards, including the Kentucky Teacher Standards, the Unit Functional Skills and Dispositions, the Unit Technology Standards, the Unit Teacher Leader Standards, the Unit Action Research Standards, and the NBPTS in Art Education.
3. With the assistance of advisor and Art Education Program Faculty, engage in reflective assessment and program planning at three points in the program: admission, retention, and completion.
4. Develop a curriculum contract and electronic portfolio to demonstrate adequate attention to the six design elements, the four candidate assurances, and the required standards sets.

5. Complete at least one extensive action research project which is documented through publication or a lead teacher series of research presentations.

D. Setting the Context for Individualization of Program to Candidate Needs and Interests

Each of the advanced preparation programs in Art Education is designed, within the context of a standards-based approach, to promote the maximum amount of individualization of program activities to address each candidate's personalized professional goals. Individualization begins at the point of admission, when the first task for the candidate and the advisor is to set the candidate's teaching and learning context in which practice will take place. Each program will make provisions for candidates who are or are not in a school or school district that is participating in the P20 Innovation Lab. For candidates who are working in schools or school districts that are participating in the P20 Lab, the candidate's evolving program will be expected to take advantage of the research, development, and leadership activities which form the core of the P20 Lab projects. For candidates whose teaching and learning context is not involved with the P20 Lab, the candidate's evolving program will take advantage of P20 Lab resources when possible and will seek to address the core P20 principles for the development of effective technology-enriched learning communities.

There are several management components in the advanced preparation programs to structure candidates' progress to completion of the program and demonstrated mastery of the unit and program standards:

1. Utilization of the curriculum contract (including individualized planning worksheets) to both plan program activities and account for activity completion;
2. Development of an extensive electronic portfolio to accumulate artifacts that the candidate believes will demonstrate completion of planned projects and achievement of standards;
3. Documentation of field-based activities in which candidates plan and carry out research projects, engage in curriculum and instructional development projects, work with teachers and teacher groups as emerging teacher leaders, and utilize research skills for building data-based systems for analyzing the success of programs to promote P12 student achievement; and
4. Planning and carrying out one or more extensive action research projects to demonstrate mastery of all of the Unit Action Research Standards, including Standard 5, which is publication or presentation of action research project results.

These management components spread throughout the candidates' interaction with any of the Advanced Preparation Teacher Leader Programs in Art Education. The curriculum contract materials and the electronic portfolio sections emphasize the following:

1. Each candidate's program must present activities, projects, and reports that verify that the candidate has addressed the four UK Advanced Preparation Program Student Assurances.
   a. Each program must focus on improved subject matter expertise.
   b. Each program must focus on preparing all students for postsecondary opportunities.

c. Each program must focus on diverse clinical experiences to examine variables that affect student achievement.

d. Each program must focus on the utilization of program courses and activities with mixed delivery methods.

As candidates progress through their advanced preparation program, each candidate is assessed a minimum of three times. At each assessment, the candidate and the program faculty will review progress with the curriculum management tools and will engage in reflective dialog and assessment pertaining to how the candidate is addressing the four student assurances.

2. Each candidate's program must submit documentation that verify the following six curriculum elements:

- Demonstrate collaboration with district and school leaders
- Demonstrate collaboration with subject matter specialists, both in the College of Fine Arts and across the University academic community
- Demonstrate analysis and use of student classroom assessment data
- Demonstrate integration of program with candidate needs and interests, and with job-embedded professional activities
- Demonstrate skills and abilities with emerging curriculum and assessment designs in Kentucky that follow adoption of national core standards
- Demonstrate mastery of Unit Teacher Leader Standards and eligibility for Kentucky Teacher Certification Teacher Leader Endorsement

E. Integration of Standards in the Curriculum Design

The various standards sets are integrated throughout coursework and experiences in the Advanced Teacher Leader Program in Art Education. This section demonstrates the application of standards in coursework.

Alignment of Coursework with Branches of Knowledge in Art Education

- Courses related to theoretical knowledge: *The candidate will become familiar with current issues in art education; leadership in schools; revisit his or her own philosophy of art teaching; apply insights gained from the history of art education into current trends; acquire techniques to **research**; and evaluate art teaching methodologies.* (A-E 545/645, A-E 670)

- Courses related to subject knowledge: *The candidate will sharpen and expand art studio skills, acquire new artistic knowledge, increase skills as an artist, and refine techniques within various media.* [A-E 538, all graduate art studio (AS prefix) courses, all graduate art history (AH prefix) courses]

- Courses related to praxial knowledge: *The candidate will integrate and translate all acquired skills into effective teaching. The candidate will **reflect** on his/her strengths and weaknesses in the area of instruction, design plans to improve teaching effectiveness, devise **learning** strategies for his/her learners, create curriculum content, create peer and self-evaluation*

*plans, implement follow-up review of the plans, and plan for **leadership** opportunities in art education.* (A-E 538, A-E 515)

Alignment of Coursework with Kentucky Teacher Standards

Standard 1: Demonstrates Applied Content Knowledge [A-E 538, all graduate art studio (AS) courses, all graduate art history (AH) courses]
Standard 2: Designs/Plans Instruction (A-E 515, A-E 538, A-E 545)
Standard 3: Creates/Maintains Learning Climate (A-E 545/A-E 645)
Standard 4: Implements/Manages Instruction (A-E 545/645)
Standard 5: Assesses and Communicates Learning Results (A-E 545/645)
Standard 6: Demonstrates Implementation of Technology (A-E 545/645)
Standard 7: Reflects/Evaluates Teaching/Learning (A-E 545/645)
Standard 8: Collaborates with Colleagues/Parents/Others (A-E 545/645)
Standard 9: Evaluates Teaching and Implements Professional Development (A-E 545/645)
Standard 10: Provides Leadership within school/Community/Profession (A-E 545/645/CLD 675/EDC 724 or other courses that might be appropriate for candidate needs)

Alignment of Coursework with NBPTS in Art Education

Candidates must meet the NBPTS in Art Education. The following tables identify alignment of the Kentucky Teacher Standards with the two sets of NBPTS accomplished art teacher standards.

NBPTS Standards Art Ed. Courses	A-E 645 01	A-E 645 02	A-E 645 03	A-E 670	A-E 675
II	X				
III	X				
IV	X	X	X	X	X
V	X				
VII	X	X		X	X
VIII	X			X	
IX	X	X	X		

Alignment of Coursework with UK Teacher Leader Standards (Masters/Rank 2)

Standards	A-E 645	A-E 645	A-E 645	A-E 670	A-E 675	A-E 545 (2X)	EDL Courses
UKTLS 1							X
UKTLS 2			X				X
UKTLS 3	X	X	X	X	X	X	
UKTLS 4							X
UKTLS 5							X
UKTLS 6				X			X
UKTLS 7							X

Alignment of Coursework with UK Action Research Standards (Masters/Rank 2)

Standards	A-E 645	A-E 645	A-E 645	A-E 670	A-E 675	A-E 545 (2X)	EDL Courses
UKARS 1			X				X
UKARS 2							X
UKARS 3							X
UKARS 4			X				X
UKARS 5			X				X

Alignment of UK Teacher Leader Standards and UK Action Research Standards with Program Design Elements (Level 2 Advanced/Rank 1 Level)

Standards	Program Design Elements					
	1	2	3	4	5	6
UKTLS 1	*					*
UKTLS 2			*			*
UKTLS 3		*				*
UKTLS 4	*			*		*
UKTLS 5	*		*			*
UKTLS 6		*				*
UKTLS 7					*	
UKARS 1			*			*
UKARS 2		*				*
UKARS 3			*			*
UKARS 4		*				*
UKARS 5		*				*

F. Coursework for Advanced Preparation Teacher Leader Programs in Art Education

Coursework in the Advanced Preparation Teacher Leader Program in Art Education is divided into four basic categories:

1. Foundations of Art Education (the Art Education core)
2. Teacher Leadership (leading to award of the Teacher Leader Endorsement)
3. Support Courses in Art History and Art Studio (courses to strengthen content knowledge of candidates)
4. Courses within the University to strengthen a candidate's personal, professional areas of interest (courses to develop knowledge and skills of value to the Art Educator as a lead teacher)

The courses that comprise each candidate's formal planned program are only one component of a program of studies that includes action research, practice in teacher leadership, curriculum and instructional development in the candidate's school and/or school district, and research projects that are designed to encourage candidate's professional growth and development.

I. Core Courses for Advanced Preparation Art Education

    1. A-E 645-401 Topical Research in Art Education: Issues in Art Education (3 credits)
    2. A-E 645-402 Topical Research in Art Education: History of Art Education (3 credits)
    3. A-E 685 Action Research in Art Education (3 credits)
    4. A-E 670 School and Community Art (3 credits)
    5 A-E 675 Aesthetics and Design (3 credits)

II. Teacher Leadership in Art Education Endorsement Courses

1. A-E 686 Teacher Leadership in Art Education (3 credits, repeatable 3 times for 9 credits, total)
2. Three hours of leadership courses to be selected from the follow offerings:

    ELS 600, Leadership for Learning-Centered Schools (3 credits)
        ELS 601, Building a Professional Learning Community (1 credit) *
        ELS 602, Leadership Roles in Professional Learning Communities (1 credit) *
        ELS 603, Leadership for Student Learning (1 credit) *
    ELS 604, Leadership in Professional Learning Communities (3 credits)
        ELS 605, Legal Rights and Responsibilities of Students (1 credit) *
        ELS 606, Legal Rights and Responsibilities of Teachers (1 credit) *
        ELS 607, Teacher Responsibilities in School-Based Decision Making (1 credit) *
    ELS 608, School Law and Governance for Teachers (3 credits)
        ELS 609, Technology Leadership in Schools (1 credit) *
        ELS 610, Distributed Leadership in Schools (1 credit) *
        ELS 611, Current Issues for Education Leaders (1 credit) *
    ELS 612 Leadership for Technology and Innovation (3 credits)
        ELS 613, Leadership in the Public Context of Education (1 credit) *
        ELS 614, Partnerships for Closing Achievement Gaps (1 credit) *
        ELS 615, Leadership for Response to Intervention in Inclusive Classrooms (1 credit) *
    ELS 616, Leadership for School as Inclusive Community (3 credits)
        ELS 617, Teacher Leadership for Instructional Teams (1 credit) *
        ELS 618, Introduction to Leading Action Research for School Renewal (1 credit) *
        ELS 619, Evidence-Based Decision Making*

III. Courses to strengthen the candidate's area(s) of specialization in Art.

Candidates in the advanced program in Art Education are expected to build on their broad-based undergraduate art studio and art history courses with advanced-level subject matter classes in art studio, art history, and teacher leadership. Each candidate's content knowledge and personal profile of skills in research and curriculum development is evaluated through candidate exhibits and portfolios. In addition to taking specific content courses, the art education faculty believes that candidates should be given encouragement to initiate independent studies and projects. A-E 695 *Independent Work in Art Education* is a course that is utilized for this purpose.

A-H 525	Studies in Genres and Media (3 credits)
A-H 526	Art and the Artist in Society (3 credits)
A-H 527	Art within its Interdisciplinary Framework (3 credits)
A-H 555	Methods in Art History (3 credits)
A-H 592	Aesthetics (3 credits)
A-H 598	Coordinate Study (3 credits)
A-H 603	The Art Object (3 credits)
A-H 625	Problems in Genres and Media (3 credits)
A-H 626	The Artist in Society (3 credits)
A-H 627	Interdisciplinary Approaches to Art History (3 credits)
A-H 628	Art History Topical Seminar (3 credits)
A-S 510	Painting III (3 credits)
A-S 511	Painting IV (3 credits)
A-S 520	Printmaking III (3 credits)
A-S 521	Printmaking IV (3 credits)
A-S 530	Advanced Drawing (3 credits)
A-S 550	Fiber III (3 credits)
A-S 551	Fiber IV (3 credits)
A-S 560	Sculpture III (3 credits)
A-S 561	Sculpture IV (3 credits)
A-S 570	Ceramics III (3 credits)
A-S 571	Ceramics IV (3 credits)
A-S 580	Photography III (3 credits)
A-S 581	Photography IV (3 credits)
A-S 584	Color Photography (3 credits)
A-S 610	Painting V (3 credits)
A-S 611	Painting VI (3 credits)
A-S 620	Printmaking V (3 credits)
A-S 621	Printmaking VI (3 credits)
A-S 650	Fiber V (3 credits)
A-S 651	Fiber VI (3 credits)
A-S 660	Sculpture V (3 credits)
A-S 661	Sculpture VI (3 credits)
A-S 670	Ceramics V (3 credits)
A-S 671	Ceramics VI (3 credits)
A-S 680	Photography V (3 credits)
A-S 681	Photography VI (3 credits)
A-S 740	Problems in Fiber (3 credits)
A-S 750	Problems in Sculpture

IV. Courses identified by the Candidate to strengthen personal interests

These courses may be taken from any part of the university, and must be planned in consultation with the advisor.

Courses and Course Descriptions

A-E 680 LEADERSHIP IN ART EDUCATION (3)

An examination of leadership in the various areas of Art Education and the impact that leadership in these areas can have on students learning. Art experience on emotional, intellectual and behavioral development of students will be explored through readings, discussions, guest lectures, and lab experiences. Lecture, two hours per week; laboratory, two hours per week. Prereq: A-E 577 and major or consent of instructor.

A-E 538 ADVANCED ARTS AND CRAFTS IN THE ELEMENTARY SCHOOL (3)
Planned to give the elementary teacher an understanding of teaching methods involved in, and construction of, art activities which would enrich the classroom program.

A-E 545 TOPICAL STUDIES IN ART EDUCATION (Subtitle required) (3)
Intensive study and analysis of a designated topic, issue or development in the philosophy, history, or methodology of art education in community and public school settings. May be repeated to a maximum of six credits. Prereq: Art education major or consent of the instructor.

A-E 579 ARTS AND HUMANITIES IN ART EDUCATION (2)
Inquiry into the relationship of current philosophies of art education and aesthetics; a consolidation of art education ideas with a formation of criteria for making value judgments; the development of a personal viewpoint consistent with education and art as humanistic endeavors. Prereq: Major in art education, admission to the Teacher Education Program (TEP), or consent of instructor.

A-E 645 TOPICAL RESEARCH IN ART EDUCATION (Subtitle required) (3)
Advanced study and research of a designated topic, issue, or development in the philosophy, history, or methodology of art education in community and public school settings. May be repeated to a maximum of six credits. Prereq: Graduate standing in art education.

A-E 670 SCHOOL AND COMMUNITY ART (3)
Analysis of the social function of art; organization of school and community related programs in art; case studies of existing programs. Field experience, educational involvement. Lectures and demonstrations. Prereq: Major in Art Education or consent of instructor.

A-E 695 INDEPENDENT WORK: ART EDUCATION (1-3)
Supervised individual research, experimental practicum, and the initiation of field programs leading to the discovery and development of new knowledge in art education theory and method. A formal learning contract between student and supervising faculty member is required. May be repeated to a maximum of six credits. Prereq: Graduate standing in the department and consent of instructor.

A-E 748 MASTER'S THESIS RESEARCH (0)
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

A-H 525 STUDIES IN GENRES AND MEDIA (Subtitle required) (3)

Study of a particular genre (type of subject, such as still life) or a particular medium (type of object, such as the icon) in the history of art. May be repeated to a maximum of 6 credits when identified by a different subtitle. Prereq: Junior standing.

A-H 526 ART AND THE ARTIST IN SOCIETY (Subtitle required) (3)
Art historical study of a topic or period with particular emphasis on artists and the social and cultural context of their roles in the production of visual art forms. May be repeated to a maximum of 6 credits when identified by a different subtitle. Prereq: Junior standing.

A-H 527 ART WITHIN ITS INTERDISCIPLINARY FRAMEWORK (Subtitle required) (3)
Art historical study of a topic or period with particular emphasis placed on establishing the interdisciplinary connections for visual art forms. Depending on the topic, students might research in a wide variety of areas over the course of the semester, for example, literature, music, theatre, history, political science, philosophy, the classics, anthropology, etc. May be repeated to a maximum of 6 credits when identified by different subtitles. Prereq: Junior standing.

A-H 555 METHODS IN ART HISTORY (3)
A seminar introduction to the range of approaches scholars have historically used to study art's history (e.g., connoisseurship, formal analysis, iconography, etc.). Exact course content may vary to emphasize historiography, current methods, or the relation of critical theory to art historical practice. Prereq: Junior standing.

A-H 592 AESTHETICS (3)
Problems of method in aesthetics; major types of aesthetic theory. Aesthetic materials of the arts, in literature, music, and the space arts. Form and types of form. Meaning in the arts. Interrelations of the arts. (Same as PHI 592.)

A-H 598 COORDINATE STUDY (3)
Course number for those students wishing to do advanced work on a special subject in conjunction with a regularly scheduled 300-level class not previously taken by the student. May be repeated to a maximum of six credits. Prereq: Two art history courses or consent of instructor.

A-H 603 THE ART OBJECT: (Subtitle required) (3)
Examination of original works of art on campus or in regional collections within an art historical context. The course may focus on a particular medium, class of objects, period, or artist. May be repeated up to six credits with different subtitles. Prereq: Graduate status in Art History.

A-H 625 PROBLEMS IN GENRES AND MEDIA: (Subtitle required) (3)
Study of a particular genre (type of subject), such as still life) or a particular medium (type of object, such as the icon) in the history of art. May be repeated to a maximum of six credits when identified by a different subtitle. Prereq: Graduate standing.

A-H 626 THE ARTIST IN SOCIETY: (Subtitle required) (3)

Art historical study of a topic or period with particular emphasis on artists and the social and cultural context of their roles in the production of visual art forms. May be repeated to a maximum of six credits when identified by a different subtitle. Prereq: Graduate standing.

A-H 627 INTERDISCIPLINARY APPROACHES TO ART HISTORY: (Subtitle required) (3)

Art historical study of a topic or period with particular emphasis placed on establishing the interdisciplinary connections for visual art forms. Depending on the topic, students might research in a wide variety of areas over the course of the semester, for example, literature, music, theatre, history, philosophy, classics, political science, anthropology, etc. May be repeated to a maximum of six credits when identified by a different subtitle. Prereq: Graduate standing.

A-H 628 ART HISTORY TOPICAL SEMINAR: (Subtitle required) (3)

In-depth study of a work of art, a particular artist, an artistic period, or an iconographic or thematic study. May be repeated to a maximum of six credits when identified by a different subtitle. Prereq: Graduate standing.

A-S 510 PAINTING III (3)

Supervised individual development in painting. Nine studio hours per week. Prereq: A-S 311 or consent of instructor.

A-S 511 PAINTING IV (3)

Continuation of A-S 510; emphasis on professional awareness and development. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 510 or consent of instructor.

A-S 520 PRINTMAKING III (3)

Supervised individual development in printmaking. Nine studio hours per week. Prereq: A-S 321 or consent of instructor.

A-S 521 PRINTMAKING IV (3)

Continuation of A-S 520; emphasis on professional awareness and development. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 520 or consent of instructor.

A-S 530 ADVANCED DRAWING (3)

Supervised individual development in drawing. When offered in the Fall, emphasis will be on the human figure. When offered in the Spring, students may select from a broad range of traditional and experimental subjects. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 330 or consent of instructor.

A-S 550 FIBER III (3)

Supervised individual development in fiber. Nine studio hours per week. Prereq: A-S 351 or consent of instructor.

A-S 551 FIBER IV (3)

Continuation of A-S 550; emphasis on professional awareness and development. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 550 or consent of instructor.

A-S 560 SCULPTURE III (3)
Supervised individual development in sculpture. Nine studio hours per week. Prereq: A-S 361 or consent of instructor.

A-S 561 SCULPTURE IV (3)
Continuation of A-S 560; emphasis on professional awareness and development. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 560 or consent of instructor.

A-S 570 CERAMICS III (3)
Supervised individual development in ceramics. Nine studio hours per week. Prereq: A-S 371 or consent of instructor.

A-S 571 CERAMICS IV (3)
Continuation of A-S 570; emphasis on professional awareness and development. May be repeated to a maximum of six credits. Nine studio hours per week. Prereq: A-S 570 or consent of instructor.

A-S 580 PHOTOGRAPHY III (3)
A-S 580 is a continuation of A-S 381. The emphasis is upon advanced black and white photographic processes and continued acquisition of skills for self-expression through the medium. Students receive technical instruction in the use of different photographic films, papers, and chemicals, as well as master printing processes. Studio, nine hours per week. Prereq: A-S 381 or consent of instructor.

A-S 581 PHOTOGRAPHY IV (3)
A-S 581 is a continuation of A-S 580. The emphasis is upon advanced black and white photographic processes and continued acquisition of skills for self-expression through the medium. May be repeated to a maximum of six credits. Studio, nine hours per week. Prereq: A-S 580 or consent of instructor.

A-S 584 COLOR PHOTOGRAPHY II (3)
A-S 584 is a continuation of A-S 384. The emphasis is upon advanced color photographic processes and continued acquisition of skills for self-expression through the medium. May be repeated to a maximum of six credits. Studio, nine hours per week. Prereq: A-S 384 or consent of instructor.

A-S 610 PAINTING V (3)
Advanced studio investigation of current ideas in painting. Exploration of contemporary and traditional procedures, materials, and issues in a context of a group discussion and review. May be repeated to a maximum of nine credits. Prereq: Graduate standing in the department and approval of the instructor.

A-S 611 PAINTING VI (3)

Continued studio investigation of current ideas in painting, with increased concentration on critical group discussions of student work and readings in contemporary art. May be repeated to a maximum of nine credits. Studio, nine hours. Prereq: A-S 610 and consent of instructor.

A-S 620 PRINTMAKING V (3)

Advanced studio investigation of current ideas in printmaking. Exploration of contemporary and traditional procedures, materials, and issues. May be repeated to a maximum of nine credits. Studio, nine hours. Prereq: Graduate standing in the department and consent of the instructor.

A-S 621 PRINTMAKING VI (3)

Continued advanced studio investigation of current ideas in printmaking. Increased concentration of technical and aesthetic development in preparation for entry into the professional environment. May be repeated to a maximum of nine credits. Studio, nine hours. Prereq: A-S 620.

A-S 650 FIBER V (3)

In this supervised graduate studio course in fiber, emphasis will be placed on personal style, its identification, definition, and further development in the context of major directions in the fiber arts. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: 12 credits in upper division studio work and consent of instructor.

A-S 651 FIBER VI (3)

Continued advanced studio investigation of current ideas in the fiber arts. Increased concentration on technical and aesthetic development, professional readings, and group discussion. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: A-S 650.

A-S 660 SCULPTURE V (3)

In this supervised studio course in graduate sculpture, emphasis will be placed on personal style, its identification, definition, and further development in the context of modern sculpture. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: 12 credits in upper division studio work and consent of instructor.

A-S 661 SCULPTURE VI (3)

Continued advanced studio investigation of current ideas in sculpture. Increased concentration on technical and aesthetic development, professional readings, and group discussion. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: A-S 660.

A-S 670 CERAMICS V (3)

In this supervised studio course in graduate ceramics, emphasis will be placed on personal style, its identification, definition, and further development in the context of direction in modern ceramics. Studio, nine hours per week. May be repeated to a maximum of nine credits. Prereq: 12 credits in upper division studio work and consent of instructor.

A-S 671 CERAMICS VI (3)

Continued advanced studio investigation of current ideas in ceramics, increased concentration on technical and aesthetic development, professional readings, and group discussions. Studio, nine hours per week. May be repeated to a maximum of nine credits. Prereq: A-S 670.

A-S 680 PHOTOGRAPHY V (3)

A-S 680 is a continuation of A-S 581. In this supervised studio course in graduate photography, emphasis will be placed on personal style, its identification, definition, and further development in the context of major directions in photography. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: A-S 581 and consent of instructor.

A-S 681 PHOTOGRAPHY VI (3)

A-S 681 is a continuation of A-S 680. The emphasis will be upon continued advanced studio investigation of current ideas in photography with increased concentration on technical and aesthetic development, professional readings, and group discussion. May be repeated to a maximum of nine credits. Studio, nine hours per week. Prereq: A-S 680 and consent of instructor.

A-S 740 PROBLEMS IN FIBER (3)

Sustained individual problems and experimental work in the technical and theoretical problems of fiber. May be repeated two times to a maximum of nine credits. Nine studio hours per week. Prereq: Twelve credits in upper division studio work and consent of instructor.

A-S 750 PROBLEMS IN SCULPTURE (3)

Sustained individual problems and experimental work in the technical and theoretical problems of sculpture. May be repeated to a maximum of nine credits. Nine studio hours per week. Prereq: 12 credits in upper division studio work and consent of instructor.

Section IV: Candidate Assessment and Program Evaluation

The advanced preparation teacher leader program in art education is highly individualized to meet the needs and interests of candidates within the context of their schools, school districts, and art education professional groups. In addition to completing the courses that have been planned and included in their respective UK graduate programs, candidates will engage in independent projects to develop action research skills and to practice the skills of teacher leadership.

Each candidate's advanced preparation teacher leadership program will include attention to the following design elements:

1. Collaboration with Districts and School Leaders
2. Collaboration with Content Faculty and Subject Area Specialists
3. Analysis and Use of P-12 Student Assessment Data
4. Individualization of Program to Candidate Needs and Interests
5. Support for Job-Embedded Professional Experiences
6. Provision of Multiple Career Pathways and/or Opportunities to Strengthen Certification Area
7. Utilization program experiences that include mixed delivery methods

Each candidate's program will insure immersion of the candidate in activities that are responsive to the above seven program design elements. Each candidate's individualized program will include many opportunities for engagement with advanced topics in art education, teacher leadership, modern program and curriculum development in a 21st Century Skills environment, and research and problem solving in the utilization of art education programs to positively impact P12 student achievement.

As a program requirement, each candidate will complete one or more major Action Research project and one or more major Teacher Leadership activity, The design and implementation of these major projects will arise from the following:

1. the candidate's own long-term professional goals for attaining leadership status as an art educator within his/her school, district, region, or nation;
2. the candidate's school or district involvement in a UK P20 Innovation Lab project for 21st Century Skills or Next Generation Learning;
3. the candidate's personal involvement in an area of research and/or development which is pursued using the resources of UK faculty or one of the specialized P20 Innovation Labs; and
4. the candidate's plan to expand his/her areas of certification or expertise through the completion of courses and activities offered in the UK educator preparation unit or in one of the UK colleges.

Continuous assessment in this UK program is designed as a comprehensive system to manage not only attainment of UK and Art Education Standards, but also each candidate's progress towards completion of required action research and teacher leadership projects, and the candidate's accumulating evidence of advancing subject matter expertise in art education and related areas.

Within this comprehensive system, continuous assessment involves:

1. careful planning of activities that align with standards and attend to design elements;
2. documentation of plans, using a range of program development and accountability tools, i.e., curriculum contract work sheets, or OTIS on-line portfolio electronic planning components;
3. implementation of research and teacher leadership activities in the context of practice within the general educational environment and the more specialized art education environment;
4. presentation of evidence pertaining to assessment of success and effectiveness of planned activities;
5. review of evidence presentations with the art education faculty, candidate colleague groups, and groups of P12 teachers;
6. evaluation of progress towards meeting standards through standards attainment mapping, both for individual candidates and groups of candidates; and
7. evaluation of the candidate's demonstrated ability in electronic portfolio components to reflect on personal plans, activities, assessments, and future directions for self as an art education teacher leader and lead teacher.

A. The OTIS On-line Electronic Portfolio System

The UK OTIS on line electronic portfolio system has been developed as a tool for use by candidates and program faculties to manage candidate progress towards mastery of standards and completion of mutually planned programs. The OTIS system includes the following:

1. an "expanding" curriculum contract planning tool that can be used collaboratively to build activities and projects;
2. a tool for matching candidate activities and artifacts with required standards;
3. tools for "uploading" artifacts into the electronic portfolio file system;
4. tools for advisors and program faculty members to use in examining artifacts, documents, and electronically entered texts, providing feedback to the candidate, and assessing the implementation of planned activities towards completing major projects and attaining standards;
5. tools for the system to display, in summary form, a candidate's overall progress towards program completion and achieving standards;
6. tools for the faculty to use in tracking, summarizing and analyzing individual candidate progress and the progress of groups for the purpose of feedback and program development; and
7. tools for the candidate to use in preparing one or more personal "portfolios" for professional use as a teacher leader and lead teacher, and to earn the Kentucky Teacher Leader Endorsement.

The OTIS online portfolio is an integral part of the advanced preparation teacher leadership programs in art education. It is highly adaptable for use by the candidate, and yet is grounded in the required standards for the program, and designed to seamlessly manage the tracking of candidate progress towards program completion.

B. Assessment of Action Research Projects

The advanced preparation program in art education requires all candidates to complete at least one major Action Research Project. It is anticipated that as candidates progress through advanced programs, they will actually complete more than one action research project, although some earlier efforts might be more preliminary in nature based on background and experience. Assessment is guided by attention to the five UK Action Research standards, which are divided and sequenced to follow the typical trajectory of an action research project.

1. The candidate examines practice and identifies research questions that are amenable to practice-based research projects.
2. The candidate constructs research projects that can be carried out in the situation of practice.
3. The candidate gathers, codifies, arranges, and analyzes data produced in the action research project.
4. The candidate documents the elements of the research project in a manner that encourages reflective dialog with colleagues and other audiences.
5. The candidate presents or publishes findings from the research project in a variety of venues.

All candidates in an advanced preparation art education program will complete a course in the fundamentals of action research in art education (A-E 685, *Action Research in Art Education, 3 credits*). In this course, at least a minor action research project will be completed.

As candidates complete requirements for the teacher leader endorsement, they complete three iterations of the basic course in art education teacher leadership. The major action research project will be a part of these three course terms, and will result, cumulatively, in the mastery of all five of the action research standards.

The OTIS online portfolio system makes provision for focusing on both major (and minor) projects in Action Research and Teacher Leadership. As these projects are developed, they will be described in the system, tagged with the appropriate teacher leadership standard, and reflectively evaluated by both the candidate and the candidate team on the Art Education Faculty. As the major project is completed, all teacher leadership standards will be accounted for, and summary analyses will provide the candidate with direction for future projects.

C. Assessment of Teacher Leadership Projects

Enrollment in the teacher leadership course for art education (A-E 686 *Teacher Leadership in Art Education, 6-9 credits)* has a prerequisite of successful completion of the course Action Research in Art Education (A-E 685). A fundamental conceptualization of teacher leadership in art education, is that the art educator acting as a lead teacher will be personally invested in research and development in art education and will use teacher leadership skills to involve teacher colleagues and other art educators in research processes and research findings.

Assessment is guided by attention to the seven UK Teacher Leader standards, which are divided and sequenced to follow the typical trajectory of an action research project.

1. The teacher leader understands adults as learners to support professional learning communities.
2. The teacher leader accesses and uses research to improve practice and student achievement.
3. The teacher leader promotes professional learning for continuous improvement.
4. The teacher leader facilitates improvements in instruction and student learning.

5. The teacher leader uses assessments and data for school and district improvement.
6. The teacher leader engages in outreach and collaboration with families and community.
7. The teacher leader advocates for student learning and the profession.

The design of the masters level advanced program (and all art education programs that include the teacher leader endorsement in art education) is that the candidate will engage in a three term sequence of teacher leadership courses that build over time into completion of a major research project and teacher leadership activities to provide professional development in the same.

The OTIS online portfolio system makes provision for focusing on both major (and minor) projects in Action Research and Teacher Leadership. As these projects are developed, they will be described in the system, tagged with the appropriate teacher leadership standard, and reflectively evaluated by both the candidate and the candidate team on the Art Education Faculty. As the major project is completed, all teacher leadership standards will be accounted for, and summary analyses will provide the candidate with direction for future projects.

D. Summary of Approach to Assessment of Candidate Performance

Candidates are assessed by staff in the Graduate School of the University of Kentucky, the College of Education, and the program faculty in art education. At the time of admission, application materials are reviewed and evaluated by staff in the Graduate School to determine whether the candidate meets criteria for admission to a UK graduate program. *and are further reviewed periodically to determine whether the candidate remains eligible for program retention and for meeting all the requirements for program completion.* Additionally, staff in the College of Education consult with the art education faculty to review candidate readiness for entry into an advanced preparation program and for program completion and recommendation to the EPSB that a certificate (or rank change) be awarded. Finally, faculty in art education and in the Art Department serve as members of the candidate's Graduate Advisory Committee which is responsible for collaboration with candidates in guiding them through all aspects of the program.

Portfolio reviews are of central importance for all members of the program team (candidate, program faculty, and College of Education staff) to plan the candidate's program and monitor the candidate's progress. After the candidate team has agreed on the courses that will make up the formal part of the advanced preparation program, once candidates start taking courses, the responsibility falls to individual course instructors participate in evaluating candidate progress. The OTIS online electronic portfolio utilizes individual course evaluations to assist in building a unified assessment of all of the candidate's work. The art education faculty advisor works closely with candidates to monitor and reflect on course grades, develop portfolio items and artifacts, and assess candidate progress both toward meeting standards, achieving individualized goals, and attaining their UK degree.

Following is a sample of how the portfolio review process works.

Level One: Admission Portfolio

Applicants to the graduate program in art education begin preparation of the electronic portfolio, which may include the following items:

- samples of their art, sketchbooks, and writings related to the work.

- samples of their students' art and related lesson plans.
- a written statement of professional goals and philosophy of art teaching.
- writing samples including published and/or unpublished papers.

Level Two: Progress Portfolio

At least by the mid point of the candidate's program, the candidate team will review the OTIS online portfolio consider/reflect on the candidate's progress towards successful completion of the program. Some items likely to be included in the mid-point review portfolio would include:

- samples of art produced in art studio classes or slide of the works.
- sample plans for teaching and monitoring the safe use of art tools and media.
- an evaluation of art work produced by a P-12 art student along with a discussion of the criteria and scoring guides used for the assessment.
- documentation of field work, community arts projects, and teaching notes pertaining to them.

Level Three: Final Portfolio

A final portfolio with items selected from previous versions of the portfolio and new entries that have been added for final consideration by the candidate team might include the following:

- samples of the candidate's art works from studio and art education courses and independent projects.
- samples of candidate writings or presentations which can/have been used in action research projects or teacher leadership projects.
- items submitted to document the candidate's planned art lessons, units, or courses and how they have been assessed using action research tools for effectiveness.
- prepared lists of art instructional resources and technologies appropriate for classroom use (along with prices and addresses of suppliers) that can be used by the candidate and colleagues in building art education programs.

E. Documentation of the impact of candidate activities on P12 student performance

The advanced preparation teacher leadership program focuses on a balanced assessment of classroom learning concept as proposed by Stiggins and others to collaborate with candidates in developing activities and materials that support P12 students in achieving high levels of academic and artistic success. Candidates will plan and carry out activities in their classrooms, schools and school districts that include the following:

- The student assessment process is guided by common standards and grounded in a thoughtful standards-based curriculum. It is managed as part of a tightly integrate system of standards, curriculum, assessment, instruction, and teacher development.

- The student assessment process should include a balance of assessment measures that includes evidence of actual student performance on challenging tasks that evaluate applications of knowledge and skills.

- Teachers are integrally involved in the development of curriculum and the development and scoring of assessment measures for both the on-demand portions of state or national examinations and local tasks that feed into examination scores and course grades.

- Assessment measures are structured to continuously improve teaching and learning.
- Assessment and accountability systems are designed to improve the quality of learning and schooling.
- Assessment and accountability systems use multiple measures to evaluate students and schools.
- New technologies enable greater assessment quality and information systems that support accountability.

Each candidate's portfolio will include items of performance from P12 students that are secured through the mechanism of the teacher leadership projects and the action research projects. These artifacts will be accessible for collaborative reflection with art education faculty members and with experts from the P20 specialized innovation labs. Analysis and summarization of results of planned P12 activities will result in planning for new activities and the dissemination of results through the high level standards in the Action Research Standards Set. As candidates collect evidence of interacting with the Teacher Leadership Standards they will also be demonstrating how they are working to translate the results of their research and development efforts into products and processes of help to their colleagues and members of their school and school district faculties.

F. Program Assessment and Program Improvement

Candidate assessment, and therefore program assessment, is built into the regular life of the program faculty of the advanced preparation teacher leader programs in art education. Collaborative review of candidate planning and implementation of activities, review and rating of artifacts against standards, and reflection on the effectiveness of art education program components are underlying elements of all efforts to improve the programs, assessments, and management systems.

The art education program faculty participates in the UK Educator Preparation Unit Continuous Assessment Review process (CAR) which permits not only regular tracking and assessment of students through programs, but also accumulation of unit-wide data in relation to the core unit standards. As a faculty group, collaboratively completing the CAR processes provides powerful evidence of the extent to which planned advanced preparation program activities are succeeding. The Art Education Program Faculty is also committed to regularly making and documenting decisions as to the kinds of changes should be implemented in the art education programs. The UK Educator Preparation Unit website has a site specifically dedicated to the Advanced Programs in Art Education. This web site is used to post documentation of changes which have occurred as a result on the continuous assessment process.

Finally, the OTIS online program management and candidate portfolio system is constantly in a state of evolutionary change to reflect the reflective assessment of each candidate team as each candidate uses the system and moves towards program completion. Changes in the OTIS online system are carefully documented by the system developer and the OTIS online project advisory team.

Section V: Program Faculty

Full-Time Faculty

Allan G. Richards
MFA and Ed.D.
Multicultural and Cross-Cultural Art Education, Art and Academic Achievement, and Issues in Art Education, Capitalism and Arts Education

George Szekely
MFA and Ed.D.
Painting,: Art, Creativity, and Play

Martha Henton
M.A., Art Education

This curriculum contract is for candidates who hold an initial art teaching certificate. This contract requires a total of 30 credits, including completion of all master's degree requirements, and leads to a recommendation for rank change and the Teacher Leader Endorsement.

Name / Date of Birth

| First | Middle | Last | Date of Birth |

UK ID # and SS #

| UK ID | SS# | UK Active Directory Login |

Email Addresses

Mailing Address

| Street | City | State   Zip |

Phone

| Home | Work | Cell |

Term, Start of Program

_____ (Include Fall, Spring, or Summer and Year)

Art Education Core Courses: 12-15 credit hours			
Course	Title	Term	Grade

Teacher Leader Endorsement Courses: 9-12 credit hours *including 3 one hour EDL modules*			
Course	Title	Term	Grade

Individual Program Support Core Courses: 6-9 credit hours			
Course	Title	Term	Grade
	TOTAL CREDIT HOURS		

Plan A requires a thesis and oral/written examination, completion of requirements for the Teacher Leader Endorsement, and the completion of 30 credit hours of graduate course work to be distributed as follows: 12-15 graduate credit in the Art Education Core, 9-12 graduate credit hours in the Teacher Leadership Endorsement, and the remaining six to nine graduate credit hours should be taken in the Individual Program Support Core.

Requirements Cross-Check
1. 15 credits 600+ level _____
2. 21 credits Art Department _____
3. 30 credits total _____
4. Master's thesis _____

MASTERS DEGREE REQUIREMENTS:
ADMISSION TO PROGRAM_____CANDIDATE_____ADVISOR

THESIS TITLE: _____

DATE OF THESIS DEFENSE: _____

DATE DEGREE REQUIREMENTS COMPLETED BY GRADUATE SCHOOL: _____

SIGNATURE, DEPARTMENTAL DGS: _____

CURRICULUM CONTRACT, University of Kentucky Educator Preparation Unit
Advanced Teacher Leader Program in Art Education (P-12), MA in Art Education (NON Thesis Option)

This curriculum contract is for candidates who hold an initial art teaching certificate. This contract requires a total of 36 credits, including completion of all master's degree requirements including an action research project, and leads to a recommendation for rank change and the Teacher Leader Endorsement.

Name / Date of Birth				
	First	Middle	Last	Date of Birth
UK ID # and SS #				
	UK ID	SS#	UK Active Directory Login	
Email Addresses				
Mailing Address				
	Street	City		State Zip
Phone				
	Home	Work	Cell	
Term, Start of Program		(Include Fall, Spring, or Summer and Year)		

Art Education Core Courses: 12-15 credit hours

Course	Title	Term	Grade

Teacher Leader Endorsement Courses: 9-12 credit hours, *including 3 One Hour EDL modules*

Course	Title	Term	Grade

Individual Program Support Core Courses: 6-9 credit hours

Course	Title	Term	Grade

Plan B requires an oral/written examination, an extensive action research project, and the completion of 36 credit hours of graduate course work to be distributed as follows: 12-15 graduate credit in the Art Education Core, 9-12 graduate credit hours in the Leadership Core and the remaining six to nine graduate credit hours should be taken in the Individual Program Support

Requirements Cross-Check
1. 15 credits 600+ level _____
2. 21 credits Art Department _____
3. 36 credits total _____
4. Action Research Project _____

MASTERS DEGREE REQUIREMENTS:

ADMISSION TO PROGRAM_____CANDIDATE_____ADVISOR

ACTION RESEARCH PROJECT TITLE:_____

DATE OF PROJECT PRESENTATION:_____

DATE DEGREE REQUIREMENTS COMPLETED BY GRADUATE SCHOOL: _____

SIGNATURE, DEPARTMENTAL DGS: _____

CURRICULUM CONTRACT, University of Kentucky Educator Preparation Unit
Advanced Teacher Leader Program in Art Education (P-12), <u>32 hr. Rank 2 Certification Program</u>

This curriculum contract is for candidates who hold an initial art teaching certificate. This contract requires a minimum of 32 graduate credits, including completion of an action research project and formal presentation of the project results, and leads to a recommendation fo rthe Rank 2 and the Teacher Leader Endorsement.

Name / Date of Birth

| First | Middle | Last | Date of Birth |

UK ID # and SS #

| UK ID | SS# | UK Active Directory Login |

Email Addresses

Mailing Address

| Street | City | State   Zip |

Phone

| Home | Work | Cell |

Term, Start of Program

_____ (Include Fall, Spring, or Summer and Year)

Art Education Core Courses: 12-15 credit hours			
Course	Title	Term	Grade

Teacher Leader Endorsement Courses: 9-12 credit hours, *including 3 One Hour EDL modules*			
Course	Title	Term	Grade

Individual Program Support Core Courses: 6-9 credit hours			
Course	Title	Term	Grade
	TOTAL CREDIT HOURS		

The 32 hour Rank 2 program requires an extensive action research project, completion of the Teacher Leader Endorsement, and the completion of a minimum of 32 credit hours of graduate course work to be distributed as follows: 12-15 graduate credit in the Art Education Core, 9-12 graduate credit hours in the Leadership Core and the remaining six to nine graduate credit hours should be taken in the Individual Program Support Core.

Requirements Cross-Check
1. 15 credits 600+ level _____
2. 21 credits Art Department ____
3. 32 credits MINIMUM_____
4. Action Research Project _____

32 HOUR RANK 2 PROGRAM REQUIREMENTS:

ADMISSION TO PROGRAM_____CANDIDATE_____ADVISOR

ACTION RESEARCH PROJECT TITLE:_____

DATE OF PROJECT PRESENTATION:_____

SIGNATURE, DEPARTMENTAL DGS: _____

CURRICULUM CONTRACT, University of Kentucky Educator Preparation Unit
Advanced Teacher Leader Program in Art Education (P-12), Standalone Teacher Leader Endorsement

This curriculum contract is for candidates who hold advanced rank in Art Education and who wish to earn the Teacher Leader Endorsement. This contract requires a total of 12 credits, includes completion of an action research project and demonstrated mastery of the UK Teacher Leader Standards and the UK Action Research Standards

Name / Date of Birth				
	First	Middle	Last	Date of Birth
UK ID # and SS #	UK ID	SS#	UK Active Directory Login	
Email Addresses				
Mailing Address	Street	City	State Zip	
Phone	Home	Work	Cell	
Term, Start of Program	_____ (Include Fall, Spring, or Summer and Year)			

Art Education Teacher Leader Endorsement: 12-15 credit hours			
Course	Title	Term	Grade
	TOTAL CREDIT HOURS		

The Teacher Leader Endorsement in Art Education requires completion of three to nine hours of the course A-E 677 Teacher Leadership in Art Education. This course has a prerequisite of A-E 676 Action Research in Art Education. In addition, each candidate will select three one-hour modular courses in Teacher Leadership offered by the Department of Educational Leadership Studies. Completion of at least one action research project and demonstrated mastery of the UK Teacher Leader Standards is required.

TEACHER LEADER ENDORSEMENT REQUIREMENTS:

ADMISSION TO PROGRAM_____Candidate_____Advisor

ACTION RESEARCH PROJECT(S) TITLE(S)

_____

FINAL PROJECT(S) DEFENSE MEETING DATE: _____

SIGNATURES VERIFYING COMPLETION OF PROGRAM:

Candidate_____ Advisor _____

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT
<u>Art Education Continuous Assessment Documentation</u>

TYPE OF PROGRAM: Masters Degree No Thesis _____   Masters Degree W/Thesis_____   Rank 2 32 Hour Program_____

Teacher Leader in Art Education Endorsement _____   Rank 1 30 Hour Program _____

Student Name:_____ Student ID: _____

Continuous Assessment Reviews (CAR):

<u>Admission to Unit Advanced Preparation Teacher Leader Program</u>
Program expectations and requirements have been reviewed. Contents of this curriculum contract and the required curriculum elements have been reviewed. Electronic portfolio reviewed and discussed. Next steps have been reviewed.

Electronic Portfolio Discussed and Reviewed _____

Candidate Signature: _____Date:_____

Faculty Representative Signature: _____Date:_____

<u>Mid Point Review for Continued Admission to Advanced Preparation Teacher Leader Program</u>
Candidate progress with program expectations and requirements has been reviewed. Expectations for candidate at the point of program retention review have been communicated. Portfolio reviewed and discussed. Next steps have been reviewed.

Electronic Portfolio Discussed and Reviewed _____

Candidate Signature: _____Date:_____

Faculty Representative Signature: _____Date:_____

<u>Final Review for Completion of Advanced Preparation Teacher Leader Program</u>
Candidate has demonstrated program expectations and met standards at the point of completion of an advanced educator preparation program. Portfolio reviewed and discussed. Steps towards certification reviewed.

Electronic Portfolio Discussed and Reviewed _____

Candidate Signature: _____Date:_____

Faculty Representative Signature: _____Date:_____

Candidate Assurances for Completion of the Advanced Preparation Teacher Leader program

1. Focus on improved subject matter expertise
2. Focus on preparing all students for post secondary opportunities
3. Focus on diverse clinical experiences that examine variables that affect student achievement.
4. Focus on utilization of program courses and activities with mixed delivery methods.

I agree that this program will have the following four foci which will be documented with artifacts and reflective text. I acknowledge that my attention to each of the focus areas will be discussed at each of the three continuous assessment review points.

Candidate Signature_____Date_____

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT
Art Education <u>Curriculum Elements Evidence Worksheet</u>

TYPE OF PROGRAM: Masters Degree No Thesis _____   Masters Degree W/Thesis_____   Rank 2 32 Hour Program_____

Teacher Leader in Art Education Endorsement _____   Rank 1 30 Hour Program _____

Student Name:_____ Student ID: _____

CURRICULUM ELEMENTS EVIDENCE WORKSPACE

Describe plans to demonstrate activities for each of the following curriculum elements.

Curriculum Element 1. Demonstrate Collaboration with district and school leaders

Curriculum Element 2. Demonstrate Collaboration with subject matter specialists both in the College of
Fine Arts, and across the University academic community

Curriculum Element 3. Demonstrate analysis and use of student classroom assessment data

Curriculum Element 4. Demonstrate integration of program with candidate needs and interests, and with
job-embedded professional activities

Curriculum Element 5: Demonstrate skills and abilities with emerging curriculum and assessment
designs in Kentucky that follow adoption of national core standards

Curriculum Element 6: Demonstrate mastery of UK Teacher Leader Standards and eligibility for
Kentucky Teacher Certification Teacher Leader Endorsement

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT
Art Education Action Research Project Planning Worksheet

TYPE OF PROGRAM: Masters Degree No Thesis _____ Masters Degree W/Thesis_____ Rank 2 32 Hour Program_____

Teacher Leader in Art Education Endorsement _____ Rank 1 30 Hour Program _____

Student Name:_____ Student ID: _____

UK Action Research Standards

1: The candidate examines practice and identifies research questions that are amenable to practice-based research projects.
2: The candidate constructs research projects that can be carried out in the situation of practice.
3: The candidate gathers, codifies, arranges, and analyzes data produced in the action research project.
4: The candidate documents the elements of the research project in a manner that encourages reflective dialog with colleagues and other audiences.
5: The candidate presents or publishes findings from the research project in a variety of venues.

Description of the Goals and Methods for this Action Research Project

List Artifacts that will document the progress of this Action Research Project... Identify the Action Research Standard(s) that apply.

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT

Art Education <u>Teacher Leadership Project Planning Worksheet</u>

TYPE OF PROGRAM: Masters Degree No Thesis _____ Masters Degree W/Thesis_____ Rank 2 32 Hour Program_____

Teacher Leader in Art Education Endorsement _____ Rank 1 30 Hour Program _____

Student Name:_____ Student ID: _____

UK Teacher Leader Standards

1: The teacher leader understands adults as learners to support professional learning communities.
2: The teacher leader accesses and uses research to improve practice and student achievement.
3: The teacher leader promotes professional learning for continuous improvement.
4: The teacher leader facilitates improvements in instruction and student learning.
5: The teacher leader uses assessments and data for school and district improvement.
6: The teacher leader engages in outreach and collaboration with families and community.
7: The teacher leader advocates for student learning and the profession.

Description of the Goals and Methods for this Teacher Leadership Project

Description of the Action Research or Development Project Underlying this Teacher Leadership Project

List Artifacts that will document the progress of this Teacher Leadership Project... Identify the UK Teacher Leader Standard(s) that apply.

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT: Teacher Leader Modular one-hour Courses Available from the Department of Educational Leadership Studies

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Candidates in any of the 11 UK Advanced Preparation Teacher Leader Programs may select one-credit courses marked with asterisk (*) or three-credit courses (**regular bold font**) to fulfill optional course requirements for the Teacher Leader Endorsement. However, candidates may not take any or all one-credit courses in a numerical sequence (e.g., ELS 601, ELS 602, ELS 603) and also the three-credit course next in the sequence (e.g., ELS 604) because content would be duplicated.

ELS 600, Leadership for Learning-Centered Schools (3 credits)

    ELS 601, Building a Professional Learning Community (1 credit) *

    ELS 602, Leadership Roles in Professional Learning Communities (1 credit) *

    ELS 603, Leadership for Student Learning (1 credit) *

ELS 604, Leadership in Professional Learning Communities (3 credits)

    ELS 605, Legal Rights and Responsibilities of Students (1 credit) *

    ELS 606, Legal Rights and Responsibilities of Teachers (1 credit) *

    ELS 607, Teacher Responsibilities in School-Based Decision Making (1 credit) *

ELS 608, School Law and Governance for Teachers (3 credits)

    ELS 609, Technology Leadership in Schools (1 credit) *

    ELS 610, Distributed Leadership in Schools (1 credit) *

    ELS 611, Current Issues for Education Leaders (1 credit) *

ELS 612 Leadership for Technology and Innovation (3 credits)

    ELS 613, Leadership in the Public Context of Education (1 credit) *

    ELS 614, Partnerships for Closing Achievement Gaps (1 credit) *

    ELS 615, Leadership for Response to Intervention in Inclusive Classrooms (1 credit) *

ELS 616, Leadership for School as Inclusive Community (3 credits)

    ELS 617, Teacher Leadership for Instructional Teams (1 credit) *

    ELS 618, Introduction to Leading Action Research for School Renewal (1 credit) *

    ELS 619, Evidence-Based Decision Making*

UNIVERSITY OF KENTUCKY ADVANCED PREPARATION TEACHER LEADER CURRICULUM CONTRACT: LISTING OF STANDARDS SETS THAT GUIDE PROGRAMS

<u>Art Education Advanced Preparation Teacher Leader Standards Sets,</u>

Group 1: UK Professional Education Unit Core Standards
- Set 1, The Kentucky Teacher Standards (advanced level) KTSA
- Set 2, Unit Functional Skills and Dispositions FSD
- Set 3, Unit Technology Standards COET

Group 2: UK Advanced Preparation Program Standards
- Set 4, Unit Teacher Leader Standards (based on the draft INTASC Model Teacher Leader Standards) UKTLS
- Set 5, Unit Action Research Standards UKARS

Group 3: Discipline-Specific Standards (These specific standards sets are directly related to the parent governing organizations for each program, e.g., the National Council of Teachers of English.)

UK Advanced Preparation Teacher Leaders Standard Set 1:

<u>Kentucky Teacher Standards With Advanced Indicators (KTSA)</u>

KTSA-1: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

    1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
    1.2 Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
    1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
    1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
    1.5 Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

KTSA-2: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities
    2.2 Plans and designs instruction that is based on significant contextual and pre-assessment data.
    2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results
    2.4 Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
    2.5 Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

KTSA-3: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Maintains a classroom environment that is both emotionally and physically safe for all students.

KTSA-4: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

KTSA-5: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students

5.2 Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

KTSA STANDARD 6: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

KTSA-7: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

    7.1 Uses formative and summative performance data to determine the learning needs of all students.

    7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

    7.3 Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

KTSA-8: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    8.1 Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

    8.2 Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

    8.3 Explains how the collaboration to enhance student learning has been implemented.

    8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

KTSA-9: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

    9.1 Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

    9.2 Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth

    9.3 Designs a clear, logical professional growth plan that addresses all priority areas.

    9.4 Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

KTSA-10: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

    10.1 Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment

    10.2 Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact

    10.3 Effectively implements the leadership work plan.

    10.4 Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

UK Advanced Preparation Teacher Leaders Standard Set 2:

University of KentuckyFunctional Skills and Dispositions (FSD)

FSD1: Candidates communicate appropriately and effectively.
- Communications orally in formal presentations
- Communications with individuals in small groups in informal settings
- Uses nonverbal communication skills
- Communicates in writing (reports, essays, letters, memos, emails)

FSD2: Candidates demonstrate constructive attitudes
- Demonstrates knowledge and command of socio-cultural variables in education
- Demonstrates constructive attitudes toward children, youth, parents, and the community

- Demonstrates awareness and acceptance of diversity in educational settings

FSD3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships
- Correctly states key subject matter ideas
- Explains key subject matter ideas
- Tailors key subject matter ideas to diverse populations
- Addresses misconceptions in key subject matter ideas
- Identifies real life examples to enhance student learning

FSD4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
- Demonstrates acceptable educator behavior in diverse educational settings
- Demonstrates adaptability in reflecting on self in relation to diverse groups

FSD5: Candidates demonstrate a commitment to professional ethics and behavior.
- Demonstrates understanding of the Kentucky School Personnel Code of Ethics
- Complies with all legal requirements required of educators in a knowledgeable and timely manner
- Demonstrates understanding of ethical issues relating to own professional certification area

UK Advanced Preparation Teacher Leaders Standard Set 3:

College of Education Technology Standards (COET)

COET1 The Candidate integrates media and technology into instruction
COET2 The Candidate utilizes multiple technology applications to support student learning
COET3 The Candidate selects appropriate technology to enhance instruction
COET4 The Candidate integrates student use of technology into instruction
COET5 The Candidate addresses special learning needs through technology
COET6 The Candidate promote ethical and legal use of technology disciplines

UK Advanced Preparation Teacher Leaders Standard Set 4:

UK Unit Teacher Leader Standards (based on INTASC Model Teacher Leader Standards, 2010) (UKTLS)

UKTLS 1: The teacher leader understands adults as learners to support professional learning communities.
UKTLS 2: The teacher leader accesses and uses research to improve practice and student   achievement.
UKTLS 3: The teacher leader promotes professional learning for continuous improvement.
UKTLS 4: The teacher leader facilitates improvements in instruction and student learning.
UKTLS 5: The teacher leader uses assessments and data for school and district improvement.
UKTLS 6: The teacher leader engages in outreach and collaboration with families and community.
UKTLS 7: The teacher leader advocates for student learning and the profession.

UK Advanced Preparation Teacher Leaders Standard Set 5:

UK Action Research Standards (UKARS)

UKARS 1: The candidate examines practice and identifies research questions that are amenable to practice-based research projects.
UKARS 2: The candidate constructs research projects that can be carried out in the situation of practice.
UKARS 3: The candidate gathers, codifies, arranges, and analyzes data produced in the action research project.
UKARS 4: The candidate documents the elements of the research project in a manner that encourages reflective dialog with colleagues and other audiences.
UKARS 5: The candidate presents or publishes findings from the research project in a variety of venues.

Art Education Advanced Preparation Teacher Leader Standard Set 1

Teacher Standards of the National Board for Professional Teaching Standards (NBPTS) for Art Education

NBPTS Early Childhood and Middle Childhood Art Standards for Teachers of Students Ages 3-12 (NBPTS-EC)

NBPTS-EC Standard 1: Goals of Art Education. Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

NBPTS-EC Standard 2: Knowledge of Students as Learners. Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

NBPTS-EC Standard 3: Equity and Diversity. Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.

NBPTS-EC Standard 4: Content of Art. Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

NBPTS-EC Standard 5: Curriculum and Instruction. Accomplished visual arts teachers use their knowledge of art and students to organize, design, and deliver curriculum and instruction to help students make, study, and respond to works of art.

NBPTS-EC Standard 6: Instructional Resources and Technology. Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

NBPTS-EC Standard 7: Learning Environments. Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

NBPTS-EC Standard 8: Collaboration with Families, Schools, and Communities. Accomplished art teachers work with colleagues, families, and community groups to achieve common goals for the education of students, to improve schools, and to advanced the knowledge and practice of art education.

NBPTS-EC Standard 9: Assessment, Evaluation, and Reflection on Teaching and Learning. Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.

Art Education Advanced Preparation Teacher Leader Standard Set 2

NBPTS Early Adolescence through Young Adulthood Art Standards for Teachers of Students Ages 11-18+ (NBPTS-EA)

NBPTS-EA Standard 1: Goals of Art Education. Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

NBPTS-EA Standard 2: Knowledge of Students as Learners. Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

NBPTS-EA Standard 3: Equity and Diversity. Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.

NBPTS-EA Standard 4: Content of Art. Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

NBPTS-EA Standard 5: Curriculum and Instruction. Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.

NBPTS-EA Standard 6: Assessment, Evaluation, and Reflection on Student Learning. Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.

NBPTS-EA Standard 7: Instructional Resources and Technology. Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

NBPTS-EA Standard 8: Learning Environments. Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

NBPTS-EA Standard 9: Collaboration with Colleagues, School, Families, and Communities. Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.

NBPTS-EA Standard 10: Reflective Practice. Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.

A-E 685 Action Research in Art Education (3 Credits)

This course is built within the context of the Advanced Preparation Teacher Leader programs in Art Education. All students in this course are expected to integrate the design elements of their curriculum contract into their activities, field experiences, research, and action research projects.

Prerequisite: Students must be enrolled in one of the Advanced Preparation Teacher Leader Programs in Art Education to take this course.

LEARNER GOAL: Candidates will learn the theory and practice of research methods and methodologies for arts teachers

OBJECTIVES, PROCEDURES, AND REQUIREMENTS

OBJECTIVES

Candidates will:
1. Examine practice and identify research questions that are compatible to practice-based research projects
2. Construct research projects that can be executed in the location of practice
3. Gather, codify, arrange, and analyze data produced in action research
4. Document the elements of research in a manner that encourages reflective dialog with their colleagues and other audiences
5. Research ways to present and/or publish findings from research project in a variety of venues

TEXT REQUIRED: Internet plus other sources like Research Methods and methodologies for Art Education, edited by Sharon D. La Pierre and Enid Zimmerman

Curriculum Contract Required: Instructor will utilize the curriculum contract to incorporate the seven design elements into the individualized activities and research.

ASSIGNMENTS & EVALUATION

1. Reading and discussion on theory and practice of research methods and methodologies for arts teachers (15 points): This section requires the discussion of the assigned topics in class. To maximize students' learning from these classroom discussions, all students are required to carefully research the issues presented to prepare for classroom discussion. Students will be evaluated on their thoughtful research into the strengths and weaknesses of an issue based on their needs and concerns as prospective leaders in their field.

2. Mid-term examination (35 points): Grades for mid-term will be obtained from the quality of presentation and discussion on blackboard by each student in response to assign topics or the response to posted topics taken from those listed in this syllabus.

3. <u>Final examination</u> (35): Students are required to complete a ten-page paper written in the APA style for their final project. This paper should focus on one of the topics listed in the Content of Course and Assigned Research Topics section below. Details of how data were collected, codify, arrange, and analyzed in this mini research projects must be addressed. It should also demonstrate how its conclusion will be discriminated to colleagues.

4. <u>Attendance and participation</u> (10 points): The Attendance and Participation grades will reflect on the candidate's participation in class discussions. Two points will be subtracted for each absence. If for any reason a candidate misses more than 1/5 the class contact hours, this candidate may be asked to withdraw from the course. In the case of excused absences, the candidate may arrange with the instructor to make up missed class time. Candidates who are late in arriving to class are responsible for finding out what instructions or assignments they have missed by asking other candidates or by making an appointment with the instructor. Candidates having trouble with attendance and participation or with any aspect of this course are encouraged to discuss the matter with the instructor as soon as the problem arises.

5. <u>Quizzes</u> (5 points): Quizzes based on common knowledge in research will occasionally be given.

<u>Grading scale</u>: 90 - 100 points = A; 80 – 89 points = B; 70 – 79 points = C; etc.

<p align="center">CONTENT OF COURSE & ASSIGNED RESEARCH TOPICS</p>

Research methods and methodologies
1. The meaning and purpose of research in Art Education
2. Qualitative forms of research methods
3. Quantitative forms of research methods
4. Survey forms of research methods
5. Historical research methods in Art Education

6. Reading and interpreting research in journal articles
7. Standardized testing and authentic assessment research in Art Education
8. Researching paradigms in Art Education
9. Feminist research themes, issues, and applications in Art Education
10. Action Research: Teachers-as-researchers
11. Action Research: action-oriented study as research

Research is encouraged in the following areas to facilitate high quality student learning:
12. Family/community partnership
13. Resources
14. Related Services
15. School Operations
16. Student Climate
17. Staff Support

18. Instruction
19. Renewal
20. Learning Goals

A-E 685 – 001 ACTION RESEARCH IN ART EDUCATION

SPRING 2011 TENTATIVE CALENDAR

CLASS	DATE	DAY	TOPICS for DISCUSSION & RESEARCH
1	----	R	Pretest and Pretest Review and Discussion
2	----	R	The meaning and purpose of research in Art Education
3	----	R	Qualitative forms of research methods
4	----	R	Quantitative forms of research methods
5	-----	R	Survey forms of research methods
6	------	R	Historical research methods in Art Education
7	------	R	Reading and interpreting research in journal articles
8	------	R	Standardized testing and authentic assessment research in Art Education
9	-----	R	Mid-Term Examination
10	-----	R	Researching paradigms in Art Education
11	------	R	Action Research: Teachers-as-researchers
12	------	R	Action Research: action-oriented study as research
13	------	R	Family/community partnership assessment
14	------	R	Resources
15	------	R	Related Services
16	------	R	School Operations

Student Climate
Staff Support
Instruction
Renewal
Learning Goals

Research paper plus all assignments must be posted.

September 9, 2010

A-E 686 Teacher Leadership in Art Education (3-9 Credits)

This course is built within the context of the Advanced Preparation Programs in Teacher Leader Programs in Art Education. All candidates in this course are expected to integrate the design elements of their curriculum contract into their activities, field experiences, research, and action research projects. This course must be repeated a minimum of two times for a total of six credit hours but can be repeated no more than three times for a total of nine credits.

Prerequisite: Candidates must be enrolled in one of the Advanced Preparation Teacher Leader Programs in Art Education to take this course. Candidates must also have completed A-E 685 Action Research in Art Education as a prerequisit.

Learner Goal: Candidates will design and execute a Teacher Leadership Project in a school or other appropriate venue.

OBJECTIVES, PROCEDURES, AND REQUIREMENTS

OBJECTIVES (Teacher Leader Standards)

Candidates will:
6. Examine issues that improve practices in Art Education
7. Use research to improve practice and student achievement
8. Report findings from research to promote professional learning for continuous improvement
9. Facilitate improvement in instruction and student learning
10. Use assessments and data for school and district improvement
11. Engage in outreach and collaboration with families and community
12. Advocate for student learning and the profession

TEXT REQUIRED: Internet plus other sources like Research Methods and methodologies for Art Education, edited by Sharon D. La Pierre and Enid Zimmerman.

ASSIGNMENTS & EVALUATION

21. Criteria for the Teacher Leadership Project:
    a. Address adults as learners to support professional communities
    b. Focus on improving practice and student achievement
    c. Promote professional learning for continuous improvement
    d. Facilitate improvement in instruction and student learning
    e. Use assessments and data fro school and district improvement
    f. Engage in outreach and collaboration with families and community

g. Advocate for student learning and the profession

22. <u>Location of Teacher Leadership Project Site</u> (10 points): The Teacher Leadership project should be conducted at an approved site. Prior to embarking on the project, candidates must consult with the instructor to determine the parameters of the project. Candidates should also consult with the instructor on the appropriate location for the project.

23. <u>Final examination</u>: Students are required to complete a ten-fifteen page paper written in the APA style on their Teacher Leadership Project or a media-based presentation that could be presented to colleagues or cooperating teachers. Either should clearly document the various procedures, analyses, examinations, and conclusions of the research project that underlies the teacher leadership activities. In addition, this paper or presentation should clearly address the criteria for action research and subsequent teacher leader activities. And finally, this paper or presentation should articulate how results from the research project are shared with colleagues and are predicted to make a difference in the practice of target colleagues.

<u>Grading scale</u>: 90 - 100 points = A; 80 – 89 points = B; 70 – 79 points = C; etc.

CONTENT OF COURSE, ASSIGNED RESEARCH TOPICS, AND TEACHER LEADERSHIP ACTIVITIES

Research and teacher leadership are encouraged in the following areas to facilitate high quality student learning:

1. Family/community partnership
2. Resources
3. Related Services
4. School Operations
5. Student Climate
6. Staff Support
7. Instruction
8. Renewal
9. Learning Goals

September 13, 2010