New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **ART** Grade Levels: **PK-12**

Total Hours Required by Rule 24: **52 Program Hours Required by Institution:** Endorsement Type: **FIELD**

| **Place an X in the box corresponding to the course that meets the following requirements:** | | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **D Certification Endorsement Requirements:** This endorsement requires **52 semester hours** in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The art teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Fine Arts Standards: Visual Arts as adopted by the Nebraska State Board of Education. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Studio Art – The art teacher candidate must demonstrate expressive, technical, procedural, and organizational skills, and conceptual insights developed through studio art experiences. Traditional processes, newer technology and media arts developments, and functional design fields should be included. Art teacher candidates must be aware of, and able to make students aware of, the all-important process of artistic creation from conceptualized image to finished art work. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Theory and History – The art teacher candidate must demonstrate an understanding of the major styles and periods of art history, analytical methods, and theories of criticism; the development of past and contemporary art forms; philosophies of art; the fundamental and contextual relationships of history and analyses to the making of art; and diverse social, cultural and societal perspectives in art. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Process and Current Technology – The art teacher candidate must apply traditional and emerging processes as well as newer technology and media arts developments in instruction. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Essential Teaching Competencies – The art teacher candidate must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design into the process of education. Specific competencies include: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. An understanding of child development and the identification and understanding of psychological principles of learning relevant to art education. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. An understanding of the content of art, including the philosophical and social foundation underlying art education, so the art teacher candidate is able to express a rationale for selected instruction and curriculum design. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and to devise learning experiences to meet assessed student needs. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knowledge of current methods and materials available in all fields and levels of art education. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. The ability to accept, amend, or reject methods and materials based on professional assessment of specific teaching situations. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. The ability to engage in continuing study and to apply knowledge gained into self-evaluation and professional growth. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Recognize that art exists in multiple public and private venues and settings, such as museums, galleries, schools, homes, and other settings of public and private life, and use those settings to expand learning in art. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. The ability to organize a safe, interesting, and positive classroom environment conducive to creativity, expression, and the making of art. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Career Education – The art teacher candidate must be able to address various career opportunities in art which employ career-ready skills including creativity and innovation, communication, collaboration, critical thinking, and problem-solving. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Professionalism – Art teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to art and art education, draw upon art education research to inform practice, continuously reflect on their own practice, advocate for art education in schools and communities, utilize resources from professional art organizations, and administer the art program. The art teacher candidate must: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of art; | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. engage in continuous and collaborative learning that draws upon research in art education to inform practice; | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. utilize resources from professional art organizations to advance development as a reflective practitioner; | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. demonstrate an understanding of the administration and management of a successful art program; and | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. advance the profession by engaging in activities such as informed advocacy for art education for all students and mentoring experiences in schools and communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |