

**Art Teacher Preparation in California:
Standards of Quality and Effectiveness for
Subject Matter Programs**

**A Handbook for
Teacher Educators
&
Program Reviewers**



Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
Art Subject Matter Advisory Panel
(2003-2004)**



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California Commission on Teacher Credentialing

Arnold Schwarzenegger, Governor
State of California

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California Commission on Teacher Credentialing 2003-04

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Part 1: Introduction to Art Teaching Standards

Standards and Credentials for Teachers of Art: A Foreword by the California Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. Each year in California, thousands of students enroll in art classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which students learn to engage creatively in art and respond critically to art depends substantially on the preparation of their teachers in art and the teaching of art.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of examination specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are related directly to one of the Commission's fundamental missions to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i,j, 44257, 44288).

In the early 1990s, CCTC developed and adopted (a) standards for single subject matter preparation programs and, at the same time, (b) specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. Those standards and specifications were adopted by the Commission in 1992 and are still in use today. They are now being replaced by the newly adopted (2002) subject matter requirements and single subject matter standards.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate

Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission has taken on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, CCTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of post-secondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

The State Board of Education adopted academic content standards and/or frameworks for California K-12 students. These standards have direct implications for the subject matter competence requirement of prospective teachers. Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) addresses the need to require the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content adopted by the State Board of Education.

The Commission appointed four panels in 2003 (art, languages other than English, music and physical education) to begin the second of three phases to meet the SB 2042 mandate for single subject matter programs. The third phase (agriculture, business, health, home economics, and industrial and technology education) brings all 13 subject matter areas for credentials into alignment with K-12 student content standards by 2005. The first phase of single subject matter (English, mathematics, science and social science) panels (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students. The second phase of panels followed the same process for alignment.

Standards of Program Quality and Effectiveness

Over the past 15 years CCTC has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission adopted the following principles regarding the governance of educator preparation programs. The Commission asked the Single Subject Panels to apply these general principles to the creation of standards for single subject matter programs.

- 1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- 2) *There are many ways in which a teacher preparation program could be excellent.*
- 3) *The curriculum of teacher education plays a central role in a program's quality.*
- 4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*
- 5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- 6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.*
- 7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.*
- 8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*
- 9) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*

11) Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards for Professional Teacher Preparation Programs

The effectiveness of the art curriculum in California schools does not depend entirely on the content knowledge of art teachers. Another critical factor is the teachers' ability to *teach* art. To address the *pedagogical* knowledge and effectiveness of art teachers, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2004, CCTC authorized an extensive field review of the draft standards, and in July a summary and analysis of the field review findings were presented to the Commission. During spring 2004, the standards were amended, based on field review findings and direction from the Commission, and finally adopted by the Commission in May 2004.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- inclusion of a teaching performance assessment in preparation programs; and
- a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999, AB 1059 (Ducheny, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Subject Matter Preparation Programs for Prospective Teachers

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in art. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in art. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in art may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Art.

Subject Matter Advisory Panels

The California Commission On Teacher Credentialing asked the Art Subject Matter Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach art effectively in the public schools.

In January 2003 CCTC's executive director appointed subject matter panels in art, languages other than English, music, and physical education to advise Commission staff on the development of new subject matter program standards and examinations in these subject areas. Each panel consists of:

- Classroom teachers of the subject area,
- Subject area specialists in school districts, county offices of education, and postsecondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,
- Members of relevant professional organizations,
- Members of other relevant committees and advisory panels, and
- A liaison from the California Department of Education.

Fifteen panel members were appointed to the Art Panel; 24 members appointed to the Languages Other than English panel; 15 appointed to the Music Panel; and 15 appointed to the Physical Education Panel. The panels began their work in March 2003 with a written "charge" describing their responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs were approved by the Commission at its January 2004, meeting.

Essential Documents for Panel Use

From their first meeting in March 2003, the subject matter panels used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the draft program standards that were adopted by the Commission.

- The academic content standards for K-12 students and/or frameworks that have been approved by the California State Board of Education (1998-2002)
- The Commission-approved (1992) Standards of Quality and Effectiveness for Subject Matter Programs in Art, Languages Other Than English, Music and Physical Education and Handbooks for Teacher Educators and Program Reviewers in each of the four academic areas (1992)
- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept. 2001)
- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (Sept. 2001)
- The National Standards for art, languages other than English, music and physical education
- The panels also reviewed several other publications and research articles. Several panel members brought state and national studies and publications for each panels' use.

The State Board of Education adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002 the first phase of panels also identified six standards in the 1992 documents that were common to all of the academic standards. The panels went on to identify several new areas relevant for standards from the SB 2042 reform. This process resulted in the development and approval of ten "Standards Common to All" that All" were revised and replaced with two new "Standards Common to All."

The Subject Matter Requirements for the Multiple Subject Teaching Credential were also an important document used by the panel. In many cases the Multiple Subject Standards language and organization of the standards and standard elements were adopted by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

Field Review Survey

Early in 2004 the draft Single Subject Matter Standards were mailed to all deans of education, directors of teacher education, and single subject coordinators at all Commission-accredited four-year institutions in California, learned societies and professional organizations, funded subject matter projects, teacher organizations, school districts, and county offices of education. Over 100 selected K-12 public school teachers and college/university professors were sent the draft standards. The standards were also placed on the Commission's web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

There were several hundred standard review surveys returned to the Commission by February 2004. The numbers of responses were evenly distributed among the four single subject areas. Over 80% of all responses fell in the "Essential" or "Important" categories. Fewer than 5% of all responses were scored as "Not Important" and less than 15% were scored as "Somewhat Important."

A majority of responses to the Phase 2 (single subject) standards field review were from higher education faculty at colleges and universities in California. More than half of these responses were

received from faculty in academic departments. A majority of the responses were from faculty in the California State University (CSU) system. Responses were also received from the University of California campuses and from the private and independent colleges and universities. All four CSU campuses that presently include a dance concentration in their physical education programs provided substantial review of the four proposed dance concentration standards.

Consultant staff tallied all responses and listed all comments on a master survey form for each subject matter area. The Single Subject Matter Panels made revisions in the language of certain standards, based on the 2004 field review, and the revised standards were recommended to CCTC for adoption at its meeting in June 2004. At that meeting the Commission also approved technical assistance meetings for 2004/05 and an implementation plan for the new standards.

The Art Teaching Credential

The Single Subject Teaching Credential in Art authorizes an individual to teach art classes in departmentalized settings. The holders of this credential may teach at any grade level, but the great majority of Art classes occur in grades seven through twelve. The Commission asked the Art Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of art are prepared to instruct the subjects that are most commonly taught in art classes. In 2003 when the advisory panel was established, approximately one fourth of all art classes in California public schools were comprehensive courses in basic art for students in grades seven through twelve. The other classes taught by art teachers in 2003-04 were more specialized courses in:

Ceramics	Approximately 9% of all art classes
Design	4%
Crafts	4%
Photography	8%
Drawing	7%
Computer Art/graphics	4%
Yearbook	15%

Other art courses taught comprise the remaining percentage (art history, art appreciation, painting, advertising design, cinematography, jewelry, sculpture, fashion design, fibers and textiles, printmaking, multicultural art/folk art, and lettering/calligraphy). The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in art, as well as the more specialized courses listed above.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in art, the Commission asked the Art Subject Matter Advisory Panel to develop subject matter requirements that would be consistent in scope and content

with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of Art*, which follow the standards in this handbook (Part 2). College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter preparation programs.

The Commission worked to align the subject matter requirements with the program standards in each subject area. Each subject matter advisory panel was asked to develop standards and subject matter requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

New Subject Matter Assessments

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the 1990s, the State Board of Education adopted K-12 student content standards and frameworks in art, languages other than English, music and physical education. Beginning in early 2003, the Commission began the process of developing assessments that were aligned with these K-12 requirements. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In the four subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET for art, languages other than English, music, and physical education were first administered in fall of 2004, replacing the SSAT and Praxis II examinations as the new subject matter examinations in these areas.

Overview of the Art Standards Handbook

The introduction to the handbook concludes with a statement by the Art Advisory Panel regarding art teaching and teacher preparation in California. Part 2 of the handbook includes the sixteen standards as well as the "Subject Matter Requirements for Prospective Teachers of Art." Part 3 provides information about implementation of the new standards in California colleges and universities.

Contributions of the Art Advisory Panel

The California Commission on Teacher Credentialing is indebted to the Art Teacher Subject Matter Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the*

Subject Matter Preparation of Prospective Teachers of Art. CCTC believes strongly that the standards in this handbook will improve the teaching and learning of art in California's public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Art Teaching and Teacher Preparation: An Introduction by the Art Advisory Panel

Visions of the aims and content of art education are neither fixed nor uniform. As in any field, what is considered most important fluctuates with the era and the social forces responsible for making certain aims congenial to the times. In the United States during the nineteenth century, art instruction was designed to prepare a small, group of students for careers, primarily to meet the needs of an industrial society. Gradually in the twentieth century, revolutionary ways of thinking about art and about children converged to produce a different approach to art education: creative self-expression. When the nation was fighting world wars to banish totalitarianism, it is not surprising that the view of art education as a means to cultivate distinctive individualism—especially in children—found a receptive audience. The vision of art as a form of unfettered self expression came about as a result of the prevailing educational philosophies of the time.

However, in the late twentieth century, a diversity of views emerged regarding what art education should embrace. The need to provide comprehensive arts education for all children of all ages and from diverse groups led to standards-based art education, which provided systemic access to knowledge with a focus on developing visual and aesthetic literacy. As a result arts education provided more substance and rigor. Art programs began to focus on balance with the primary goal seen as the development of students as well-rounded, whole, creative individuals. Learning in and through the visual arts embodies a form of thinking and a way of knowing based on human judgment, invention, and imagination. This way of knowing makes aspects of the world apparent in ways that other forms of learning do not.

A Vision of Art Education Today

What has emerged at the dawn of the twenty-first century is an ever-expanding view of the aims and content of art education. Key to this reality is that art education contains multiple aims and variable content.

Academic rigor is a basic characteristic of a comprehensive subject matter preparation program, and candidates need to develop a broad and deep conceptual knowledge of the visual arts. Upon completing the program, candidates should not only be able to talk and write about art but should also be able to express perceptions, ideas and experiences in original artworks. In addition, prospective teachers need to acquire a comprehensive knowledge of tools, techniques and media used in the school art curriculum, including arts-related computer applications. Art teachers in the twenty-first century are expected to show high levels of knowledge and proficiency in :

- perceptual skills that heighten response to works of art and the environment
- creative problem solving skills needed to produce original works of art
- seeing and responding to artworks and other visual forms
- the ability to create and exhibit artworks using a variety of materials and techniques
- understanding the role of art in one's own culture and the cultures of others
- research that includes reading and writing about art and artists, past and present
- reflecting on the visual arts in thoughtful essays or journal writing
- guiding discussions about art based on observation, knowledge and criteria
- connecting and applying what is learned in the visual arts to other art disciplines and subject areas, including lifelong learning and careers
- using expanded forms of expression in digital and electronic media
- applications of art in other fields and industries (e.g., law-enforcement, medicine, entertainment, electronic media design, virtual reality)

Art Teacher Preparation Programs for the Twenty-First Century

Art subject matter programs need to provide experiences and pedagogical examples that enable prospective teachers to understand a variety of ways to teach the visual arts to students from diverse language, ethnic, and cultural groups.

In this context prospective teachers should be expected to participate in guided and focused observations of numerous art teachers and university faculty using a variety of approaches to teach the content and concepts of visual arts. Prospective art teachers need opportunities to observe the ways in which the content of art is organized and delivered; candidates also need opportunities to reflect on the variety of learning and teaching styles and the ways these can be incorporated into their own professional growth and development. Programs designed to prepare prospective art teachers have the responsibility to foster what is personal, distinctive and unique about candidates and their artwork. Quality art education places high value on the ways that art requires diversity of outcomes and the development of a personal vision.

Effective subject matter preparation programs have a distinct structure that includes excellent coordination, student advising, and support services for teachers and prospective teachers. These programs also utilize the advice of faculty from art education and other departments as well as that of experienced teachers and administrators working in the field. Subject matter programs also include effective evaluation methods to ensure that prospective teachers attain essential levels of subject matter competence.

The program standards represent the skills, knowledge and abilities that prospective art teachers should be able to acquire and apply in real life teaching and learning environments. The major themes and emphases of subject matter programs for teachers must include what students in public schools are required to learn. For this reason program standards are built on the components of arts education contained in the *Visual and Performing Arts Framework for California Public Schools* (2004) and the *Visual and Performing Arts Content Standards* (2001).

The standards for subject matter programs provide guidance and support as institutions develop programs that are rigorous and comprehensive. These standards maintain California's tradition of respect for encouraging innovation and decision-making by institutions while promoting excellence in visual arts teacher preparation programs. Although the standards do not specify how a program should be structured, they do foster the development of a variety of approaches that reflect the multiplicity of aims that challenge art educators.

The ability to see through the artist's eyes expands experience, knowledge and cognition. The outcomes of art education are far wider than creating art or merely observing the objects that are exhibited in museums and galleries. The world at large is a rich source of enjoyment and meaning when viewed from an aesthetic point of view. The study of art with all its facets provides the frames of reference for viewing the world with heightened appreciation and deeper meaning.

Part 2: Standards of Program Quality in Art

Definitions of Key Terms

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in art are on following pages.

Standards

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Program Guidance for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

Program Guidance

Program guidance is provided for each standard to help institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, Program Guidance identifies what the Commission believes are the important dimensions of program quality with respect to each standard. In determining whether a program meets a given standard, the review panel considers the information provided by the program in response to each statement of that standard.

Preconditions for the Approval of Subject Matter Programs in Art

To be approved by the Commission, a Subject Matter Program in art must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Art shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in art and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of art and related subjects in the California public schools, including two-dimensional art, three-dimensional art, new and emerging art, media art, art history, art criticism, and the history and theories of learning in art.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which subject matter requirements.

Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Standards of Program Quality and Effectiveness

Category I: Standards Common to All Single Subject Matter Preparation Programs

Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

Category II: Program Standards for Art

Standard 3: Artistic Perception

The program requires prospective teachers to understand the foundations of artistic perception at an advanced level of proficiency. Throughout the program, students develop perceptual skills and conceptual knowledge of elements of art and principles of design. Candidates respond to the environment and to the formal and expressive qualities in works of visual art and design using arts vocabulary.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The coursework prepares prospective teachers to demonstrate knowledge of and analyze the characteristics and expressive qualities of the elements of art that contribute to meaning in the environment and works of art and design.
- The coursework prepares prospective teachers who demonstrate knowledge of and analyze the characteristics and expressive qualities of the principles of design that contribute to meaning in the environment and works of art and design.
- The coursework addresses the interrelationship between the elements of art and the principles of design as a visual language used to respond to the environment and works of art and design.
- The coursework requires candidates to perceive and respond to specific effects found in a multiplicity of forms, media, genres, purposes, and functions using visual arts language.
- Candidates' responses express complex sensory, emotional, and psychological perceptions of works of art and the environment.

Standard 4: Creative Expression

The program requires prospective teachers to develop breadth of competence in several areas of art production. Prospective teachers are required to practice art production that reflects individual experiences and that moves them toward advanced levels of proficiency. Candidates demonstrate depth of competence in at least one area of two dimensional, three dimensional, new and emerging art forms, and media arts. Prospective teachers develop personal thematic content, individual artistic style, and vision. The program requires candidates to articulate the rationales for their artistic choices.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Candidates are required to take courses that provide for the development and demonstration of competencies in two-dimensional, three-dimensional, new and emerging art forms, and media arts, including applications of appropriate technological tools.
- The program prepares prospective art teachers to generate multiple solutions to artistic problems using appropriate tools, techniques and materials to create meaningful original art.
- Candidates are expected to possess the ability to develop a variety of original problems and solutions, expressing thematic content and individual artistic style.
- Candidates will be able to reflect on their artistic processes and the quality of their work. They will articulate the rationale for their visual choices and artistic concerns.
- Candidates should possess technical proficiency in the safe use of appropriate materials, tools and processes in the production of original art.

Standard 5: Historical and Cultural Context of the Visual Arts

The program provides a broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts societies, past and present. The program requires all prospective art teachers to demonstrate understanding of the role of art in reflecting, recording, and shaping history. Candidates analyze the artwork of cultures as reflecting the shared values, attitudes, and beliefs of diverse groups of people.

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- Coursework will enable candidates to demonstrate knowledge of how visual art communicates, documents, expresses emotion, and shares experiences. Prospective teachers will analyze the purposes of art and understand the role of the arts within both local and global communities throughout history.
- The program requires prospective teachers to identify, recognize, analyze and write about artworks and artists from various times, places and cultures. The program requires candidates to compare and contrast artwork within, across, and between cultures.
- The program requires candidates to demonstrate knowledge of how the tools, materials and processes of various time periods influenced the form of artworks during those times.
- The program requires candidates to demonstrate the ability to analyze artwork that influences as well as reflects the society in which it was created.
- Candidates are required to investigate the cultural contributions of various native, immigrant and underrepresented groups to the art of California and the United States.

Standard 6: Aesthetic Valuing

The coursework relates artistic perception to aesthetic concepts to establish a foundation for aesthetic valuing and criticism. Candidates demonstrate the ability to respond to works of art, enabling them to understand the power and nature of the aesthetic experience. Candidates demonstrate the ability to make and justify critical judgments about the quality and success of their own work and the work of others.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides coursework that clarifies the relationship between the art maker, the artwork and the viewer. Candidates will analyze intentions and motivations of the art maker, derive meaning, and articulate how form, content and cultural context influence the making of art.
- Candidates will use elements of art and principles of design, aesthetic theories, art criticism models, critical evaluation and historical influences to assess their own work and the work of others.
- The program requires candidates to make informed judgments through analyzing, interpreting and critiquing works of art representing a wide diversity of forms, media, purposes and functions.

Standard 7: Connection, Relationships and Applications

The program provides connections between visual art and performing arts, other academic subjects, and the world at large. Prospective teachers will apply what they have learned in the visual arts across subject areas. Through coursework including visual literacy, candidates discover, appreciate and value contributions of the visual arts to culture, society and the economy in today's world. Candidates experience the role of art in lifelong learning and are exposed to a wide range of careers in the visual arts. Candidates relate art processes to the skills needed for lifelong learning and career development.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework will develop candidates' understanding of common concepts, areas of concern and methods of inquiry found between arts and other major subject areas. It will address fundamental values that inherently connect subject areas.
- Coursework will develop competency in visual literacy that includes the ability to transform thoughts and information into images and construct meaning from the visual image.
- Coursework requires candidates to learn about careers in and related to the visual arts.
- Coursework requires candidates to demonstrate skills, such as problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.
- Candidates utilize the functions and applications of art in a variety of contexts (i.e., entertainment, technological, social, therapeutic, and commercial product design).

Standard 8: History and Theories of Learning in Art

The program provides a comprehensive knowledge of the history and theories of art education and the role of the arts in human development. Candidates consider diverse perspectives in art education which emphasize the influence of the linguistic and cultural backgrounds and learning styles and developmental levels of art learners.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Through coursework and field work, candidates learn about the role of the visual arts in human development.
- Through coursework and field work, candidates learn how culture, ethnicity, language and the arts affect the ways people respond to ideas and visual information.
- Candidates in the program analyze and discuss the history, philosophy, and theories that underlie the learning of art.
- Candidates gain knowledge of how art making is influenced by individual and cultural diversity.
- Coursework requires candidates to demonstrate understanding of the different developmental levels of visual art learners.
- The program addresses equity and access issues in art related to gender, age, culture, economics, politics, and other factors.

Standard 9: The Studio and Field Experience

The program requires candidates to experience visual arts under actual and simulated circumstances. Candidates in the program experience art in actual settings, developing materials to promote entry to a visual arts field. The program develops in candidates habits of responsibility for the maintenance, care and safety of a studio space. Candidates are required to experience art in a real world setting beyond the classroom.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Candidates participate in community art activities (e.g., community murals, public school programs, arts administration, etc.).
- Candidates visit art venues and businesses on a continual basis (e.g., galleries, museums, architecture firms, etc.).
- Candidates use current technology in the studio to plan, produce, document and manage art work.
- Candidates organize materials and equipment in a productive and safe manner.
- Candidates participate in exhibition to include their own work and assemble a representative portfolio of work for purposes of self-assessment and professional advancement.

Standard 10: Core/Breadth

The subject matter preparation for prospective teachers is academically rigorous, creatively challenging, and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission. The program curriculum reflects and builds on the State-adopted *Visual Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001)* and *Visual and Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004)*. The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development throughout the teachers' professional careers.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework in the program requires candidates to utilize and apply the major strands of the state framework and content standards.
- The core program provides broad foundational studies in the six domains of the Art Subject Matter Requirements.
- The program requires candidates to apply elements of art and principles of design in the development of perceptual and analytical skills.
- The core coursework leads to the production of two-dimensional art, three-dimensional art, new and emerging art forms, and media arts using appropriate technology that demonstrates a breadth of technical proficiency in each area.
- The program provides preparation in art history (Western and non-Western cultures and perspectives, American, Californian, post-World War II), both integrated and discrete.
- The program integrates current and emergent models of art criticism in the curriculum and requires candidates to apply these models to art works.
- Candidates develop visual literacy that enables them to understand the roles and functions of art and other disciplines in a global context.
- The program requires candidates to demonstrate a comprehensive understanding of the role of art in human development and the history and theories of learning in art.

Standard 11: Studio Concentrations (Depth)

The program includes coursework to supplement the core and prepare prospective teachers in the range of subjects included in the State-adopted *Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (2004)* and the *Visual and Performing Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve (2001)*. Candidates are required to specialize in one or more studio content areas.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires candidates to develop higher level proficiencies within a single, specific studio concentration with intermediate and advanced studies at the university level.
- Program faculty provide advising to assist candidates in developing professional focus for their program of study.
- Candidates are required to take course work that develops depth of competence in at least one area of art production.
- Candidates demonstrate their depth of study through a professional portfolio that demonstrates growth; reflects quality of work; expresses informed judgment and critical decision-making; and defines their breadth of technical, conceptual, perceptual, and expressive abilities.
- Candidates document, describe, analyze and reflect upon their art experiences (e.g., journals, critical essays, written research, artists' statements) to demonstrate depth of understanding in the discipline.

Subject Matter Requirements For Prospective Art Teachers

Part I: Content Domains for Subject Matter Understanding and Skill in Art

Domain 1. Artistic Perception

Candidates demonstrate an understanding of the foundations of artistic perception contained in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions.

1.1 Elements of Art

- a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.
- b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.
- c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.
- d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.
- e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Art: Kindergarten: 1.3, Grade 1: 1.3, Grade 2: 1.2 and 1.3, Grade 3: 1.5, Grade 4: 1.2, 1.3, and 1.5, Grade 6: 1.1, Grade 7: 1.3, Grades 9 through 12–Advanced: 1.6.)

1.2 Principles of Design

- a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).
- b. Identify and describe the principles of design in given visual compositions.
- c. Identify the principles of design as observed in natural and human-made objects and environments.
- d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.
- e. Analyze how various principles of design are used in given works of art.
- f. Analyze how various elements of art are used to illustrate principles of design in given artworks.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 3: 1.1, Grade 4: 1.1, Grade 5: 1.1 Grade 6: 1.4, Grade 8: 1.3, Grades 9 through 12–Proficient: 1.2 and 1.4.)

Domain 2. Creative Expression

Candidates demonstrate an understanding of the foundations of creative expression contained in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum.

2.1 Creating Original Art

- a. Identify the artistic problem to be solved and generate a variety of solutions.
- b. Apply divergent thinking processes to the production of original works of art.
- c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.
- d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.
- e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.
- f. Articulate the process and rationale for refining and reworking a work of art.
- g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.

2.2 Two-Dimensional Art and Design

- a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).
- b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).
- c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screenprinting, lithography, intaglio).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.1 and 2.3–2.6, Grade 1: 2.1, 2.2, 2.4, 2.8–2.8, Grade 2: 2.1–2.5, Grade 3: 2.2–2.4, 2.6 Grade 4: 2.1–2.2, 2.5–2.8 Grade 5: 2.1, 2.3, Grade 6: 2.2–2.5, Grade 7: 2.2–2.4, Grade 8: 2.1, Grades 9 through 12–Proficient: 2.4. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.3 Three-Dimensional Art and Design

- a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.
- b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).
- c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.2 and 2.7, Grade 1: 1.2, Grade 4: 2.3, 2.4, Grade 5: 2.5, Grade 8: 12.2.2, 2.4, and 2.6, Grades 9 through 12—Proficient: 2.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.4 Media Art

- a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.
- b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.
- c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6, Grade 8: 2.1 and 2.3, Grades 9 through 12—Proficient: 2.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

2.5 New and Emerging Art Forms

- a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).
- b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.
- c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.
- d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 2.7, Grades 9 through 12—

Advanced: 2.6. *Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.*)

Domain 3. Historical and Cultural Context of the Visual Arts

Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present.

3.1 Visual Art and Society

- a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.
- b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).
- c. Recognize the influences of the visual arts on communities.
- d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).
- e. Demonstrate knowledge of the relationships between technological tools and visual art.
- f. Analyze the purposes of art in societies past and present.
- g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.
- h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 3.3, Grade 4: 3.2, Grade 5: 3.1, Grades 9 through 12–Proficient: 3.4, Grade 9 through 12–Advanced: 3.1-3.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 3 and 4.)

3.2 World Arts

- a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.
- b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).
- c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.
- d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.
- e. Recognize how artworks from various times, places, and cultures both reflect and influence society.

- f. Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.
- g. Compare and contrast utilitarian and nonutilitarian artworks across times, places, and cultures.
- h. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.
- i. Identify major works of art created by women and describe the impact of those works on society at that time.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 3.3, Grade 1: 3.1, 3.3–3.4, Grade 2: 3.2–3.3., Grade 3: 3.1–3.2, 3.4–3.5, Grade 4: 3.2, Grade 5: 3.2–3.4, Grade 6: 3.1–3.2, Grade 7: 3.1–3.2, Grade 8: 3.1–3.4, Grades 9 through 12–Proficient: 3.1. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 4.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an understanding of aesthetic valuing in art as contained in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

4.1 Derive Meaning

- a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.
- c. Analyze the intentions and motivations of artists creating works of visual art.
- d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.
- e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.
- f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grades 9 through 12–Proficient: 4.1–4.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

4.2 Make Informed Judgments

- a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.

- c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.
- d. Employ current and emerging art criticism models in writing and speaking about works of art.
- e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.
- f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 4.4, Grades 9 through 12–Proficient: 4.5, Grades 9 through 12–Advanced: 4.4–4.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an understanding of art connections, relationships, and applications contained in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. Candidates possess a high degree of visual literacy. They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

5.1 Connections and Applications Between Visual Arts and Other Disciplines

- a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.
- b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.
- c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.
- d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, Grades 9 through 12–Advanced: 5.1–5.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 6 and 7.)

5.2 Visual Literacy

- a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.
- b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).

- c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.
- d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 6: 5.4, Grade 8: 5.3, Grades 9 through 12—Proficient: 5.3, Grades 9 through 12—Advanced: 5.2.)

5.3 Art Careers and Career-Related Skills

- a. Demonstrate knowledge of careers in the visual arts.
- b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.
- c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).
- d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.
- e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.4, Grade 3: 5.4, Grade 5: 5.3, Grades 9 through 12—Proficient: 5.4.)

Domain 6. History and Theories of Learning in Art

Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of proficiency levels and developmental stages in art.

6.1 Art and Human Development

- a. Demonstrate knowledge of the role of the visual arts in human development.
- b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.

6.2 Theories of Learning in Art

Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.

(Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 8 and 9.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Art

Candidates for Single Subject Teaching Credentials in the visual arts are proficient artists with comprehensive conceptual and technical skills. They are adept in a variety of art media and are able to demonstrate their skill effectively to structure meaningful art experiences. They apply comprehensive knowledge of art criticism; art heritage of cultures from around the world, past and present; aesthetics, including the diversity of global cultural perspectives; and relationships both among the visual arts and between the visual arts and other disciplines.

They know how to incorporate technology into the creative art process. Candidates are also well versed in a variety of techniques and technical skills, aesthetic awareness, critical analytical skills, and proficiency in creative problem solving in the visual arts. Being familiar with various careers available in the field of visual art, they are able to investigate opportunities for pursuing careers in the visual arts.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: All grade levels: Standards 1–5. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 2–11. National Board for Professional Teaching Standards [NBPTS] Early Childhood and Middle Childhood Art Standards: Standards 1–6 and 9. National Board for Professional Teaching Standards [NBPTS] Early Adolescence through Young Adulthood Art Standards: Standards 1–8 and 10.)

Part 3: Implementation of Program Quality Standards for the Subject Matter Preparation of Art Teachers

The 2003 Program Quality Standards for Subject Matter Preparation in Art are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities resulting from the mandate of Senate Bill 2042. The Commission initiated this policy change to insure high quality in educator preparation and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

Review and Improvement of Subject Matter Standards

The Commission will adhere to its cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Art* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

Adoption and Implementation of Standards by the Commission

Program sponsors have at least two years to transition from current to new standards of quality and effectiveness for Single Subject Matter Programs. Each sponsor is being asked to select from among seven submission deadlines during the period October 2004 through March 2006. The form for requesting a submission date is included in this section. In the absence of a timely request for a submission date, the review may take longer. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and IHE professional educators. It should be noted that each program of Single Subject Matter Preparation for the Single Subject Credentials must be submitted for review by the statewide panel. No new programs written to the old standards will be reviewed after the adoption of the new standards in June 2004.

Information about transition timelines for candidates, sunset dates for currently approved programs, and preconditions will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website (www.ctc.ca.gov) frequently for updates.

Technical Assistance Meetings for Colleges and Universities

During the 2004-05 school year, the Commission will sponsor meetings to provide assistance to institutions related to their subject matter programs in art. The agenda for each workshop included:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.

- Review of program standards, preconditions and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

Information disseminated at those meetings is available upon request to those who were unable to attend.

Implementation Timeline: Impact on Candidates for Art Credentials

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Art who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the “new” standards either (1) once a new program commences at their institution, or (2) before July 1, 2006, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under “old” standards). Regardless of the date when new programs are implemented, no students should enter old programs after July 1, 2006. If students do enter old programs after this date, they should be informed in writing that the program will expire on June 30, 2010.

Candidates who enrolled in programs approved on the basis of 1994 standards (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2006, and (2) they complete the old programs before July 1, 2010. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

July 1, 2004

- (1) By July 1, 2006, existing (“old”) programs based on current guidelines should be superseded by new programs with full approval.
 - (a) Once a new program receives full approval, all students not previously enrolled in the old program (i.e., all “new” students) should enroll in the new program.
 - (b) After July 1, 2006, no “new” students should enroll in an “old” program, even if a new program in the subject is not available at that institution.
 - (c) Students who enrolled in an old program prior to July 1, 2006, may continue to complete the old program until July 1, 2010.

Timeline for Implementing the Art Standards

- May 2004** The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are in this handbook. The Commission adopts the implementation plan outlined in this handbook. No new subject matter programs in art will be reviewed in relation to the Commission's "old" standards.
- August 2004** The Commission conducts statewide technical assistance meetings for developing new subject matter programs to meet the new standards.
- October 2004** The Commission selects, orients and trains a Program Review Panel in art. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 2004-06.
- October 2004** Review and approval of programs under the new standards begins.
- 2003-05** Institutions may submit programs for review on or after October 1, 2004, after requesting and being assigned a submission date by Commission staff. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2006, whichever occurs first.
- July 1, 2006** "Old" programs that are based on 1994 standards must be superseded by new programs with full approval (see pages 42-43). After July 1, 2006, no new students should enroll in an old program, even if a new program in art is not yet available at the institution.
- 2006-10** The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions which submit program proposals without an assigned submission date will be reviewed at the earliest date of an opening in the submission schedule.
- July 1, 2010** The final date for candidates to complete subject matter preparation programs approved under the 1994 standards. To qualify for a credential based on an "old" program, students must have completed that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1 2010, whichever occurs first.

Implementation Timeline Diagram

June 2004

Adopt the art standards and preconditions in this handbook, including the implementation plan.

July 2004 to March 2005

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional technical assistance meetings to offer information, answer questions, and assist colleges and universities in developing new programs.

October 2004

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

July 1, 2006

"Old" subject matter programs in art should be superseded by new approved programs.

July 1, 2010

Final date for candidates to qualify for Single Subject Credentials in Art on the basis of "old" programs of subject matter preparation.

Review and Approval of Art Subject Matter Programs

A regionally accredited institution of post-secondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Art may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities.

If an institution would like to offer two or more distinct programs of subject matter preparation in art, a separate proposal may be forwarded to the Commission for each program. For example, one program in art might emphasize studies of painting and drawing, while a second program at the same institution could have an emphasis in graphic arts. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline.

The Commission is prepared to review subject matter program proposals beginning on October 1, 2004. Prior to that date, the Commission's professional staff is able to consult with institutional representatives on meeting the new standards and preparing program documents.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in art and their knowledge of art curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Because the process is a peer review, the Commission strongly encourages institutions seeking program approval to designate a subject matter faculty member to serve as a reviewer. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels also may be selected to serve on Program Review Panels.

The Commission staff conducts a training and calibration session that all reviewers must attend. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice and calibration in reviewing programs.
- Responsive feedback for program revision.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal

submission of a document. Once the status of the preconditions is established, the program document is referred to the expert review panel.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff.

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the executive director of the Commission. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the executive director of the Commission. The institution should include the following information in the appeal:

- The original program document and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The CCTC executive director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Single Subject

Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **one printed bound paper copy** of their proposal(s), to the following address:

California Commission on Teacher Credentialing
Professional Services Division: Single Subject Matter Programs
1900 Capitol Avenue
Sacramento, CA 95814

In addition, **one electronic copy of the proposal text** (including supporting evidence where possible) should be submitted in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCdocument.doc).

Organization of Required Documents

Sponsoring agencies should include as the cover page of each copy of the program application the "Sponsoring Organization Transmittal Cover Sheet." A copy of the Transmittal Cover Sheet is located at the end of this section of the handbook for use by program sponsors. The proposal application documents should begin with Transmittal Cover Sheet that includes the original signatures of the program contacts and chief executive officer.

The program contact identified on the Transmittal Cover Sheet will be the individual who is informed electronically and by mail as changes occur, and to whom the review feedback will be sent. Program sponsors are strongly urged to consult the CTC web site, www.ctc.ca.gov, for updates relating to the implementation of new single subject matter standards and programs.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Preconditions, including course lists, units and catalog descriptions
- A matrix identifying which courses meet which subject matter requirements
- One to two pages of narrative response to each Standard

Responses to the standards must:

- include numbered pages,
- provide supporting evidence for each standard response organized into appendices. Evidence should be cross-referenced or electronically linked and cited in the response, and appendices *must* be tabbed and labelled for easy access by reviewers.

Responding to Standards Common to All

The Commission adopted 2 standards that relate to program design and structure for programs in *all* single subject disciplines.

Standard 1	Program Design
Standard 2	Program Resources and Support

An institution's program document should include a subject-specific reply to the two Standards Common to All. Both of these standards require subject-specific program information.

Responding to Program Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards. Responses should not merely reiterate the standard. They should describe how the standard will be met in the coursework content, requirements, and processes and by providing evidence from course syllabi or other course materials to support the explanation. *Responses that do not completely address each standard will be returned for revision.*

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

Packaging A Submission for Shipment to the Commission

Please do **not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

**Submission Request Form
For Single Subject Matter Preparation Program
Response to Standards**

_____ PROGRAM SPONSOR (Name
of Institution and Department)

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

Contact Person: _____ Title: _____

Department: _____

Address: _____

Phone: _____ Fax: _____

Email: _____

Please indicate the subject area for which you are submitting a program proposal document:

Art _____ Languages Other Than English _____

Music _____ Physical Education _____

Please indicate when you intend to submit program documents responding to the new Single Subject Matter Preparation Standards: _____

Please mail or fax this form to:

Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 324-8927

Single Subject Matter Program Sponsor - Transmittal Cover Sheet
(Page 1 of 2)

Date of Submission _____

• **Sponsoring Organization:**

Name _____

• **Submission Type(s) Place a check mark in the appropriate box.**

Art Subject Matter Preparation	
Languages Other Than English Subject Matter Preparation	
Music Subject Matter Preparation	
Physical Education Subject Matter Preparation	

• **Program Contacts:**

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

**Single Subject Program Sponsor - Transmittal Cover Sheet
(Page 2 of 2)**

Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date _____

Appendix A
Assembly Bill No. 537
(Education Code Chapter 587, Statutes of 1999)

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

