

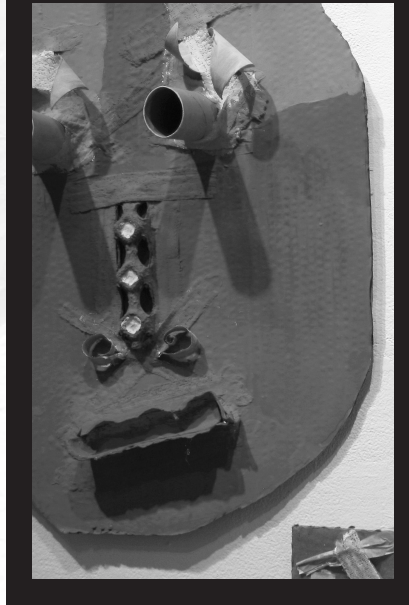


Art Education Program

Information Booklet

Montserrat College
of **Art**

23 Essex Street, Beverly, MA 01915 • www.montserrat.edu



2011 - 2012

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Montserrat College of Art's Art Education Program is integrated with a Bachelor of Fine Arts education, making this an artist-based model of art education. We award Bachelors of Fine Arts degrees to our graduating students in a number of disciplines including animation and interactive media, book arts, drawing and painting, graphic design, illustration, photography and video, self-directed study and sculpture. All of our students, including art education students, choose one of these studio disciplines as a concentration. Our teaching candidates benefit from the depth and breadth of studio experience combined with rigorous art education study and classroom fieldwork. Teachers who are well grounded in studio experience, art history and liberal arts are better able to meet the demands of the art teaching profession.

We have designed the teacher preparation program at Montserrat to equip our students with understanding of human growth and creative development. In *Perspectives in Art Education* students study a variety of important theorists and learn about the development of graphic representation in children. In *Methods: Media, Forms and Ideas* our students learn about age appropriate lesson planning and the

Massachusetts Arts Curriculum Frameworks. In *Curriculum Design and the Pre-Practicum* students design units of study while conducting their pre-practicum fieldwork, as well as completing and exhibiting visual arts projects. Throughout all of these courses students are out in the field gaining valuable knowledge by experiencing the art education environment and learning through their observations. Theory and practice underscore their program of study as they progress towards the capstone experience of the *Teaching Practicum – Practicum Seminar*. All of these required courses allow art education students to recognize the capabilities of all learners while they build excellent skills in curriculum development.

During the Teaching Practicum students are in the field for a minimum of 300 hours. The student teachers are at their school sites five days per week and return to the college for both seminar sessions and peer group meetings. This in-depth professional preparation takes place on a number of levels to ensure that the Montserrat licensure candidates are well positioned for future art teaching positions. A practicum thesis exhibition and ceremony closes the fall semester - event that celebrates our new art teachers, their mentors in the field, their young students and art education in general.

Some of our recent graduates are employed in art teaching positions in the following local communities: Beverly, Framingham, Lowell, Lynnfield, Medford, Peabody, Randolph and, Reading. Other alumni are teaching in the states of New Jersey and Arizona. One recent graduate is employed at the International School of Myanmar, in Yangon, Myanmar. Several alumni have completed graduate programs in both art education and in printmaking. Two recent alumni are in graduate programs for special education.

This booklet will answer many of your questions about the program but please follow up with one of the following faculty members to discuss your specific interests.

Faculty:

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ART EDUCATION PROGRAM MISSION

The Art Education program at Montserrat College of Art provides rigorous training that supports students in sustaining both art making and teaching. We educate our students to become informed, responsible members of their communities and encourage them to nurture their own unique talents and those of their students.

The program promotes the belief that all children deserve a high quality art education. Montserrat trains dedicated teachers who can stimulate and reinforce student progress in the viewing, understanding and making of visual art.

Promoting the highest standards of artistic and intellectual development, the Art Education program has a solid commitment to quality work that enables our students to compete in the professional world of art teaching. The Montserrat community believes that practicing artists make better art teachers. Therefore, our accomplished faculty of artists, designers and scholars all participate in our students' development.

HIGHLIGHTS OF ART EDUCATION

OPEN OPPORTUNITY – This program is open to all Montserrat BFA students who are in good academic standing. In addition this program is open, through the application process, to Montserrat alumni and others who have visual arts training on the undergraduate level. (See Montserrat website for application information.)

ARTIST-BASED MODEL OF ART EDUCATION – Our program is based on a BFA education and therefore, all art education students have excellent training in the visual arts as well as in art education.

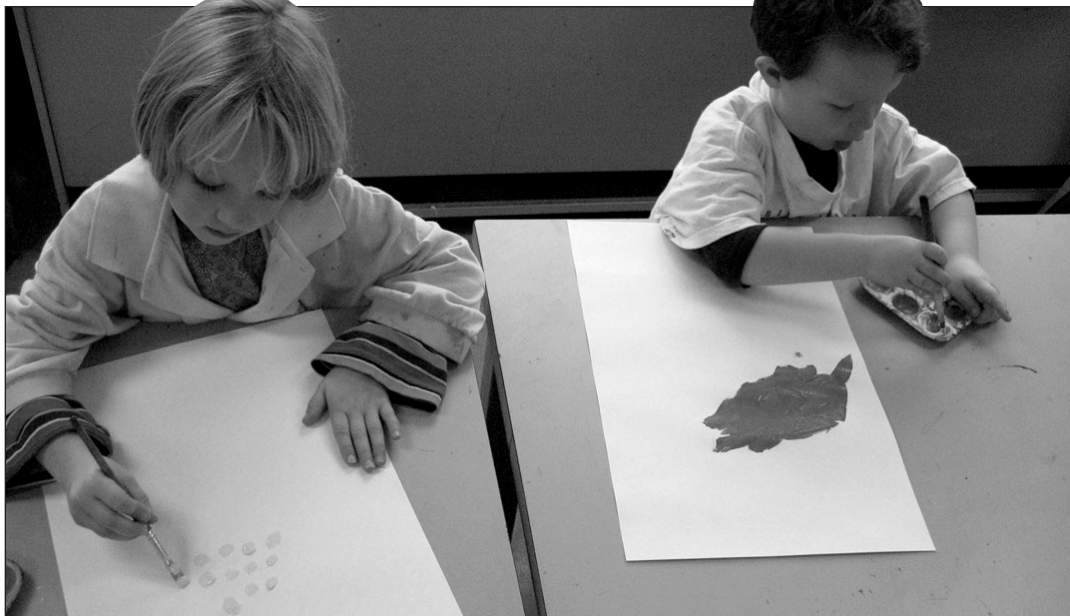
ALL ART EDUCATION COURSES ARE INTER-DISCIPLINARY BY NATURE – Because the program is open to students from all concentrations, every art education course is a mix of students from the various disciplines. This type of grouping allows for a natural cross-fertilization of viewpoints from which all students benefit.

FIELDWORK IS INTEGRATED INTO EACH COURSE Connections between theory and practice are important to our program goals. Integrating the relevant literature with hands-on experience allow our students to deepen their knowledge of the art education field.

TEACHING POSITIONS - Because of the excellent art education curriculum at Montserrat, our art teaching candidates are very well prepared for their profession and for graduate programs.

MASSACHUSETTS TEACHING LICENSES - The State of MA has reciprocity agreements with most other states in the USA, which means your teaching license is acknowledged by most states in the country.

(see pg. 10)



COURSE DESCRIPTIONS FOR THE ART EDUCATION DEPARTMENT, 2011 - 12

AE 320

Perspectives in Art Education

3 credits

This introduction to the field of Art Education provides a foundation for work as an art teacher. Through readings, essay writing and in-class participation, areas of cognitive growth and creative development are reviewed with an eye to understanding how they affect artistic development and the teaching of art. Both historic and current points of view in art education are explored. The Massachusetts Arts Curriculum Frameworks are also introduced. Three site observations of art classes are required. Students intending to complete the Art Education Initial Licensure Program must receive a grade of B- or higher in this course before entering AE320 Curriculum Design and Pre-Practicum. *Prerequisites: English composition I & II and Art History I & II.*

AE 330

Methods: Media, Forms and Ideas in Art Education

3 credits

This studio-based course provides future art teachers an opportunity to work with the materials most often used with children, pre-K through 12, in classroom and community settings. Students explore themes current in art education today and develop lessons based upon specific content areas. Critical and creative thinking is utilized in all methods work. As a part of this course students are required to conduct 15 hours of field experience, observing art classes in elementary, middle and high schools. These 15 hours of field experience are applied toward the total 75 hours of pre-practicum experience required for Teacher Licensure in the state of Massachusetts. Students intending to complete the Art Education Initial Licensure Program, must receive a grade of B- or higher in this course.

Pre-requisites: Perspective in Art Education or Permission of Instructor.



AE 205

Writing and Reading Workshop for Art Educators

1.5 credits

This 1.5 credit course offers students the opportunity for advanced, individualized study in grammar and mechanics, writing summaries and essays, vocabulary building and reading comprehension. Students meet twice a week to practice skills introduced in class.

This course is an elective open to all students who wish to improve their writing, professional communication and literacy skills. A placement test must be taken by all art education students to determine if they must take the *Reading and Writing Workshop* as it prepares them for the Massachusetts Test for Educator Licensure. The latter must be successfully passed before students can enroll in the AE430 Teaching Practicum and Practicum Seminar.

Prerequisites: English Composition I and II.

Fulfills: Art Education Requirement

AE399

Topics in Art Education

3 Credits

This course provides the opportunity for students to explore current issues in education. Guest lectures form an integral part of the course and a variety of independent and group work related to the issues examined complete the course. Students develop a deeper understanding of critical and social issues and their impact on the Pre-K – 12 educational process. Content areas explored include: special education, bullying in the schools, and leadership in education.

Prerequisite: English Composition I and II,

Art History I and II

Fulfills: Humanities Elective and Liberal Arts Elective

Courses continued on page 6.

AE 420

Curriculum Design and Pre-Practicum

3 credits

This course combines a weekly seminar with 60 hours of pre-practicum field experience (approximately five hours per week). Students examine art teaching and curriculum as they study methods of instruction and evaluation. They learn to write curriculum objectives, units and lesson plans with emphasis on Licensure Standards and the Massachusetts Arts Curriculum Frameworks. Field experience provides them with the opportunity to implement the skills they are developing and prepare them for their practicum placement.

Pre-requisites; A grade of B- or better in Perspectives in Art Education; Methods: Media, Forms and Ideas in Art Education; Writing and Reading Workshop for Art Educators; Psychology and Diversity requirements; acceptance into the AE ILP Program

AE 460

Teaching Practicum and Practicum Seminar

12 credits total

ART EDUCATION TEACHING PRACTICUM

(Pre-K - 8; 5-12)

Students spend 300 on-site hours observing, assisting, and teaching with a Supervising Practitioner in elementary, middle or high school art classes. Skills of planning, management, communication, assessment, self-evaluation, and collaboration as addressed in Massachusetts Curriculum Frameworks, are developed and refined with the guidance of both the Supervising Practitioner and the Program Supervisor. Methods to adapt instruction for exceptional students are implemented and assessed. A minimum of three official evaluations with both the Supervising Practitioner and the Practicum Supervisor are required. This course is taken with the Practicum Seminar.

See below for prerequisites.

PRACTICUM SEMINAR IN ART EDUCATION

Student teachers meet with their Program Supervisors and in their peer groups to prepare for their roles as art teachers. Tasks set forth in the seminar enable students to adapt to the unique demands of each practicum site and to collaborate with their Supervising Practitioner in writing, planning, communication, and assessment. The Program Supervisor evaluates students formally in relation to Massachusetts Curriculum Frameworks and the Massachusetts state standards for professional educators. Issues of professional development, licensure, and preparation for job

interviews are also addressed. A practicum thesis exhibition is designed, planned and installed by the student teachers. Taken in conjunction with the *Art Education Teaching Practicum*.

The Commonwealth of Massachusetts requires that the pre-practicum field experience be a minimum of 75 hours in schools with a variety of students including, but not limited to, special needs students as well as those of different gender, race, linguistic and socioeconomic backgrounds. Practicum requires 300 hours of on-site observing, assisting and teaching. Practicum and Practicum Seminar are taken concurrently.

Prerequisites: All Art Education course requirements completed, passing scores on the Massachusetts Tests for Educator Licensure and acceptance by a Supervising Practitioner and practicum site.

Additional Course Requirements for the Art Education Department:

1 Psychology Course from the following list:

- SO 365 Psychology of Art and Creativity
- SO 370 Developmental Psychology
- SO 399 Topics in Social Science: Positive Psychology

1 Diversity Course from the following list:

- AH 341 African Art in Africa
- AH 332 Arts of Africa, Oceania and the Americas
- AH 310 Art and Gender
- AH 355 Contemporary Art in a Global Perspective
- AH 345 Buddhist World Art
- AH 399 Topics in Non-Western Art
- HU 215 Japanese Art and Culture
- HU 390 Eastern Philosophies

ART EDUCATION TIPS FOR COURSE PLANNING

Perspectives in Art Education and ***Methods: Media, Forms and Ideas in Art Education***

are open electives for all Montserrat students. *Perspectives in Art Education* is a liberal arts elective and *Methods: Media, Forms and Ideas in Art Education* is a studio elective. (The Department Chair can waive the prerequisite for *Perspectives in Art Education* for some students wishing to get started in the spring semester.)

Perspectives in Art Education

is ONLY offered in the fall. The fall semester of the sophomore year is the best time to begin art education.

Curriculum Design and Pre-Practicum is ONLY offered in the spring.

Teaching Practicum and Practicum Seminar is ONLY offered in the fall.

Topics in Art Education

is ONLY offered in the fall.

Methods: Media, Forms & Ideas in Art Education is ONLY offered in the spring.

Writing and Reading Workshop for Art Educators

is offered every semester and is a 1.5 credit course. It prepares students for the Massachusetts Tests for Educator Licensure.

Observation and Field Work

The art education faculty members will provide the students with a list of school sites for observation requirements and fieldwork. All of the listed schools are in Beverly and the surrounding communities. You are encouraged to conduct your fieldwork in different types of educational environments, including both public and independent schools as well as within cities and in rural towns. All fieldwork for *Methods: Media, Forms and Ideas*, as well as for *Curriculum Design and Pre-Practicum* must be completed in Massachusetts. Student reports of observations are shared in every art education course which provides a broader understanding of teaching methods and philosophies.

Perspectives in Art Education

Three observations in different educational settings are required. These visits are for observation and information gathering purposes only. Students are encouraged to visit at least one alternative educational setting during this course.

Methods: Media, Forms and Ideas in Art Education

Fifteen hours of observation are required. Students visit different schools on three different levels: elementary, middle and high school. On occasion students are asked to assist the art teacher during these hours.

Curriculum Design and Pre-Practicum

Students are required to spend one day per week (a minimum of 60 hours during the semester) in one school with one art teacher. At this level students begin by observing but quickly move into assisting the art teacher. Toward the end of the pre-practicum each student will teach at least one lesson.

Teaching Practicum and Practicum Seminar

Students teachers begin their semester with observation and soon begin to assist their Supervising Practitioners. Student teachers begin to teach within two weeks and gradually take over all of the art classes under the guidance of the Supervising Practitioner. Student teachers assume the responsibility of the teaching schedule and other professional requirements over the course of the semester and complete a minimum of 300 hours on site. Student teachers are formally evaluated throughout the semester by both their Supervising Practitioners and the Program Supervisor. (See *Teaching Practicum and Practicum Seminar Handbook*)



FREQUENTLY ASKED QUESTIONS

1. If I study art education at Montserrat College of Art is it considered a double major?

Technically, it is not a double major, but you are required to meet the requirements for both your studio concentration and for the Art Education Program. Some of the required courses for art education can also be taken as electives for your BFA requirements. That is one of the reasons it is critical to plan your course selections carefully. For example, the course, Arts of Africa, Oceania and the Americas, can be taken for an art history elective and it also fulfills your diversity requirement for the AE Program.

2. In order to complete the Art Education Program, do I have to prolong my studies at Montserrat beyond four years?

Typically, one additional semester fulfills all studio concentration and art education requirements for your BFA degree. Most students return for one semester to complete the Teaching Practicum/ Practicum Seminar. This 12-credit commitment combines your student teaching experience with a bi-weekly seminar at the college.

3. Can I take AE courses as electives?

Yes, all Montserrat students can take *Perspectives in Art Education*, (liberal arts elective) and *Methods: Media Forms and Ideas in Art Education* (studio elective). Therefore, all students who are interested in art education can learn about the field. Some students may want to take one or both of the courses to investigate the field of teaching; others may become more serious about art education. Those who wish to complete the program and become licensed art educators must meet all the prerequisites and earn passing scores on the Massachusetts Tests for Educator Licensure (MTEL), before they can enroll in the Teaching Practicum/Practicum Seminar.

4. What are the Massachusetts Tests for Educator Licensure (MTEL)?

These tests (MTEL) are required for anyone who wishes to become a licensed educator in the Commonwealth of Massachusetts. The MTEL is comprised of two test sections, a Communication and Literacy Test and a Subject Matter Test in the Visual Arts. See the MTEL information booklet, which is provided by the art education office or the Montserrat library. For more information see: <http://www.mtel.nesinc.com>.

5. What are the observation requirements and are observations the same as fieldwork?

- In *Perspectives in Art Education*, all students are required to complete observations in three different settings. These visits are strictly for observation and information gathering purposes. You will be advised to observe in alternative schools or programs. Documentation is required for all observations.

- In *Methods: Media, Forms and Ideas in Art Education*, all students are required to complete 15 hours in the field. Students are in three different schools primarily for observation but in some cases, they may take part in teaching activities. Usually this is in the form of assisting the art teacher. Students are required to complete these sets of observations at three different levels, elementary, middle, and high school.

- In *Curriculum Design and Pre-Practicum*, students are required to spend one day a week (a minimum of 60 hours during the semester) in one school, with one art teacher. At this level, students begin by observing, quickly moving into assisting and by the end of the semester, are usually teaching at least one lesson. This experience helps to prepare Montserrat art education students for the Teaching Practicum/Practicum Seminar.

- In the *Teaching Practicum/Practicum Seminar*, students begin their student teaching experience with observation and within a week or two, move into assistant teaching. Student teachers gradually take over more and more responsibility until they are teaching the entire schedule. Student teaching must include at least 300 hours on site in order to complete the requirements of this capstone experience in the Art Education Program.

6. How do I make the arrangements for my fieldwork?

In each course, your professor will give you a site list and explain the procedures to follow. You will be contacting the art teachers directly and making all of your appointments. Because this is a Department of Education (DOE) Elementary and Secondary Education approved and regulated program, all of the observations and pre-practicum fieldwork must be officially documented. You will receive the appropriate forms in your classes. The department chair will keep your updated file in the art education office

Questions continue on page 9



FREQUENTLY ASKED QUESTIONS (Cont.)

7. What are the Massachusetts Arts Curriculum Frameworks?

Montserrat's teacher preparation program has integrated the Massachusetts Arts Curriculum Frameworks into our curriculum. We use the second edition of the Frameworks, which was adopted by the Board of Education in June 1999. The document covers the state guidelines for learning, teaching and assessment in dance, music, theater and the visual arts. It outlines knowledge requirements for PreK-12 learning.

8. How do I plan for my student teaching experience?

At Montserrat you receive a quality education in the visual arts and, therefore, all of your education prepares you for the student teaching experience. During the semester that you are enrolled in *Curriculum Design and Pre-Practicum*, you will begin to gain the kind of practical, classroom experience that will help with your selection for student teaching. Of course, you will have the resources of your peer group and the faculty in the art education department to draw from. In the spring semester prior to your student teaching semester, a planning session will be held. You will be provided with a Student Teaching Handbook and will be guided through the process of securing a school placement for the following fall semester.

9. Can I choose any school in Massachusetts?

No. There is a limited geographical area from which to choose a practicum site. During the time you are

enrolled in the *Teaching Practicum/Practicum Seminar*, you will be working, day to day, with one primary person, the Supervising Practitioner. Your College Supervisor is the faculty member who will teach the seminar and make periodic evaluation visits to your school site. It is important that all the practicum sites are a relatively short distance from Montserrat to allow all parties the ability to schedule adequate the required evaluation visits.

10. Once I successfully complete this program, will I receive my Massachusetts teaching license?

Once you have successfully completed your practicum, the college will endorse your candidacy for licensure and you can apply directly to the Department of Education for your initial teaching license in the Commonwealth of Massachusetts.

11. If I move to another state will my Massachusetts license be honored?

We have reciprocity agreements with most states in the country. Therefore, your Massachusetts teaching license would be honored in those states where reciprocity agreements exist. However, each state has its own testing requirements and you would have to meet the requirements of the state where you wish to teach. (see pg. 10)

Licensure Reciprocity

STATES THAT PARTICIPATE IN THE INTERSTATE AGREEMENT

Massachusetts has signed contracts under the Interstate Agreement with several states for Teachers (T), Administrators (A), and Support Personnel (S). Following is a list of states showing which contracts have been signed to date: (June 2001).

Alabama (T, A, S)	Indiana (T, A, S)	Ohio (T)
Alaska (T, A, S)	Kansas (T)	Oklahoma (T, A, S)
Arizona (T, A, S)	Kentucky (T)	Oregon (T, A, S)
Arkansas (T)	Louisiana (T)	Pennsylvania (T)
California (T)	Maine (T, S)	Puerto Rico (T, A, S)
Colorado (T, A)	Maryland (T, A, S)	Rhode Island (T, A, S)
Connecticut (T, S)	Michigan (T)	South Carolina (T, A, S)
Delaware (T, A)	Mississippi (T, A, S)	Tennessee (T, A, S)
District of Columbia (T, A, S)	Montana (T)	Texas (T, A)
Florida (T, A, S)	Nebraska (T, A)	Utah (T, A, S)
Georgia (T, A, S)	Nevada (t, A)	Vermont (T, A)
Guam (T, S)	New Hampshire (T, S)	Virginia (T, A, S)
Hawaii (T)	New Jersey (T)	Washington (T, A, S)
Idaho (T, A)	New Mexico (T, A)	West Virginia (T, A, S)
Illinois (T, A)	New York (T, A, S)	Wyoming (T, A, S)
	North Carolina (T, A, S)	

FACULTY BIOS

Charlie Allen has taught art education in the public school system for 30 years. He brings a wealth of experience to the art education program at Montserrat College of Art. Allen has a varied background in the visual arts with study and professional work in illustration, advertising, museum work and painting. His work is shown by Arnould Gallery in Marblehead MA and he has shown drawings completed in Italy at the Pingree School Gallery in Hamilton. Allen holds degrees from New England School of Art, Massachusetts College of Art and Lesley University.

Diane Ayott is a painter and art educator, who holds graduate degrees from Massachusetts College of Art in both Painting and in Art Education. Ayott has taught art on all levels throughout her career. She has experience in both public and independent schools as well as many years of experience in higher education.

Ayott's work is represented by Kathryn Markel Fine Arts in NY and Lydon Contemporary in Chicago. Her recent one person exhibits include: *Diction* at Kathryn Markel Fine Arts in NY, *Beyond Measure* at The Barrington Center for the Arts at Gordon College, in Wenham, MA and *Complexity* at Wheelock College in Boston. Other venues where her work has been exhibited are: OK Harris, NYC, Danforth Museum of Art, Framingham, Fitchburg Art Museum, Art Complex Museum, Duxbury, Merrimack College, North Andover, Trustman Gallery, Simmons College, Boston, Pine Manor College, Boston, Woman Made Gallery, Chicago, and Susan Maasch Fine Art in Portland Maine.

You can view images of Ayott's painting at www.dianeayott.com.

Rébecca Bourgault

Born in a village renown for its self-taught artists, Rébecca Bourgault grew up in a family of artisan wood carvers. She graduated with distinction from Concordia University, Montréal, QC, in 1990, with a Bachelor of Fine Arts, and obtained her Master of Fine Arts in Sculpture in 1994 from the University of Calgary in Alberta. In 2011 she graduated (with distinction) with an Ed.D in Art & Art Education from Teachers College, Columbia University in New York, NY.

A practicing visual artist, Rébecca favors installations as a presentation strategy and uses a range of media that include photography, drawing and sculpture. In Canada her work has been shown nationally in invitational and

juried solo and group exhibitions. She also curated art exhibitions in New York.

She has taught studio arts for many years at the Alberta College of Art & Design in Calgary, the University of Calgary, as well as the Mount Royal College in Calgary. In New York, she held an adjunct appointment in studio arts at Teachers College, and taught in the graduate art education program at Brooklyn College.

Lisa Perkins

"Montserrat was an amazing experience for me as a student. Now, as an instructor, I hope to help new students take advantage of every opportunity Montserrat has to offer. I know from experience how valuable the Art Education classes are; if it weren't for them, I wouldn't have had the knowledge and confidence to have secured the teaching job I wanted. If I can impart some of my experiences to the students in Art Education to help them be as prepared as I was, I believe I'll have done my job well."

Lisa teaches the course *Writing and Reading Workshop for Art Educators*. This course helps art education students prepare for the Massachusetts Test for Educator Licensure and improve upon their professional writing and communication skills. Lisa is originally from New Hampshire, and she successfully completed the Art Education Program at Montserrat, where she graduated with a Bachelor's of Fine Arts in Illustration and Art Educator Licensure. After earning her teaching license, she began working full-time at Lowell High School, where she is still currently employed. In addition to teaching at Montserrat and Lowell High School, Lisa is working towards a Master's of Education in Curriculum and Teaching, to be completed in 2012. She also serves as art director for an independent entertainment review website and continues to create her own artwork.

Education: B.F.A., Illustration, Art Educator Licensure, Montserrat College of Art.