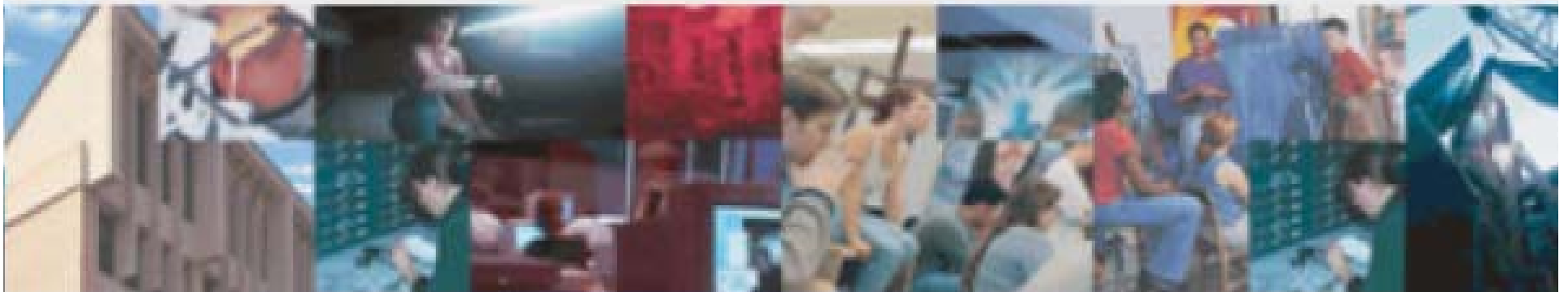


# School of Visual Arts

University of North Texas



# Developing Leaders for Art Education

Presentation at the

## American for the Arts

2005 Annual Convention

June 12, 2005

Austin, Texas



**D. Jack Davis, Ph.D.**

Professor of Art

Director of the North Texas Institute for Educators on the Visual Arts

# Acknowledgement

I am indebted to all of my faculty and administrative colleagues who have implemented the leadership programs and insured their successes.



# LEADERSHIP

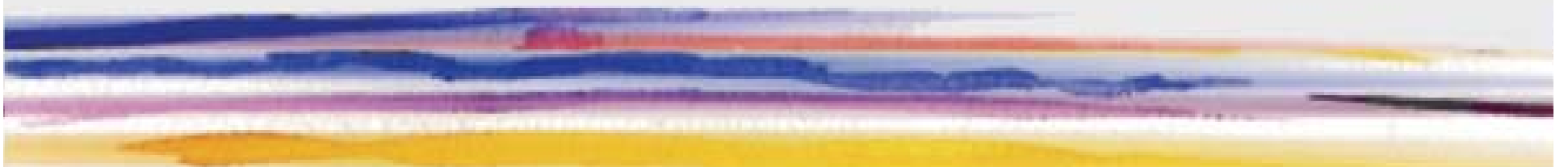
A process whereby an individual influences a group of individuals to achieve a common goal.

Peter G. Northouse, *Leadership Theory and Practice*



# Leadership in Art Education Takes Many Forms

- instructional leaders in schools
- educational leaders in arts organizations such as museums and community arts groups
- management positions



Developing a worldview for art education requires effective leaders who are well-prepared and visionary



# Leadership in Art Education Must be Addressed on Several Levels

- basics of leadership – part of undergraduate preparation of art educators
- formal preparation in leadership should be based on solid education in art at the post baccalaureate level
- Continuing education for leaders in the field

# Background

- North Texas Institute (NTIEVA) established in 1990
- Work focused on staff development and implementation of a comprehensive approach to teaching the visual arts
  - development of curriculum and instructional materials
  - staff development for art specialist teachers, classroom teachers, museum educators, and school administrators

## Background, cont'd.

- leadership development to determine most effective methods for preparing others to provide quality staff development and guide quality implementation efforts
- Use of museum resources and technology have been integral to the Institute's activities
- Efforts have been supported by a nationally-recognized newsletter, a website, extensive curriculum materials in comprehensive art education, and high quality support materials for teaching art

# Leadership Critical to Institute Activities

- Initially, leadership training sessions were established for teachers and museum educators
- Evolved into a formal university seminar required of selected individuals in consortium member schools and museums
- Experiences led to recognition that more leadership training was needed

# Marcus Fellowship Program

- Established in 1995 with support from the Edward and Betty Marcus Foundation
- Designed to provide opportunities for development of professional leadership in art and museum education with a strong technology component built on a school/museum/university model of collaboration

# The Texas Experiment

“We wanted to create a critical mass of highly skilled educators who could serve as a resource to parent groups and other groups concerned with bringing quality education to the schools.”

Melba Whatley, *Chair of the Edward and Betty Marcus Foundation Board of Trustees*

“We founded the fellows program on the belief that a comprehensive education in the visual arts should be a part of the general education of every student, and that it takes leadership to accomplish this.”

D. Jack Davis, *Dean of the UNT School of Visual Arts and Co-Director of NTIEVA*



# Description of Marcus Fellowship Program

- Competitive, state-wide effort
- Designed to provide a cadre of well-trained leaders to work throughout the State of Texas to improve the quality of visual arts education in school and museum settings



# Marcus Fellows Description, cont'd.

- Planned for individuals with
  - Strong interest in the area of art museum/school collaboration and technology
  - Demonstrated commitment to work extensively toward professional development for teachers and implementation of a comprehensive approach to visual arts education



## Marcus Fellows Description, cont'd.

- Commitment to expand knowledge through graduate course work that provides in-depth experiences in comprehensive visual arts and museum education, leadership, advocacy and political action, and technology
- Willingness to serve a three-month internship in an art museum, community arts organization, or public school setting



## Marcus Fellows Description, cont'd.

- Commitment to working full-time in art education and/or museum education in the State of Texas for a minimum of two years following completion of the fellowship



# Marcus Fellowship Provides

- \$18,000 Stipend
- Payment of tuition and fees
- Health insurance
- \$3,500 travel allowance to attend professional meetings & professional development activities
- Assigned work space with state-of-the art computer equipment and access to a full-time computer support specialist

# Marcus Fellowship Program

- Based on belief that a comprehensive education in the visual arts should be a part of the education of every student and that effective use of art museum and community resources should be a part of that education
- Designed to build upon NTIEVA's experiences in nurturing school/museum/university collaborations

# Criteria for Selection

- commitment to comprehensive approach to teaching the visual arts as a part of the general education of every student (as expressed in previous involvement or a written statement of career goals)
- commitment to working collaboratively with personnel state-wide in schools, museums, arts agencies, and universities to deliver a high quality of visual arts education (as expressed in previous involvement or a written statement of career goals)

## Selection Criteria, cont'd.

- commitment to exploring technology in the development of educational materials and the delivery of instruction
- commitment to developing leadership, advocacy and political action skills as they relate to the visual arts
- academic and/or professional qualifications

## Selection Criteria, cont'd.

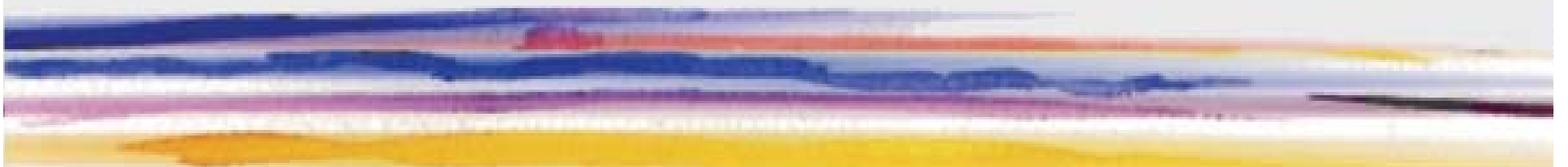
- meeting entrance requirements for university graduate school and academic program in art education
- commitment to work full-time in art education and/or museum education in the State of Texas for two years following completion of fellowship
- geographic and ethnic diversity are also a consideration

# Content and Structure of Program

- Issues in comprehensive visual arts education
- Issues in museum education
- Use of technology in image transmittal and instructional delivery, including the development of web pages and interactive computer programs
- Issues in leadership, advocacy and political action

# Content and Structure, cont'd.

- Research and evaluation in art education
- History and theories of art education
- Development and implementation of professional development materials through the North Texas Institute for Educators on the Visual Arts



# Internship

- Integral part of the total experience
- Full-time, 10 week internship
- Crucial component of the internship is the opportunity for the Fellows to work independently (albeit within the context and constraints of the host institution)
- Preceptor at the internship is identified and works closely with the faculty in the School of Visual Arts at UNT to supervise and evaluate the internship experience

# Expected Outcomes

- a thorough knowledge of the philosophy of a comprehensive visual arts education;
- the ability to create exemplary curriculum materials in both electronic and print formats;
- a understanding of the opportunities provided by technology in the development of instructional materials, staff development, instructional delivery, and advocacy efforts;

## Expected Outcomes, cont'd.

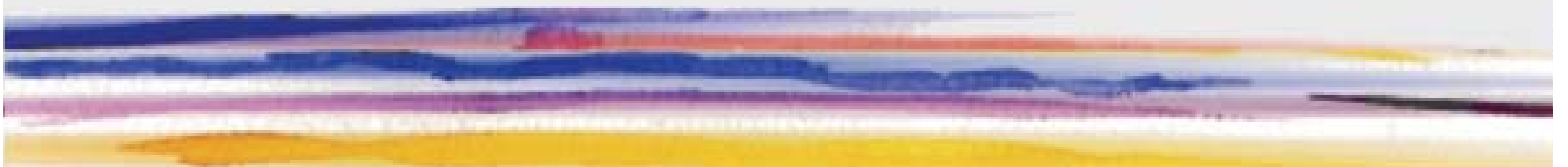
- an understanding of how to organize and conduct meaningful staff development in comprehensive arts education for school administrators, art specialist teachers, classroom teachers, and personnel in arts organizations;
- the advocacy skills needed to initiate and sustain successful arts programs; and
- an understanding of how to organize consortium groups of arts organizations, school districts, and universities to work together

# Actual Outcomes

- Forty-four (44) graduate students have completed the program
- Four (4) students are currently completing internships in the program
- Funding is in place for five (5) additional students in the 2005-2006 academic year

# Evaluation

- ongoing formative evaluation has also been conducted over the years to help shape and refine the program on an annual basis
- ten-year program has recently undergone an extensive external evaluation



# Ten-year Evaluation Report

“Marcus Fellowship is effective in preparing well-qualified art museum educators and public school art specialists to assume positions of leadership in Texas”

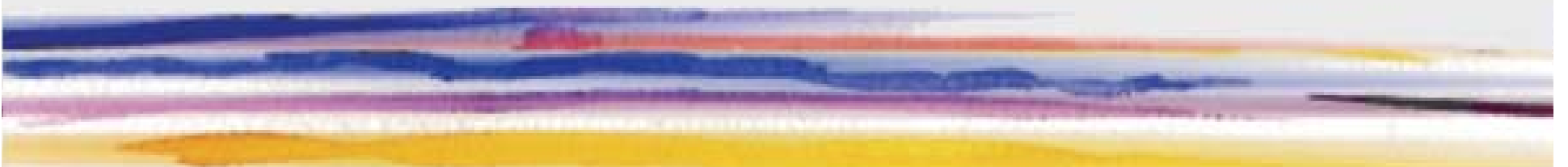
“Fellows who complete the program are better able and more motivated to effect positive changes in art education than they were prior to enrolling in the program”



# Ten-year Evaluation Report

“The Marcus Fellows collectively have the potential to make a profound impact on art education as it is practiced in Texas schools and museums”

Louis Langford, Evaluator





What are the Fellows Doing?  
Where do they Work?

- Twelve (27%) Work in Museums
- Nineteen (43%) Work in Education
- Other
  - Two are involved in community arts organizations
  - One is the president of her own computer software company
  - One is a community arts volunteer
  - One is a program director in a humanities center
  - One is a designer
  - One is in arts consulting
  - Four are continuing their graduate studies
  - Only one is not actively working in the field

# Post-Program Employment Experience

- Employment circumstances changed for most of the Fellows after completing the Fellowship
- Only 8% of the Fellows have the same employer that they did prior the Fellowship
- Sixty-seven percent (67%) reported that the Fellowship experience altered their career paths in some way
- Thirty-eight percent (38%) reported that they had substantially changed the type of job that they do, e.g., school to museum and teacher to administrator

- One has assumed the Directorship of a museum
- Four are Directors or Curators of Education
- Five are program directors or coordinators of specific aspects of education programs
- Two are staff members in education programs
- One is a school administrator
- Eight are art specialists in elementary schools
- One is a full-time elementary teacher
- Six are full-time secondary art teachers
- Two are full-time university faculty
- One is the director of proprietary learning center



# Evaluation of Internship Experience

- High degree of satisfaction with the internship by the Fellows, the preceptors, and the UNT faculty
- Fellows generally felt that their academic work and their NTIEVA experience prepared them well for their internships
- High percentage of the fellows (77%) felt that the level of opportunities afforded by the internships to apply what they had learned were good to excellent

## Internship Evaluation, cont'd.

- Skills learned or reinforced during the internship carried over into post-fellowship work; 89% of the Fellows responded with good to excellent
- Most serious concern voiced by the supervisors was that the internship was too brief



# Program Completion<sup>1</sup>

Of the forty-eight (48) students who entered the program, all have completed the program and all indications are that the students currently enrolled will complete the program as well

<sup>1</sup> The Fellowship does not require that a student pursue a graduate degree, but most have pursued and completed either a masters or doctoral degree



# Accomplishments are Impressive

- Made many formal presentations regarding art education at the local, state, and national levels
- Several have written successfully funded grants
- Publications
  - 1996 Fellows class collaboratively wrote a book, *Experience Art: A Handbook for Teaching and Learning with Works of Art*, with Professor Nancy Berry that has been published by Crystal Productions

## Accomplishments, cont'd.

- book chapters, refereed journal articles for state and national journals
- curriculum packets for exhibitions that have been published by major museums in the state
- active in digital publications
- Assumed active roles in their communities and throughout the state as advocates for the arts
  - trustee for the South Texas Art Institute



## Accomplishments, cont'd.

- member of Museum Education Committees and Exhibition and Collections Committees
- trustee for the Texas fine Arts Association in Austin
- Museum Education Division Chair of the Texas Art Education Association
- member of the Conference Planning Committee for the TAEA
- member of the Advisory Boards for Cultural Centers

# Accomplishments, cont'd.

- Received many awards
  - Teacher of the Year Awards in their schools
  - Art Educator of the Year Awards by the Texas Art Education



# Recommendations from the Evaluation Report

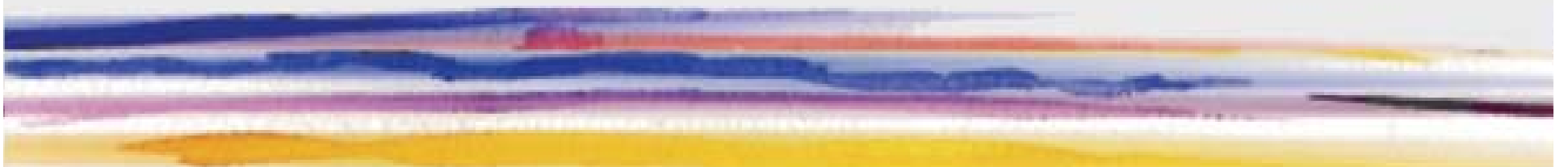
- Improving levels of communication and collaboration after completion of the program to insure the potential for effecting statewide changes as a group
- Reducing academic course load
- Reconsidering the two-year post program employment commitment
- Visiting on an on-going basis the goals shared by the Institute, the Fellowship program, and the Division of Art Education in the School of Visual Arts

# Recommendations from the Evaluation Report, cont'd.

- Making efforts to include more small, mid-sized and remote sites
- Revisiting the recruitment efforts of the Fellowship program, especially as it relates to attracting minorities and men to the program



# Program Expansion

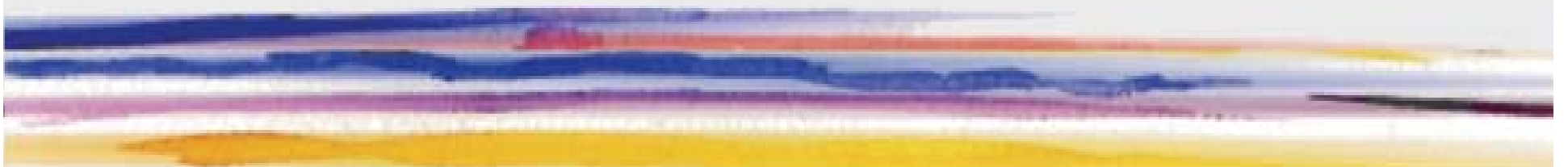


# Need for Expansion

- Due to Foundation restrictions, Marcus Fellows Program is
  - limited to Texas residents
  - Internships are limited to Texas institutions
  - Students must limit their employment following completion of the program to Texas for the two-year pay back

## Need for Expansion, cont'd.

- Visibility of the program and the achievements of the graduates has attracted national attention
- Requests for consideration by non Texas residents has increased
- Interest in expanding to other arts areas
- Other funders expressed interest in the program



# Five-year Expansion

- Robert and Ruby Priddy Charitable Trust has agreed to fund 50 additional fellows over the next five years
  - 25 in visual arts
  - 25 in music
  - no geographical restrictions of applicants, internships or work following fellowship

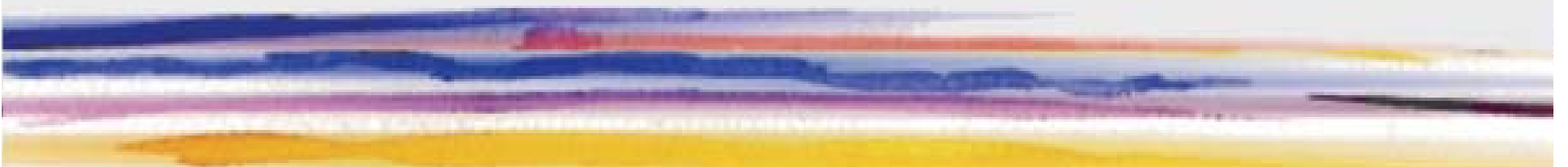


## Five-year Expansion, cont'd.

- Value of Fellowships will be improved
  - \$18,000 stipend
  - Tuition and fees paid
  - Health insurance
  - \$3,500 travel allowance to attend professional meetings
  - Assigned work space with state-of-the art computer equipment and services of a full-time computer support specialist

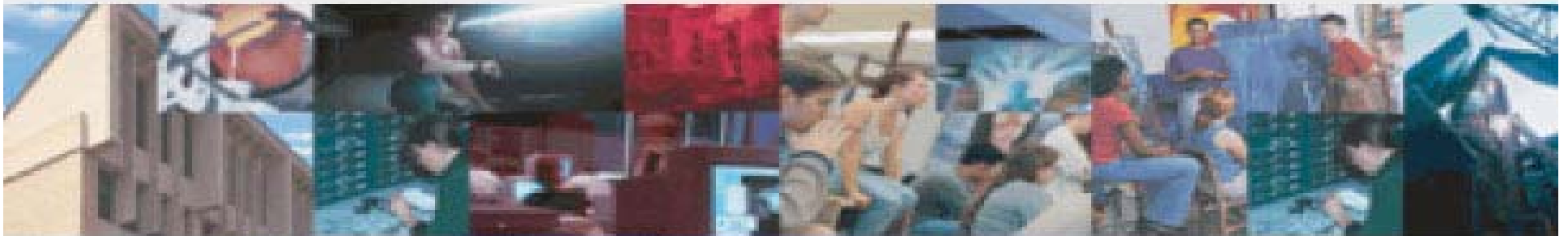
# Five-year Expansion, cont'd.

- Follow up professional development experience provided for two years



OUR GOAL:

Preparing Future Leaders in the Arts &  
*Strong Advocates for the Arts*



weaving art into the fabric of society

# For More Information

[www.art.unt.edu/ntieva/fellowships](http://www.art.unt.edu/ntieva/fellowships)

[davis@unt.edu](mailto:davis@unt.edu)

