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ABSTRACT

This paper describes a program developed and implemented to increase an elementary school staff's basic knowledge of discipline based art education (DBAE). The target group consisted of one preschool teacher, three kindergarten teachers, three first grade teachers, one second grade teacher, and two third grade teachers. The program consisted of inservice instruction in the four disciplines of art, scanning techniques, technology and other resources, and a DBAE implementation period. Success was measured by the target group's results on a posttest of basic knowledge in DBAE, successful writing of art criticism questioning strategies, implementation of all four disciplines of art into a unit of instruction, and utilization of technology resources. All of the program objectives were met with the target group improving dramatically in all areas. Appendices include a DBAE pretest, principal's statement, DBAE posttest, an art criticism questioning checksheet, and a unit checksheet which includes the four disciplines of art. Contains 12 references. (EH)

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INCREASING ELEMENTARY TEACHERS KNOWLEDGE IN
DISCIPLINE-BASED ART EDUCATION THROUGH INSERVICE

by

Patricia (Jamie) Rozek

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A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

August/1994

SO 028 407

Abstract

Development and Implementation of a Discipline Based Art Education Inservice Program for Elementary School Teachers.

Rozek, Patricia (Jamie), 1994. Practicum Report, Nova University, Abraham S. Fischler Center for the Advancement of Education.

Descriptors: Discipline Based Art Education/ Inservice/ Elementary Teachers.

The program was developed and implemented to increase basic knowledge in Discipline-Based Art Education (DBAE) with elementary school staff. The target group consisted of one pre school teacher, three kindergarten teachers, three first grade teachers, one second grade teacher, and two third grade teachers. The program consisted of inservice instruction in the four disciplines of art, scanning techniques, technology and other resources, as well as a DBAE implementation period. Success was measured by the target group's results on a posttest of basic knowledge in DBAE, successful writing of art criticism questioning strategies, implementation of all four disciplines of art into a unit of instruction, and utilization of technology resources. All of the program objectives were met with the target group improving dramatically in all areas. Appendices include a DBAE pretest, principal's statement, DBAE posttest, an art criticism questioning checksheet, and a unit checksheet which includes the four disciplines of art.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Patricia (Jamie) Rozek
student's signature

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Patricia (Jamie) Rozek
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August 1994
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Dear Observer:

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Practicum Title Increasing Elementary Teachers Knowledge In
Discipline-Based Art Education Through Inservice

Student's Name Patricia (Jamie) Rozek

Project Site Samoset Elementary Date 8-11-94

Observer's Name Judith Shostrom Judith Shostrom
please print *please sign*

Observer's position 3rd Grade teacher Phone # 813-746-5575

Observer's comment on impact of the project (handwritten):

As a participant in the DBAE workshop
done by Jamie Rozek I can verify that
the project was completed. She planned and
presented the material in a very professional way.
The impact on the staff was a pilot of a CHAT
by the K/1 team. This summer several
members of the staff attended a two-week
training session on DBAE as a result of
the project. J.

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CHAPTER I

Purpose

The setting for the practicum is an elementary school in a suburban area along the west coast of Florida. The school is one of 24 elementary schools in a county with a growing population of 215,130 residents. The enrollment of the school for the 1993-1994 school year is 617. Two hundred and eighty-six of the students are White, 201 are Black, and 130 Hispanic, including 88 migrant students.

Agriculture, industry, and tourism are the primary sources of income in the area. The students' socio-economic backgrounds vary from low middle class to qualifiers for free lunch. There were 479 students receiving free lunch and 51 receiving a reduced lunch rate.

The school houses grades kindergarten through five and two preschool classrooms. The students are grouped homogeneously. The regular education classes have an average class size of 23 students.

The school is a pilot site for a new technology system. The technology system is maintained by the Educational Management Group (EMG). An EMG representative services the school in development of existing and future capabilities of the system. The school staff had been inserviced on the EMG system.

The school staff ranges in experience from first year teachers to over 20 years of experience. The school staff consists of a principal, two preschool teachers, five kindergarten teachers, four first grade teachers, three second grade teachers, three third grade teachers, two multi grade level teachers, four fourth/fifth grade teachers, three fourth/fifth grade graduation enhancement (G.E.) teachers, two English speakers of other languages (ESOL) teachers, two emotional handicap (EH) teachers, a specific learning disability (SLD) teacher, 13 resource/support persons, and 21 paraprofessionals.

The 13 resource/support persons consist of a project facilitator, a psychologist, a guidance counselor, a social worker, an Alpha program counselor, an Alpha program paraprofessional, a SLD resource teacher, one and a half speech pathologists, an occupational/physical therapist, a media teacher, a physical education (P.E.)

teacher, a music teacher, and an art teacher.

The target group of staff consisted of one preschool teacher, three kindergarten teachers, three first grade teachers, one second grade teacher, and two third grade teachers. One teacher of fourth/fifth grade was dropped from the target group due to illness. The target group ranged in experience from first year teachers to over 20 years of experience. The target group holds from Bachelor of Science to Master of Science degrees.

During the practicum implementation the writer was in the third year of employment in the district. The writer holds a Bachelor of Science degree in Art Education and a Bachelor of Fine Arts degree in Studio Art. After two years of being itinerant the writer became a full time art teacher.

Discipline-Based Art Education (DBAE) programs require that art history, art criticism, art production, and aesthetics be taught in each lesson. In addition to incorporating all four disciplines of art, the method includes the relationship of art into all of the students total learning. The cooperative effort and planning between the art instructor and the classroom teacher is imperative to DBAE.

Nationally many states have adopted DBAE into educational programs. States currently support training for arts teachers, classroom teachers, and administrators in the teaching of art through DBAE. The National Art Education Association (NAEA) guidelines also include components of DBAE. The guidelines are development of perception and sensitivity (aesthetics), study of artists and works of art (art history), critical evaluation (art criticism), and the making of art (art production).

The writer's state is one of six original states in the nation funded by the J. Paul Getty Center for Education in the Arts. The Getty Center helps to fund regional training institutes for DBAE implementation. Throughout the state several counties have incorporated DBAE into curriculums, and have supported training for arts teachers, classroom teachers, and administrators.

In the writer's county, DBAE has been supported through a regional institute and county inservice training. Many personnel from schools within the county, including arts teachers, classroom teachers, and administrators had received training at a regional institute of DBAE.

The writer is currently a full time certified art instructor trained in DBAE. The writer's school is considered a trained DBAE school by having personnel at the school trained in DBAE. A pretest questionnaire (Appendix A:61) was used to survey the target group of school staff including the administrator, teachers, resource/support persons and paraprofessionals in basic knowledge of DBAE. According to the results only three staff members demonstrated basic knowledge in DBAE.

The principal (Appendix B:63) stated that 100 percent of the staff members should be able to demonstrate basic knowledge in DBAE. Only 4 1/2 percent demonstrated basic knowledge in DBAE, leaving a discrepancy gap of 95 1/2 percent. No inservice or training in DBAE was scheduled for the staff.

Summary

A major discrepancy was evidenced by the fact that although the school was considered trained in DBAE not all staff members could demonstrate basic knowledge in DBAE. Based on the results from the pretest questionnaire there was a discrepancy gap of trained DBAE staff and non trained staff of three out of 66. The

discrepancy restricted non trained teachers and staff from demonstrating standard 6.1 in the Blueprint 2000 for Teachers (1992:15) which reported "All teachers and staff demonstrate the skills, values, and knowledge needed to assist students in meeting the high operational level standards and outcomes."

Implementation of the practicum included the administrator, teachers, resource/support persons and the paraprofessionals. The purpose was to provide inservice training in DBAE to staff members in order to (1) increase knowledge in DBAE (2) write art criticism questioning strategies focused on critical thinking skills (3) implement DBAE units of instruction and (4) utilize technology within DBAE implementation. The purposed objectives were:

Objective I

After a period of 12 weeks 80 percent of the target group of school staff will score 100 percent on a posttest of basic knowledge in DBAE, administered and scored by the writer with a 15 minute time limit.

Objective II

After a period of nine weeks 80 percent of the target group of school staff will be able to write four components art criticism questioning strategies that include critical thinking skills, evidenced by a checksheet scored by the writer.

Objective III

After a period of 12 weeks 80 percent of the target group of school staff will implement a DBAE unit of instruction containing all four disciplines of art, as evidenced by a checksheet recorded by the writer after reviewing lesson plans.

Objective IV

After a period of 12 weeks 80 percent of the target group of school staff will utilize the EMG technology system for a minimum of 20 minutes in the implementation of a DBAE unit of instruction, as measured by a daily schedule of the technology paraprofessional.

CHAPTER II

Research and Solution Strategy

Review of Literature

In 1985, the Getty Center for Education in the Arts stated that education could not develop the student's fullest potential unless education included art. Furthermore, art education cannot fulfill the student's fullest potential without instruction in all four disciplines (DBAE). The Getty Center supported studies in school districts approaching education in art as fundamental to a student's learning. The studies supported the assumption that art is basic to education.

Chapman and Newton (1990) conducted a survey with 789 replies. The responses came from 326 elementary art teachers, 120 junior high art teachers, 167 senior high art teachers, and 90 K-12 art teachers and supervisors. Remaining respondents came from elementary classroom teachers, college students, museum educators, and others. There were also 36 art teachers that did not indicate a grade level.

Chapman and Newton (1990) surveyed familiarity with DBAE, and support of DBAE. Forty-five percent of the teachers responded with being very familiar with DBAE, and 39 percent acquainted. Sixteen percent strongly supported DBAE, while 50 percent supported most features. Other responses from questions on art history, art criticism, art production, and aesthetics suggested that teachers viewed DBAE in very different ways.

Brewer (1991) examined two approaches to ceramic instruction (child-centered vs. a discipline-based approach) in elementary education with 31 fifth-grade students. Both approaches administered pretests for attitudes toward art, self-concepts, and knowledge of art. Technical information was also provided to both groups. The child-centered approach focused on questions that would activate passive knowledge. The discipline-based approach focused on historical exemplars of ceramics through the viewing of slides.

Brewer's (1991) study compared student's attitudes toward art, self-concepts, knowledge of art, and the aesthetic quality of ceramic vessels and molded human figures. Results of the study indicated the student's attitudes toward art, self-concepts, and knowledge of art

were not affected through activation of passive knowledge nor viewing of slides. Aesthetic quality of the ceramic pieces produced under the two approaches was judged to be equal.

Brewer's (1991) observation related to the research indicated that the discipline-based group produced a 36 percent wider variety of ceramic vessels. Furthermore, 43 percent of the discipline-based group more often used a formal base and vertical stance in molded human figures. Examination of the exemplars used in the instruction for the molded human figures of the discipline-based approach revealed all to have a vertical stance, and three of four to have a formal base. Brewer stated that the observation suggested study with historical exemplars does affect to some extent students' ceramic work.

Russell (1988) conducted a quasi-experimental study of aesthetics in the elementary classroom to determine if elementary students could grow in verbal reasoning about defining art. Verbal reasoning was defined by using articulation to explain thinking that would be based on examples to support, in a positive or negative way, positions on the concept of the issue. Subjects selected

for the study were fifth and sixth graders receiving for the past four years, instruction within a discipline-based curriculum.

Russell's (1988) experimental group was taught three principles for making a perfect definition. The subjects applied the principles in addressing several definitions of art. Pretests and posttests were administered to the experimental and control groups with each subject being asked the same three questions. Questions were followed with opportunities for justifications or further explanations.

The results of Russell's (1988) study indicated that on the posttest, the experimental group scored significantly higher on most of the items. The finding of the study supported the statement that fifth and sixth-graders have the intellectual potential to improve verbal reasoning in defining art. However, there must be certain conditions to realize the intellectual potential.

A study done by Kinnear and Martin (1989) in a computer-based setting focused on problem solving with verbal to visual recordings of data. Subjects of the study were unsuccessful college level problem solvers and were selected by past performance. One aim of the study

was to identify within the subjects declarative knowledge during problem solving in a paper and pencil test. The study also aimed to identify the performance of the subjects during a computer-based environment that provided feedback during the problem solving.

Subjects in the Kinnear and Martin (1988) study were administered a paper and pencil test involving problem solving, and were allowed maximum time to solve the problems. Results on the test proved the unsuccessfulness in problem solving of the subjects. Subjects were later asked to solve similar problems in a computer-based setting. In the situation subjects used a computer program to help specify several variables needed to solve the problem. Subjects were asked to record decisions and inferences throughout the problem solving process.

Results of the Kinnear and Martin (1988) study indicated that in the computer-based setting, improvements in problem solving resulted in the unsuccessful problem solvers. Difficulties in beginning the problem due to in part by missing declarative knowledge were identified as one factor of prior unsuccessfulness. One reason for the improvement was

believed to be the setting, which required students to develop some understanding of the problem before developing solutions.

Marschalek (1988) conducted a study that examined elementary age children's active processing and short term memory (STM) in computer digitized pictures. Subjects were children in grades one, three, and five. Three experiments were conducted to test elementary age children's ability to process pictures in multiple dimensions and then to assess the information as information changed from active perception to STM.

Marschalek's (1988) results showed that during perception of reproductions there were no differences among the different grade levels in active processing of contour, color, and pattern. The results also indicated that a delay of time affected all grade levels in contour, and color during the onset of STM. The results continued to prove that among the grade levels there were significant differences in memory of contour and color, however, there was no proof that an increase in delay time affected the differences.

Marschalek's (1988) results indicated that elementary children are capable of processing a large

amount of information. Furthermore, when children respond to color pictures or works of art the contour and color information found will affect memory if responses involve higher order thinking skills. Although children will actively process material in the same manner, when asked to retain information for a delay of time the same material will take a different form.

The relationship between elementary teachers' psychological types and uses of educational computing was studied by Knupfer (1989). Subjects were 60 elementary teachers from three schools all of a low socio-economic background. Subjects psychological types were determined with the use of the Myers-Briggs Type Indicator (MBTI). Interviews with teachers and student logs of computer activity were used to obtain information and data about computer use.

Results of the Knupfer (1989) study indicated no significant relationship between teachers using computers, the type of computer use, and psychological types. However, the study revealed a significant relationship between certain MBTI types and several dependant variables. Dependant variables including, district supported training, feelings of adequacy about

training, principal encouragement, factors that make use of computers difficult, and opinions about software all were affected by the psychological types of the teachers.

In the Knupfer (1988) study results of the psychological types indicated that extroverts were more likely to participate in district supported training of computers. Sensing personalities indicated less satisfaction with training in computers, although both sensing and intuiting types indicated feelings of inadequacy. Sensing types viewed the principal encouraging usage of computers in the classrooms through access to equipment. Intuition types viewed the principal as offering little support. The factor that keeps judgement people from using computers in the classroom is the belief that computers lack meaning within the classroom. Perceptive people on the other hand, feel access to equipment deters the usage. Feeling and judgement people like the quality of educational software, while thinking and perceiving people feel unqualified to comment on the quality of software. Interviews with teachers indicated that the largest factor in determining how computers were used in classrooms was the influence of the principal.

Conclusions of the study indicated that in order to encourage and maintain enthusiasm among teachers in the uses of computers, a strong, supportive, and informed principal was needed.

Ellis and Kull (1991) conducted a study that explored teacher's thinking and learning while learning new instructional approaches. The study was conducted with volunteers participating in the inservice on an introduction to cooperative group work in math and science. The framework for the inservice was based on a model where teachers learned a new practice, tried the practice, saw changes in student outcomes, changed attitudes and beliefs, and finally incorporated the new practice. The results were tabulated through journal entries, questionnaires, videotapes, and observations.

Research data from Ellis and Kull (1991) indicated that most teachers experienced alternating phases of frustration and increased surges of learning at identifiable stress points. The stress points were reported to occur at three times: at the start of the inservice; when teachers were required to write a lesson plan; and before implementation. All teachers in the study adopted some part of the new practice. Teachers'

attitudes and knowledge changed from the beginning to the end of the inservice. However, the study indicated some change back to old practices by the end of the following school year.

Rogers and Brogdon (1990) conducted a survey to determine if existing art teacher preparation programs were following the NAEA standards for art teacher preparation. Art education administrators and faculty from 169 higher education institutions were surveyed. The survey was particularly concerned with preparation within the curriculum of teaching art, specifically art production and appreciation, also known as art history and art criticism. NAEA standards suggest 21 semester hours for art production, and nine semester hours in art history. Additionally, six to nine semester hours of advanced art production or art appreciation was suggested for adequate preparation of a beginning art teacher. The total amount of semester hours suggested by the NAEA in foundations of art content was 51 semester hours.

Results of the Rogers and Brogdon (1990) survey indicated that only 59 of the 169 respondents met or exceeded the suggested art production and art history requirements. A minimum of nine semester hours was

reported by 112 of the respondents. Institutions meeting the advanced art production or appreciation was at 70 percent, while 80 percent reported to meet the foundations requirement.

Results of the Rogers and Brogdon (1990) study suggested discussion in the practices by administrators regulating curriculum. Current practices in teacher preparation programs do not reflect what is deemed to be important by the NAEA. NAEA does not have powers to regulate requirements, therefore the responsibility remains with the institution. NAEA develops standards that are concurrent with top educators, and can only hope that developers of teacher education programs adopt the standards of NAEA.

Strategies Employed in Similar Settings

According to Herbert (1994) at one local elementary school a team of DBAE trained teachers organized and conducted an inservice for faculty and staff not trained in DBAE. Four school faculty meetings, at 30 minutes each, were used to inform participants of the basics of DBAE. Modeling of DBAE strategies were made available to participants during the week through the use of the

school network. Videos demonstrating DBAE instruction were presented for 30 weeks, with each video lasting between 11-15 minutes. The following year inservice in DBAE continued for interested participants and new faculty and staff. Three inservice sessions, in 2 hour time blocks, were held after school. Inservice sessions focused beyond the basics of DBAE, and continued to application for the classroom.

Elementary teachers at another setting also received inservice training in DBAE (Herbert, 1994). In the setting participants received basic DBAE content, integration ideas for classroom use, and practice in writing lesson plans that contained all components of DBAE. The inservice was held over two days, of which one was during the regular school work day. Principals arranged for substitutes to release the teachers from duties, and in return the participants volunteered one Friday evening and one Saturday morning to complete the inservice training.

Solution Strategy

The practicum was implemented over a period of 12 weeks. The goal of the practicum was to increase basic

knowledge of DBAE with the target group of school staff. To reach the goal the writer used eight weeks of inservice instruction that contained the four disciplines of art, scanning techniques, technology and other resources, as well as a four week DBAE implementation period. The writer kept a daily log of activities, and noted changes when necessary.

After reviewing the literature and various possible solution strategies the writer used DBAE art instruction techniques (Brewer, 1991), elementary teachers' psychological types and the uses of educational computing (Knupfer, 1989), teacher's thinking and learning during new instructional approaches (Ellis and Kull, 1991), and strategies employed in similar settings (Herbert, 1994) as some of the strategies which were implemented in the practicum proposal. Other strategies dealing with instruction techniques in DBAE (Russell, 1988) were utilized, but not within the structure of the research study.

DBAE art instruction techniques (Brewer, 1991) were used to provide the target group with methods for teaching the four disciplines of art. The target groups' psychological types (Knupfer, 1989) were analyzed and

applied in the inservice on technology and DBAE, to better meet the needs of the target group. During the inservice instruction of the target group, the method suggested by the study of Ellis and Kull (1991) was practiced through learning about DBAE, and practicing DBAE. Although the target group might have seen changes in student outcomes, and changed beliefs regarding instruction, time constraints did not allow the writer to follow the final incorporation of the new practice. Attention to teachers' stress points (Ellis and Kull, 1991) was given through a review of journals kept by the target group. Inservice instruction for the target group was held similar to strategies employed in other settings (Herbert, 1994) with one day a week, for 45 minute sessions, during school hours. DBAE implementation was integrated into the regular curriculum of the target group of school staff, and utilized instruction in the art room.

Involved in the practicum was the writer, targeted group of school staff, principal, technology paraprofessional, EMG representative, DBAE trained first grade teacher, DBAE trained high school teacher, and director of educational programs at a local art museum.

The writer prepared and delivered inservice instruction on DBAE, scanning techniques, art criticism, art history, and art production.

The writer prepared inservice instruction on aesthetics with a DBAE trained high school teacher. The high school teacher delivered the instruction. The writer prepared inservice instruction on community resources with the director of educational programs at a local art museum. The director of educational programs delivered the instruction. The writer prepared inservice instruction on the EMG system with the EMG representative. The EMG representative delivered the instruction. The writer utilized the DBAE trained first grade teacher in the inservice setting to emphasize curricular connections through classroom applications.

Handouts were writer prepared and included partial use of a handbook from a regional training institute on DBAE. The cost of duplicating the materials for the practicum was handled at the school site. Community resource programs studied were prepared by the educational program department at the local art museum. The cost of the available educational programs was free. Technology programs utilized were writer created and

prepared with technology assistance from the EMG representative and technology paraprofessional. The EMG system was part of the school site, the cost for utilizing the resource was free. Additional materials utilized in the practicum were supplied by the school art department. Additional individuals involved in the practicum agreed to donate time to the project, and did not receive monetary reimbursement.

The target group of school staff implemented a unit of DBAE through regular curriculum instruction, and utilized the art department. Assessment on increased knowledge in DBAE by the target group of school staff was measured by a posttest (Appendix C:65) given and scored by the writer with a 15 minute time limit. Assessment on art criticism questioning strategies were measured by the writer with an art criticism checksheet (Appendix D:67) after review of target group member's art criticism lessons. Assessment on DBAE implementation was made through a unit checksheet (Appendix E:69) recorded by the writer after reviewing lesson plans. Utilization of the EMG technology system by target group members in the implementation of a DBAE unit on instruction was recorded by the writer after reviewing a daily schedule of the

technology paraprofessional.

The procedure used to develop verbal reasoning (Russell, 1988) was rejected based on the principles for making a perfect definition and the educational levels of the target group's students. However, the concept and technique of verbal justification was used throughout techniques of DBAE instruction. Problem solving in a computer-based setting (Kinnear, 1989) was rejected as a possible solution because the writer sought to address computer utilization in DBAE, which involved some problem solving, but did not solve the problem of unsuccessful problem solvers. Examinations of active processing and short term memory in computer digitized pictures (Marschalek, 1988) was rejected as a possible solution because the writer sought to increase usage of computer pictures, not analyze the processing and memory of the images.

Chapter III

Method

Week one

Day one the writer handed out inservice reminders to the target group of school staff by placing the reminders in the target group's school mailboxes. The reminders included the inservice topic of the week, which was an overview of the disciplines of DBAE. Day two the writer prepared handouts, selected visuals, and organized art materials for the inservice of the week. Handouts prepared by the writer included information from a regional institute on DBAE. The reproduction visuals selected included two sets of eight post card portraits and six large portraits. Art materials selected included glue, assorted colored paper, pencils, colored pencils, crayons, markers, and paint. Day three the writer delivered inservice instruction on an overview of DBAE, using the theme of faces and feelings. A paraprofessional at the school site asked to participate in the inservice for week one. The writer chose to include the paraprofessional. The writer used activities

based on the four disciplines of art that make up DBAE. Strategies used for teaching the disciplines included a descriptive word card game (art criticism), an art in time game (art history), a great debate game (aesthetics), and introduction to a art production activity based on expressions, with inspiration from the descriptive word cards. For the art criticism activity target group members selected a descriptive word card and examined the large portrait reproductions. After examining the reproductions, target group members placed individual descriptive word cards on the reproduction that the target group member felt best represented the descriptive word. Target group members were asked to explain criteria used in the selection process. Target group members expressed enjoyment as some laughed at others rational. For the art history activity the target group members were split into two groups, then asked as a group to place the post card reproductions in chronological order. Target group members demonstrated frustration when attempting sequencing the images by asking many questions about the images. Target group members discussed the results of the sequencing activity which included some members explaining visual clues

target group members assumed a role as designated by a set of great debate cards. Target group member's reactions varied as some found the aesthetic role cards complemented personal views of art, while other roles contrasted the personal view. The art production activity was introduced by looking at various art materials. At the completion of the inservice the target group of school staff was asked to list the four disciplines of art for homework. Day four the writer worked for seven hours in the EMG technology lab developing technology programs for future inservice instruction, aided by the EMG representative and the technology paraprofessional. The writer began in the EMG technology lab by creating a scanning activity to be used with the DBAE inservice instruction. The writer was able to work all day in the EMG lab due to the cooperation of the principal, and allocation of a substitute for regular duties. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The inservice reminders included the new inservice topic which was art production.

Week two

Day one the writer collected the homework from the target group of school staff by picking the homework up from the writer's school mailbox. Day two the writer graded the homework, prepared materials, selected visuals, and organized the art materials necessary for the inservice of the week. All target group members except for one accurately listed the four disciplines of art for homework. Materials prepared for the inservice included information from a regional institute on DBAE. The same large portrait reproductions and art materials used in week one were used in week two. Day three the writer delivered inservice instruction on art production. The writer permitted the same school site paraprofessional as attended in week one to attend in week two. The art production inservice included an art production by the target group members based on the inservice theme of faces and feelings. The target group members selected another descriptive word card as in week one. The writer provided flexibility in completing the production activity by allowing the target group members to represent the descriptive word through any image the target group member wanted to create. The target group

analyzed the art production using a production analysis worksheet. After target group members completed the production and analysis, target group members wanting to share the results did. One target group member selected the descriptive word frustrated. The target group member used colored pencils on white paper to produce a self portrait in front of a chalk board with hair standing up in all directions. Other target group members quickly identified as evidenced by continued sharing of individual descriptive words and images. A discussion on why teachers should engage students in art production was then facilitated by the writer. Recognizing that stress points develop when learning a new instructional practice, the target group was asked to record notes and reflections about the two inservices in a journal format for homework. Day four and five the writer worked after school in the EMG technology lab, continuing development of technology programs for future inservice. Day five the writer also handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The inservice reminders included the new inservice topic which was DBAE scanning techniques.

Week three

Day one the writer collected the homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer also met with the first grade DBAE trained teacher in the art room to discuss the inservice of the week. Day two the writer was absent due to illness and rescheduled day two to day three. Day three the writer reviewed homework, prepared handouts, selected visuals, and organized art materials for the inservice of the week. The homework journals of the target group indicated a good overall feeling as demonstrated by comments such as, "I'm pleasantly surprised." The writer prepared handouts which included information from a regional institute on DBAE. The reproduction visual included two copies of a male African American's quilt. Various reproduction images in post card size were selected for the target group's homework. Day three the writer also delivered inservice instruction on scanning techniques. A different paraprofessional at the school site asked to participate in the inservice for week three. The writer chose to include the paraprofessional. The technique of scanning was examined as an entry strategy to a work of art, as preparation for

further study, discovery and perception of sensory, formal, technical, and expressive properties found in the art work, and applications for the classroom. Using the reproductions of the male African American's quilt, the writer demonstrated a sample scanning activity with the target group and related the demonstration to other applications for the classroom with assistance from the first grade DBAE trained teacher. The DBAE trained first graded teacher used a popular children's author and illustrator to relate the scanning techniques into classroom usage. The target group asked questions regarding other uses of scanning techniques and a brief discussion followed. The target group was asked to complete a scanning activity with a post card size art reproduction, chosen by the target group member. Day four the EMG lab personnel attended an EMG technology convention and the lab was closed. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The inservice reminders included the new inservice topic which was art criticism.

Week four

Day one the writer collected homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer also met with the first grade DBAE trained teacher in the art room to discuss the inservice of the week. Day two the writer reviewed homework, prepared handouts, selected visuals, and prepared art materials for the inservice of the week. The review of homework indicated a strong understanding of scanning by target group members thoroughly scanning individual post card art reproduction. The writer prepared handouts which included information from a regional institute on DBAE. The writer selected two large visuals for the art criticism inservice. One visual was a colorful contemporary abstract, while the other was a historical work from the 1500's. Day three the writer delivered inservice instruction on art criticism. The writer permitted the same school site paraprofessional as attended in week three to attend the inservice of week four. The process of art criticism focused on description, analysis, interpretation, and evaluation of art works. The writer facilitated the target group in art criticism activities. The writer

changed the original order in which the art criticism activities were presented in order to make the presentation flow sequentially. The first art criticism activity was to involve one target group member acting as an art critic. The target group expressed the desire for a pair of critics instead of one critic and so two critics were selected. The art critics described a colorful contemporary abstract art work not seen by the other target group members. Target group members listening to the description took notes or made sketches in order to visualize what the art work looked like, based on what was being described. When the art critics were finished describing the art work, the art work was revealed and the differences between target group members images was discussed. The activity dramatized that there is no substitute for the direct visual experience by target group members varying visual images. The second art criticism activity involved the target group looking at a historical art work from the 1500's for seven seconds. After, the target group took turns describing one aspect of the work until no one could think of another. Target group members remarked that some descriptions were not seen by other target group members.

members. The activity helped the target group notice what was missed in the art work, and supported the need for a questioning strategy that is based on the four stages of critical analysis. The final art criticism activity allowed the target group to find meaning in an art work through the use of a questioning strategy asked by the writer. The writer asked questions that dealt with description, analysis, interpretation, and judgement. The use of questioning strategies in art criticism promotes critical thinking skills, as the strategies require explanations and justifications in the answers. The first grade DBAE teacher presented suggestions for classroom applications of art criticism utilizing the same children's author and illustrator as in week three. The target group was asked to complete for homework a critical analysis of the art production made in a previous inservice, using an art criticism and production worksheet. Day four the writer worked after school in the EMG technology lab, continuing development of technology programs for future inservice. When working in the EMG technology lab memory problems within the system caused the technology paraprofessional to notify the EMG representative of memory difficulties.

The EMG representative in charge of maintenance came to the school site and entered additional memory into the EMG system. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The inservice reminders included the new inservice topic which was art history. The week between week four and week five was the target school's spring break. The writer met with the director of educational programs during spring break at a local art museum. The meeting lasted for two hours and included a discussion of future inservice which included the director of educational programs.

Week five

Day one the writer was absent due to illness and rescheduled day one to day two. Day two the writer collected homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer also met with the first grade DBAE trained teacher in the art room to discuss the inservice of the week. The writer reviewed homework, prepared handouts, selected visuals, and organized art materials for the inservice of the week. The review of homework

indicated that target group members successfully applied art criticism concepts to personal art production works as measured through completion of the critical analysis. The writer prepared handouts which included information from a regional institute on DBAE. The writer selected two identical sets of 15 post card reproductions which included works from cave art to contemporary 1900's. The writer also selected two identical sets of 15 post card reproductions showing an overview of one well known artist from early works to final works. Day three the writer delivered inservice instruction on art history. A substitute for the school site asked to participate in the inservice for week five. The writer chose to include the substitute. The target group was split into two groups and participated in an activity where with the aid of a descriptive time line, art works needed to be placed according to when the works were created. The writer also presented the target group members with two copies of a children's book which described verbally and visually periods in art history to help target group members sequence the post card reproductions. The activity focused upon stylistic changes in art, and the relationship of the changes to developments in culture.

Neither group correctly sequenced all post card reproductions. The target group also participated in an activity focused on stylistic changes of an artist. In the activity the target group worked within the same two groups, and was asked to review one artists' works and place the works in stylistic groups according to when the works were produced. The activity was more difficult than the previous activity, as evidenced by more incorrect sequencing. The target group was then asked to formulate three general statements about the artist's stylistic changes. The target group worked together and discussed stylistic changes that made sequencing the post cards difficult. The first grade DBAE teacher presented suggestions for classroom applications of art history which included several books from the same children's author and illustrator as introduced in previous inservices. The target group was asked to list three methods for teaching art history, and one classroom curricular connection for homework. Day four the writer worked after school in the EMG technology lab continuing development of technology programs for future inservice. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target

group's school mailboxes. The reminders included the new inservice topic which was aesthetics. Also added to the original inservice reminders was an additional inservice invitation for any target group member who wanted to repeat the inservice on scanning (week two), or art criticism (week three). The writer made the addition on the request of target group members. The make-up inservice was scheduled for week six on day two.

Week six

Day one the writer collected homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer worked for eight hours in the EMG technology lab developing future inservice instruction, aided by the EMG representative and the technology paraprofessional. The writer worked on technology activities that dealt with art criticism and aesthetics. The writer was able to work all day in the EMG lab due to the cooperation of the principal, and allocation of a substitute for regular duties. After school the writer met with the DBAE trained high school teacher at the high school to discuss the inservice of the week. Day two the writer reviewed homework, prepared

handouts, selected visuals, and organized art materials for the two inservices of the week. The writer utilized handouts, visuals, and art materials from week four, during the make-up inservice. The writer delivered the make-up inservice instruction on day two. Three target group members attended the make-up inservice instruction. The review of homework indicated comprehension of art history teaching methods by target group members listing possible teaching methods. Innovative uses for art history were demonstrated as target group members described ideas for incorporation of art history into the classroom curriculum. The writer prepared handouts for the aesthetic inservice which included information from a regional institute on DBAE. The writer selected visuals as discussed with the DBAE high school teacher. The visuals included 10 large portrait reproductions. Day three the writer introduced the DBAE high school teacher. The DBAE high school teacher delivered inservice instruction on aesthetics. The target group participated in a token response game, where choices about works of art were made by standards that each group member valued. Target group members had to differentiate between preference (like) vs. judgement (best). Target

group members easily selected works based on preference, but demonstrated difficulty with selecting works based on judgement which was demonstrated by target group members describing preference qualities instead of judgement qualities. Target group members also participated in a second activity involving beliefs about art (great debate game). In the activity the target group was given a hypothetical situation, then assumed the role as designated by the beliefs about art cards, and debated the belief. The DBAE high school teacher presented suggestions for classroom applications of aesthetics which included preference vs. judgement in other areas such as story writing. The target group was asked to complete responses to the token response game and great debate game for homework. Day four the writer was scheduled to work in the EMG technology lab after school, however the administration at the school site provided an early dismissal for the school staff and the EMG technology lab was closed. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The reminders included the new inservice topic which was community resources available through a local art museum.

Week seven

Day one the writer collected homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer planned to meet with the director of educational programs from the local art museum to discuss the inservice of the week, however the writer chose instead to talk over the phone, due to the previous meeting with the director of educational programs from the local art museum. Day two the writer was scheduled to review the homework, prepare handouts, select visuals, and organize art materials for the inservice of the week. The writer reviewed the homework which indicated that target group members recognized that others may have different preferences and judgement as measured by written comments in which target group members had to agree and disagree with previous responses made by other target group members. The writer prepared handouts which were used for homework. The director of educational programs for the local art museum provided other handouts and visuals. Day three the writer introduced the director of educational programs from the local art museum. The director of educational programs from the local art museum delivered inservice

instruction on community resources available through the museum. Before starting the inservice instruction the director of educational programs from the local art museum provided head phones and asked target group members to listen to music. The director of educational programs from the local art museum used the music to relax the target group members. Relaxation of target group members was evidenced by target group members verbally confirming the relaxation. The director of educational programs from the local art museum introduced museum packages available to educators, and educational tours available to educators and students. Participants had the opportunity to look through available materials and ask questions. The director of educational programs from the local art museum presented suggestions for classroom applications of the available resources by showing a variety of previous programs and the classroom applications. The target group of school staff was asked to complete for homework a temperament sorter that later identified the target group's psychological types. Day four the writer was scheduled to work after school in the EMG technology lab, however the writer was assigned to temporary duty at a place other than the school site.

Day five the school site was closed due to a school holiday. The writer rescheduled day five to day one of week eight.

Week eight

Day one the writer handed out inservice reminders to the target group of school staff by placing the reminders in the target group's school mailboxes. The writer collected homework from the target group of school staff by picking the homework up from the writer's mailbox. Day one the writer was scheduled to meet with the EMG representative to discuss the inservice of the week, and to review results of the target group's psychological types, however the EMG representative was not available. The writer phoned the EMG representative and discussed the inservice of the week. Results of the temperament sorter were taken into consideration by the writer during and after the inservice on technology resources. Day two the writer met with the principal and discussed the previous and current DBAE inservice including results of the temperament sorter and requested that the principal begin the inservice of the week. Results of the temperament sorter indicated a large majority of target

group members were extroverts and judgement people. Other psychological types were split evenly among the target group members. According to research (Knupfer, 1988) the largest factor in determining how computers were used in the classroom, was the influence of the principal. Day three the principal was scheduled to begin the inservice on technology applications with words of encouragement and praise for the target group of school staff, however the principal was not able to attend. The principal did provide the writer with a letter directed to target group members which stated congratulations and appreciation for the target group's dedication to the DBAE inservice. The writer shared the letter with the target group members. A second grade trained DBAE teacher at the school site asked to participate in the inservice of the week. The writer chose to include the second grade teacher. The EMG representative delivered inservice instruction on available technology resources for DBAE, focusing on programs created by the writer. Target group members tried the programs, and asked questions regarding the development process. Suggestions for classroom applications were facilitated by the writer and EMG

representative and then discussed by the target group. The target group was asked to write down for homework, four theme or topic ideas for implementation of a DBAE unit of instruction. The writer chose to remind the target group of the community resources available through the local art museum. Day four the writer collected the homework from the target group of school staff by picking the homework up from the writer's school mailbox. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The reminders included the new inservice topic which was planning for implementation of a DBAE unit of instruction.

Week nine

Day one the writer reviewed the homework from the target group of school staff. The review of homework indicated a large interest in the topic of animals as evidenced by eight of the 10 target group member's lists. The writer gathered information and materials for the target group, based on the homework lists of themes and topics. Day two the writer prepared handouts, selected visuals, and organized other art materials for the

inservice of the week. The writer included handouts and visuals from the inservice on community resources available from the local art museum. Day three the writer was scheduled to deliver inservice instruction on the planning for implementation of a DBAE unit of instruction, however the administration at the school site provided an early dismissal for the school staff and the writer chose to reschedule the inservice to day four. Day four the writer reviewed with the target group the themes and topics suggested by target group members along with available resources. Target group members finalized topics and selected visuals then began planning for the implementation of each DBAE unit of instruction. The target group members and the writer decided to meet in two different groups for the remainder of the DBAE implementation due to the topic choices and grade level teams of target group members. The target group members were asked to include the EMG technology system in the implementation of each DBAE unit of instruction for a minimum of 20 minutes. The writer decided to provide hard copies in the EMG technology lab as teacher resources for the target group members. The writer reviewed scanning techniques as entry strategies for a

work of art, and components of art criticism questioning strategies. Target group members were asked to complete for homework a series of art criticism questioning strategies that included critical thinking skills based on the target group's grade level team, and the selected art work. The art criticism questioning strategies were later implemented into the target group member's DBAE unit of instruction. Recognizing the stress points of learning a new instructional procedure, target group members were also asked to record for homework reflections from the inservice in a journal format. In the journal the target group member was asked to designate the person implementing the art criticism questioning strategy (the target group member or the art department). Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The inservice reminders included the new inservice topic which was the development of a time line for the DBAE implementation and art history strategies.

Week ten

Day one the writer collected the homework from the target group of school staff by picking the homework up from the writer's school mailbox. The writer scored the art criticism questioning strategies with a checksheet. All target group members included art criticism questions that dealt with description, analysis, interpretation, and evaluation. Day two the writer reviewed the journal homework, prepared handouts, selected visuals, and organized other art materials for the inservice of the week. Review of the journal homework indicated that the three kindergarten teachers, three first grade teachers, and the second grade teacher would begin the art criticism questioning strategies in the classroom. An additional art criticism questioning strategy would be completed by the writer when the grade level class attended art. The preschool teacher also began the art criticism questioning strategy, and the writer arranged a special time to present the additional art criticism questioning strategy to the preschool class. The two third grade teachers indicated that the art criticism questioning strategy would be done in the art room. Day three the writer continued to deliver inservice

instruction on the implementation of DBAE units of instruction with target group members from preschool to second grade. The target group members developed a time line for instruction of the DBAE unit. The time line included when and how the instruction was facilitated. The writer reviewed art history strategies and asked the target group to complete for homework an art history lesson for the DBAE unit. Day four the writer met with target group members on the third grade team and repeated instruction as in day three. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group's school mailboxes. The reminders included the new inservice topic, which was development of an art production lesson for implementation into the DBAE unit of instruction.

Week eleven

Day one the writer collected the homework from the target group of school staff by picking the home up from the writer's school mailbox. Day two the writer reviewed the homework, prepared handouts, selected visuals, and organized other art materials for the inservice of the week. The review of homework indicated comprehension of

art history strategies as indicated by incorporation of various strategies within the art history lessons. Day three the writer continued to deliver inservice instruction on the implementation of a DBAE unit of instruction with target group members from preschool to second grade. The writer helped the target group members select and plan an art production lesson for the DBAE unit. Recognizing the stress points of learning a new instructional procedure, the target group members were asked to complete for homework reflections of the implementation process in a journal format. Day four the writer met with target group members on the third grade team and repeated instruction as in day three. Day five the writer handed out inservice reminders for the upcoming week by placing the reminders in the target group member's school mailboxes. The reminders included the new inservice topic which was aesthetics.

Week twelve

Day one the writer collected the homework from the target group of school staff by picking the homework up from the writer's school mailbox. Day two the writer reviewed the homework, prepared handouts, selected

visuals, and organized other art materials for the inservice of the week. The writer reviewed the journal homework and found that responses varied from specific comments on art criticism implementation, to general comments on the overall DBAE inservice instruction. All comments were positive, however some target group members indicated how learning a new instructional approach takes practice. Day three the writer finalized inservice instruction on the implementation of a DBAE unit of instruction with target group members from preschool to second grade. The writer helped target group members select and plan an aesthetics lesson for the DBAE unit. Day four the writer met with target group members on the third grade team and repeated instruction as in day three. All target group members selected token response activities for the aesthetic lesson. Target group members from preschool to second grade also included an additional aesthetic activity within the EMG technology system. Day five the writer met with the technology paraprofessional and reviewed the daily schedule of the EMG technology paraprofessional. The writer recorded minutes spent by the target group members in the EMG technology lab, based on the review of the daily

schedule. The technology paraprofessional indicated that some target group members were scheduled for times during the upcoming week.

Week thirteen

Day one the writer administered a posttest on basic knowledge in DBAE to the target group of school staff with a 15 minute time limit. Day two the writer scored the target group's posttests. A review of the posttests indicated that all target group members passed the posttest on basic knowledge in DBAE with 100 percent accuracy. Day three the writer reviewed with a checksheet all DBAE lesson plans produced by the target group of school staff. The review of lesson plans indicated all four disciplines were present in all target group members units. Day four the writer reviewed again the daily schedule of the technology paraprofessional, and recorded minutes spent by the target group of school staff in the EMG technology lab. The review of the daily schedule of the technology paraprofessional indicated that all target group members utilized the EMG technology lab for a minimum of 20 minutes within a DBAE unit of instruction. All target group members utilized

technology programs completed by the writer. Day five the writer was scheduled to hand out certificates of completion to target group members completing all phases of the inservice instruction, but the writer decided instead to hand out individual cards with a personal note of congratulations for completion of the inservice instruction.

CHAPTER IV

Results

Objective I

Objective I expected that after a period of 12 weeks 80 percent of the target group of school staff would score 100 percent on a posttest of basic knowledge in DBAE, administered and scored by the writer with a 15 minute time limit. The target group exceeded the writer's expectations with 100 percent of the target group scoring 100 percent on the posttest.

Objective II

Objective II expected that after a period of nine weeks 80 percent of the target group of school staff would be able to write four components of art criticism questioning strategies that include critical thinking skills, as evidenced by a checksheet scored by the writer. The target group exceeded the writer's expectations with 100 percent of the target group writing four components of art criticism questioning strategies

that included critical thinking skills.

Objective III

Objective III expected that after a period of 12 weeks 80 percent of the target group of school staff would implement a DBAE unit of instruction containing all four disciplines of art, as evidenced by a checksheet recorded by the writer after reviewing lesson plans. The target group exceeded the writer's expectations with 100 percent of the target group members implementating a DBAE unit of instruction containing all four disciplines of art.

Objective IV

Objective IV expected that after a period of 12 weeks 80 percent of the target group of school staff would utilize the EMG technology system for a minimum of 20 minutes in the implementation of a DBAE unit of instruction, as measured by a daily schedule of the technology paraprofessional. The target group exceeded the writers expectations with 100 percent of the target group members utilizing the EMG technology system for a minimum of 20 minutes in the implementation of a DBAE

unit of instruction.

The practicum writer would have considered the practicum a success if only objective I was met. Since all four objectives were met at 100 percent, the outcome far exceeded the writer's expectations. The writer realizes that although objective III was met with 100 percent of target group members including all four disciplines of art in the DBAE unit, the objective failed to measure the amount of disciplines actually implemented in the classroom. The writer believes that objective IV was successful due partially to the technology paraprofessional. The technology paraprofessional schedules all of the classes for the EMG technology system.

Table 1

Percentage of the target group completing objectives

<u>Objective</u>	<u>Intended Percentage</u>	<u>Actual Percentage</u>
I	80	100
II	80	100
III	80	100
IV	80	100

Chapter V

Recommendations

The practicum project was successful so the methods and results will be shared with other DBAE trained art teachers, classroom teachers, administrators, and other advocates of DBAE. The information will be sent to the county director of curriculum. The information has already been shared at a regional institute of DBAE. The information will be shared on a state and national level through the Florida Art Education Association, National Art Education Association, and the J. Paul Getty Center for Education in the Arts. Technology advancements will be shared with other individuals and schools through the EMG system. The units developed by the preschool teacher, three kindergarten teachers, three first grade teachers and one second grade teacher have been shared with the director of educational programs from the local art museum. The director of the educational programs plans to make the DBAE unit available to other educators. A continuation of the practicum project is being planned

between target group members and the writer for the upcoming year at the school site.

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Appendices

Appendix A: DBAE Pretest Questionnaire

DBAE PRETEST QUESTIONNAIRE

Please take a few minutes and complete this questionnaire. Turn in your questionnaire by 3:30 today _____ and place in the box marked "questionnaire".

4 pts. 1. What does DBAE stand for?

4 pts. 2. What are the four disciplines of art?

2 pts. 3. What center for education in the arts advocates DBAE?

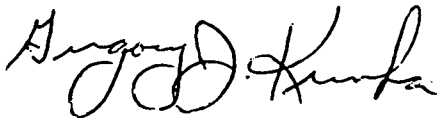
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Appendix B: Principal Statement

Office of the Principal

February 24, 1994

As Principal of _____ Elementary School I would expect that one hundred percent of my staff have a basic knowledge in Discipline Based Art Education. Basic knowledge being knowing what Discipline Based Art Education is, the four disciplines of art and that the Getty Center advocates Discipline Based Art Education.



Gregory J. Kunka
Principal

Appendix C: DBAE Posttest

DBAE POSTTEST

You have fifteen minutes to complete this test.

4 pts. 1. What does DBAE stand for?

4 pts. 2. What are the four disciplines of art?

2 pts. 3. What center for education in the arts advocates DBAE?

Name:

Appendix D: Art Criticism Checksheet

ART CRITICISM CHECKSHEET

The following types of questions were included in the art criticism lesson, which promoted critical thinking skills.

Description	Yes...	No...
Analysis	Yes...	No...
Interpretation	Yes...	No...
Evaluation	Yes...	No...

Name:

Appendix E: Unit Checksheet

UNIT CHECKSHEET

The following art disciplines were included in the DBAE unit.

Art Criticism	Yes...	No...
Art History	Yes...	No...
Art Production	Yes...	No...
Aesthetics	Yes...	No...

Name:



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	Date: 5-19-96

