

Arts Teacher Standards Steering Committee - October - December 2024

Media Arts Options Pros and Cons

Currently no Media Arts license.

Option	Pros	Cons	Questions
OPTION 1 No change (appropriate licensure by course, no standards needed)	<ul style="list-style-type: none"> • Access - teachers who want to can teach; more likely to find a teacher** • More flexibility of who can teach media arts* • Invites Tier 1 entry • Additional courses - may be hard to expand in higher ed to add programming for additional reqs/license; some financial challenges* • Easy for PELSB since it wouldn't involve structural changes • A program could add standards without the license and be a premier program today • People are already teaching media arts; would hate for anyone to worry or think this is taking away if this is changed* • Increases teacher employability • License programs ready to go • Teachers have more academic freedom 	<ul style="list-style-type: none"> • Academic standards are less likely to be taught • Rigor of discipline is diluted** • Less likely to have quality, or trained in media arts, teachers • No/little state-driven demand for additional training in this area* • Not having media arts higher ed programs • Doesn't solve need of the world and contemporary learning needs • Too much flexibility of who can teach media arts • Quality and accountability of subject matter* • Under preparing teachers* • Undermines/devalues the art form** • Current skills may be more home-grown for some teachers • Murkiness of who can and can't teach media arts • In some cases, unprepared teachers assigned to teaching, due to appropriate license to fulfill requirements* • Elementary generalist licensure prep • Disconnect between policy and practice of media arts, and between field and school. Little policy to support cooperating teacher, strong placement. Possible someone could come into media arts and not see it in practice. • How schools and higher ed and the field define media arts is different. Things get lost. • Inequity in access to technology required to teach the content. • Safety and ethical considerations aren't addressed. • Burden of determining content is fully on the teacher. 	<ul style="list-style-type: none"> • So this means no additional training resources other than what teachers can find on their own? • Resources are an issue from both a pro/con perspective - will schools get additional funds for equipment? Will higher ed institutions find funding for program? • Burden of proof: why does this need to change? Can we assume status quo is working? • To address diverse backgrounds, how can we avoid the one size fits all approach? • If no change, what can we do institutionally to highlight the current system to support a greater buy-in to media arts education from admin and stakeholders?

OPTION 2 Standards embedded in visual arts	<ul style="list-style-type: none"> • Currently media arts taught by visual arts mostly - would build on that connection** • Pushes visual arts ed toward current media - welcome change • Media literacy growth • Training in with what is already happening in the world • Any visibility for media arts as a discrete discipline is a benefit • Anecdotal - natural affinity for visual and media arts for students. (but other obstacles might get in the way of pathways for dance and theater) • Easier pathway in teacher training* programs - not reinventing the wheel* • Specifically for visual arts, value of continuity for managing quality and accountability • Make the content more accessible for teachers to access the license* • Can more directly tie into student academic standards • Makes teachers more marketable/employable • Most seamless transition • Assume visual arts programs are best positioned to add • Not as disruptive to what is already happening • Employability • Have a model for this - instrumental and vocal music - two licenses within one set of standards • Drawing interdisciplinary connections both for teacher and for students and critical thinking • Provides a framework for teachers to work with 	<ul style="list-style-type: none"> • More demands on already really full programs which can force uncomfortable cuts** • visual arts already has so many different other media that are incorporated* • Current breadth of visual arts is huge, and lots of student choice in what they study in college. Adding in more to that could exacerbate that issue • Media arts is so interdisciplinary** • Doesn't represent media arts fully - misses important contemporary contexts for media arts that aren't taken up in current programs** • Undermines/devalues the art form (i.e. not discussing embedding music into visual)* • Current visual arts licensed teachers wouldn't be likely to have this media arts expertise • Nationally there is a push to define media arts as its own arts area • As an emerging arts area, it especially needs to be valued • Concern about potentially leading to a shift from focus on foundational artistic skill and expression more to technical skill with specific technology • If implemented, this will require technology and software. This may exacerbate disparities that already exist due to lack of resources. 	<ul style="list-style-type: none"> • How do we communicate with and honor people already teaching media arts? How do we create a clear pathway forward?* • Media arts practitioners - do they feel that the frame of visual arts conflicts with their vision/expertise? • Any discomfort with the commercial leaning of media arts in visual arts? • What does the licensure look like and are there limitations? • Who is best positioned to absorb this? Are visual arts programs the best programs to absorb these standards? Would they be most likely to add? Are programs too much at capacity • Might be helpful to review pre-reqs for visual arts • What are the baseline technical skills involved with media arts that can balance with the foundational skills of visual arts?
OPTION 3	<ul style="list-style-type: none"> • Sharing responsibility through 	<ul style="list-style-type: none"> • All the arts areas/course loads are very full 	<ul style="list-style-type: none"> • How do we communicate and honor

Standards embedded in all arts	<p>content</p> <ul style="list-style-type: none"> • Interdisciplinary aspect of media arts more supported** • Make the content more accessible for teachers to access the license* • More opportunities for students • Can more directly tie into student academic standards • Makes teachers more marketable/employable • Allows more flexibility for schools and staffing, esp rural and smaller districts • Opportunity for interdisciplinary collaboration on media arts • Push universities to adapt to 21st century • Drawing interdisciplinary connections both for teacher and for students • Provides a framework for teachers to work with • Opportunity to expand career options for students by providing valuable skills for current job market • Students are provided more space to experiment with new technology and fosters increased innovation and creativity within each of the art forms. 	<p>already*</p> <ul style="list-style-type: none"> • Whenever it doesn't stand on its own, loses its visibility and weight • Would involve significant rerouting for programs* • Unintended outcome of additional barrier of pre-requisites - time and money that candidates don't have • Undermines/devalues the art form (i.e. not discussing embedding music into visual) • For embedding in all arts areas, it would require too much of a courseload to ensure quality standards. • Would I have to do media arts as a music college student? • Portfolio - maybe more of a challenge to do media arts - more exclusionary to media arts practitioners in non-traditional pathways. • Skill disparities could lead to issues with classroom management. • Need to ensure resources are provided or else it can exacerbate inequities in experiences and outcomes. • Worry about forced integration without courses in High School already existing. 	<p>people already teaching media arts? How do we create a clear pathway forward? *</p> <ul style="list-style-type: none"> • What does the licensure look like and are there limitations? • Can this be done in a way where media arts isn't treated as secondary? • Is any state doing this current? • Do some have a stronger rationale for how media fits in those disciplines? • Realistically, how many credits for integrated approach? • What do we need to do to prepare teachers for teaching the media arts academic standards, vs what do we need to do across all arts areas to bring into the 21st century?
OPTION 4 Standalone media arts standards (license or endorsement TBD; may have crossover)	<ul style="list-style-type: none"> • Provides a framework for teachers to work with • Lifts up the occupation, the arts area***: Gives more credibility, voice, visibility*** • Provides opportunity for advocacy and increased visibility • Gives students option to take as a stand alone • Makes it cleaner from a school admin perspective 	<ul style="list-style-type: none"> • May be less likely to be offered • Scarcity of school placement sites* • Who's teaching at higher ed - so much has been cut in many institutions* • Could require a lift from teacher training programs from an infrastructure stand point • Would require investment in recruiting and retaining teachers - brand new pathway - could have initial low enrollment that could result in increased scrutiny • How does it create tension between existing 	<ul style="list-style-type: none"> • How do we communicate and honor people already teaching media arts? How do we create a clear pathway forward? • Cost - what will this cost and how much of a barrier will that be?

standards with other arts)	<ul style="list-style-type: none"> • Also cleaner from school placement and field work • Captures some of breadth of career possibility • Better alignment between existing arts standards for students* • Could help clarify separation between media arts and CTE • Clear guidelines for college level - would allow possibility • Inspire more media artists to go into education because specific to content • Provides pathway to work with existing teacher force - would be add on vs getting degree in it • Pathway for development for current teachers • Also provides pathway for music teachers to focus just on music (for example) • Down the line, when we do additional rulemaking, could make it easier if adjusting media arts only • Another way MN can be a national leader • Less that a teacher will have to do to get a license (for license vs endorsement) • Offers opportunity for most competent teachers* • Anticipating ongoing increase due to nature of the art form (may increase interest in teaching over time) • Good opportunity when thinking about alternate pathways - most rigorous and direct • Might be pro for CTE - have artistic guidelines for those teachers, and would impact MTLE • Relevant to 21st century and career skills 	<p>context, including CTE</p> <ul style="list-style-type: none"> • Who gets a media arts license, who gets CTE, who gets visual arts? • Overlapping with CTE/tech ed can be a source of tension and confusion • Constraints around adding offerings in schools • Adds another cost to teacher ed - another year without pay bump • Who will be interested? • Buy in from districts and resources available - enough FTE for full-time position* • Can teacher get full time job based on this license - enough market? • Current teachers - how to help them so they can continue. • Would a teacher need another license anyway to get a full time job? • Are there higher ed programs that could offer this - how accessible across the state? • Districts and schools may be slow moving in figuring out how to offer and employ Media Arts full time • There are no current programs, so uptake will take work. • How can we ensure sustainability of programs? • Potential conflict of license being honored in other states. • How limiting would it be to have a media arts license for other arts areas? 	
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<p>OPTION 5</p> <p>Endorsement</p> <p>Should standalone media arts standards be an endorsement? (vs initial license)</p>	<ul style="list-style-type: none"> ● Endorsement is unique - adds a lot to your existing license. ● Program design can allow for assumption that the educator already has some training ● Assures employability - one FTE can offer 2 arts areas* ● May help with shortages and increasing offerings ● Creates pathway for integrative work in other arts areas - worry about further siloing because of double major ● Theater, art, music, and dance are all embodied practices - deeper question around artistic literacy and connection to body; and media is an extension - philosophical rationale ● Might solve question of interdisciplinarity AND integrity 	<ul style="list-style-type: none"> ● Is this holding media arts to a higher standard? ● New lexicon for arts ● Are we kicking the can down the road for what should ultimately happen for media arts? 	<ul style="list-style-type: none"> ● How big do we want it to be for access? ● How much would the arts license standards for all arts areas cross over/overlap? ● Are we talking just existing arts licenses? Or any license? ● Digital literacy - how much of a focus can there be around ethics, citizenship, etc
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Note: Only external steering committee members show fist to five (not state agency employees, with the exception of Rebecca), * indicates multiple people identifying the same item

Areas of impact to consider:

- Media arts as an arts area
- The other arts areas
- Teacher prep programs/pathways to licensure
- Current teachers teaching media arts (arts specialists, elementary generalists, CTE teachers)
- Districts and schools hiring, scheduling, systems
- Teacher candidates (shortage, employability)

Additional Notes 12/5/24

- Pressures in EdTPA- students struggling- does this help or compound?
 - Students tend to do better at elementary more than seconder - this could possibly help secondary
 - Would there even be a media arts EdTPA?
 - Discussion of moving to different student teaching assessment, CPAST

Ranking Rationale Conversation

- Option 1 - cut. Rankings 4 1's and 1 2.
- Option 2 - standards embedded in visual arts
 - Rebecca: rank: 1 or 2. same answer for both embedded options. Doesn't feel like a viable option, course loads already so full. Media arts as an arts form, waters down. Doesn't give breadth that it needs. These are out for that reason. As a person who has gone through visual arts program - it's huge on its own.
 - Adrian: rank: 2. If we are being selective about what we want to embed, then we should embed it in all the arts areas. If it becomes a stand alone, then option still exists to embed.
 - Betsy: rank: 4. thinking as teacher trainer and also someone helping emerging teachers get hired. My vote is just - what is the worst-case scenario. Would get content knowledge alongside pedagogy. If had to do something, could do it that way. Think stand alone is the best. And lowest is endorsement because makes it difficult to get. Can scrap this if we all vote for stand-alone. But otherwise want this to be an option.
 - Alicia: ranking: 2. Not just visual arts, so many other pieces. Not just represented in visual arts. Already big major as it is.
 - Aaron: rank: 2. Should include music, and should include beyond visual arts.
- Option 3 - standards embedded in all arts
 - Rebecca: score: 1 or 2. same answer as above.
 - Adrian: discussed before.
 - Betsy: just add, I think it's compelling to understand that media arts is not just visual arts. I don't care what we do, except I think it should be stand alone
 - Alicia: 4 or 3. ranked a little higher because the shared responsibility between different arts areas. Maybe art, music departments get a little cut up. Don't know if they would hire a media arts person, or out source it. Not sure what it would look like. Do see interdisciplinary
 - Aaron - ok, but not preferable, programs are too full already without quality being diminished everywhere
- Option 4 - stand alone media arts license
 - Rebecca: preferred. Sensed it's not really an option because we get caught into the logistics for how it could happen. But providing framework, lifting up, all the things I listed in the pros. Emerging (existed forever) but seeing more things popping up in terms of careers. As a person with a visual arts license with a media arts, I see value in the idea of stand alone.
 - Adrian: ranked highest. Having stand alone feels more ideal because our media arts standards are still independent. Looking at IP, proprietary pieces, still independence when stand alone. Safer. Wide range ecosystem - still maintains independence.
 - Betsy: nothing additional to add.
 - Aaron: initially at 4, then moved to 3. My concern with stand alone is # of jobs and getting undergrads to pursue this degree. From U side that they won't float a degree that isn't bringing in students. Wouldn't want to cut legs out of media arts as a program.
 - Alicia: agree with what Aaron said and Betsy. I think I ranked 3 or 4. See a lot of value in the program, I think students would love it.
 - Rebecca: Aaron raises thoughtful point. Think we would actually see enrollment. MCAD - teaching artist program - lots of students are media arts. From U, we have people coming in that are interested in media arts.
 - Betsy: I have media arts practitioners in my vis art program every year.
 - Aaron: I support either direction. 2 thoughts. Think about rural schools and worry about those programs having access to media arts if it requires a license. Just knowing # of educators a rural school can employ. Embedding may make more to make sure that it can be offered in more schools. And other concerns - could this contribute to further siloing in arts ed. There's a value to the music and media arts cross over, for example.
 - Adrian: thinking of social exclusion - continuing to exclude certain things and people. A lot are not engaging in arts and music programs, because I could

do this without going to college. This could also maybe break up monopoly in music ed. Just a few places. Could some attend community music school to get a license? At this point, based on what they want to do, excluded because of other things around admissions, etc.

- Max: clarified that endorsements are less accessible, because they are more specific with more specialization.
- Aaron: if standalone license is more accessible, then I'd prefer that
- Option 5: endorsement
 - Aaron: want to hear others
 - Adrian: 1 or 2. Absolutist kind of way of thinking about it. How big is media arts in our current 21st century workforce? Media arts by itself is one of the bigger industries in our workforce.
 - Betsy: nothing to add. Fear is that endorsement would make it more difficult to access media arts. Wouldn't save anything in terms of HR.
 - Rebecca: everything has been said. Could help make someone more employable. Would allow additional employability. Could split FTE.
 - Alicia: like idea of standalone. Would be wonderful. What I saw as a benefit - employability part of it. An additional license could help with that. Would have content and ped standard overlap.
 - Adrian: Having a license feels more legally protective than just an endorsement

DECISION: Re-ranked. Everyone ranked option 4, standalone license, at a 5 (top choice.)