1. **Visual Arts Education**

**Visual Arts Education Indicators of Achievement Checklist**

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| **Indicators** | **LEVEL OF PERFORMANCE** | | | | **Acceptable**  **Evidence** |
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| **1**  **Falls Below** | **2**  **Approaches** | **3**  **Meets** | **4**  **Exceeds** |
| **Student Performance**  Student work embodies the processes that constitute creation and performance in visual arts, and participation in various roles. (Standard 1- Visual Arts, Intermediate Performance Indicators a-d) | A. Evidence demonstrates that students have not met the *NYS Learning Standards for the Arts in Visual Arts.* | A. Evidence demonstrates that students meet some of the *NYS Learning Standards for the Arts in Visual Arts.* | A. Evidence demonstrates that students meet the *NYS Learning Standards for the Arts in Visual Arts.* | A. Evidence demonstrates that students exceed the *NYS Learning Standards for the Arts in Visual Arts.* | Student portfolios that depict various levels of achievement of all of the *NYS Learning Standards for the Arts in Visual Arts* and their performance indicators. In addition to the student portfolios, at least four of the following must be included as evidence:  - Written reflections,  - Research papers,  - Objective tests and measurements,  - Sketchbooks,  - Domain projects that incorporate process portfolios and final outcomes,  -Videotapes of class critiques,  - Art exhibitions (including photos, videotapes, programs, etc.),  - School/student art websites, and  - Authentic assessment in collaborative context; (e.g., school-wide projects, literary-arts publications, Olympics of the Visual Arts, (that include photos, video, etc.).  Student participates and scores at proficient or distinction levels in the New York State Art Teachers Association (NYSATA) Portfolio Project.  Locally prepared examinations reflecting the *NYS Learning Standards for the Arts in Visual Arts.* |
|  |  | Student portfolio demonstrates competence using the elements and principles of art in a variety of mediums, using a variety of sources, to convey ideas, themes, metaphors, images, symbols and events.  Documentation of artistic process demonstrates students’ ability to evaluate and reflect on mediums and techniques and make changes.  Student work demonstrates participation in experiences, including using various roles for designing, producing and exhibiting works of art. |  |
| Student work embodies knowledge about visual arts and uses the materials and resources available for participation in the visual arts in various roles.  **Student Performance**  **cont’d.**  (Standard 2- Visual  Arts, Intermediate Performance Indicators a-d) |  |  | Student work demonstrates skills with a variety of art materials and expertise in one or more mediums.  Student portfolio includes computer and/or uses other electronic media to communicate ideas.  Student evidence demonstrates awareness of visual arts career options, cultural institutions, professional artists and original artworks. |  |  |
| Student work demonstrates critical response to a variety of work in the visual arts, connecting the individual work to other work and to other aspects of human endeavor and thought.  (Standard 3- Visual Arts, Intermediate Performance Indicators a-d)  Student work embodies an understanding of the personal and cultural forces that shape artistic communication and how the visual arts in turn shape the diverse cultures of past and present society.  (Standard 4- Visual Arts, Performance Indicators a-c) | . |  | Student writing samples and critiques use the language of art criticism to interpret and analyze artworks.  Student work compares ideas, themes and concepts in visual arts to other art forms and other disciplines.  Student work shows evidence of identification, analysis and interpretation of the sensory characteristics of natural and man-made forms.  In discussion and writing, students can articulate historical facts and concepts from diverse cultures, including the United States.  Student work reflects an understanding of the social, cultural and environmental dimensions from various historical periods and how these dimensions shape the visual characteristics of the artwork. | . | Student portfolios that depict various levels of achievement of all of the *New York State Learning Standards for the Arts in Visual Arts* and their performance indicators. In addition to the student portfolios, at least four of the following must be included as evidence:  - Written reflections,  - Research papers,  - Objective tests and measurements,  - Sketchbooks,  - Domain projects that incorporate process portfolios and final outcomes,  - Videotapes of class critiques,  - Art exhibitions (including photos, videotapes, programs, etc.),  - School/student art websites, and  - Authentic assessment in collaborative context; (e.g., school-wide projects, literary-arts publications that include photos, video, etc.).  Locally prepared examinations reflecting the *New York State Learning Standards for the Arts in Visual Arts.* |
| **Curriculum, Instruction and Assessment**  (Student’s Opportunity to Learn) | A**.** Based upon student portfolios and assessments, the visual arts instructional program does not meet *New York State Learning Standards for the Arts in Visual Arts.* | A**.** Based upon representative student samples that include portfolios and assessments, the visual arts instructional program meets some of the *New York State Learning Standards for the Arts in Visual Arts* and provides some adequate opportunities for all students to achieve the intermediate level performance indicators. | A**.** Based upon representative student samples that include adjudicated student portfolios and standards-based assessments, the visual arts curriculum and instructional program is aligned with the *New York State Learning Standards for the Arts in Visual Arts* and provides good instructional opportunities for all students to achieve all of the intermediate level performance indicators. | A. Based upon representative student samples that include adjudicated student portfolios and standards-based assessments, the visual arts curriculum and instructional program is aligned with the New *York State Learning Standards for the Arts in Visual Arts* and provides excellent opportunities for all students to achieve all of the intermediate level performance indicators. | Articulated district/teacher curriculum document(s) specifically describes the inclusion of the *New York State Learning Standards for the Arts in Visual Arts* and performance indicators. Goals must include the following:  - Students explore a range of topics, using a variety of mediums, to communicate their own ideas (NYS Visual Arts Standard #1 (NYSVAS #1)),  - Studio process, techniques and materials and vocational options (NYSVAS #2),  - Cultural resources (NYSVAS #2),  - Visual arts literacy and connections to other disciplines (NYSVAS #3),  - Aesthetics (NYSVAS #3),  - Social and cultural dimensions of art (NYSVAS #4), and  - Art history (NYSVAS #4).  The school’s written visual arts curriculum must be K-12 developmentally appropriate and include benchmarks for middle school practice.  Middle level art instruction must be provided in a sequential manner, as evidenced by the school’s written curriculum and master schedule. |
| **Professional Staff and Development**  **Professional Staff and Development**  **cont’d.** | A**.** No appropriately certified teachers are assigned to classes. | A. Appropriately certified Visual Arts Education teachers are assigned to some classes. | A**.** Certified Visual Arts Education teachers deliver instruction to all students. | A. Certified Visual Arts Education teachers deliver high quality instruction to all students. | Teachers certified by New York State in Art Education teach all visual arts classes in grades K-12.  Many of the staff has earned advanced degrees.  A visual arts-certified administrator oversees the program.  There is an opportunity for teachers to attend conferences on a regular basis.  Documentation of curriculum, instruction and assessment that follows from professional development activities must clearly relate to the *New York State Learning Standards for the Arts in Visual Arts.* |
|  | B. No professional staff or teachers of other content areas are assigned to deliver visual arts instruction. | B. Provisional staff is in the process of obtaining visual arts certification. | B. Professional development opportunities are provided for certified Visual Arts Education teachers. | B. All Visual Arts Education teachers are certified and participate in content-specific professional development. Financial and scholarship support is available for continued growth. |  |
| C. No effort is made to schedule teachers in the areas of their specialization. District use of part-time Visual Arts Education teachers and/or subject extensions is excessive. | C. Visual Arts Education teachers occasionally teach in the areas of their specialization. District makes an effort to employ full-time Visual Arts Education teachers and to assign classes within the visual arts certification subject area. | C. Visual Arts Education teachers teach a majority of their schedule in their areas of specialization. District employs full-time Visual Arts Education teachers and assigns classes within the visual arts certification subject area to meet State minimums. | C. Visual Arts Education teachers teach a majority of their schedule in their areas of specialization. District consistently employs full-time Visual Arts Education teachers and assigns classes within the visual arts certification subject area. |  |
| **Scheduling/ Student Access**  **Scheduling/ Student Access**  **cont’d.** | A. Visual arts instruction is scheduled for some students. Sequential instruction at each intermediate grade level is minimally planned. There is no opportunity for a Grade 8 accelerated Studio and Art course. | A. Visual arts instruction is scheduled for most students. Standards-based sequential instruction at each intermediate grade level is planned and addresses State requirements. There are opportunities for a Grade 8 accelerated Studio and Art course, but access is limited. | A. Visual arts instruction is scheduled for all students through Grade 6. Standards-based sequential instruction at each intermediate grade level is planned appropriately, meets State requirements and provides for additional classes, time or integration for students. An accelerated Grade 8 Studio and Art course or other approved foundation courses are available. | A. Visual arts instruction is scheduled for all students through Grade 8. Sequential instruction at each intermediate grade level is planned and exceeds State requirements, and provides for additional classes, time or integration for students.  An accelerated Grade 8 Studio and Art course is available. | School’s master schedule, Basic Educational Data System (BEDS) data and individual student schedules provide evidence that there is an array of visual arts offerings.  Scheduling provides students the opportunity to participate in an accelerated Grade 8 visual arts course.  A wide range of opportunities is available for students to participate in visual arts activities.  Lesson schedules are developed that meet student needs. |
| **Administrative Support** | A. Administration does not demonstrate interest in maintaining or advancing the Visual Arts Program. | A. Administration demonstrates a basic understanding of the Visual Arts Program area and program goals. | A. Administration actively supports the Visual Arts Program. A content area specialist certified in visual arts provides program oversight. Active support includes: an adequate budget, a workable schedule, curriculum development, appropriate teachers, and appropriate evaluation programs. | A. Administration actively supports the Visual Arts Program at the building and district levels. A designated supervisor, certified in administration and visual arts, provides program oversight. Active support includes: a budget that allows for growth in the department; a schedule that enables all departments to meet the needs of the students; appropriate evaluation programs; articulation of a program vision for program growth; and annual program evaluation. | School/district budget for the visual arts provides a variety of materials and resources.  Appropriate equipment and facilities are provided.  School/district publicity of Visual Arts Programs, awards and honors recognitions, etc.  Evidence of school- or district-wide displays of student artwork.  The district’s K-12 art program is supervised by a certified visual arts educator/administrator, and middle level Visual Arts Education teachers have regular planning time to coordinate the art curriculum with the other Visual Arts Education teachers in the district. |
| **Administrative Support**  **cont’d.** | B. Administration provides little or no support for professional development for Visual Arts Education teachers. | B. Administration supports limited professional development opportunities for Visual Arts Education teachers. | B**.** Administration supports adequate professional development opportunities for all Visual Arts Education teachers. | B. Administration advocates the importance of professional development that focuses on the *New York State Learning Standards for the Arts in Visual Arts* at the intermediate level for all Visual Arts Education teachers. | Logs of every teacher’s standards-based learning experience plans, in-service trainings, and professional development activities and conferences.    Evidence of school and/or district wide programs/initiatives that include Visual Arts Education teachers.  Release time is supported, provided and documented.  School/district participation in NYSATA Speakers Bureau, and/or NYSATA District Membership. |
| **Resources/Budget** | A. Little or inadequate funding is provided for the Visual Arts Program. | A. Funding for the Visual Arts Program is growing but still is lacking, and access to resources is limited. Visual Arts Education teachers continue to use personal monies to fund curricular activities. | A. Funding is provided to maintain a quality experiential Visual Arts Program. Visual Arts Education teachers have access to resources to meet student and program needs. | Funding is provided to support a growing quality experiential Visual Arts Program in which students achieve high levels of excellence. Visual Arts Education teachers have access to resources for a superior level of classroom instruction. | District/school/classroom budgets that have dedicated visual arts budgets that include:  - Wide-ranging variety in arts supplies (variety of media and tools),  - Monies for art reproductions and library resources, and  - Textbooks & technologies yearly replacement funding.  Budget supports research-based best practices.  Visual arts grants and supportive funds from community agencies, businesses, parent-teacher organizations, government and other entities. |
| **Instructional Technology** | A. Visual arts students have no access to arts technology or technical support that facilitates visual arts instruction. | A. Visual arts classes have some access to arts technology to enhance classroom instruction. | A. Visual arts classes have good access to art technology on site to assist in instruction. Appropriate and specific software for visual arts instruction is provided. Multiple technologies are available (e.g., color printers, video and editing equipment, digital camera(s), etc.). | A. All visual arts classrooms are equipped with state-of-the-art technologies. Multiple technologies are integrated in the standards-based program and regularly utilized by students. | District/school technology plan includes visual arts curricula.  Computer facility schedule with access for visual arts classes.  Teacher’s classroom budget(s) include monies for current technologies and software. |
| **Facility/Equipment** | A. No rooms or equipment dedicated to providing students with appropriate visual arts experiences. | A. Some dedicated visual arts space is provided with a minimum of equipment. | A. Students have access to dedicated visual arts spaces and a variety of equipment with which to work.  Space is available for two- and three-dimensional works, basic materials, tools and adequate resources. Ventilation, safety and water requirements are met. | A. All visual arts instruction takes place in dedicated facilities with state-of-the-art equipment. Art studios include a broad range of equipment, tools and extensive resources (e.g., ceramic kiln, photography darkroom, printing press, etc.). | Building plans  Photographs of dedicated facilities  District/school budget(s) with equipment purchased at defined intervals  Teacher’s classroom budget(s)  Evidence of ventilation and safety requirements met  Facilities are adequately maintained |
| B. Instruction is heavily focused on textbook, paper and pencil. | B. Hands-on standards-based learning is limited to shared spaces and/or equipment and uses few resources to experience visual art (e.g., reproductions, slides, museums, texts, Internet access, etc.). | B. All visual arts classes include hands-on standards-based learning in facilities that accommodate two- and three- dimensional work using appropriate tools and resources (e.g., reproductions, slides, museums, texts, Internet access, etc.). | B. All visual arts classes provide for standards-based learning experiences in dedicated art studios and quality facilities that include a broad range of tools and resources. (e.g., reproductions, slides, museums, texts, Internet access, etc.). | Standards-based curricula include a wide range of resources to experience visual arts.  Evidence of resources reflected in student portfolios and standards-based assessments (e.g., NYSATA Portfolio Project)  District/program budget provides funds for slides, texts and reproductions. |
| **Youth Development and Community Involvement**  **Youth Development and Community Involvement**  **cont’d.** | A**.** Visual Arts Education teachers do not incorporate youth development components into the Visual Arts Program. There is no cooperation between Visual Arts Education teachers and other school personnel or community organizations. | A. Visual Arts Education teachers have student programs/groups that focus on developing leadership qualities while using these skills to assist the Visual Arts Program and teacher. They cooperate with school personnel, but not community organizations. | A. The Visual Arts Teacher and/or Program supports and/or participates in youth leadership arts activities, promotes student growth through individualized group projects and provides opportunities for students (e.g., internships, mentoring, service learning and/or student arts organizations). They cooperate with school personnel and community organizations. | A. The Visual Arts Education teachers and Program promote youth leadership activities and student growth through individual and group projects, such as internships, mentoring, service learning, and/or youth leadership organizations. They cooperate with school personnel and community organizations. | Participation in:  - The National Arts Educators Association (NAEA),  - National Junior High School Art Honor Society,  - Community-based art projects, and  - Cultural and civic arts partnerships.  School-based student arts organization. |
| **Collaboration and Integration** | A. Visual Arts Education teachers are not viewed as an integral part of the team.  They receive little or no information about team projects or initiatives. | A. Visual Arts Education teachers are viewed as an integral part of the team solely within their own content area. They communicate with other teachers as needed to advise them of projects that may support other content area learning. | A. Visual Arts Education teachers are viewed as an integral part of the team; they serve as a resource to other content areas most of the time. They make an effort to support other content area learning standards to demonstrate “real-life” applications and connections. | A. Visual Arts Education teachers are viewed as an integral part of the team and act as a resource to other content area team members and vice-versa. Visual arts instruction integrates learning standards from other content areas and these connections are pointed out to students as part of their “real-life” application. | Master schedule includes common planning time for art/interdisciplinary collaborations.  School curriculum map makes connections.  Faculty committees on scheduling, planning and curriculum development include Visual Arts Education teachers.  Student portfolios reflect interdisciplinary learning.  Special school events reflect interdisciplinary collaborations.  Visual Arts Education teachers are active on school-based planning teams and on policymaking and professional development committees.  Visual arts education is integrated into and reinforced in other content areas. |
| B**.** Visual arts classes are viewed by most school staff as “extras,” with little or no value to other content areas. | B. Visual Arts Education teachers are informed of team/school projects and initiatives and invited to participate, if possible. | B. Visual Arts Education teachers have adequate common planning time with other team/content area teachers. | B. Visual Arts Education teachers are included in all school planning and participate in all appropriate instructional planning meetings. |  |

## Visual Arts Indicators of Achievement Checklist

## ACTION PLAN TEMPLATE

The Action Plan Template is a companion tool to the Checklist. Schools should use the Checklist to identify areas where there are gaps in their programs.

The Template can be used to develop and/or list strategies to close those gaps. A separate Template should be completed for each Indicator.

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| **STRATEGIES FOR ADDRESSING**  **AREAS IDENTIFIED**  **USING THE RUBRIC** | **TIMELINE TO IMPLEMENT** | **RESPONSIBLE**  **STAFF** | **PROJECTED**  **EXPENSE** | **ANTICIPATED**  **FUNDING SOURCE** |
| **Indicator:** |  |  |  |  |

**Visual Art Education**

**Additional Resources**

**New York State Resources:**

* *NYS Learning Standards for the Arts:* <http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf>
* *The Arts Resource Guide*: <http://www.p12.nysed.gov/guides/arts/>
  + *NYSATA Curriculum Companion* (NYS Art Teachers Association): <http://www.nysata.org/index.php?option=com_content&view=article&id=43>
  + NYSATA Portfolio Project: <http://www.nysata.org/portfolio-project>
  + New York State Visual Learning System: <http://eservices.nysed.gov/vls/>
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  + *Art 7 & 8 Syllabus --* [*http://www.p12.nysed.gov/ciai/arts/pubart.html*](http://www.p12.nysed.gov/ciai/arts/pubart.html)
  + *Studio In Art--* [*http://www.p12.nysed.gov/ciai/arts/pubart.html*](http://www.p12.nysed.gov/ciai/arts/pubart.html)
  + *Art for Grades 7 & 8 Teacher’s Guide*-- [*http://www.p12.nysed.gov/ciai/arts/pubart.html*](http://www.p12.nysed.gov/ciai/arts/pubart.html)

**National Art Education Association Publications:**

* + No. 409 *Purposes, Principles, and Standards For School Art Programs*
  + No. 222 *Middle School Art: Issues of Curriculum and Instruction*
  + No. 289 *Teaching Visual Culture*
  + No. 218 *New Technologies and Art Education: Implications for Theory, Research, and Practice*
  + No. 204 *Design Standards for School Art Facilities*
  + No. 251 *Issues and Approaches to Art for Students with Special Needs*
  + No. 294 *Teaching Talented Art Students, Principles and Practices*

These resources can be purchased from the **National Art Education Association** <http://www.arteducators.org>

**Other Resources:**

* Arts Education Partnership. *Critical Links: Learning in the Arts and Student Academic and Social Development*. Deasy, Richard J., ed. Washington, DC (2002).
* Jensen, Eric. *Arts with the Brain in Mind*. Alexandria: Association for Supervision & Curriculum Development, May 2001.

Eisner, Elliot W. *The Arts and Creation of Mind* Yale University Press, New Haven and London, 2002.

**Suggested Websites for Further Research:**

* Association for Middle Level Education, http://www.amle.org/
* Americans for the Arts, http://ww3.artsusa.org
* Getty Arts Education, http://www.getty.edu/artsednet/
  + Kennedy Center Alliance for Arts Education Network – A Community Audit for Arts Education; Better Schools, Better Skills, Better Communities, available at: <http://www.kennedy-center.org/education/kcaaen/resources/home.html>
  + NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

Available at: <http://www.nafme.org/>:

* + *National Standards for Arts Education*
  + *Program Evaluation: Visual and Performing Arts*
  + *Assessing Student Learning: A Practical Guide*

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