

BLUE

2010 Brevard Cultural Alliance



**Excellence in
Visual Arts Award
2011-2014**



EXCELLENCE
IN VISUAL
ARTS



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RESOLUTION

Brevard Cultural Alliance Excellence in Visual Arts Award

Whereas, The Superintendent appointed a committee* with the charge to establish criteria that would identify, recognize and promote quality art programs in the Brevard Public Schools at the elementary, middle and secondary levels; and

Whereas, It is the intention of this award to reward art programs of excellence as noteworthy and important to the continuation of quality programs in Brevard Public Schools; and

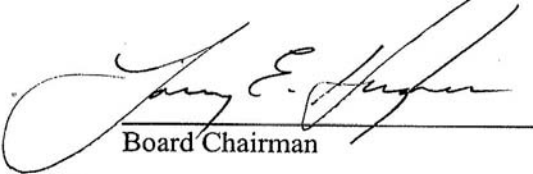
Whereas, The Committee, over time, developed the scope of the award, the eligibility, criteria and application process; and

Whereas, The award will address the needs for a quality program which has a balance of diversity, high performance, integration and community outreach; and

Whereas, Understanding that it is important to be totally objective when assessing art programs, the Brevard Cultural Alliance has agreed to sponsor this award, and it will be called the Brevard Cultural Alliance Excellence in Visual Arts Award; and

Now, Therefore Be It Resolved, that the School Board of Brevard County does hereby establish the Brevard Cultural Alliance Excellence in Visual Arts Award for Brevard Public Schools and urges all schools to strive to achieve this designation for the benefit of our students and to promote excellence in the arts in our schools.

Done, Ordered and Adopted, in regular session, this 24th day of May 2005.


Board Chairman


Superintendent

***Committee Members**

Kay Burk, President/CEO, Brevard Cultural Alliance
Da-Laine Chapman, K12 Music Resource Teacher, Brevard Public Schools
Dr. Walter Christy, Director, Secondary Programs, Brevard Public Schools
Michael Corneau, Principal, Stevenson School of the Arts
Loretta Cota, Fine Arts Teacher, Astronaut High School
Nancy Dillen, Director, Visual Arts Programs, Brevard Community College
Bridget Geiger, Fine Arts Teacher, Longleaf Elementary School
June Hinckley, Supervisor of Fine Arts, Florida Department of Education
Kathryn Lott, Lead Teacher, McNair Fine Arts Magnet School
Pam Mitchell, Principal, Central Middle School
Peggy Nolan, K 12 Art / Drama Resource Teacher, Brevard Public Schools
Mary Palmer, Director, Innovative Learning, University of Central Florida, and
Board President, VSA arts of Florida
Tom Sawyer, Principal, Eau Gallie High School
Lynn Spadaccini, Director, Elementary Programs, Brevard Public Schools
Heidi Targee, Fine Arts Teacher, Stone Middle School



EXCELLENCE
IN VISUAL
ARTS



Excellence in Visual Arts Award Committee Members / Re-write Team

Michael Corneau, Principal, Stevenson School of the Arts, 2005-2010
 Kathryn Lott, AP, Stevenson School of the Arts, 2005-2010
 Bridget Geiger, Fine Arts Teacher, Longleaf Elementary School, 2005-2010
 Heidi Targee, Fine Arts Teacher, Stone Middle School, 2005-6, 2008-2010
 Peggy Nolan, K-12 Art and Drama Resource Teacher, 2005-2010
 Pablo Remonsellez, Education Programs, Brevard Cultural Alliance, 2007-2010

Excellence in Visual Arts Award Recipients

Atlantis Elementary	Christie Berrier	2007 - 2010	R 2010-2013
Audubon Elementary	Bonnie Speicher	2006 - 2009	R 2009-2012
Cambridge Elementary	Leslie Raulerson	2009 - 2012	
Challenger 7 Elementary	Pam Van Heiningen	2006 - 2009	R 2009 -2012
Gemini Elementary	Rebecca Lee	2006 - 2009	
Indialantic Elementary	Marie-Claude Thellend		
	Leann Arnett	2009 - 2012	
Jupiter Elementary	Janet Tucker	2006 - 2009	R 2009-2012
Longleaf Elementary	Bridget Geiger	2007 - 2010	R 2010-2013
Manatee Elementary	Lee Ann Fain-Schultz	2006 - 2009	R 2009-2012
Quest Elementary	Karen Monahan	2008 - 2011	
Stevenson School of Arts	Vicki Thacker	2006 - 2009	
Stevenson School of Arts	Kelly Rodak	2010 - 2013	
Sunrise Elementary	Sheri Snow	2008 - 2011	
Astronaut High School	Leah Andritz Loretta Cota	2006 - 2009	
	Leah Andritz		R 2009-2012
Merritt Island High School	Jennifer Betz, Chrystal Henry		
	Greg Leary	2010 - 2013	
Satellite High School	Jason Carter, Kathleen Lucas		
	Yvonne Weinstein	2006 - 2009	
Satellite High School	Kathleen Lucas, Kristina Mekdeci		
	Yvonne Weinstein		R 2009-2012
West Shore JS High School	James Finch, Dianne Keet	2007- 2010	
	James Finch, Anna Marie Zink		R 2010-2013





Excellence in Visual Arts Award Time Line

July 2010	Re-write committee meets
August 31, 2010	Orientation meeting and overview for interested participants renewal group and administrators ESF Training Room 3-4 6:00 – 7:00 p.m.
September 14, 2010	2010 – 2013 EVA Recognition at School Board Meeting Brevard Cultural Alliance Recognition location TBD
September 17, 2010	Application and letter of recommendation due to Peggy Nolan
October 6, 2010	EVA Workshop I – Sharing Session / Getting Started Notebooks and dividers distributed ESF Training Room 5-6 / 5:30-7:00 p.m. (attendance highly recommended)
November 18, 2010	EVA Workshop II – Table Topics/ Q &A’s Bring working documents ESF Training Rooms 5-6 / 5:30-7:00 p.m. (attendance highly recommended)
February 24, 2011	EVA Workshop III – Wrap Up Portfolio/ Site Visit Protocols ESF Training Rooms 7-8 / 5:30-7:00 p.m. (attendance highly recommended)
March 1, 2011	<u>DUE:</u> Portfolios to Peggy Nolan NO EXCEPTIONS Sign on ERO for Inservice points for completed portfolios Points assigned ONCE within teaching certification validity period
March 2011	Portfolio Review / Brevard Cultural Alliance Renewal visits (schedule TBD)
April 26 – 29	Site Visits (schedule TBD) Visits will <u>not occur</u> during FCAT testing or Spring Break **Portfolios returned if not receiving site visit / all results returned
May 2011	Announcement of award recipients at School Board Meeting Previous EVA teachers submit year summary
September 2011	Presentation of Awards at School Board Meeting Brevard Cultural Alliance celebration location TBD

The Brevard Cultural Alliance recognizes Brevard Public Schools art programs, which are comprehensive in scope and outstanding in quality by presenting the *Excellence in Visual Arts Award*. Such art programs contribute to the overall excellence of the school environment, address the Sunshine State Standards for Art in exemplary ways, and promote academic and aesthetic student achievement in art and other areas of the curriculum. The purpose of this award is to identify and foster quality visual arts programs in Brevard Public Schools.

Portfolio Criteria:

- A. Excellent visual arts programs are evidenced by high quality student work in the areas of process and product in the following areas:
 - 1. Interdisciplinary lessons
 - 2. Oral, visual, and written expressions by the student with regard to the art process
 - 3. Community involvement
 - 4. Multiple forms of works of art in a variety of mediums in two 2-D and three 3-D dimensions
- B. The art program has a sufficient scope of instruction and a variety of experiences and/or opportunities to serve the total school population including the artistically talented and exceptional education populations.
- C. Art instruction follows a written program of sequential development and allows for a variety of enhancing materials. The art program incorporates the National Standards for Art Education and the Florida Sunshine State Standards for Art.
- D. The art program provides students with maximum opportunities for success, involves cooperative group instruction in different modalities and integrates other areas of the arts.
- E. All teachers in the art program are certified in art. Florida certification is not required for visiting art specialists.

- F. The art program has sufficient time and suitable materials, facilities, and equipment to meet the needs of students in an aesthetically stimulating and safe environment.
- G. The art program demonstrates connection to the community through activities such as participation in art exhibits in a variety of public venues and visiting art specialists. NOTE: High Schools should participate in State Fair and Advanced Placement Portfolio Competitions.
 - 1. Schools will provide venue opportunities for the creative expressions of their students.
 - 2. Schools will have dedicated spaces throughout the facility for showing 2-D and 3-D art.
- H. The art program reflects professional development, best practices and the exchange of ideas.
- I. The art program purposefully contributes to the success of students in other subject areas.

Application Procedures:

- A. Acquire an application and a copy of the EVA Guidelines and Procedures from the Brevard Cultural Alliance by:
 - 1. Email at pablo.remonsellez@artsbrevard.org
 - 2. Download application at www.artsbrevard.org.
- B. Attend the orientation meeting for potential applicants.
- C. Submit Application and Principal’s letter of recommendation to Peggy Nolan by due date.
- D. Attend three workshops during year/highly recommended.
- E. Submit portfolio to Peggy Nolan by due date.
- F. Questions about the application process may be referred to Peggy Nolan, K 12 Art Drama Resource Teacher, or the Brevard Cultural Alliance.
 - 1. Peggy Nolan (321) 633-1000 x 361 or nolan.peggy@brevardschools.org
 - 2. Brevard Cultural Alliance (321) 690-6817
pablo.remonsellez@artsbrevard.org

<hr/> <i>Name of School</i>	<hr/> <i>Address</i> <i>City</i> <i>Zip</i>
<hr/> <i>School Phone</i> <i>Art Teacher Extension</i>	<hr/> <i>School Fax</i>
<hr/> <i>Principal</i>	<hr/> <i>Principal’s Email</i>
<hr/> <i>Art Teacher</i>	<hr/> <i>Art Teacher’s Email</i>
<hr/> <i>Art Teacher (additional)</i> <i>Email</i>	<hr/> <i>Art Teacher (additional)</i> <i>Email</i>
<hr/> <i>Principal’s Signature</i> <i>Date</i>	<i>Note: Principal’s Letter of Recommendation should accompany the application.</i>

Download from www.artsbrevard.org

Brevard Cultural Alliance Excellence in Visual Arts Award

I. DESCRIPTION

The Brevard Cultural Alliance recognizes Brevard Public Schools art programs, which are comprehensive in scope and outstanding in quality by presenting the *Excellence in Visual Arts Award*. Such art programs contribute to the overall excellence of the school environment, address the Sunshine State Standards for Art in exemplary ways, and promote academic and aesthetic student achievement in art and other areas of the curriculum. The Brevard Cultural Alliance Excellence in Visual Arts Award remains in effect for a period of three years.

II. PURPOSE

The purpose of this award is to identify and foster quality visual arts programs in Brevard Public Schools. The visual arts include but are not exclusive to: drawing/painting, sculpture, architecture, design, photography, multi-media projects, printmaking, digital, and fine crafts. More specifically, the purpose is to do the following:

- A. Identify and recognize models of comprehensive visual art instruction that are relevant to a diverse student body and are of high quality.
- B. Recognize individual schools that have responded to contemporary societal needs for visual arts experiences and for exceptional instruction in art.
- C. Motivate school officials, teachers and other interested persons to develop quality art programs.
- D. Provide school officials, teachers and other interested persons an opportunity to observe quality art programs.
- E. Assist school officials, teachers and the community in promoting and obtaining information to help improve art programs.

III. GENERAL CRITERIA

- A. Excellent visual arts programs are evidenced by high quality student work in the areas of process and product in the following areas
 - 1. Interdisciplinary lessons
 - 2. Oral, visual, and written expressions by the student with regard to the art process
 - 3. Community involvement
 - 4. Multiple forms of 2-D and 3-D works of art in a variety of mediums
- B. The art program has a sufficient scope of instruction and a variety of experiences and/or opportunities to serve the total school population including the artistically talented and exceptional education populations.
- C. Art instruction follows a written program of sequential development and allows for a variety of enhancing materials. The art program incorporates the National Standards for Art Education and the Florida Sunshine State Standards for Art.
- D. The art program provides students with maximum opportunities for success, involves cooperative group instruction in different modalities and integrates other areas of the arts.
- E. All teachers in the art program are certified in art. Florida certification is not required for visiting art specialists.
- F. The art program has sufficient time and suitable materials, facilities, and equipment to meet the needs of students in an aesthetically stimulating and safe environment.
- G. The art program demonstrates connection to the community through activities such as participation in art exhibits in a variety of public venues and visiting art specialists. NOTE: High schools should show evidence of participation in state fair, IB competition and advanced placement portfolio Submissions with scores of 3's or better.
 - 1. Schools will provide venue opportunities for the creative expressions of their students.
 - 2. Schools will have dedicated spaces throughout the facility for showing 2-D and 3-D art.

- H. The art program reflects professional development, best practices and the exchange of ideas.
- I. The art program purposefully contributes to the success of students in other subject areas.

IV. APPLICATION PROCEDURES

- A. Acquire an application from the Brevard Cultural Alliance at www.artsbrevard.org.
NOTE: Information is to be typed except signatures.
- B. Attend the orientation meeting, early in the year, for potential applicants.
- C. Attend workshops held during the year / highly recommended.
- D. Submit Application and Principal’s *Letter of Recommendation* to Peggy Nolan by due date.
- E. Submit portfolio to Peggy Nolan by due date.
NOTE: Refer to Time Line page 4 in the beginning of this book for deadlines.
- F. Questions about the application process may be referred to Peggy Nolan, K-12 Art Drama Resource Teacher, or the Brevard Cultural Alliance:
 - 1. Peggy Nolan, ESF at (321) 633-1000 extension 361 or nolan.peggy@brevardschools.org
 - 2. Pablo Remonsellez, BCA at (321) 690-6817 or pablo.remonsellez@artsbrevard.org

V. PORTFOLIO GUIDELINES & PROCEDURES

- A. Portfolio format
 - 1. Notebooks and set of dividers will be distributed at the **EVA Workshop I**
 - 2. 8 ½” x 11” format in the 3-ring notebook
 - 3. 12 pt type using Times New Roman
 - 4. Double-spaced with 1” margins on **front side of page only**
 - 5. Picture identification and descriptions may be single spaced
 - 6. Use high quality paper
 - 7. Use of plastic sleeves or protectors **for Tab 15 only**
 - 8. Use of dividers (provided) or tabs is required
 - 9. Tabbed sections must be organized as described below under Portfolio Organization
 - 10. Portfolio evidence is to cover February 2010 through February 2011 (except for tab 15)

NOTE: The Brevard Cultural Alliance will remove any extra pages. Any extra pages will not be reviewed.

B. Portfolio Organization

Table of Contents Art Teacher Portfolio Checklist Tabbed Sections		
<i>Tab 1</i>	Copy of application.	
<i>Tab 2</i>	Principal Letter of Recommendation. Prepare two letters on letterhead (signed in blue ink). 1 st submitted with Letter of Recommendation. 2 nd placed in Tab 2 of Portfolio.	1 page maximum
<i>Tab 3</i>	School Survey-downloadable at www.artsbrevard.org	
<i>Tab 4</i>	Statement of school philosophy as it relates to the art program and a list of art program objectives.	1 page maximum
<i>Tab 5</i>	Describe how the unique characteristics (at least 3) of your school population are addressed through the art program.	2 page maximum
<i>Tab 6</i>	Describe how you plan interdisciplinary activities, exchange ideas and address professional development among colleagues, other schools and community.	2 page maximum
<i>Tab 7</i>	Describe an art activity or lesson that you implemented for each of the 5 Strands of the Sunshine State Standards for a total of five separate written descriptions or lessons . (Approximately ½ page for each description). a. Skills and techniques.	3 page maximum

	<ul style="list-style-type: none"> b. Creation and communication. c. Cultural and historical connections. d. Aesthetic and critical analysis. e. Applications to life. 	
<i>Tab 8</i>	Write a reflection of one of your examples described in Tab 7.	1 page maximum
<i>Tab 9</i>	Provide one photograph representing each of the 5 Sunshine State Standards Strands unrelated to lessons in Tab 7. Label each photograph with corresponding strand, grade level and medium (if applicable), with brief description of activity or lesson.	5 page maximum
<i>Tab 10</i>	Provide student completed assessment/evaluation information: <ul style="list-style-type: none"> a. Describe procedures used for evaluating student learning. b. Provide completed samples of assessment/evaluation instruments such as standardized or teacher-made tests or observations, including student comment, teacher comments, etc. c. Provide a student artist statement about an artwork or experience and include a photograph (no larger than 4x6) of corresponding student artwork (if applicable). 	a. 1 page maximum b. 4 page maximum c. 1 page maximum
<i>Tab 11</i>	List exhibits or shows of student art work. Include: Event/date <ul style="list-style-type: none"> a. Elementary schools include: Area Mall, Area Art-Science Fair and School Board Art Show Middle schools include: School Board Art Show, Area Mall Show High schools include: State Fair, IB or AP portfolio entries, Area Mall Show, School Board Art Show b. Other shows you hosted at your school or within the community. NOTE: Repetition of an art show is not applicable.	1 page maximum
<i>Tab 12</i>	List a variety of community involvement, partnerships, events and projects, other than art shows or exhibits. Include: Event/location/date/community partner	1 page maximum
<i>Tab 13</i>	List accomplishments, recognition or awards received by students, teachers, or the school for the art program (list separately by teacher).	1 page maximum
<i>Tab 14</i>	Provide 8 photos, representing each category below and covering 5 strands within the array. Photos can illustrate process or product, but in most cases the finished product is to be shown. Label each photograph with corresponding strand, grade level and medium (if applicable), and a <u>brief</u> description. <ul style="list-style-type: none"> a. Interdisciplinary project b. Multicultural project c. Community involvement through art program d. Art exhibits/shows e. 2-D work f. 3-D work g. Special population activity/project h. Cooperative/group learning 	4 page maximum
<i>Tab 15</i>	Provide information showcasing the unique nature of your program and visual arts facility. This section is for your highlight your art program, its special flavor, its breadth and depth. Use evidence from February 2008-February 2011. This may be collaged in words, photographs, newspaper clippings, school newsletters, testimonials, etc.	6 page maximum (pages may be 2 sided)

VI. SELECTION PROCESS

- A. Submit portfolio to Peggy Nolan, Brevard County Art Resource Teacher by deadline. Upon acceptance the portfolio will be submitted to an independent committee through the Brevard Cultural Alliance.
- B. The Brevard Cultural Alliance's independent committee will recommend selected schools for site visits by outside reviewers. Selected schools will be notified and site visits will be scheduled. Portfolios will be returned with written feedback to principals and teachers at their schools that are not recommended for a site visit.

VII. SCHOOL RESPONSIBILITIES FOR EXCELLENCE AWARD RECIPIENTS

- A. The art program is open on designated days for visitors to observe a variety of instructional activities. Visitors, by appointment, are welcome throughout the school year to observe the ongoing program.
- B. School officials and teachers are committed to assisting other interested persons in obtaining information to help improve art education programs.
- C. The school provides an annual report (1 typed page) to the Brevard County Art Resource Teacher in May of each year summarizing the highlights of the year's activities. The report should include:
 - 1. Highlights of the years' activities.
 - 2. Purchases made with award money.
 - 3. Number of hours invested in mentoring others in arts related matters and /or special visitors to the art program
 - 4. Changes to the personnel (principal or art instructors and/or art programs). If changes occur, submit a master schedule from previous and current year. Major changes may result in a review for continued "excellence" status to be determined on a case by case basis.

If the established criteria are still being met, the program will continue its "excellence" status. The art resource teacher will meet with the new principal to make him/her aware of the responsibilities of the award. Should the Excellence in Visual Award status be withdrawn the school may reapply no earlier than the conclusion of their designated three-year period.

VIII. DISTRICT RESPONSIBILITIES

- A. The Brevard County K-12 Art Resource Teacher upon request, will disseminate the Excellence in Visual Arts Award Guidelines and Criteria to all Brevard Public Schools.
- B. The Brevard County K-12 Art Resource Teacher will receive all portfolios by the stated deadline and deliver them to the Brevard Cultural Alliance
- C. The Brevard County K-12 Art Resource Teacher or designee will schedule and facilitate site visits.
- D. All applicants will be notified of the results of the evaluation at each stage of the process, including findings and recommendations relative to the established criteria.
- E. Schools receiving The Brevard Cultural Alliance Excellence in Visual Arts Award status will be recognized in a letter to all principals before the school year ends and formally at a School Board Meeting early the following year. The award will be published in BCA publications, the Brevard County Schools publications and the Florida Art Education Association (FAEA) publications.
- F. An award of \$1,000.00 will go to the art program, \$500.00 to each teacher, a banner for the school and a plaque for the visual arts faculty will be presented to school award recipients. Schools awarded an Honorable Mention will receive a framed certificate for the front office and one for the art room.

IX. VISITATION PROCEDURES

Those interested in visiting schools designated as having excellent visual arts programs should contact the principal of that school for information on designated demonstration days or set up an appropriate time for an informal visit.

Portfolio Checklist

Brevard Cultural Alliance Excellence in Visual Arts Award

- ____ 1. Table of Contents
 ____ 2. Art Teacher Portfolio Checklist

Tabbed Sections

____ <i>Tab 1</i>	Copy Application	
____ <i>Tab 2</i>	Principal Letter of Recommendation	1 page maximum
____ <i>Tab 3</i>	School Survey	
____ <i>Tab 4</i>	Statement of School philosophy	1 page maximum
____ <i>Tab 5</i>	Statement of unique needs of your school population	2 page maximum
____ <i>Tab 6</i>	Statement of interdisciplinary activities, exchange ideas and professional development	2 page maximum
____ <i>Tab 7</i>	Lessons and activities related to the Sunshine State Standards a. Skills and techniques b. Creation and communication c. Cultural and historical connections d. Aesthetic and critical analysis e. Applications to life	3 page maximum
____ <i>Tab 8</i>	Reflection to one example from Tab 7	1 page maximum
____ <i>Tab 9</i>	Photographs representing each of the 5 Sunshine State Standard Strands unrelated to lessons in Tab 7	5 page maximum
____ <i>Tab 10</i>	Student completed assessment/evaluation information: a. Procedures used for evaluation of student learning b. Completed samples of assessment/evaluation instruments c. Student artist statement	1 page maximum 4 page maximum 1 page maximum
____ <i>Tab 11</i>	List of exhibits or shows of student art work	1 page maximum
____ <i>Tab 12</i>	List of community involvement activities	1 page maximum
____ <i>Tab 13</i>	List of accomplishments, recognition or awards	1 page maximum
____ <i>Tab 14</i>	Eight photographs of art activities or events a. Interdisciplinary project b. Multicultural project c. Community Involvement d. Art exhibit/show e. 2-D work f. 3-D work g. Special population activity/project h. Cooperative/group learning	4 page maximum (2 on a page)
____ <i>Tab 15</i>	Art Program highlights from February 2008 – February 2011	6 page maximum pages may be 2 sided

 Art Teacher

 Date

 Principal

 Date

BCA Excellence in Visual Arts Award
ELEMENTARY SCHOOL ART SURVEY

This form is to be filled out as indicated by the art specialist(s) and administration

School: _____

Principal: _____

Art Specialist(s): _____ Art Certified _____
Yes / No

_____ Art Certified _____
Yes / No

Total School Enrollment: _____

Serving Grades: _____ grade through _____ grade

Please list any improvements made within the Art Department from 2008 - 2011

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Principal Signature

Date

Art Specialist/Teacher Signature

Date

PART I

FACILITIES, EQUIPMENT AND MATERIALS

1. Indicate whether the following facilities and equipment are available:

- a. Appropriate art room provided for art instruction Yes___ No___
- b. Adequate number of tables and chairs in room Yes___ No___
- c. Drying area Yes___ No___
- d. Designated instructional and demonstration area Yes___ No___
- e. Adequate storage space for art materials Yes___ No___
- f. Space provided on campus to showcase student artwork (both 2-D and 3-D) Yes___ No___
- g. Sinks (number____)* Yes___ No___
- h. Working kiln* Yes___ No___
- i. Kiln room to code with power, venting* Yes___ No___
- j. Audio equipment (CD player, cassette player, etc.) Yes___ No___
- k. Visual presentation equipment (doc cam, TV, overhead projector, etc.) Yes___ No___
- l. Computer hardware Yes___ No___
- m. Display materials (easels, pedestals, display boards, etc.) Yes___ No___

2. Indicate if the following instructional materials are adequately available:

- a. State adopted textbooks Yes___ No___
- b. Large art prints or similar Yes___ No___
- c. Reference and/or supplemental materials Yes___ No___
- d. Appropriate audio visuals Yes___ No___
- e. Consumables (mat board, brushes, rulers, paints, paper, etc.) Yes___ No___
- f. Computer software Yes___ No___

Please list any additional materials and equipment:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Refer to standards defined by Florida Department of Education: Education Facilities Specifications for new construction (*SREF Volume 1, 2007 Florida Building Code Handbook and Appendix*, and *Florida Safe Schools Design Guidelines*: <http://www.fl DOE.org/edfacil/sref.asp>) Note: to locate art specifications, scroll to pages 80 & 92.

PART II
FUNDING

1. Adequate financial support is provided through the school and/or district budget for the following:

- a. Professional Development (memberships and/or participation in workshops, conferences, and organizations) Yes___ No___
- b. Textbooks Yes___ No___
- c. Technology hardware (cameras, scanners, printers) Yes___ No___
- d. Classroom computer(s) Yes___ No___
- e. Technology software Yes___ No___
- f. Technology support (assistance, training, etc.) Yes___ No___
- g. Instructional materials Yes___ No___
- h. Consumables (brushes, matting, paint, paper, etc.) Yes___ No___
- i. Display materials (easels, pedestals, boards, wall strips, etc.) Yes___ No___
- j. Ceramic equipment Yes___ No___
- k. Equipment maintenance/repair Yes___ No___

Any additional examples:

_____	_____
_____	_____
_____	_____
_____	_____

2. Provisions are made to assist students to travel to art events and/or venues

Yes___ No___

PART III
INSTRUCTIONAL PROGRAM

1. There is evidence that art education is:

- a. Based on written school and/or district instructional objectives. Yes___ No___
- b. Organized in a continuous sequential manner. Yes___ No___
- c. Regularly assessed in relation to stated instructional objectives. Yes___ No___
(critiques, rubrics, portfolios, tests, etc.)

2. There is evidence that the art instruction is appropriate to the needs and achievement levels in/for:

- a. General student population. Yes___ No___
- b. Exceptional student education to include GSP Yes___ No___
- c. Artistically talented students. Yes___ No___

3. There is evidence that the art instruction includes:

Two-dimensional (2-D) in a variety of media Yes___ No___

List Examples:

_____	_____
_____	_____
_____	_____
_____	_____

Three-dimensional (3-D) in a variety of media Yes___ No___

List Examples:

_____	_____
_____	_____
_____	_____
_____	_____

4. There is evidence that the art instruction includes developing knowledge of the following:

- a. Elements of art (line, color, shape, texture, etc.) Yes___ No___
- b. Principles of design (balance, unity, variety, emphasis, etc.) Yes___ No___
- c. Art careers Yes___ No___
- d. Art vocabulary Yes___ No___
- e. Variety of media, processes and techniques Yes___ No___

5. There is evidence that the art instruction provides content related to art history. Yes___ No___

- 6. Art is incorporated into the other academic areas. Yes___ No___
- 7. There is regular planning scheduled between classroom teachers and the art specialist to ensure coordination of art within the other areas. Yes___ No___
How often? _____
- 8. There is participation in an articulation process from elementary through secondary feeder chain meetings. Yes___ No___
How often? _____
- 9. There are instructional connections made between the art program and The Sunshine State Standards for Art. Yes___ No___

PART IV
PROGRAM ENRICHMENT

Indicate participation in the following:

- 1. Coordination, leadership and/or supervision roles Yes___ No___
- 2. School or district sponsored in-service workshops Yes___ No___
- 3. Collaboration with community artist(s) Yes___ No___
- 4. Shows, fairs, exhibits Yes___ No___
- 5. Advocacy (out-reach, web site, presentations, newsletters, etc.) Yes___ No___
- 6. Additional art opportunities (clubs, contests, etc.) Yes___ No___
- 7. Other professional development opportunities (conferences, post-graduate courses, etc.) Yes___ No___

Please list any additional examples:

Part V
INSTRUCTIONAL TIME

SAMPLE for the chart on the following page.

	NO. OF CLASSES	TIMES EACH CLASSE IS TAUGHT PER WEEK OR →	TIMES EACH CLASS IS TAUGHT PER MONTH	TOTAL MINUTES OF INSTRUCTION PROVIDED PER MONTH
PK	1		Come with a kindergarten class	80
K	7		2-3	80-120
1st	6		3-4	120-160
2nd	6		3-4	120-160
3rd	5		4	160
4th	4		4-5	160-200
5th	6		3-4	120-160
6th	6		3-4	120-160
ESE	Students come with other classes		3-4	120-160

Note: Students would receive an average of 160 minutes of art each month.

Fill in chart (sample on previous page)

- a. Submit a schedule for typical day
- b. Explain acronyms i.e., EELP, TK1, EBH, ...
- c. Complete form below indicating either “times per week” or “times per month.”

	NUMBER OF CLASSES	TIMES EACH CLASS IS TAUGHT PER WEEK OR→	TIMES EACH CLASS IS TAUGHT PER MONTH	TOTAL MINUTES OF INSTRUCTION PROVIDED PER MONTH
<i>PRE- K</i>				
<i>K</i>				
<i>1ST</i>				
<i>2ND</i>				
<i>3RD</i>				
<i>4TH</i>				
<i>5TH</i>				
<i>6TH</i>				
<i>ESE</i>				
<i>OTHER</i>				

Comments/Other Circumstances:

Arts Integration

Choose one grade from each of the four categories below and give a brief description of an integrated lesson for each.

(There should be four programs/ lessons.)

<i>Grade/ Area</i>	<i>Teacher and Subject</i>	<i>Program/ Lesson(s) Description</i>
<i>Pre- Kindergarten</i>		1.
<i>Kindergarten</i>		
<i>1st</i>		
<i>2nd</i>		2.
<i>3rd</i>		
<i>4th</i>		
<i>5th</i>		3.
<i>6th</i>		
<i>Media</i>		4.
<i>Music</i>		
<i>Physical Education</i>		
<i>Other</i>		

BCA Excellence in Visual Arts Award
SECONDARY SCHOOL ART SURVEY

This form is to be filled out as indicated by the art specialist(s) and administration

School: _____

Principal: _____

Art Specialist(s): _____ Art Certified _____
Yes / No
_____ Art Certified _____
Yes / No
_____ Art Certified _____
Yes / No

Total School Enrollment: _____ Total Art Enrollment: _____

Percentage of Students Enrolled in Art: _____%

Serving grades: _____ grade through _____ grade.

Please list any improvements made within the Art Department from 2008-2011

Principal Signature

Date

Art Specialist/ Teacher Signature

Date

PART I
FACILITIES, EQUIPMENT AND MATERIALS

1. Indicate whether the following facilities and equipment are available:

- | | |
|---|--------------|
| a. Appropriate art room provided for art instruction | Yes___ No___ |
| b. Adequate number of tables and chairs in room(s)
No___ | Yes___ |
| c. Drying area(s) | Yes___ No___ |
| d. Designated instructional, demonstration and working area(s)
(computers, ceramics, painting, etc.) | Yes___ No___ |
| e. Adequate storage space for art materials | Yes___ No___ |
| f. Space provided on campus to showcase student
artwork (both 2-D and 3-D) | Yes___ No___ |
| g. Sinks (number____)* | Yes___ No___ |
| h. Working kiln(s)* quantity_____ | Yes___ No___ |
| i. Kiln room to code with power, venting* | Yes___ No___ |
| j. Audio Equipment (CD player, cassette player, etc.) | Yes___ No___ |
| k. Visual Presentation equipment (doc cam, TV,
overhead projector, etc.) | Yes___ No___ |
| l. Computer hardware | Yes___ No___ |
| m. Display materials (easels, pedestals, display boards, etc.) | Yes___ No___ |
| n. Internet access | Yes___ No___ |

2. Indicate if the following instructional materials are adequately available:

- | | |
|--|--------------|
| a. State adopted textbooks | Yes___ No___ |
| b. Large art prints or similar | Yes___ No___ |
| c. Reference and/or supplemental materials | Yes___ No___ |
| d. Appropriate audio visuals | Yes___ No___ |
| e. Consumables (mat board, brushes, rulers, paints, paper, etc.) | Yes___ No___ |
| f. Computer software | Yes___ No___ |

Additional examples:

*Refer to standards defined by Florida Department of Education: Education Facilities Specifications for new construction (*SREF Volume 1, 2007 Florida Building Code Handbook and Appendix*, and *Florida Safe Schools Design Guidelines*: <http://www.fldoe.org/edfacil/sref.asp>) Note: to locate art specifications, scroll to pages 80 & 92.

PART II
FUNDING

1. Adequate financial support is provided through the school and/or district budget for the following:

- | | |
|---|--------------|
| a. Professional Development (memberships and/or participation in workshops, conferences, and organizations) | Yes___ No___ |
| b. Textbooks | Yes___ No___ |
| c. Technology hardware (ex. cameras, scanners, printers) | Yes___ No___ |
| d. Classroom computer(s) | Yes___ No___ |
| e. Technology software | Yes___ No___ |
| f. Technology support (assistance, training, etc.) | Yes___ No___ |
| g. Instructional materials | Yes___ No___ |
| h. Consumables | Yes___ No___ |
| i. Display materials (matting, easels, pedestals, etc.) | Yes___ No___ |
| j. Ceramic equipment | Yes___ No___ |
| k. Printmaking equipment | Yes___ No___ |
| l. Maintenance/Equipment repair | Yes___ No___ |

Any additional examples:

_____	_____
_____	_____
_____	_____
_____	_____

2. Provisions are made to assist students to travel to art events and/or venues

Yes___ No___

PART III
INSTRUCTIONAL PROGRAM

1. Attach the master schedule of visual art offerings indicating the number of students enrolled, (Panel S 167 Brevard County) and length of classes (45 minutes, 90 minutes)

Master Schedule Attached: Yes ___ No ___

Class time: _____minutes

2. There is evidence that art education is:

a. based on written school and/or district instructional objectives. Yes___ No___

b. organized in a continuous sequential manner. Yes___ No___

c. regularly assessed in relation to stated instructional objectives. Yes___ No___
(critiques, rubrics, portfolios, test, etc.).

3. There is evidence that the art instruction is appropriate to the needs and achievement levels in/for:

a. general student population. Yes___ No___

b. exceptional student education to include GSP Yes___ No___

c. artistically talented students. Yes___ No___

4. Experience is provided in the following:

a. Drawing Yes___ No___

b. Painting Yes___ No___

c. 3-D Yes___ No___

d. Ceramics Yes___ No___

e. Printmaking Yes___ No___

f. Fine craft (jewelry making, stained glass, fiber arts, etc.) Yes___ No___

g. Design (graphic, fashion, interior, industrial, etc.) Yes___ No___

h. Digital and computer generated art Yes___ No___

i. Photography Yes___ No___

j. Multi-media Yes___ No___

k. Careers Yes___ No___

l. Research (internet and other) Yes___ No___

m. Art criticism Yes___ No___

n. Art history Yes___ No___

List any additional examples:

_____	_____
_____	_____
_____	_____

5. Students are assigned to advanced classes:
- a. on the basis of past achievement Yes___ No___
 - b. on the basis of interest Yes___ No___
 - c. with the approval of the art teacher Yes___ No___

Indicate the number of Level III art students _____
(approved dual enrollment, level III, AICI, IB, AP)

6. List at least two courses where *different levels* of instruction are provided in each major area.

_____	_____
_____	_____
_____	_____
_____	_____

7. Basic art instruction is a prerequisite in each major area. Yes___ No___
8. Cognitive testing is used as a basis for instructional improvement. Yes___ No___
9. A semester of visual art is offered for all students. Yes___ No___
10. There is participation in an articulation process from elementary through secondary feeder chain meetings. Yes___ No___

How often? _____

11. There are works of art displayed throughout the building during the year for the public viewing. Yes___ No___

Any additional examples:

_____	_____
_____	_____
_____	_____
_____	_____

12. Art classes meet for a minimum of 225 minutes per week. Yes___ No___

13. There are instructional connections made between the art program and the Sunshine State Standards. Yes___ No___
14. There is regular planning scheduled between art specialists and other teachers to ensure cross curricular integration. Yes___ No___
How often ? _____

PART IV
PROGRAM ENRICHMENT

Indicate participation in the following:

- | | |
|--|--------------|
| 1. Coordination, leadership and/or supervision roles | Yes___ No___ |
| 2. School or district sponsored in-service workshops | Yes___ No___ |
| 3. Collaboration with community artist(s) | Yes___ No___ |
| 4. Shows, fairs, exhibit | Yes___ No___ |
| 5. Advocacy (out-reach, web site, presentations, newsletters, etc.) | Yes___ No___ |
| 6. Additional art opportunities (clubs, contests, etc.) | Yes___ No___ |
| 7. Other professional development opportunities (conferences, post-graduate courses, etc.) | Yes___ No___ |

Please list any additional examples:

_____	_____
_____	_____
_____	_____
_____	_____

PART V
STAFFING

1. There is one art teacher employed for every 150 students or fewer enrolled in the art program. Yes___ No___
2. The courses/art areas listed below are taught by qualified teachers with experience and/or training in that field.(drawing, painting, ceramics, etc.)
- | | | |
|----|-------|--------------|
| a. | _____ | Yes___ No___ |
| b. | _____ | Yes___ No___ |
| c. | _____ | Yes___ No___ |
| d. | _____ | Yes___ No___ |
| e. | _____ | Yes___ No___ |
| f. | _____ | Yes___ No___ |

Please list any additional examples:

EVA Portfolio Review Rubric

SCHOOL: _____

Tab 1 Copy of Completed Application	No Application or Incomplete 0	Included Completed Application 1	Score _____
--	--	--	--------------------

Tab 2 Principal Letter of Recommendation	No Letter 0	Included Letter 1	1 page Score _____
---	-----------------------	-----------------------------	-------------------------------------

Tab 3 School Survey	Partially Completed 1	Mostly Completed 2	Totally Completed 3	Score _____
----------------------------	---------------------------------	------------------------------	-------------------------------	--------------------

Tab 4 Philosophy and Objectives	Single philosophy or objective 1	Average content within philosophy & objective 2	Exceptional & reflective content within philosophy & objective 3	1 page Score _____
--	--	---	--	-------------------------------------

Tab 5 Unique (positive or negative) needs addressed by program	States unique needs 1	States unique needs & how addressed 2	Above average discussion of unique needs & how addressed 3	Exceptional & reflective discussion of unique needs, how addressed and their outcomes 4	2 pages Score _____
---	---------------------------------	---	--	---	--------------------------------------

Tab 6 Interdisciplinary activities, exchange ideas & address professional development	One example given with little reflection 1	Two examples given with little reflection. 2	One or two examples including in-depth reflection(s) 3	Three or more average statements expressing growth & experimentation personally and professionally 4	Three or more exceptional reflections on several examples of growth & experimentation personally and professionally. 5	2 pages Score _____
--	--	--	--	--	--	--------------------------------------

Tab 7 Art activity or lesson for each of the 5 Strands of the of the Sunshine State Standards **3 pages**

Tab 7 a. Skills and Techniques	Did not identify Sunshine State Standard or poorly implemented description or lesson. 1	Identified Sunshine State Standard but implemented it in a minimal or average way. 2	Inventive lesson & description fulfilling a Sunshine State Standard 3	Score _____
---------------------------------------	---	--	---	--------------------

Tab 7b. After printing Note: missing Creation and Communication inserted here...3pts. Correction given at Workshop II

Tab 7 c. Cultural & Historical Connections	Did not identify Sunshine State Standard or poorly implemented description or lesson. 1	Identified Sunshine State Standard but implemented it in a minimal or average way. 2	Inventive lesson & description fulfilling a Sunshine State Standard 3	Score _____
---	---	--	---	--------------------

Tab 7 d. Aesthetic & Critical Analysis	Did not identify Sunshine State Standard or poorly implemented description or lesson. 1	Identified Sunshine State Standard but implemented it in a minimal or average way. 2	Inventive lesson & description fulfilling a Sunshine State Standard 3	Score _____
---	---	--	---	--------------------

Tab 7 e. Applications to Life	Did not identify Sunshine State Standard or poorly implemented description or lesson. 1	Identified Sunshine State Standard but implemented it in a minimal or average way. 2	Inventive lesson & description fulfilling a Sunshine State Standard 3	Score _____
--------------------------------------	---	--	---	--------------------

Tab 8 Reflection of above example	Minimal thought, lacking reflection 1	Minimal but reflective statements 2	Only positive or negative aspects are addressed. 3	Reflection of positive and negative aspects are addressed in an average way. 4	Insightful reflection indicating positive aspects and where improvement(s) is needed. 5	1 page Score _____
--	---	---	--	--	---	------------------------------

Tab 9 Provide one photograph of student work representing each of the 5 Sunshine State Standard Strands					5 pages
Tab 9 Photo 1 Skills and Techniques	Student work is not labeled with strand, grade level and medium (if applicable) 1	Student work is labeled with strand, grade level and medium (if applicable) but 2	Student work is labeled with strand, grade level and medium (if applicable) but Depth and rational is evidenced 3	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Score _____

Tab 9 Photo 2 Creation and Communication	Student work is not labeled with strand, grade level and medium (if applicable) 1	Student work is labeled with strand, grade level and medium (if applicable) but lacks depth and rational 2	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Score _____
--	---	--	--	--	-------------

Tab 9 Photo 3 Cultural and Historical	Student work is not labeled with strand, grade level and medium (if applicable) 1	Student work is labeled with strand, grade level and medium (if applicable) but lacks depth and rational 2	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Score _____
---	---	--	--	--	-------------

Tab 9 Photo 4 Aesthetic and Critical Analysis	Student work is not labeled with strand, grade level and medium (if applicable) 1	Student work is labeled with strand, grade level and medium (if applicable) but lacks depth and rational 2	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Score _____
---	---	--	--	--	-------------

Tab 9 Photo 5 Applications to Life	Student work is not labeled with strand, grade level and medium (if applicable) 1	Student work is labeled with strand, grade level and medium (if applicable) but lacks depth and rational 2	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Student work is labeled with strand, grade level and medium (if applicable) Depth and rational is evidenced 3	Score _____
--	---	--	--	--	-------------

Tab 10 a. Describe procedures used for evaluating student learning	Procedures lack encouragement of student growth 1	Procedures show learning, but lack feedback 2	Procedures show learning and growth through feedback 3	1 page Score _____
---	---	---	--	------------------------------

Tab 10 b. Samples of assessment/evaluation instruments	Samples show no evidence of encouragement for student growth 1	Samples show specific feedback 2	Samples show original and unique assessments with encouraging feedback 3	4 pages Score _____
---	--	--	--	-------------------------------

Tab 10 c. Provide a student artist statement on an artwork or experience (1 Photograph)	Statement is a basic description of an art work or experience 1	Statement is an elaborate and more detailed description of an art work or experience 2	Statement is a thorough description and individual reflection of an art work or experience 3	1 page Score _____
--	---	--	--	------------------------------

Tab 11 List exhibits or shows in which your school participated	Five or less shows listed including specified shows in Guidelines 1	Six through eight shows listed including specified shows in Guidelines 2	Nine or more shows are listed including specified shows in Guidelines 3	1 page Score _____
--	---	--	---	------------------------------

Tab 12 List a variety of community involvement activities other than art shows or exhibits.	No activities 0	One activity 1	Two activities 2	Three activities 3	Four activities 4	Five or greater 5	1 page Score _____
--	---------------------------	--------------------------	----------------------------	------------------------------	-----------------------------	-----------------------------	------------------------------

Tab 13. NOTE: Fill in **one line only** as per number of teachers at school **ONE SCORE HERE 1 page**

Tab 13 List accomplishments, Recognition/awards. ONE TEACHER	None 0	One - Two 1	Two - Four 2	More than Four 3	Score _____
TWO TEACHERS	None 0	Two - Four 1	Four - Eight 2	More than Eight 3	Score _____
THREE TEACHERS	None 0	Three-Six 1	Six -Twelve 2	More than Twelve 3	Score _____

Tab 14 Provide 8 photos: Process or Product is allowed ...in most instances the final product is to be shown **4 pages**

NOTE: Student work is valid when PROCESS is shown in place of completed student work.

Tab 14 a. Interdisciplinary Project	None 0	Picture is not labeled with Strand, grade level or medium (if applicable). Or does not indicate an interdisciplinary project. 1	All elements (photos and labels) are present and indicates an interdisciplinary project. 2	Shows creativity, uniqueness and originality throughout. Is a quality example of interdisciplinary project 3	Score _____
--	------------------	---	--	--	-------------

Tab 14 b. Multicultural Project	None 0	Picture is not labeled with Strand, grade level or medium (if applicable). Or does not indicate a multicultural project. 1	All elements (photos and labels) are present and indicates a multicultural project. 2	Shows creativity, uniqueness and originality throughout. Is a quality example of a Multicultural project 3	Score _____
--	------------------	--	---	--	-------------

Tab 14 c. Community Involvement / with art program	None 0	Picture is not labeled with Strand, grade level or medium (if applicable). Or does not indicate community involvement. 1	All elements (photos and labels) are present and indicates community involvement. 2	Shows creativity, uniqueness and originality throughout. Is a quality example of Community Involvement/ with an art program 3	Score _____
---	------------------	--	---	---	-------------

Tab 14 d. Art Exhibits/ Shows	None 0	Picture is not labeled with Strand, grade level or medium (if applicable). Or does not indicate art exhibits/shows. 1	All elements (photos and labels) are present and indicates art exhibits/shows. 2	Shows creativity, uniqueness and originality throughout. Is a quality example of Art Exhibits/Shows 3	Score _____
--------------------------------------	------------------	---	--	---	-------------

Tab 14 e. 2-D work	None 0	Picture is not labeled with Strand, grade level or medium (if applicable). Or does not indicate 2-D work. 1	All elements (photos and labels) are present and indicates 2-D work. 2	Shows creativity, uniqueness and originality throughout. Is a quality example of 2-D work 3	Score _____
---------------------------	----------------------	---	--	---	---------------------------

Tab 14 f. 3-D work	None 0	Picture is not labeled with Strand, grade level or medium (if applicable)...does not indicate 3-D work 1	All elements (photos and labels) are present and indicate 3-D work 2	Shows creativity, uniqueness and originality throughout. Is a quality example of 3-D work 3	Score _____
---------------------------	----------------------	--	--	---	---------------------------

Tab 14 g. Special population activity/ project	None 0	Picture is not labeled with Strand, grade level or medium (if applicable)...does not indicate a special population activity/project 1	All elements (photos and labels) are present and indicate special population activity/project 2	Shows creativity, uniqueness and originality throughout. Is a quality example of a special population activity/ project 3	Score _____
---	----------------------	---	---	---	---------------------------

Tab 14 h. Cooperative/ group learning	None 0	Picture is not labeled with Strand, grade level or medium (if applicable)...does not indicate cooperative/group learning 1	All elements (photos and labels) are present and indicate a cooperative/ group learning 2	Shows creativity, uniqueness and originality throughout. Is a quality example of cooperative/group learning project 3	Score _____
--	----------------------	--	---	---	---------------------------

Tab 15 Provide information showcasing the unique nature of your program and visual arts facility. This section is for you to **highlight your art program**, its special flavor, its breadth and depth. Use evidence from February 2006-February 2009. This may be collaged in words, photographs, newspaper clippings, school newsletters, testimonials...etc. NOTE: Tab 15 You can utilize the front and back of these pages

Tab 15 Unique nature of program	Does not indicate unique aspects of program 0	Shows evidence of some unique and inventive aspects within school program 1	Shows unique, inventive aspects of school and out reach programs 2	Shows creativity uniqueness and originality throughout the art programs and utilizes facilities effectively 3	Maximum 6 pages/ double sided Score ___
--	---	---	--	---	--

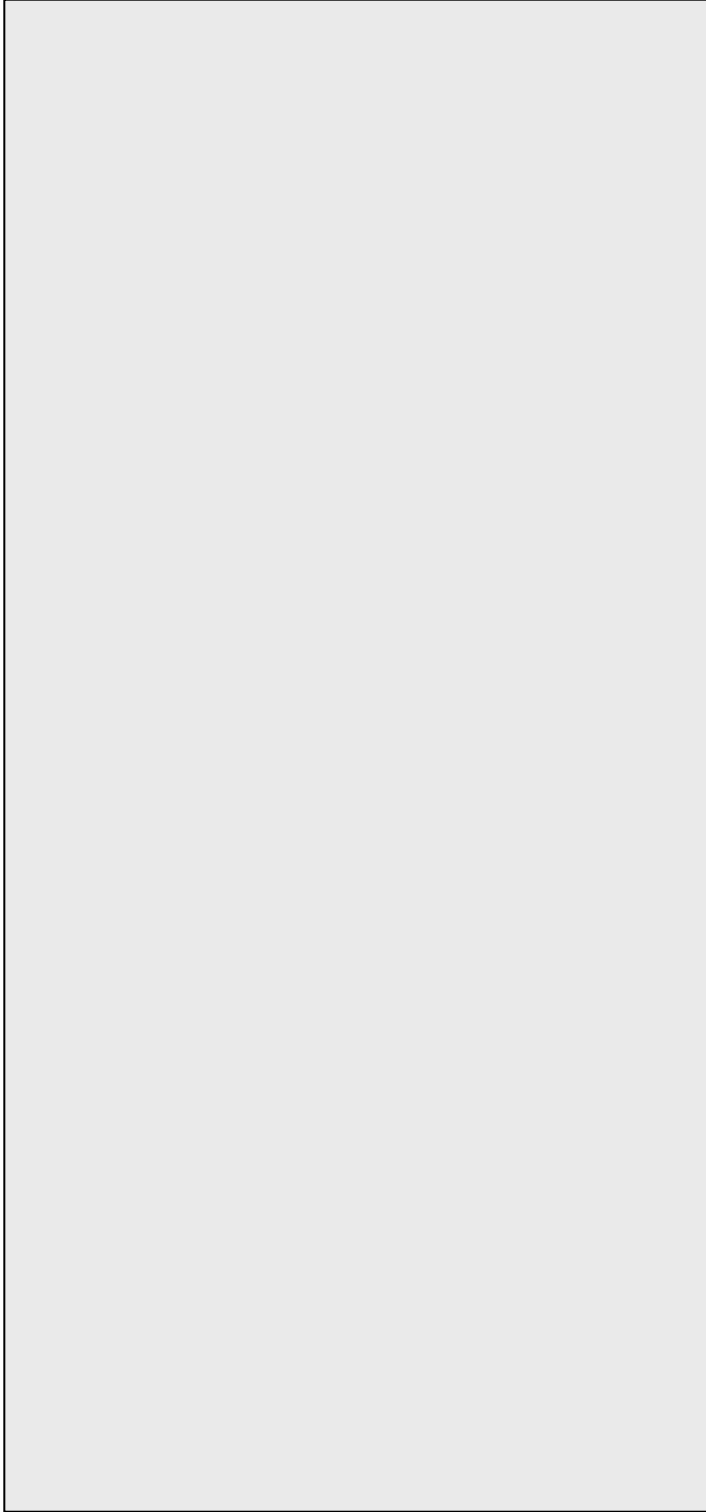
The Brevard Cultural Alliance will remove any extra pages before submitting to the review team. Extra pages will not be reviewed.

Score _____
Total Score _____

Portfolio Review/Comment Sheet

Positive Comments

Suggestions for Improve



After portfolio review I recommend that this school get a site visit.

Date _____

PRINT NAME

SIGNATURE

BCA Excellence in Visual Arts Site Visit Information & Suggested Visit Schedule

1. Portfolio scored rubrics will be returned to all applicants before site visits begin.
NOTE: This does not pertain to renewal group.
2. Site visitors, upon request, submit availability dates. Schools will be contacted to arrange scheduled visits. (dates and times)
3. Site visitor(s) will be given the completed portfolios, suggested interviewer's questions and site visit rubric before visits.
4. Site visitor(s) will meet at schools together according to schedule.

Every effort will be made to coordinate and consolidate distances between schools

SUGGESTED SCHOOL SITE VISIT PROCEDURE*

The exact observation/visitation order will be determined by the school depending on the school schedule.

1. Site visitor(s) sign-in at school's front office and are escorted to classroom or meeting room.
2. Classroom observation **approximately 40-50 minutes**
Site visitor(s) will observe art teacher(s) instructing a class. Teachers should not delay class for visitor(s) (Ex: If visitors arrive a little late to observe 1st period they can choose to stay over into the second period.)
3. *Teacher/Administration joint meeting and interview **approximately 30 minutes**
Site visitor(s) will meet with art teacher(s) and administrators for interview.
(See Interviewer's questions provided for discussion)
4. *Meet others and tour facility **approximately 15 minutes**
Site visitor(s) will briefly meet with a parent, student, and/or other teacher and casually discuss are program and tour facility/campus. This a flexible "*option*" if time allows.

Overall Time 1 ½ to 2 hours

*The exact observation/visitation order will be determined by the school depending on the school schedule.

*Schools should arrange for art teacher(s) coverage during this time of the site visit evaluation.

Brevard Cultural Alliance Excellence in Visual Arts Award Site Visit Rubric

Classroom Observation

School _____ Art Teacher(s) _____

	1	2	3	4	5	Score
Standards Based (Sunshine State Standards or SSS)	Standards are evident but not clear in: Plans Classroom Lesson being presented	Standards are evident.	Standards are obvious and applied within lesson.	Standards are obvious and applied within lesson. Students can generally explain their art in relation to the standards.	Students consistently apply Their independent expressions of the standards in their art.	
Content in Student Art Work	Works are similar to teacher-made examples.	Some students deviate from teacher's example.	Students create unique works and have some input on the content of the work.	Student works are independent of each other in appearance.	Student works are unique and independent of each other in appearance and content.	
Authentic Assessment	Assessment not evident.	Minimal assessment evident.	Some teacher assessment evident.	Two-way teacher and student assessment methods are evident.	Two-way teacher and student assessment methods consistently shown. Student reflection is obvious.	
Classroom Management	No process evident.	Process evident in some manner.	Process evident, most students engaged.	Process evident, most students engaged, teacher manages class well.	Process evident, most students engaged. There is intrinsic, self-motivation of students and all are participating in art activities.	
Cross Curricular Connections (Within the Classroom)	No evidence of curriculum connection with other disciplines.	Limited evidence of connections with other disciplines.	Teacher articulates some cross-curricular connections.	Cross-curricular objectives are clearly stated and/or labeled while the lesson takes place.	Students can, independently from the teacher, communicate curricular connections.	
School Environment	Art displayed in classroom.	Art displayed in classroom and outside the art room.	Art displayed in and outside the art room plus in another key location on site.	School-wide display of student art work.	School-wide display of student art work showing evidence of cross-curricular studies from multiple subject areas.	
Classroom Environment	Classroom organization not evident.	Classroom organization somewhat evident, room is safe.	Classroom is safe and organized.	Classroom is safe and organized. There is evidence of effective space management.	Classroom is safe and organized. There is evidence of effective space management. Students involved in maintaining organization.	
					Total	

SCORING CODE: Classroom Observation (1) = Lowest, (5) = Highest

Total _____

Possible Points 35 x 2 = 70 points

BCA Excellence in Visual Arts Award Interviewer's Questions

School _____

Principal _____ Assistant Principal _____

Art Teacher(s) _____

In order to provide consistency during the EVA site visit evaluation process, the following questions are suggested to identify important areas to consider and to assist with forming an overall view of the art program and connections to the portfolio presented.

Suggested interview time 30 minutes.

1. Elaborate on one of your most memorable lessons as cited in your portfolio. (Tab. 7)

below	meets	exceeds
1	3	5

2. Explain how you model *Best Practices* in your teaching.

- Higher order thinking skills
- Instructional focus
- Monitoring
 - a. Feedback
 - b. Assessment
- Evaluation

below	meets	exceeds
1	3	5

3. How does your program impact the school environment?

below	meets	exceeds
1	3	5

4. Why do you think you have a quality art program?

- Instruction
- Support / administration
- Facility

below	meets	exceeds
1	3	5

5. How does your art program connect to the local community?

- Particular events
- Use of volunteers
- Visiting artists
- Outreach program(s)
- Other

below	meets	exceeds
1	3	5

6. How does the school support your art program?

below	meets	exceed
1	3	5

7. What else would you like to share about your art program?

Total _____
Possible 30 points

Each Site Visitor is requested to fill out his or her own score sheet and comment sheet.

Observation Comment Sheet

Classroom Observation _____ Interview _____ Total _____

1. Site visit observations match evidence displayed in the portfolio. Yes / No

2. After thorough observation and time spent at this facility, it is recommended this school's art program receive the Brevard Cultural Alliance Excellence in Visual Arts Award.

Yes / No

Name _____

PRINT NAME

SIGNATURE

Position / County _____

SITE VISITOR (S) COMMENTS: PLEASE BE SPECIFIC, INDICATE POSITIVE OBSERVATIONS AND / OR HOW IMPROVEMENTS COULD BE MADE TO THE ART PROGRAM



**Renewal
2011 - 2014**



Excellence in Visual Arts Award Time Line

July 2010	Re-write committee meets
August 31, 2010	Orientation meeting and overview for interested participants renewal group and administrators ESF Training Room 3-4 6:00 – 7:00PM
September 14, 2010	2010 – 2013 EVA Recognition at School Board Meeting Brevard Cultural Alliance Recognition location TBD
September 17, 2010	Application and letter of recommendation due to Peggy Nolan
October 6, 2010	EVA Workshop I – Sharing Session / Getting Started Notebooks and dividers distributed ESF Training Room 5-6 / 5:30-7PM (attendance <u>highly</u> recommended)
November 18, 2010	EVA Workshop II – Table Topics/ Q &A’s Bring working documents ESF Training Rooms 5-6 / 5:30-7PM (attendance <u>highly</u> recommended)
February 24, 2011	EVA Workshop III – Wrap Up Portfolio/ Site Visits Protocols ESF Training Rooms 7-8 / 5:30-7PM (attendance <u>highly</u> recommended)
March 1, 2011	DUE: Portfolios to Peggy Nolan NO EXCEPTIONS Sign on ERO for Inservice points for completed portfolios Points assigned ONCE within teaching certification validity period
March 2011	Portfolio Review / Brevard Cultural Alliance Renewal visits (schedule TBD)
April 26 – 29	Site Visits (schedule TBD) Visits will <u>not occur</u> during FCAT testing or Spring Break Portfolios returned if not receiving site visit / all results returned
May 2011	Announcement of award recipients at School Board Meeting Previous EVA teachers submit year summary
September 2011	Presentation of Awards at School Board Meeting Brevard Cultural Alliance celebration location TBD

Brevard Cultural Alliance
Excellence in Visual Arts Award Application and Renewal Form

The Brevard Cultural Alliance recognizes Brevard Public Schools art programs, which are comprehensive in scope and outstanding in quality by presenting the *Excellence in Visual Arts Award*. Such art programs contribute to the overall excellence of the school environment, address the Sunshine State Standards for Art in exemplary ways, and promote academic and aesthetic student achievement in art and other areas of the curriculum. The purpose of this award is to identify and foster quality visual arts programs in Brevard Public Schools.

Portfolio Criteria:

- A. Excellent visual arts programs are evidenced by high quality student work in the areas of process and product in the following areas:
 - 5. Interdisciplinary lessons
 - 6. Oral, visual, and written expressions by the student with regard to the art process
 - 7. Community involvement
 - 8. Multiple forms of works of art in a variety of mediums in two 2-D and three 3-D dimensions
- B. The art program has a sufficient scope of instruction and a variety of experiences and/or opportunities to serve the total school population including the artistically talented and exceptional education populations.
- C. Art instruction follows a written program of sequential development and allows for a variety of enhancing materials. The art program incorporates the National Standards for Art Education and the Florida Sunshine State Standards for Art.
- D. The art program provides students with maximum opportunities for success, involves cooperative group instruction in different modalities and integrates other areas of the arts.
- E. All teachers in the art program are certified in art. Florida certification is not required for visiting art specialists.

- F. The art program has sufficient time and suitable materials, facilities, and equipment to meet the needs of students in an aesthetically stimulating and safe environment.
- G. The art program demonstrates connection to the community through activities such as participation in art exhibits in a variety of public venues and visiting art specialists. NOTE: High Schools should participate in State Fair and Advanced Placement Portfolio Competitions.
 - 1. Schools will provide venue opportunities for the creative expressions of their students.
 - 2. Schools will have dedicated spaces throughout the facility for showing 2-D and 3-D art.
- H. The art program reflects professional development, best practices and the exchange of ideas.
- I. The art program purposefully contributes to the success of students in other subject areas.

Application Procedures:

- A. Acquire an application and a copy of the EVA Guidelines and Procedures from the Brevard Cultural Alliance by:
 - 3. Email at pablo.remonsellez@artsbrevard.org
 - 4. Download application at www.artsbrevard.org.
- B. Attend the orientation meeting for potential applicants.
- C. Submit Application and Principal's letter of recommendation to Peggy Nolan by due date.
- D. Attend three workshops during year/highly recommended.
- E. Submit portfolio to Peggy Nolan by due date.
- F. Questions about the application process may be referred to Peggy Nolan, K 12 Art Drama Resource Teacher, or the Brevard Cultural Alliance.
 - 3. Peggy Nolan (321) 633-1000 x 361 or nolan.peggy@brevardschools.org
 - 4. Brevard Cultural Alliance (321) 690-6817
pablo.remonsellez@artsbrevard.org

<hr/> <i>Name of School</i>	<hr/> <i>Address</i>	<hr/> <i>City</i>	<hr/> <i>Zip</i>
<hr/> <i>School Phone</i>	<hr/> <i>Art Teacher Extension</i>	<hr/> <i>School Fax</i>	
<hr/> <i>Principal</i>	<hr/> <i>Principal's Email</i>		
<hr/> <i>Art Teacher</i>	<hr/> <i>Art Teacher's Email</i>		
<hr/> <i>Art Teacher (additional)</i>	<hr/> <i>Email</i>	<hr/> <i>Art Teacher (additional)</i>	<hr/> <i>Email</i>
<hr/> <i>Principal's Signature</i>	<hr/> <i>Date</i>	<hr/> <i>Note: Principal's Letter of Recommendation should accompany the application.</i>	

BCA Excellence in Visual Arts Award Renewal

I. DESCRIPTION

The Brevard Cultural Alliance recognizes Brevard Public Schools art programs, which are comprehensive in scope and outstanding in quality by presenting the *Excellence in Visual Arts Award*. Such art programs contribute to the overall excellence of the school environment, address the Sunshine State Standards for Art in exemplary ways, and promote academic and aesthetic student achievement in art and other areas of the curriculum. The Brevard Cultural Alliance Excellence in Visual Arts Award remains in effect for a period of three years.

II. APPLICATION PROCESS

- A. Application occurs during the third year of existing award and follows established time line
- B. All renewal applicants turn in an abbreviated **portfolio** as outlined here and will receive a **site visit**.
- C. Site visitors will receive portfolios before the scheduled visit
- D. Upon completion of the site visit applicants will be notified of the results
- E. Renewal Award recipients will receive:
 - 1. Updated banner – date is added to original banner
 - 2. A new plaque
 - 3. \$500.00 for the teacher
 - 4. \$1,000.00 for the art program
 - 5. Award and reception from the Brevard Cultural Alliance

*Refer to Time Line front of book

III. PORTFOLIO GUIDELINES AND PROCEDURES

- A. Portfolio format
 - 1. Notebooks and dividers will be distributed at EVA Workshop I
 - 2. 8 1/2" x 11" format in the 3-ring notebook
 - 3. 12 pt type using Times New Roman
 - 4. Double-spaced with 1" margins on **front side of page only** (exception see Tab 5)
 - 5. Picture identification and descriptions may be single spaced
 - 6. Use high quality paper
 - 7. Use of plastic sleeves or protectors **for Tab 5**
 - 8. Use of dividers or tabs is required
 - 9. Tabbed sections must be organized as described under Portfolio Organization

B. Portfolio Organization

<p>1. Table of Contents 2. Portfolio Checklist 3. Annual summary from previous two years 4. Tabbed Sections</p>	
<p>_____ <i>Tab 1</i> Copy of renewal application form</p>	
<p>_____ <i>Tab 2</i> Principal Letter of Recommendation Prepare two letters on letterhead (signed in blue ink) 1st submitted with Letter of Recommendation 2nd placed in Tab 2 of Portfolio</p>	<p>1 page maximum</p>
<p>_____ <i>Tab 3</i> Reflection of your art program to include highlights, improvements and/or growth in the following areas: a. Best Practices b. Community outreach & advocacy c. Curriculum d. School Improvements and/or facilities e. Professional development and leadership Refer to General Criteria III (A-I)</p>	<p>2 page maximum</p>
<p>_____ <i>Tab 4</i> Provide one photograph representing each of the 5 Sunshine State Standard Strands from February 2008-February 2011. Label each photograph with corresponding strand, grade level and medium (if applicable), and brief description of activity</p>	<p>5 page maximum</p>
<p>_____ <i>Tab 5</i> Provide information showcasing the unique nature of your program and visual arts facility. This section is for you to highlight your art program, its special flavor, its breadth and depth. Use evidence from February 2008-February 2011. This may be collaged in words, photographs, newspaper clippings, school newsletters, testimonials...etc.</p>	<p>6 page maximum / may be 2 sided</p>

Portfolio Renewal Check List
Brevard Cultural Alliance Excellence in Visual Arts Award

- ____ 1. Table of Contents

- ____ 2. Portfolio Checklist

- ____ 3. Year summaries (2)

- ____ 4. Tabbed Sections

- ____ Tab 1. Copy of renewal application form

- ____ Tab 2. Principal Letter of Recommendation 1 page maximum

- ____ Tab 3. Reflection of your art program 2 page maximum

- ____ Tab 4. Photographs representing each of the 5 page maximum
5 Sunshine State Standard Strands

- ____ Tab 5. Program Highlights 6 page maximum

Art Teacher(s)

Date

Principal

Date

BCA Excellence in Visual Arts Site Visit Information & Suggested Visit Schedule

1. Portfolio scored rubrics will be returned to all applicants before site visits begin.
This does not pertain to renewal group.
2. Site visitors, upon request, submit availability dates. Schools will be contacted to arrange scheduled visits. (dates and times)
3. Site visitor(s) will be given the completed portfolios, suggested interviewer's questions and site visit rubric before visits.
4. Site visitor(s) will meet at schools together according to schedule.

Every effort will be made to coordinate and consolidate distances between schools

SUGGESTED SCHOOL SITE VISIT PROCEDURE

The exact observation/visitation order will be determined by the school depending on the school schedule.

1. Site visitor(s) sign-in at school's front office and are escorted to classroom or meeting room.

2. Classroom observation **approximately 40-50 minutes**

Site visitor(s) will observe art teacher(s) instructing a class. Teachers should not delay class for visitor(s) (Ex: If visitors arrive a little late to observe 1st period they can choose to stay over into the second period.)

3. *Teacher/Administration joint meeting and interview **approximately 30 minutes**

Site visitor(s) will meet with art teacher(s) and administrators for interview.
(See Interviewer's questions provided for discussion)

4. *Meet others and tour facility **approximately 15 minutes**

Site visitor(s) will briefly meet with a parent, student, and/or other teacher and casually discuss art program and tour facility/campus. This a flexible "option" if time allows.

Overall Time **1 ½ to 2 hours**

*The exact observation/visitation order will be determined by the school depending on the school schedule.

*Schools should arrange for art teacher(s) coverage during this time of the site visit evaluation

Brevard Cultural Alliance Excellence in Visual Arts Award Site Visit Rubric

Classroom Observation

School _____ Art Teacher(s) _____

	1	2	3	4	5	Score
Standards Based (Sunshine State Standards or SSS)	Standards are evident but not clear in: Plans Classroom Lesson being presented	Standards are evident.	Standards are obvious and applied within lesson.	Standards are obvious and applied within lesson. Students can generally explain their art in relation to the standards.	Students consistently apply Their independent expressions of the standards in their art.	
Content in Student Art Work	Works are similar to teacher-made examples.	Some students deviate from teacher's example.	Students create unique works and have some input on the content of the work.	Student works are independent of each other in appearance.	Student works are unique and independent of each other in appearance and content.	
Authentic Assessment	Assessment not evident.	Minimal assessment evident.	Some teacher assessment evident.	Two-way teacher and student assessment methods are evident.	Two-way teacher and student assessment methods consistently shown. Student reflection is obvious.	
Classroom Management	No process evident.	Process evident in some manner.	Process evident, most students engaged.	Process evident, most students engaged, teacher manages class well.	Process evident, most students engaged. There is intrinsic, self-motivation of students and all are participating in art activities.	
Cross Curricular Connections (Within the Classroom)	No evidence of curriculum connection with other disciplines.	Limited evidence of connections with other disciplines.	Teacher articulates some cross-curricular connections.	Cross-curricular objectives are clearly stated and/or labeled while the lesson takes place.	Students can, independently from the teacher, communicate curricular connections.	
School Environment	Art displayed in classroom.	Art displayed in classroom and outside the art room.	Art displayed in and outside the art room plus in another key location on site.	School-wide display of student art work.	School-wide display of student art work showing evidence of cross-curricular studies from multiple subject areas.	
Classroom Environment	Classroom organization not evident.	Classroom organization somewhat evident, room is safe.	Classroom is safe and organized.	Classroom is safe and organized. There is evidence of effective space management.	Classroom is safe and organized. There is evidence of effective space management. Students involved in maintaining organization.	
					Total	

SCORING CODE: Classroom Observation (1) = Lowest, (5) = Highest

Total _____

Possible Points 35 x 2 = 70 points

BCA Excellence in Visual Arts Award Interviewer's Questions

School _____

Principal _____ Assistant Principal _____

Art Teacher(s) _____

In order to provide consistency during the EVA site visit evaluation process, the following questions are suggested to identify important areas to consider and to assist with forming an overall view of the art program and connections to the portfolio presented.

Suggested interview time 30 minutes.

1. Elaborate on one of your most memorable lessons as cited in your portfolio. (Tab. 7)

below	meets	exceeds
1	3	5

2. Explain how you model *Best Practices* in your teaching.

- Higher order thinking skills
- Instructional focus
- Monitoring
 - c. Feedback
 - d. Assessment
- Evaluation

below	meets	exceeds
1	3	5

3. How does your program impact the school environment?

below	meets	exceeds
1	3	5

4. Why do you think you have a quality art program?

- Instruction
- Support / administration
- Facility

below	meets	exceeds
1	3	5

5. How does your art program connect to the local community?

- Particular events
- Use of volunteers
- Visiting artists
- Outreach program(s)
- Other

below	meets	exceeds
1	3	5

6. How does the school support your art program?

below	meets	exceed
1	3	5

7. What else would you like to share about your art program?

Total _____
Possible 30 points

Each Site Visitor is requested to fill out his or her own score sheet and comment sheet.

Observation Comment Sheet

Classroom Observation _____ **Interview** _____ **Total** _____

- 1. Site visit observations match evidence displayed in the portfolio.** **Yes / No**

- 2. After thorough observation and time spent at this facility, it is recommended that the art program's Brevard Cultural Alliance Excellence in Visual Arts Award be renewed.** **Yes / No**

Name _____

SIGNATURE

Position / County _____

SITE VISITOR (S) COMMENTS: PLEASE BE SPECIFIC, INDICATE POSITIVE OBSERVATIONS AND / OR HOW IMPROVEMENTS COULD BE MADE TO THE ART PROGRAM.

