

# Quality Indicators / Visual Arts

## Best Practices for the K 12 Visual Arts Classroom

The Office of Elementary Programs is providing this resource to affect the quality of visual arts classroom instruction in all Brevard Public Schools.

The “Quality Indicators” identify superior characteristics that are specific to each core curricular area. The purpose of this tool is to help teachers develop an awareness of best practices that they are currently using, as well as to help them become familiar with other strategies that they could use to strengthen classroom instruction. These checklists can be used in the following ways:

- ❑ Teachers can use these as a self-assessment to identify their own strengths and weaknesses in instructional practices and the classroom environment;
- ❑ Administrators can reference these to identify effective classroom practices, as well as to work with a teacher to identify areas to target for improvement; or
- ❑ Both teachers and administrators can use these to assist them in developing the teacher’s Professional Development Plan (PDP).

Keep in mind that the Quality Indicators describe an experienced teacher and the “ideal” classroom. These indicators set the standard for our teachers. The Quality Indicators are not to be used as the sole basis for teacher evaluations. It is the exceptional teacher that will display all of these characteristics in any given discipline.

Peggy Nolan K 12 Art Drama Resource Teacher developed these Quality Indicators. I hope that you find these to be a practical resource as you work with your staff to achieve our goal of being “First in Florida”.

Lynn Spadaccini, Director  
Office of Elementary Programs

**Indicators for Quality K12 Visual Arts Program  
Best Practice Tool  
Brevard Public Schools**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the key as a guide to assess the indicators of substance listed below that you would expect to find in a quality visual art program.

**KEY**

**M** – Mastery; Consistently Evident

**E** – Emergent; Sometimes Evident

**P** – Proficient; Often Evident

**N** – Not Yet Evident

**Visual Arts Room**

\_\_\_\_\_ The art room is inviting to students, parents and staff.

\_\_\_\_\_ The art room has clean, updated displays of the elements of art and principles of design

Daily classroom management routines are posted

- Classroom rules, expectations, schedules

\_\_\_\_\_ The art room has displays of ongoing lessons visible

The art room offers multiple resources in a variety of genres and formats easily accessible to students and teachers.

- Picture file, career file
- Time lines, color wheels...

\_\_\_\_\_ Resources support the needs and learning styles of all students in the school

The art room organization includes “identified” work areas to accommodate individual, small group, and large group activities simultaneously.

\_\_\_\_\_ The student resource area appears clean and in good condition.

\_\_\_\_\_ Art materials and equipment are current and in good working order

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**Students (more applicable to 6 – 12<sup>th</sup> grades)  
TO ENHANCE AND OR COMPLETE ART PROJECTS**

\_\_\_\_\_ Students have access to a wide range of materials, and formats (print and electronic) throughout the school day.

\_\_\_\_\_ Students apply information gained from reading and researching a variety of text in critical thinking and problem solving opportunities.

\_\_\_\_\_ Students have ample opportunities for independent reading, and technological literacy activities to promote independent use of materials and resources.

\_\_\_\_\_ Students share responsibility for their own learning. They set goals, self-assess, and monitor their own research skills performance.

\_\_\_\_\_ Students can readily express themselves about the appropriate process in which they are engaged

\_\_\_\_\_ Students participate in a variety of activities and evidence of student end products is present

**Art Specialist-Teaching and Learning**

The Art specialist

\_\_\_\_\_ Exhibits a welcoming and enthusiastic attitude

\_\_\_\_\_ Provides an active learning environment

\_\_\_\_\_ Maintains consistent discipline in a friendly environment

\_\_\_\_\_ Orients students and educators to the art room

\_\_\_\_\_ Designs individual/small group inquiry centers and large group activities to meet student needs

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- \_\_\_\_\_ Establishes art room routines and procedures which are modeled and followed
- \_\_\_\_\_ Works with the staff and administration to foster the integration of art into the academic curriculum
- \_\_\_\_\_ Works with the classroom teachers and other colleagues to promote collaboration
- \_\_\_\_\_ Implements/facilitates school-wide art displays
- \_\_\_\_\_ Understands the importance of Community partnerships and mutual involvement
- \_\_\_\_\_ Models and teaches CRISS strategies, practices curriculum mapping within art lessons
- \_\_\_\_\_ Uses a variety of critical thinking strategies such as graphic organizers/thinking maps and honors different learning styles
- \_\_\_\_\_ Asks questions that encourage and promote dialogue, inquiry, and critique
- \_\_\_\_\_ Implements lessons that are correlated to the Sunshine State Standards
- \_\_\_\_\_ Communicates lesson objectives to students
- \_\_\_\_\_ Encourages a love of art and the art process for all students
- \_\_\_\_\_ Provides assistance to students and faculty in matters related to the arts
- \_\_\_\_\_ Provides motivation and guidance in reading, viewing, and listening
- \_\_\_\_\_ Participates in staff development for personal growth (networking, attends professional conferences and district art meetings)

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**Art Specialist-Teaching and Learning**

The Art specialist

- \_\_\_\_\_ Establishes cooperation within the school and neighborhood community
- \_\_\_\_\_ Models leadership at the school and district levels and/or beyond
- \_\_\_\_\_ Establishes art goals, objectives, priorities and strategies to support the needs of the school
- \_\_\_\_\_ Encourages cultural integration within the curriculum
- \_\_\_\_\_ Develops and maintains the art budget
- \_\_\_\_\_ Develops additional funding opportunities to help support the art program
- \_\_\_\_\_ Positively manages student and parent volunteers
- \_\_\_\_\_ Oversees the proper use and maintenance of art equipment and materials
- \_\_\_\_\_ Updates textbook, and equipment inventories annually
- \_\_\_\_\_ Participates in curriculum development and planning (serves on curriculum and/or technology committees)
- \_\_\_\_\_ Promotes the art program (email, newsletters, posters, etc.)
- \_\_\_\_\_ Conducts and analyzes program assessment data and modifies program

**Note:** This list of quality indicators identifies superior characteristics specific to the art program that would be found in the *ideal situation*. It is the exceptional art specialist that will display all of these characteristics. The purpose of this tool is to help teachers develop an awareness of best practices that are in use and to recognize strategies to strengthen the art program.