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Determining Art Teacher Success in the Art Classroom

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Art 895 – Art Education Research Paper

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Abstract

The purpose of this research study which used historical research methods is to help develop criteria that can be used to determine the success of an art teacher in an art classroom and methods to assess the developed criteria. This research studied professional standards developed by national organizations for art teachers. Current and past art teacher assessment methods were reviewed analyzing their importance, their shortcomings, and their potential. Then criteria were created to more clearly define success in an art classroom and ways to assess the developed criteria were discussed to help school administrators and art teachers assess their practices and behaviors. This research intends to assist art teachers and school administration in guiding pedagogical practices and behaviors that will lead to the success of art teachers in the art classroom and inspire further research about success in the art classroom.

Keywords: Art Teacher, criteria, success, behaviors, pedagogical practices, assessments

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Determining Art Teacher Success in the Art Classroom

Introduction

As I was earning my art education endorsement, I read in *Studio Thinking 2* “in this book, we set out to discover what excellent visual art teachers teach” (Hetland, 2013, p. 4). I asked myself what makes an art teacher an excellent teacher. What are they doing to make them excellent what makes them successful? Then I thought how can you determine if an art teacher is successful? I was sure there had to be more to it than just the quality of work produced by students. What if the student doesn’t put in their best effort? Effort doesn’t always equal knowledge learned. Does an observation on one day provide an accurate image of the teacher’s teaching abilities? I want to be successful, what do I need to do to be successful? I asked my professor and classmates the same questions. We had a discussion but didn’t discover any clear answers. Those questions, however, stuck with me; over the years, I continued to ponder the answers.

I would have found it very helpful to have a checklist to guide me in my early years of teaching. At the very least I would have liked assurances that what I was doing was moving me towards being a successful art teacher. I often wondered what I needed to do to be better. I wanted a road map to success but didn’t know if one existed. Do I have enough student engagement by focusing on technique or do I need to add more lessons about art from other cultures? Am I providing enough choice or are my instructions differentiated effectively? The biggest question I had, as a new teacher is, am I doing the right things? These are all good questions but how can they be answered without clear criteria for assessment?

I have been assessed multiple times as an art teacher and have learned from each but were they an accurate reading of my abilities? The art classroom is different from other classrooms, as

a result, it can be difficult to assess using just observations. Do observations provide a complete and clear picture of all the practices and behaviors needed to be successful in an art classroom? If not, how does one assess the success of an art teacher in the art classroom? Art teachers and school administrators could use criteria to help focus their attention on behaviors and pedagogical practices that will promote student learning. Clear criteria could help to guide art teachers along the path to success.

I am fortunate enough to have supportive school administrators. They would like nothing more than to have me succeed and they are willing to help me succeed, but they weren't art teachers. How can they know if I have the knowledge necessary to be a successful art teacher? My school administrators and mentors helped with classroom management, grading strategies, and technical issues however, I feel they are not able to help me with teaching students how to draw an eye, understand the significance of a work of art, or the role art plays in our lives. I believe it would be very helpful to school administrators and art teachers if they had a way to assess my actions to see if I am developing the skills necessary to maximize student learning in the art classroom. Establishing distinct criteria would be helpful but there also needs to be a way to produce a clear picture of behaviors and practices or a method to assess which criteria an art teacher is meeting or not meeting.

Becoming successful in the art classroom is a journey and should not be traveled alone. There are many different paths and a lot of steps to be made on the path to success. Not every step along that journey needs to be analyzed, however, there are specific steps or actions when analyzed can help define the path to success more clearly. Assessments can help to determine when to take those steps so that success can be met in the art classroom. I believe having clear criteria will help art teachers and administrators know which steps to take and when to take the

those steps based on the path they are taking.

Significance of the Study

To determine success one has to define success. What is the definition of success in an art classroom for an art teacher? A Google search for the definition of success will result in the following definition: “the accomplishment of an aim or purpose” as defined by the Oxford Languages Dictionary. To define success in an art classroom it will be important to define the aim or purpose of an art teacher’s practices or behaviors. There will be many practices and behaviors in an art classroom that will change from school to school but all art classrooms will have these three things in common 1) teaching, 2) learning, and 3) creating art. If we examine those three commonalities, we can begin to develop criteria to define success. What skills and knowledge does an art teacher need to teach effectively to optimize student learning and engagement, and develop student abilities in creating, and understanding art?

“Tools that enable the prediction of teachers’ classroom performance promote the schools’ ability to hire teachers more likely to be successful in the classroom” (Jamil, 2015, p.1). Although this study is looking to help with more than the hiring process Jamil’s quote points out a need to have clear and precise criteria that can lead to success in the art classroom. It is important to note that Jamil was writing about all educators. Establishing clear and precise criteria to determine the success of an art teacher could assist art teachers develop behaviors and pedagogical practices to educate students best. The criteria could also help school administrators and college instructors develop programs or instructions to aid art teachers in becoming successful in the art classroom.

I believe that the developed criteria should be a tool to assist in the assessment of art teachers in the art classroom. Phillips and Weingarten (2013, p. 36) wrote “We believe that one

of the most effective ways to strengthen both teaching and learning is to put in place evaluation systems that are not just a stamp of approval or disapproval but a means of improvement.”

Criteria specific to art teachers should assist art teachers and school administrators in improving skills, behaviors, and pedagogical practices that will lead to better education of students in the art classroom. This research looked to develop criteria that should be seen as best practices not as a list of must follows. This is an important note because there is often more than one path to a destination. The developed criteria were created to aid art teachers and school administrators in guiding the art teacher to succeed in the art classroom.

Purpose Statement

The purpose of this study is to help understand behaviors and/or best practices by developing or discovering criteria that can be used to determine the success of an art teacher in the art classroom. This research also looked into how the developed criteria could be used to assess an art teacher in the art classroom to determine the art teacher's success. An understanding of criteria could assist other art teachers and myself develop behaviors and pedagogical practices to best educate students. The criteria could also help school administrators and college instructors develop programs, assessments, or instructions to aid art teachers in becoming successful in the art classroom.

Research Questions

As a researcher and an art teacher, I am seeking to understand how the success of an art teacher can be determined. This research focused on two questions to understand how an art teacher's success in the art classroom might be determined.

1. What are some criteria that can be developed to determine the success of an art teacher in the art classroom?
2. How the developed criteria can aid in assessing an art teacher's pedagogical practices and behaviors that lead to success in the art classroom?

Method

This research used a qualitative approach and historical method to help with the understanding of how the success of an art teacher may be determined. Creswell defines qualitative research as “an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem” (2018, p.4). The problem is art teacher success can be hard to measure and define. To better understand how an art teacher’s success in the art classroom can be measured and defined, data was gathered and analyzed about assessment methods as well as professional standards used to assess art teachers. From the data collected criteria were developed to help solve the problem of determining the success of an art teacher. The qualitative method used was historical research. Historical research is “the procedure in which a researcher collects and evaluates data to understand reports or observations made by others” (Caryl, 2006). Education professionals have noticed a need for better ways to assess an art teacher’s pedagogical practices and behaviors to optimize student learning. This research sought a more assessable way for school administrators and art teachers to determine if their practices and behaviors were leading to success in the classroom. Historical research can lead to “the confirmation or rejection of relational hypotheses” (Caryl, 2006). This research hoped to discover what criteria need to be met in order for the art teacher to be successful.

Historical research seems to be the most appropriate method of research to provide an understanding of ways to define, create more applicable criteria, and ways to assess the criteria. In essence, this research wanted to learn from the past and develop a way to guide behaviors and practices to become successful in the art classroom. When looking at past ways to guide behaviors this research looked at past and current standards as well as past and current methods used to assess an art teacher in the art classroom, analyzing the effectiveness of each.

Data Collection

Data was collected through a literature review and questionnaires. The researcher used peer-reviewed journal articles and other writings to conduct the literature review. The questionnaires were sent to school administrators and art teachers in western Nebraska.

The literature review helped examine past and current teacher assessment methods and what is being assessed. The literature review looked at professional standards developed by educational professionals and organizations comparing them to what is assessed and to help develop criteria that could be assessed. Simultaneously ways to assess those professional standards or criteria were also studied to help analyze their purpose and effectiveness in assessing an art teacher's behaviors and pedagogical practices.

As the literature review progressed criteria that would help determine success in the art classroom were established and then added to the searches to better define the behaviors and pedagogical practices needed to meet the criteria. For example, a criterion that was developed was knowledge of the art world. Behaviors and pedagogical practices that could define and/or develop knowledge of the art world would be skill development and studying art history. Once behaviors and practices were more clearly defined for the criteria searches were made on how to assess the criteria, behaviors, and practices.

To examine current circumstances of assessments, questionnaires were sent to art teachers and school administrators in the western panhandle of Nebraska, (see Appendix A for the specific questions). These questions were created to help discover current assessment practices and possible criteria to be assessed. The questionnaires were also used to determine the limitations of existing criteria. The questionnaires were distributed electronically using emails and SurveyMonkey.com. The questionnaire was sent to fifty-five art teachers and administrators

with email addresses collected from the Nebraska Department of Education website and school websites in ESU 13 which is in the western panhandle of Nebraska.

Observations were not used in this research. Without clear criteria developed, it would be difficult to determine what to observe. In addition, the time constraints of the research also made it difficult to research if the art teachers to be observed were successful. This research looks to develop criteria that can and might be used in an observation. Without defined criteria, this research did not have clear practices and behaviors to observe. This research believes observations will be necessary to test the hypothesis that achieving the developed criteria does lead to success in the art classroom.

Data Analysis

While analyzing the data the researcher looked for patterns or themes and interpreted those patterns and themes in how they answered the research questions. The data was then organized into three categories; 1) criteria, 2) assessments, or 3) behaviors and practices. Criteria are areas in which to assess the art teacher. Behaviors and practices are specific actions that may be needed to achieve or meet the developed criteria. We will look at the knowledge of the art world as an example to help with understanding the differences between criteria, behaviors, and practices. This research believes that one criterion that should be used to assess if an art teacher is successful is knowledge of the art world. To gain knowledge of the art world an art teacher could develop their skills in artmaking and study art history. Knowledge of the art world is a criterion and skill development in art making and knowledge about art history are the behaviors or practices. Data was also collected about assessment methods. Assessment methods are techniques to evaluate the behaviors and practices of the art teacher and how they achieve the developed criteria.

Limitations

Limitations of this research are the time available to conduct the research and the number of participants in the study. The research was conducted in a sixteen-week time frame to meet the researcher's requirements to earn a master's in art education. Due to the time constraint, there was not sufficient time to test if meeting the criteria leads to success in the art classroom; therefore, the criteria presented are merely proposed. For further development and accuracy of the criteria, observations of art teachers who follow the best practices and behaviors described in this research will need to be conducted.

This research defines criteria and possible assessment methods. To define the criteria behaviors and practices are suggested. The suggested behaviors and practices are believed to be needed to achieve success in an art classroom. The criteria or the questionnaires did not look at personality traits. This research acknowledges that many human qualities are needed to be a successful art teacher. It was also discovered during the research process that effective evaluations and assessments take time. This research does not help with managing time nor did it investigate when and how often an art teacher should be evaluated.

Biases, and Ethical Considerations

The largest bias and ethical considerations were the personal opinions of the researcher. The researcher may have a different idea of what the criteria should be than the research and participants in this study. When developing and analyzing the literature and questionnaires the researcher could present criteria and standards that the researcher feels are important and eliminate some that they feel aren't important thus limiting the participants' options and not providing them a fair opportunity to share their thoughts. This may lead to the underdevelopment of criteria and would only reflect the opinions of the researchers. To address

these considerations, the researcher was aware of potential biases and monitored them. In the questionnaire, there were questions about criteria and standards developed by the researcher and other education professionals. The questionnaires also provided opportunities for participants to share additional thoughts in writing on the questionnaires.

Another bias is the focused area in which the research was conducted. The participants teach in western Nebraska which is a rural area consisting of a small group of teachers in the state of Nebraska. The focused area in which the research was conducted may contain a regional bias. The thoughts and opinions of western Nebraska may or may not reflect the thoughts of art educators and school administrators in larger urban areas or in other parts of the United States.

Literature Review

Existing Criteria to Determine an Art Teacher's Success

Near the beginning of this research study, we discovered the *Professional Standards for Visual Arts Educators* developed by the National Art Educators Association, which are defined as the “knowledge and skills all visual art educators should possess” (NAEA, 2009, p. 1). If all art teachers should possess these skills and knowledge they should be seen as necessary to succeed in the art classroom and therefore need to be assessed. The NAEA Professional Standards are:

1. Visual arts educators have a thorough understanding of the visual arts.
2. Visual arts educators understand student characteristics, abilities, and learning styles.
3. Visual arts educators understand diverse social and cultural constructions of identity.
4. Visual arts educators make informed selections of art content and curricula.
5. Visual art educators use the knowledge of students as learners to plan appropriate instruction.
6. Visual arts educators use contemporary technology to enhance teaching and learning.
7. Visual arts educators conduct meaningful and appropriate assessments of student learning.
8. Visual arts educators systematically reflect on their own teaching practices.
9. Visual arts educators assess program effectiveness.
10. Visual arts educators collaborate with other educators.
11. Visual arts educators serve their schools and communities.
12. Visual arts educators continue their professional development throughout their careers.

13. Visual arts educators contribute to the growth of their profession.

The NAEA standards were developed by professional educators and explain what an art teacher should be able to do in the art classroom. The NAEA standards are the beginning of the criteria considered during this research.

Standard one, Visual arts educators have a thorough understanding of the visual arts, has nine benchmarks or skills that focus on the teacher's understanding of the Visual Arts. For this research, there are two key takeaways 1) the NAEA believes art teachers should possess "strong studio skills" and 2) knowledge about the vast art world (2009). With these takeaways in mind, criteria to assess an art teacher's success should include the art teacher's ability to create art and have knowledge of the art world. Other standards that are important to this research are standard two, visual arts educators understand characteristics, abilities, and learning styles, standard four, visual arts educators make informed selections of art content and curricula, and standard five, visual arts educators use knowledge of students as learners to plan appropriate instruction. These three standards include an additional sixteen benchmarks or skills. The standards point out the need for an art teacher to understand the many strategies and tools available to teach and promote student learning. Criteria created for measuring success in the art classroom should assess the teacher's ability to teach and increase student learning.

Some possible drawbacks of the NAEA standards might be the number of standards and an awareness of the standards. Each standard has three to nine indicators of knowledge or skills an art teacher should possess with a total of sixty-six skills or benchmarks. While all the standards are important that number might be hard to assess in the time available to active teachers and school administrators. Administrators are often busy with behaviors, assessing other teachers, and monitoring the effectiveness of school policies and procedures, while art teachers can be

busy with lesson planning, helping students, and managing supplies. Although each understands the importance of assessment it might prove difficult to evaluate if each of the sixty-six skills or benchmarks are being achieved.

The National Board for Professional Teaching Standards has created standards with which to assess an art teacher. Their standards can be found in their 2001 publication *Early Adolescence through Young Adulthood/ Art Standards*, Second Edition, for teachers of students ages 11-18+.

1. Goals of Art Education
2. Knowledge of Students as Learners
3. Equity and Diversity
4. Content of Art
5. Curriculum and Instruction
6. Assessment, Evaluation, and Reflection on Student Learning
7. Instructional Resources and Technology
8. Learning Environments
9. Collaboration with Colleagues, Schools, Families and Communities
10. Reflective Practice

These standards can be categorized into “Five Core Propositions” developed by the NBPTS. The five propositions are: 1) Teachers are committed to students and their learning, 2) Teachers know the subjects they teach and how to teach those subjects to students, 3) Teachers are responsible for managing and monitoring student learning, 4) Teachers think systematically about their practice and learn from experience, and 5) Teachers are members of learning communities. The NBTS standards and core propositions reinforce the idea that art teachers need to be well-rounded in their abilities and knowledge. Any criteria in determining the success of an art

teacher should also be well-rounded. They should have knowledge of the art world and be aware of tools and strategies to teach and promote student learning. The drawbacks of the NBPTS standards are similar to the NAEA standards as the NBPTS has several sub-standards as well.

While creating criteria we can also look at state standards for determining a teacher's readiness to teach in public schools. In Nebraska for example, before becoming an art teacher a pre-service teacher must pass an Art: Content Knowledge test. According to the study companion, found on the ETS Praxis website out of 120 questions seventy-six of the questions focus on Art Making and another forty-four questions focus on Historical and Theoretical Foundations of Art. The test is designed to assess the pre-service teacher's knowledge about the art world. Which is the first standard in the NAEA's professional standards. The Art Content Knowledge test is taken after the pre-service teacher obtains a score that surpasses or meets the state's minimal test scores in math, reading, and writing comprehension. Having pre-service teachers demonstrate skills in math, reading, and writing sets a standard for other skills art teachers should possess to effectively teach. The Praxis does not test an art teacher's ability to assess student work or strategies to teach art, two of the common characteristics in the art classroom. Being able to communicate or assess is very important in teaching art or teaching any subject.

Arthur D. Efland wrote in 1993 a journal entry titled *Teaching and Learning the Arts in the Future* in it he asks questions similar to this research:

What do arts teachers need to know about their respective subject in order to teach it well?

What does that teacher need to know about pedagogy to teach well? Are there specific

identifiable characteristics generally possessed by successful teachers of the arts? Finally, in

the light of what has been learned about teacher effectiveness, should the preparation of future teachers be changed, and if so, in what ways? (p. 107)

He wrote about Cognitive Learning Theory and its application to teaching art before answering the questions presented above (Efland, 1993). While I do not want to downplay the importance of Cognitive Learning Theory its discussion is outside the scope of this research. To answer the above questions Efland wrote about Knowledge of the subject, the teacher as a learner, pedagogical knowledge, and characteristics of effective teaching (Efland, 1993).

“Knowledge of subject” is described as having “comprehensive knowledge of their subject” (Efland, 1993, p. 119). Efland (1993) describes “comprehensive knowledge” as having skills and strategies to acquire new knowledge, “as well as dispositions to do so” (p. 119). “The teacher as a learner” is how strong is the teacher’s desire to learn (Efland, 1993, p. 119). Efland went on to say that teachers are curious. This curiosity leads to asking questions which helps art teachers to know what kind of questions to ask their students. “Pedagogical knowledge” is the need to know methods, curriculum, and their subject (Efland, 1993, p. 119). “Characteristics of effective teaching” is explained as rarely missing an opportunity to capitalize on the questions students ask as they explore art (Efland, 1993, p. 119). An effective teacher can communicate the intent of a lesson and can provide explanations of concepts and processes.

Efland goes on to say “To assess teaching effectiveness one has to observe teachers in action. Testing and assessment instruments using multiple-choice items will likely not be of great value” (Efland, 1993, p. 120). To effectively assess a teacher including art teachers, observations must play a key role. Those observations will help to identify specific areas in which a teacher is performing well and areas for improvement. Using tools such as surveys that have multiple-choice options may not be specific areas in which a teacher can improve or excel.

Another important criterion is a commitment to teaching. In a 2019 article *Preparing Teacher Candidates to be “Effective” in the Classroom: Lessons Learned from National Teachers of the Year* Greathouse, Eisenbach, and Kaywell wrote:

They strive to encourage critical thought, a strong sense of self-efficacy, and to address the needs of the individual student on a daily basis. In doing so, they engage in actions that exceed the expectations of effectiveness, and strive to stimulate change in the hearts and worlds of their students. These ideologies can offer teacher educators maps in preparing teacher candidates to be effective in the classroom (p. 39).

Greathouse, Eisenbach, and Kaywell (2019) talk about preparing pre-service teachers in any field, but the fact that teaching takes a great commitment cannot be ignored at any time in a teacher’s journey if they are striving to be successful. This research seeks ways to be successful how can we not take notes from teachers who have earned teacher of the year? But the question remains how can a strong commitment to teaching art be assessed? An assessor will have to look at the sum of an art teacher’s behaviors and practices and decide if they show a commitment to the field of teaching art.

Assessing Art Teachers

How We Got Where We Are

Although assessing art teachers has a long history one of the biggest factors for the state of art teacher assessment in recent years is the No Child Left Behind Act or NCLB and the Every Student Succeeds Act or ESSA (Allison, 2013). No Child Left Behind increased the role of the federal government in holding schools responsible for student outcomes, increased the role student outcomes have on government funding, and made art a core subject. Holding schools responsible for student outcomes was a contributing factor to the development of teacher

assessments. States were expected to bring all students' test scores to a "proficient level" (Klein, 2013). Students are tested in reading and math while in the third and eighth grades and then once while in high school (Klein, 2013) but art was not a tested subject. These standards brought about what is known as standardized testing in math, and reading and not art. Standardized testing was used to help determine student learning. Student performance was connected to federal funding meaning the schools whose students met the "proficient level" (Klein, 2013) received more money. Teachers are a central part of student learning as a result schools began to evaluate the effectiveness of teachers by looking at the student results of their standardized testing. More effective teachers would lead to better student learning which would lead to more government funding. If students scored low then teachers may have been seen as not being very effective in student learning.

Weingarten (2010) wrote about the suggestion that teachers be evaluated by students' test scores or standardized tests. At that point, Weingarten says the teaching and learning are done, and assessing doesn't help teachers learn about their strengths or specific weaknesses (Weingarten, 2010). Teachers are unable to determine what worked and what needs to be replicated in their and others' classrooms (Weingarten, 2010). Nor do teachers receive information on what practices or lessons were ineffective and should be changed. In 2014 Weingarten further described the flaws in using standardized test scores to evaluate teachers' influence over student learning. Using test scores to hold teachers and principals accountable for student performance ignores "all other factors outside the classroom walls" (Weingarten, 2014, p. 2) that can affect teaching and learning such as home conditions, and student effort. In addition, the test scores were not used to guide interventions, and teachers received "little actionable information or guidance" (Weingarten, 2014, p. 2). Teachers were and are expected to get

students to test better but didn't receive a lot of data on how to do that with the test results. Standardized testing tested many aspects of a subject the results were not organized in a manner to inform teachers of areas where students tested low. Schools could not use the test results to help develop student learning in areas where students did not perform well.

Besides not providing helpful data, tests are used to evaluate all teachers but only "30 percent of educators teach tested subjects" (Weingarten, 2014, p. 2). As a result, teachers of non-tested subjects including art needed to prove their importance in a child's education. Art teachers were even asked to develop a curriculum for subjects they were not certified in or to incorporate more reading and math into their curriculum to promote student learning in the tested subjects (Allison, 2013). In addition, resources were diverted from art programs to promote learning in the tested subjects (Motto, 2010).

After the No Child Left Behind Act

In more recent years there has been a call for more authentic assessment, that uses surveys, and observations to assess a teacher's learning (Allison, 2013). An authentic assessment looks at the many aspects of student learning and teacher pedagogical practices. Authentic assessments use more than the test results of standardized testing to determine the effectiveness of a teacher such as surveys, teacher self-reflection, and observations. The Every Student Succeeds Act or ESSA gave states the ability to develop their accountability systems and provided more flexibility in how states measure a school's performance (Meibaum, 2016). The ESSA also gave students the right to a more well-rounded education which includes the Arts. The ESSA also required teacher evaluations or assessments.

Randi Weingarten (2010) also wrote about a better path forward for teacher assessment. In the article titled *A New Path Forward: Four Approaches to Quality Teaching and Better Schools* she wrote:

America's haphazard approach to evaluating teachers has never been adequate. For too long and too often, teacher evaluation—in both design and implementation—has failed to achieve what must be our goal: continuously improving and informing teaching so as to better educate all students (p. 36).

Currently, a common way to assess teachers is by observations. In observations, an administrator visits the classroom for a few minutes a few times throughout the year (Weingarten, 2010). The teacher at the end of the year receives a rating (Weingarten, 2010). At the end of the year, students are to have learned what they need to learn. Teachers do not have time to adjust what and how they are teaching to better promote student learning (Weingarten, 2010). Weingarten makes a comparison to a football team watching film at the end of the season and how that is not very helpful, but watching film during the season can prove beneficial. The coaches and players can see what is working and change what isn't working during the season. The goal is consistent improvement. Weingarten goes on to state that a similar strategy should be used in "developing and evaluating teachers" (p. 37). Providing feedback throughout the year from assessments completed throughout the year could help teachers improve more efficiently. Weingarten also goes on to say that there is a need for "Professional standards" (2010, p. 37). Professional standards should define what teachers need to know and be able to do in a classroom to support student learning. Standards or criteria are what this research aims to develop. There can also be a comparison made to core standards developed for students. Students are expected to have

specific knowledge and skills at multiple points in their education. Teachers should also have specific knowledge and skills evaluated to help ensure that students receive the best education possible.

Teaching any topic requires different skills and knowledge. Art teachers need to have different skills and knowledge than math teachers or English teachers. Should art teachers be evaluated by the same standards as core teachers? Can results of student testing effectively assess an art teacher's ability to educate students? In 1988 Maitland-Gholson wrote about a research group's discussion questions. These questions were developed from a study of a report published by the Holmes Group for Art Education. Maitland-Gholson wrote, "what kind of tests and evaluative tools can meaningfully assess art teaching quality?" (1988, p. 12). Are the current assessment tools meaningful? The art classroom is different from other classrooms and as a result can be difficult to assess using only observations and student test scores. Others have questioned if current evaluations are effective for assessing art teachers for example Bradley Scott Foust wrote in his 2017 dissertation:

Current teacher evaluation models also measure student growth, along with teacher effectiveness, through the use of student test scores. Several arts education figures make an argument against measuring success in the arts through the use of test scores, stating that the true impact of study in the arts cannot be measured in this way. (pg. vi)

How can evaluating someone based on the performance of a different someone be accurate? That is not to say student learning shouldn't be a reflection of the teacher's effectiveness in the classroom, but it should not be the only way to evaluate a teacher. As stated earlier observations have become a valuable tool in assessing teachers. Observations are a needed tool but they are a

glimpse they are often one forty-five-minute class out of eight a day out of one hundred and eighty or more days a year. A question that arises is have other methods of assessment been developed?

Discussion

The signing of NCLB of 2002 brought about a demand to hold schools including teachers accountable for educating students because of the concern that the American education system was not competitive with international schools (Klein, 2015). The demand to hold schools and teachers accountable brought about a need to assess how effective a teacher is in the classroom. Unfortunately, methods to assess a teacher's effectiveness involved standardized testing. Because of the subjective nature of art, an art teacher's effectiveness can be difficult to assess with standardized test scores. Fortunately, art education is seen as an important part of a child's holistic education and survived the strong focus on bringing test scores up in math, reading, and writing. There still exists a need to assess art teachers because there is still a need for art teachers to be effective in the classroom. Observations are an important part of assessing any teacher but the many aspects of teaching art can be difficult to assess in observations alone. The standards developed by the NAEA and NBTS show there is a lot of knowledge and skills needed to be effective in the art classroom. Assessing all of the standards developed by the NAEA and NBTS are hard to assess in observations alone.

A Different Way to Assess Art Teachers

In 1996 Joan Peterson wrote *Assessing Art Teachers*. In it, she describes the development of the National Board of Professional Teacher Standards and the development of an assessment "to measure the performance of highly accomplished art teachers" and how it has been challenging. There were questions discovered that were difficult to answer:

1. What questions will allow art teachers to demonstrate their accomplished practices authentically?
2. What types of evidence should teachers provide to document their teaching practice and produce a valid, reliable, and fair assessment?
3. How will teachers' performance be scored?
4. How can fairness to underrepresented groups be ensured?

By asking these questions to a “nationally representative group of art educators” the standards created by the NBPTS, listed earlier, were developed. Then came the question of how to assess if an art teacher is achieving these standards. The NBPTS developed with the help of the Far West Laboratory/WestEd a two-part assessment process: a portfolio and attendance at a regional one-day Assessment Center. The portfolio consists of eight exercises called “portfolio entries” to be completed at the art teacher’s school. The teachers are to use a variety of writings, recordings, samples of student work, classroom photographs, and learning activities. In this portfolio teachers are to show how they:

1. Help students over time to understand and gradually internalize one broad art education goal;
2. Use knowledge of students, art content, pedagogy, and resources effectively to help students learn about the making of art;
3. Use knowledge of art content and teaching strategies to help students learn to study, interpret, and evaluate arts;
4. Interact with students regarding the progress of their work in art;
5. Formally assess student work over time;
6. Use physical teaching space effectively to facilitate student learning;

7. Plan, sequence, and implement learning activities over time to achieve instructional objectives; and
8. Demonstrate commitment to effective art learning beyond the classroom through involvement with students' families, colleagues, the community, and the profession of art education.

At the Assessment Center, the teacher's art content knowledge and its application in the classroom are assessed through "various exercises" (Peterson, 1996). It is unclear what the "various exercises" include this research assumes the exercises are proprietary information of the NBTS (Peterson, 1996). In the article, Peterson talks about the fact this assessment takes time. The amount of time may not be available to art teachers and school administrators. This research believes the multiple assessment measures yield a better picture of a teacher's effectiveness in the classroom.

Key Components of Teacher Assessment

In a 2013 article Vicki Phillips and Randi Weingarten wrote "We believe that one of the most effective ways to strengthen both teaching and learning is to put in place evaluation systems that are not just a stamp of approval or disapproval but a means of improvement" (p. 36). In this same article the authors list six steps that work in "implementing high-quality teacher development and evaluation systems" (Phillips, 2013, p.36).

1. Match high expectations with high levels of support.
2. Include evidence of teaching from multiple sources.
3. Use information to provide constructive feedback to teachers, as befits a profession not to shame them.

4. Create confidence in the quality of teacher development and evaluation systems and the school's ability to implement them reliably.
5. Align teacher development and evaluation to the Common Core State Standards.
6. Adjust the system over time based on new evidence, innovation, and feedback.

It is important to understand that any assessment or evaluation of art teachers is designed to help an art teacher teach and help students learn.

The first step, developed by Philips and Weingarten (2013), in implementing high-quality evaluation systems shows there should be clear and high expectations or criteria and that those criteria should be achieved with support. Phillips and Weingarten's article was written in 2013 while the NAEA standards were published in 2009. Because Phillips and Weingarten are still calling for high expectations in assessment this research cannot help but wonder about the awareness of any standards or criteria for art teachers. The questionnaire produced for this research also discovered there can be administrators or art teachers who are not aware of a national organization's criteria that can be used to help assess an art teacher's behaviors and practices. A key aspect of any developed criteria will be to communicate that criteria to anyone who might assess an art teacher.

The second step, developed by Philips and Weingarten (2013), suggests that a teacher should be assessed with several methods. The idea of using multiple methods of assessment is supported by the multiple steps of assessing art teachers created by the NBTS (2001). The third step explains that the goal of the evaluation or assessment should be to help the teacher improve in a constructive positive manner. Criteria and assessment methods should be used to help the art teacher grow so that student learning is maximized. The fourth step is explained as having a "valid rubric", trained and fair observers routinely observe teachers. It means training principals

and others to provide feedback that helps the teachers grow as educators. Criteria could be used to generate a rubric for assessing art teachers. Step five suggests helping teachers adjust their teaching to meet the Common Core State Standards by using resources to guide teacher development. Step six communicates the need to be able to adjust the system as different needs come to light. Needs could include personalities, new research, and experiences.

It is important to note that Phillips and Weingarten created the steps above to help evaluate all teachers not specifically art teachers. Art teachers are teachers and these steps can be key when creating a way to assess the criteria developed from this research. The purpose of this research is to help guide an art teacher's practices and behaviors to obtain success in the art classroom. This desire to help improve the art teacher's practices and behaviors completes step three by creating a "valid rubric" (Phillips, 2013) that can be used by assessors by creating clear criteria that inform assessors what to be looking at while assessing. This completes step four. Step six requires that the developed criteria also need to be flexible because the areas of improvement will not be the same with every teacher.

The demand to hold teachers accountable for student learning has developed a need for assessing teachers including art teachers. Organizations such as the NAEA and NBTS have developed standards that can aid in the assessment of art teachers but seem to be off-putting to assessors perhaps because of the time requirements. A question that arises from that is are those standards being used to aid in the assessment of art teachers? To help discover how art teachers are currently being assessed a questionnaire was sent to Western Nebraska art teachers and school administrators. The questionnaire delivered some interesting results. Appendix B has the responses organized by the questions and Appendix C has the responses sorted individually.

Analysis of Questionnaire Responses

The first interesting result is the responses to question 5, “How do you evaluate your visual art teachers or how are you evaluated as a visual art teacher?” All responses stated that observations were used in assessments at their school. This is interesting because it helps to confirm that observations are the leading way to assess a teacher. There was one response to the “Other (please specify)” ways of being evaluated and the response was “walk-through observations” another form of observation. This research believes a “walk-through observation” is when an administrator walks into a classroom without notifying the teacher beforehand with the intent to observe how a teacher interacts with students when not notified of the assessment. The second interesting result is that 85.71 percent of the respondents chose the option of teacher self-reflection as an evaluation tool and 28.57 percent of the respondents chose the option of student comments as an evaluation tool. The idea of using self-reflection for assessment was not thought of as playing such a large role in teacher assessment. The next question is how much of a role it plays in the assessment process is it a thorough questionnaire or is it just a question such as “How do you think this lesson went?” The same questions apply to the use of student comments to assess an art teacher. There was no mention of portfolio reviews such as those suggested by the NBTS or goal-setting discussions. This question nor any other questions asked about the frequency of observations or when the discussions of the observation took place.

The answers to questions 7, 8, 9, and 11 also produce some noteworthy conclusions. Question 7 asks “Do you use the same evaluation for the visual art educator(s) as other educators?” All respondents stated that the visual art teachers were assessed the same way as all other teachers. Question 8 asked, “Do you feel visual arts educators should be assessed the same as other educators?” 85.71 percent of the respondents believed that they should be assessed the same way. While the responses show a belief that art teachers should be assessed the same way

it does not inform us if the same methods should be used. The NAEA (2009) believes that several methods should be used to assess students it stands to reason that several methods should be used to assess art teachers. Question 9 asked, “Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?” 83.3 percent of the respondents believed that specific criteria for visual arts teachers would be useful in evaluating, developing professional development, and aiding in the hiring process. It is unclear if the respondents believed that specific criteria would aid in all three or one of the three options. Then when you look at question 11 “Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?” a low 42.86 percent of the respondents believed a defined art educator assessment process would help evaluate an art educator. This response somewhat contradicts the response of the 83.3 percent believing specific criteria for visual arts teachers would be useful in evaluating, developing professional development, and aiding in the hiring process.

Question 12 asked what would be the respondents’ top 5 criteria to assess an art teacher. Respondent #2 and #3 mention classroom management, planning, instruction, and professionalism as their top criteria. The NAEA’s (NAEA, 2009) standards four through six and their subsequent subcategories align with the respondent’s criteria of planning and instruction (NAEA, 2009). The NAEA standards ten and eleven describe professionalism for art teachers as working with other educators and their schools (NAEA, 2009). It is unclear how respondent #2 defines professionalism. There is no direct mention of classroom management in the NAEA standards however a sub-standard of NAEA’s Standard One states “Visual art educators are able to organized a safe, interesting, and psychologically positive environment that is conducive to creativity, expression, and making art” (2009). Having methods and policies that help to

encourage student behavior that creates such an environment to this research would be a form of classroom management. Respondent #3 adds student engagement. The NAEA does not define or use the term student engagement but standard four states “Visual Arts Educators Make Informed Selections of Art Content and Curricula” (2009). This research believes if an art teacher makes informed decisions about “Content and Curricula” their decisions consider how much the students will be engaged. Respondent #4 wrote:

- Positive relationships with staff and students.
- An inviting atmosphere where all students are accepted.
- Depth of Knowledge in various mediums of visual art.
- Creating opportunities for students to showcase and critique their work.
- Instilling an appreciation for the arts.

“Depth of Knowledge ...” aligns with NAEA’s standard number one and its nine sub-standards “Visual Arts Educators Have a Thorough Understanding of the Visual Arts” (NAEA, 2009).

“Creating Opportunities for students to showcase and critique their work” aligns with the Nebraska State Standards for Visual Arts for “Present”. While there is no exact wording about “Instilling an appreciation for the arts” as an art educator I feel confident that is a goal of art educators. Respondent #6 includes “Communication and promotion of program” This research believes this aligns with NAEA’s standard 10’s sub-standard “Work to break down stereotypes about art and learning that may exist among administrators, parents, and faculty in other subject areas” (2009). As well as NAEA’s standard 11’s sub-standard “Provide leadership for administrators, decision makers, policy makers, and other stakeholders about the value of the visual arts in a student’s comprehensive program of studies” (2009). It can be said that the goal

of each is to promote the school's art program and consequently show the program's place in a school's education program.

Question 13 asked participants to define success for a visual art teacher in the art classroom. All the responses were student-focused. Including participant #4's response "A space where all students are accepted and free to express themselves. . .", participant #3's "Engaged students who take pride in their work, and learn to enjoy and appreciate art", and participant #2's "All students engaged in a well-planned activity." Consequently, this research suggests any criteria developed that would help determine the success of an art teacher in the art classroom needs to include a criterion about student learning and student engagement.

Perhaps, for this research, the most eye-opening result from the questionnaire is the responses to question 14. In the responses setting goals received the highest ranking in importance for visual art teacher success in the art classroom. This is interesting because the purpose of schools is to promote student learning. With that said it is important to keep in mind that to continually promote student learning educators need to set goals. The responses to question 4 about the purpose of teacher evaluations support the idea of setting goals to promote student learning because the number one reason for teacher evaluations or assessments was to identify areas for improvement. Once an area of improvement is identified teachers and administrators will more than likely set a goal to make improvements in that area.

This research also suggests three other needs for determining the success of an art teacher that were developed from the results of the questionnaire. First, there must be observations in an art teacher's assessment. Observations are perhaps the most effective way to assess a teacher's ability to teach, and should never be abandoned. Second, art teachers must set goals, setting

goals will help to determine if the behaviors and practices are helping the art teacher move towards success in the art classroom. Third, criteria to help determine success in the art classroom will be helpful in one way or another. They might be helpful in evaluations, professional development, or the hiring process.

Developed criteria should also be communicated to administrators and art educators in a way that promotes the criteria as a way to help guide art teachers because in the questionnaire the number one response for an evaluation was to identify areas for improvement. The criteria should also be distributed effectively and in many different ways because 28.57% of the respondents were not aware of any national organization's standards even though the NAEA's standards have existed since 2009 and the NBTS standards since 2001.

Conclusion

The criteria discussed below are not listed in order of priority. Which criteria an art teacher should focus on is to be determined by the art teacher and the art teachers' administrators. It is important to remember there is more than one path to success. These criteria should be thought of as guides, and ideas. The following six criteria were influenced by the NAEA's Professional Standards for Visual Arts Educators, the NBTS Early Adolescence Through Young Adulthood Art Standards, and the Nebraska State Standards for Visual Arts. While both the NAEA and NBTS list many more standards and sub-standards this research assumes that the sheer number of standards presented by those organizations may prove difficult to assess and that each school and art teacher is in different situations. As a result, this research focused on what all art classrooms have in common teaching, learning, and creating art and the pedagogical practices and behaviors that directly influence those commonalities.

Assessments will play an important role in determining which criteria require attention. After each criterion is described methods to assess the criterion are discussed. While considering how to evaluate the criteria this research was influenced by Phillips and Weingarten's 2013 article *The Professional Educator: Six Steps to Effective Teacher Development and Evaluation*. This research also looked AdvancedED Effective Learning Environments Observation Tool (eleot® 2.0) to help develop methods to assess some behaviors and practices.

Criterion 1: Set Goals

Earlier we discussed the definition of success produced with a Google search "the accomplishment of aim or purpose." To know what you are aiming for or the purpose for your actions you need a goal. This research did not find any mention of goal-setting in other organizations' standards yet according to the questionnaire goal setting was one of the main

factors in determining success. In *Assessing Expressive Learning: A Practical Guide for Teacher-Directed Authentic Assessment in K-12 Visual Arts Education* Dorn, Madeja, and Sabol write:

Assessment, in the broadest sense, involves identification of goals, and purposes, selection of procedures, methods, and measures, coordination of timing, analysis of data, interpretation of results, and formulation of responses to the results. Of primary importance in any assessment is the selection of criteria on which to base the assessments (2013, p. 22).

It is important to note that Dorn et. al were talking about assessing student work and not specifically assessing teachers but their statement is about assessments ‘in the broadest sense’ which to this research includes assessing art teachers. The first criterion is the setting of goals. Setting goals creates a destination and a way to monitor progress it is a way to guide behaviors and pedagogical practices. When a teacher sets a goal they also show their desire to improve, and their commitment to teaching and student learning. There can be goals on several levels, daily goals, semester goals, yearly goals, career goals, or a mixture of each. The goals should also center around the many facets of being an art teacher such as classroom management, curriculum development, professional development, student learning, and personal artistic skills. The criteria developed in this paper would also be appropriate goals.

When setting goals with information that is measurable with standardized tests the art teacher and administrator should keep in mind SMART goals: SMART refers to goals that are specific, masurable, attainable, relevant, and time-bound. An example of a SMART goal might be: In this school year I will emphasize vocabulary specific to the art world, by asking students

to define ten to fifteen vocabulary words in each unit, and I will help students achieve an eighty percent accuracy when asked to explain chosen terms.

How to Assess Criterion 1: Set Goals

Setting goals is probably one of the easier criteria to assess and can be done by asking about the art teacher's goals. Easy to assess does not mean easy to achieve. The goal or goals should relate to the art teacher's teaching practices and behaviors. The purpose of setting goals is to help give a direction for the art teacher to move towards. The goals could be set by the teacher or with the help of the administrator and can be done at the beginning of each school year and adjusted during the review of an observation.

The challenge with setting goals in art education is that sometimes there are aspects of art where progress can be difficult to measure, for example, creativity. Just because something can be difficult to measure doesn't mean that it shouldn't be a goal. In the case of setting goals for increasing creativity or any other aspect that is difficult to measure the art teacher and administrator can think of what can be measured. Creativity cannot be easily measured but having activities that require students to use a higher order of thinking can be measured. An examination of lesson plans can determine if there are appropriate activities that require higher orders of thinking. Another possible way to measure aspects that are difficult to measure might be student surveys. The questionnaire showed that student comments can play a role in the assessment of teachers. The questions for students would need to focus on student perception over some time. The student surveys could ask something like on a scale of 1-5 rate your level of creativity. This could be done at the beginning of the student's art education journey and at the end to see if they feel more creative as a result of their art education.

Criterion 2: Knowledge of the Art World

An art teacher should understand the complexity of the art world. There is historical art, contemporary art, commercial art, artmaking, self-expression art, and many more aspects in the art world. While a truly deep understanding of the entire art world could be very challenging an art teacher should know there are many different aspects of the art world. The art teacher should have a strong interest and a specific area of interest is advised. An art teacher should be actively pursuing knowledge about historical and contemporary art pieces and can make meaningful interpretations of the purpose, the meaning, and the message of works of art. Actively pursuing knowledge of the art world also shows a commitment to learning and growing as an art teacher. Wanting to be a better art teacher and taking steps to improve as an art teacher shows a commitment to their profession. Day said “A second characteristic I think can be correlated positively with successful teachers was mentioned by Efland. This is a person who is excited about art, is constantly learning new things about art, and believes that art is an important part of life” (1993, p. 133). When an art teacher has a general interest in learning about art be it by creating art or studying art they are more likely to be successful.

This research also believes art teachers should be working to develop some studio skills in a medium of their choice. The art teacher does not have to display work at the Guggenheim but they should have a general interest to improve their studio skills. Standard one of the NAEA’s standards states “Visual Arts Educators Have a Thorough Understanding of the Visual Arts” (2009). The first sub-standard of Standard One says “Have strong studio skills and a well-developed understanding of their own artmaking processes....” (2009). Creating art helps to develop empathy for the experience and the challenges that arise while students are creating art an art teacher should work to improve their studio skills. While an art teacher does not need to

have a manager or show work in world-famous galleries, it is important they are actively creating art.

Developing studio skills can come in the form of making examples for lessons or can be done while they pursue their artmaking interests. Creating examples for lessons will allow teachers to predict challenges students will face, develop language to explain the project, and organize the steps needed for students to complete their work of art. In addition, the art teacher will be able to foresee any safety concerns and provide inspiration for students. Art teachers can develop their skills in many ways beyond creating examples. As stated earlier they can pursue the artmaking process that interests them the most. They can take photographs at school events, create an online comic, or create pottery to sell at art fairs. The reason for this behavior is to increase the art teacher's understanding of the art world, making art is part of the art world and part of learning in the art classroom.

How to Assess Criterion 2: Knowledge of the Art World

Assessing Knowledge of the Art World can be done with questions, discussion, and viewing a portfolio of lesson plans, personal art, or teaching materials. During a goal-setting or evaluation meeting, an assessor can talk with the art teacher about their art interests while gauging their depth of knowledge about that interest. This consequently will also help to build relationships. A more formal way would be to look at the art teacher's teaching aids such as presentations, knowledge organizers, project handouts, and lesson plans. These should contain information about the many aspects of the art world. Placing information about the many aspects of the art world helps to meet some of the sub-standards of NAEA's Standard One which states Visual arts educators:

- Are knowledgeable about the cultural and historical contexts surrounding works of art...

- Are knowledgeable about aesthetic and artistic purposes of art...
- Are knowledgeable about contemporary art and the art world....

A keyword is knowledgeable which this research believes means they are aware of these aspects and can communicate their significance to the art world. An art teacher's knowledge about the art world is one part of assessing an art teacher's success the teacher also needs to present their knowledge to the students and that brings us to teaching.

Criterion 3: Instruction

Teaching art is complex. "Teaching art takes more thought, planning, and creative input than probably any other subject I can think of. The concepts to be taught can be taught in so many different ways that it is going to take a lot of time teaching to learn the best ways to teach them" (Kowalchuk, 2000, p. 18). The following list is behaviors and practices a teacher should incorporate in their instruction. This list was influenced by the National Art Education Association's standards (2009) and AdvancedED Effective Learning Environments Observation Tool (eleot® 2.0) see Appendix D for more information.

- An art teacher plans and provides instruction based on state or national standards.
- An art teacher sets and communicates high standards appropriate to the individual levels of artistic, cognitive, emotional, moral, physical, and social development.
- An art teacher plans with the student's learning styles and abilities in mind.
- An art teacher is aware of the many different art interests of students and allows for the pursuit of those interests.
- An art teacher uses multiple teaching strategies to meet the needs of all students.
- An art teacher incorporates art from various cultures, periods, and sources to aid in instruction.

- An art teacher conducts meaningful and appropriate assessments of student learning.
- An art teacher creates an environment that is conducive to student learning.
- An art teacher evaluates the program's effectiveness.

How to Assess Criterion 3: Instruction

Assessing an art teacher's curriculum and instruction is where observations are paramount. This is probably the reason why it is the most utilized method of assessment according to Weingarten (2010) and the questionnaire responses. However, as stated observations may not always provide the most complete picture of a teacher's planning. Sometimes teachers know when they will be observed and will teach a lesson they know to be successful this again does not provide a complete snapshot into the teacher's pedagogical practices and behaviors. Along with observations, an analysis of lessons should also be conducted.

A key aspect of teaching is having a plan or more specifically a lesson plan. The lesson plan can be in just about any format but should include learning objectives the goals of the lesson. The lesson plan should also include methods of instruction or how is the teacher going to provide the necessary information for students to complete the learning activity. The learning activity is how students are going to develop an understanding of the content taught. And an assessment should also be in each lesson plan or a way to gauge what students have learned. The format can be in a school district's required format, or it can be teacher created format. The lesson plans should show an understanding of the behaviors and practices listed above: state or national standards, different learning abilities/styles, approaches to teaching the different learning abilities/styles, and the goals of education. This research does not believe that all of the behaviors and practices can be met with every lesson plan but should be met multiple times

throughout the year. This is why a collection of lesson plans should be evaluated for example lesson plans from a unit. While reviewing the observation the lesson plans could be analyzed and discussed to help ensure the above behaviors and practices are met.

Criterion 4: Student Learning

Criterion number 4 focuses on the question are students learning. Are the students focused, active, monitored, and coached on how to be respectful? The following practices and behaviors are influenced by the National Art Education Association's standards (2009), Nebraska K-12 Fine Arts Standards: Visual Arts, and AdvancedED Effective Learning Environments Observation Tool (eleot® 2.0) see Appendix E. An art teacher has pedagogical practices and behaves in a manner that promotes:

- All students to learn to respond to, connect to, present, and create art
- An environment that allows equal access to classroom discussions, activities, resources, technology, treatment, and support.
- Students to use higher orders of thinking.
- A growth mindset.
- Collaboration among students and teachers.
- A concern for their learning and progress.
- Risk-taking without fear or negative feedback.
- Learners to demonstrate their learning.
- Learners to meet classroom expectations.

How to Assess Criterion 4: Student Learning

Observations are also important for assessing if students are learning. Except this time the assessor is watching the students more than watching the teacher. The AdvancedED

Effective Learning Environments Observation Tool (eleot® 2.0) has observation “Dimensions” for both teachers and students. The practices and behaviors observed can be discussed in a meeting while also reviewing the lesson plans. During the observation, the assessor is examining student behaviors and engagement. Are the student behaviors and engagement appropriate based on the criteria listed above? Students should be engaged, active participants, accepting challenges, taking chances for the sake of their learning, and show they are understanding the content. In reviewing the lesson plans the art teacher and administrator should analyze the lessons ensuring they ask students to use higher orders of thinking at levels appropriate for the individual student.

Another key aspect in assessing if students are learning is analyzing student portfolios. The portfolios should contain a wide range of student work that spans a large period of time. The teacher and the administrator are looking to see if students are using the skills encouraged and practiced. For example, students were taught linear perspective in the fall semester of their sophomore year and show they had a basic understanding of how to create a box in proper perspective. When that same sophomore is a junior they have a building in another work of art that work is not specific to linear perspective, but the building should be drawn in a manner that reflects the student’s understanding of how to use linear perspective. The learner learned a skill, practiced a skill, and used a skill with little to no prompting. If in their junior year, the work of art doesn’t show an understanding of linear perspective it could be assumed that the learner completed the linear perspective assignment their sophomore year without truly understanding how to apply the taught skill.

Criterion 5: Create Opportunities for Students

Creating opportunities for students involves helping students to express, share, show their thoughts, and their knowledge. It involves developing creativity. This entails creating units and lessons that allow students to act like artists by researching, exploring, experimenting, and developing an art style. Students go through the artistic process, to develop a work of art that shares their thoughts or interests with the world and then share those thoughts or interests with a viewing of the work of art by others preferably outside of the classroom.

Creating opportunities differs from Criterion 4: Learning in that Learning is how an art teacher helps learners to understand the content and how students demonstrate their understanding of the curriculum. While creating opportunities is giving students a chance to apply what they have learned. For example, students watch videos, listen to a lecture, and complete handouts on the technique Andrew Loomis created to draw the human head from various angles. The videos, lectures, and handouts meet criteria 4. The students are then asked to create a work of art about their hero. The student chooses to draw a portrait, now they have the opportunity to apply the Loomis technique. When students are allowed to create that same work of art in a style of their choosing they also create opportunities.

Art teachers should provide students with units and lessons that expand, encourage, and guide them through their creative interests. Expanding includes using multiple mediums and referring to artworks from various artists, countries, and periods with a wide range of genres and subject matter. Encouraging includes asking students about their interests and helping them learn about their art interests, while also providing them with opportunities to explore those interests. Guiding students through their creative interests is being able to answer or help them discover the answers, methods, or techniques needed for them to create their art. Helping students create

artwork that interests them is the first step of Criteria 5, once they create their work of art an art teacher should show others what the students created.

Although art can be very personal art is often created to be seen. Art shows are one of the best opportunities for art teachers to give to students. An art show also aligns with Nebraska State Standard FA 12.2.2.b “Create a portfolio, digital, collection, or community display in a professional manner” (2014). Art shows allow students to show off without sounding like they are bragging. They also allow students to communicate with others and learn if they communicate with art effectively. The art show can come in the form of a single event such as a photography show about their community or be a traditional art show that showcases student work completed in the school year, and it can also be a virtual show.

Art shows sometimes only happen once a year and usually near the end of the year. Students make art all year round therefore their work should be seen or shown all year round. Utilizing display space in the school and the school district’s social media platforms are also great ways to show student work. Think of social media as the modern-day refrigerator. A spot to hang work that brings a sense of pride to the student. Social media platforms and school display areas should be used to show and celebrate students accepting challenges and showing their solutions to those challenges.

Another factor in creating opportunities is interacting with works of art. Taking students to museums is an opportunity to expand but a museum visit may not be easily accessible. If an art teacher is fortunate enough to have a museum nearby taking students to see the art would be a great opportunity. Seeing artwork on a screen is nothing like seeing artwork in real life but museums have produced high-definition photographs of works. Students can notice the artist’s attention to detail and the vibrancy of colors hopefully in a museum but visiting websites of

museums can also provide the opportunity for students to interact with works of art. Nebraska Fine Arts Standards for the Visual Arts 12.2.4.b states “Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings” (2014) visiting museums can provide opportunities for students to meet that standard.

There are many other ways art teachers can help create opportunities for students. Helping students with scholarships or introducing them to key community members also creates opportunities. Key community members might include professional artists. Having professional artists visit the classroom is a great way for students to see art at work, they learn firsthand about the rewards and struggles in that particular occupation. This can also help students to network.

How to Assess Criterion 5: Create Opportunities for Students

Observations, reviewing lesson plans, and student portfolio reviews are great ways to assess how an art teacher is creating opportunities for students. The challenge is looking at those classroom actions, lesson plans, and portfolios through the lens of creating opportunities. One question to answer might include do students have a choice in how they create and/or what they create? It is important to keep in mind that student choices still have to meet the learning objectives. Giving students choices allows them to explore and apply knowledge. Another question might be was the work displayed outside of the classroom? Did the teacher tell the students how to create the image or offer guidance so that the student developed their style? The lesson objectives need to be reviewed to determine which criteria are being met. If the lesson is to develop a skill or build knowledge then a teacher might need to tell students exactly what to do if the lesson is to solve a visual problem such as “Should I paint this area green or blue?” a teacher should talk with the students about possible outcomes of their choices rather than just say blue.

Criterion 6: Professionalism

Professionalism did not receive the highest rating in the questionnaire for determining success in the art classroom but it is still very important. Professionalism involves following school district policies and a commitment to the profession of teaching. First, the commitment to teaching “A third characteristic I have noted over many years of working with teachers and prospective teachers is a commitment to teaching as a significant profession and life's work” (Day, 1993, p. 134). Day wrote about the qualities of good teachers and having commitment has to be something successful teachers and art teachers possess. Without commitment there will be no desire to improve, there will be no acceptance of challenges, and there will be little to no student learning: all qualities that are needed to be successful.

Following the school district’s policies is also part of professionalism. Following policies shows respect for the school district and concern for students’ safety and time. It also involves developing appropriate relationships with students. Teacher-student relationships can look different but they should still follow the policies of the school district. As well as does the teacher provide equal access to materials, respect, and a chance to share thoughts?

Assessing Criterion 6: Professionalism

Professionalism can also best be assessed with observations. Walking by the art room to ensure the art teacher is at school on time, and watching how the art teacher interacts with students. Questions can also be asked during the review of observations. What is the art teacher to improve as a teacher? What is the school district’s policy on cell phone use in a school vehicle? How did they overcome their most recent challenge in the art room? The questions should be designed to help train or review how to be a professional teacher.

Final Thoughts

Determining the success of an art teacher in the art classroom has become challenging because of the vast lists of standards, focus on core subjects, and slow advancement in teacher assessments. Then when you add on the many responsibilities of school administrators it becomes even more challenging. There is a clear desire to improve practices and behaviors but a clear direction is also needed. The criteria developed by this research can help provide a clear direction for art teachers and administrators. The criteria can also help to work around the challenges faced when trying to determine the success of an art teacher in the art classroom.

Art classrooms have three things in common, learning, teaching, and making art. This research believes 1) setting goals, 2) knowledge of the art world, 3) instruction, 4) student learning, 5) creating opportunities, and 6) professionalism have the greatest impact on the three commonalities in an art classroom. These six criteria can help guide an art teacher's behaviors and practices to be successful in an art classroom.

This research believes the criteria should be assessed with multiple methods of assessment. Observations are key, and a discussion of those observations and goals is also important. A portfolio of lessons and an art teacher's artwork and student work should also be added to further help guide an art teacher to success.

There are multiple facets of teaching art therefore there should be many criteria used to determine the success of an art teacher in the art classroom. The fact that we use multiple criteria to assess student learning in art only reaffirms this idea. A lot of the developed criteria can be assessed through observations but if we want to truly enhance student learning and advance the practices and behaviors of art teachers clear criteria should be established to be used during assessments (Philips, 2013). Those criteria should be communicated to school administrators

and art teachers, so a thorough assessment can be conducted. One which guides art teachers to provide the best education experience for learners.

Implications for a Future Study

The questionnaire was sent to fifty-five email addresses it is unclear how many received the questionnaire. Error messages were received with a listing of emails that supposedly did not receive the questionnaire however emails were received from emails on the list stating the completion of the questionnaire. To find out if the questionnaire should be resent to all fifty-five email addresses the questionnaire was sent to 10 emails from the error message email list. No error messages were received nor were additional responses. Out of respect for everyone's time and full email boxes, the questionnaire was not sent a second time to all 55 email addresses. Seven responses were received four from administrators and three from art teachers. Further research that includes a further developed questionnaire and is distributed to a greater number of schools is needed. Further research could also confirm the responses from the questionnaire used in this research and help answer the questions created from this questionnaire. Some of those questions are do administrators or art teachers know of other ways to assess art teachers? Is assessing all teachers in the same way appropriate? How can specific criteria for art teachers be useful?

Assessing teachers has been written about for decades. Challenges will always arise and change how and what needs to be assessed. This research set out to help guide the researcher's behaviors and practices in the art classroom in the year 2024. It is unclear if what it takes to be successful now will be the same in the years to come. Further research could help develop methods and criteria that can stand the test of time.

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Appendix A

Are you a visual art teacher or school administrator?

Visual Art Teacher /School Administrator

Do you evaluate or observe a visual art educator?

Yes / No

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Elementary

Secondary

Both

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas of improvement

To identify areas of strength

For program effectiveness

To determine future employment status

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher?

Please select all that apply

Observations

Student Comments

Student Test Scores

Teacher's Self-Reflection

Other, please explain

Do you have experience teaching visual arts?

Yes / No

Do you use the same evaluation for the visual art educator(s) as other educators?

Yes / No

Do you feel visual art educator(s) should be assessed the same as other educator(s)?

Yes / No

Please explain.

Would you find specific criteria for art teachers useful in evaluating, and creating professional development opportunities, and in the hiring process helpful?

Yes / No

Have you heard of any national organization's visual arts educator standards?

Yes / No / Which organization?

Do you think a defined visual arts educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Yes / No

If you were to create a visual arts educator assessment, what would be your top 5 criteria?

How would you define success for an art teacher in the art classroom?

Please rank the following areas, in importance for art teacher success in the art classroom from one (1) to seven (7) with 1 being the most important.

Setting Goals

Professionalism

School/Community Involvement

Knowledge of Art Worlds (Art history, and art making)

Student Learning/Assessing Student Learning

Creating Opportunities for Students (self-expression, displaying work, exploring interests)

Art and Art Education Advocacy

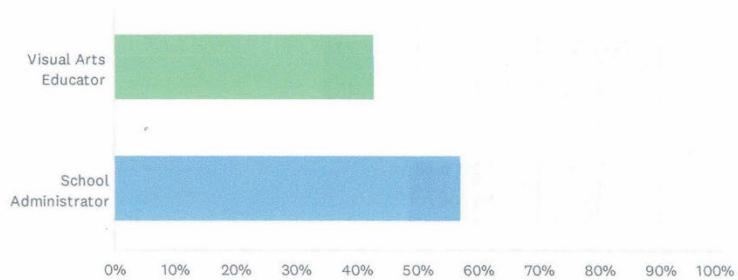
Appendix B

Art Teacher Assessment and Success

SurveyMonkey

Q1 Are you a visual arts educator or a school administrator?

Answered: 7 Skipped: 0

**ANSWER CHOICES**

Visual Arts Educator

RESPONSES

42.86%

3

School Administrator

57.14%

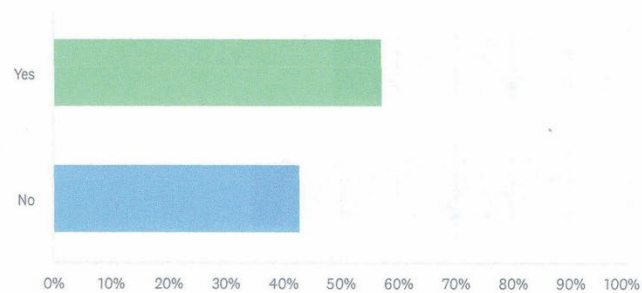
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TOTAL

7

Q2 Do you evaluate or observe a visual art teacher?

Answered: 7 Skipped: 0

**ANSWER CHOICES**

Yes

RESPONSES

57.14%

4

No

42.86%

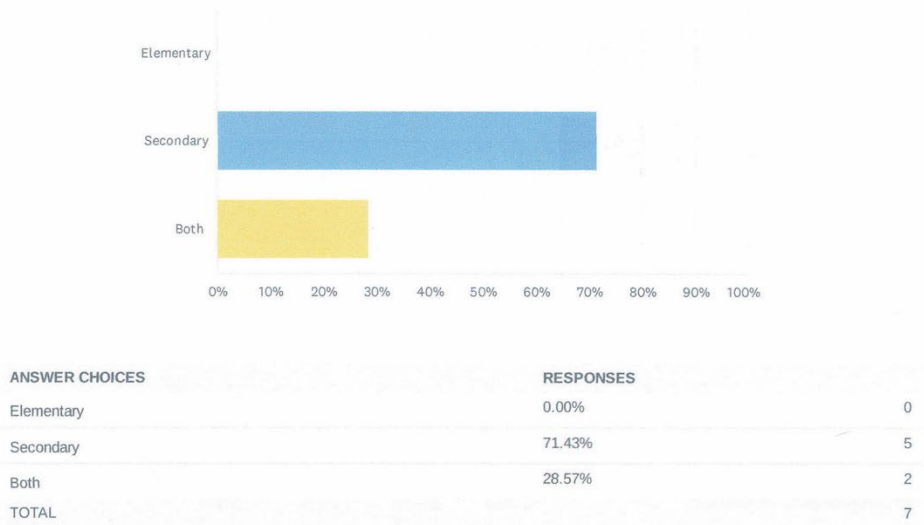
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TOTAL

7

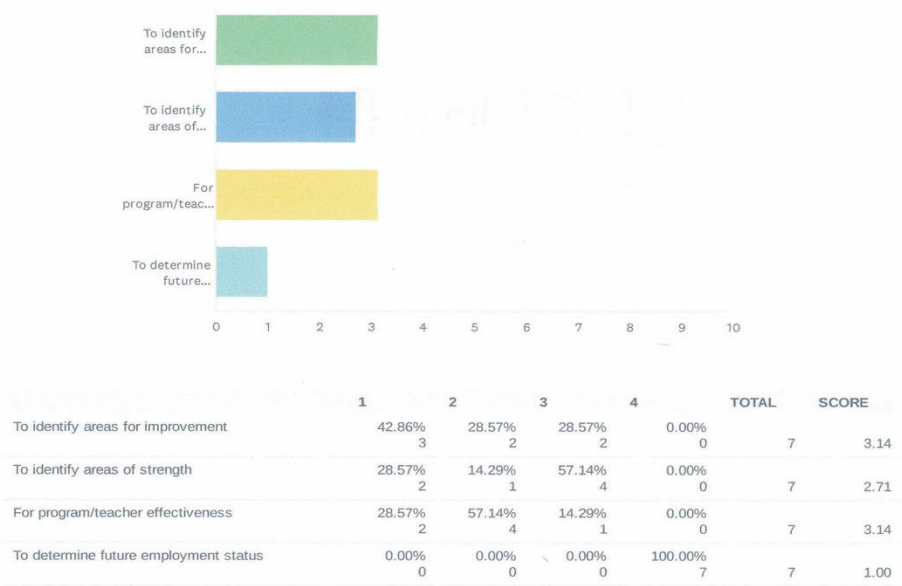
Q3 Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Answered: 7 Skipped: 0



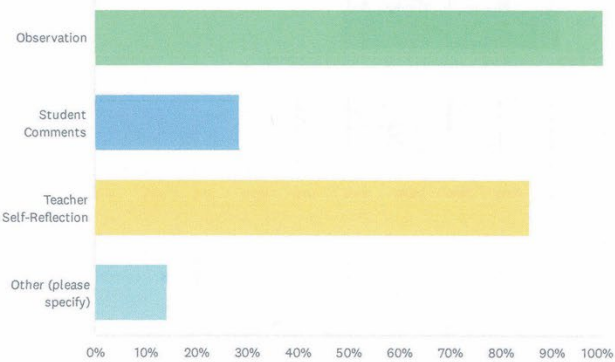
Q4 What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

Answered: 7 Skipped: 0



Q5 How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

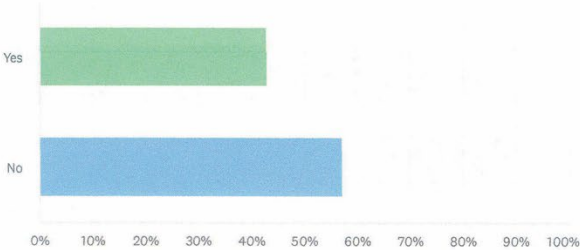
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Observation	100.00%	7
Student Comments	28.57%	2
Teacher Self-Reflection	85.71%	6
Other (please specify)	14.29%	1
Total Respondents: 7		

Q6 Do you have experience teaching visual arts?

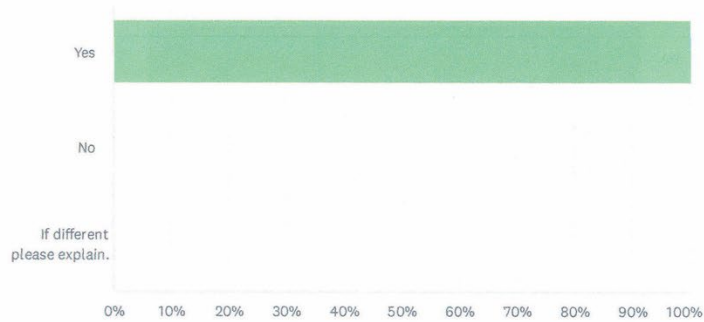
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	42.86%	3
No	57.14%	4
TOTAL		7

Q7 Do you use the same evaluation for the visual art educator(s) as other educators?

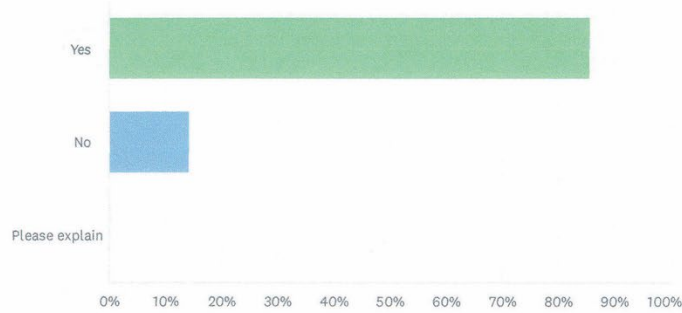
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
If different please explain.	0.00%	0
TOTAL		7

Q8 Do you feel visual arts educators should be assessed the same as other educators?

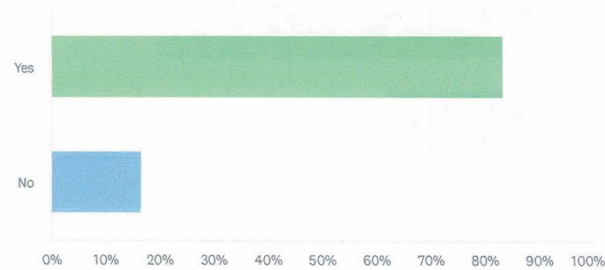
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	85.71%	6
No	14.29%	1
Please explain	0.00%	0
TOTAL		7

Q9 Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

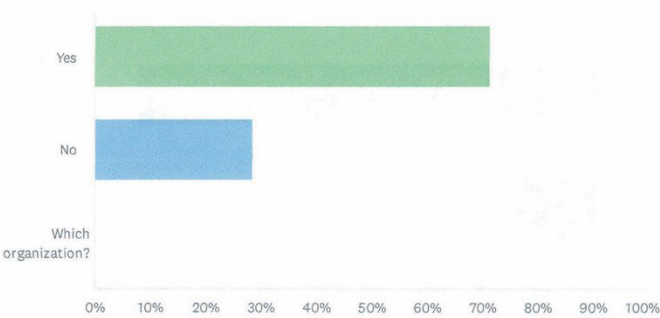
Answered: 6 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	83.33%	5
No	16.67%	1
TOTAL		6

Q10 Have you heard of any national organization's visual arts educator standards?

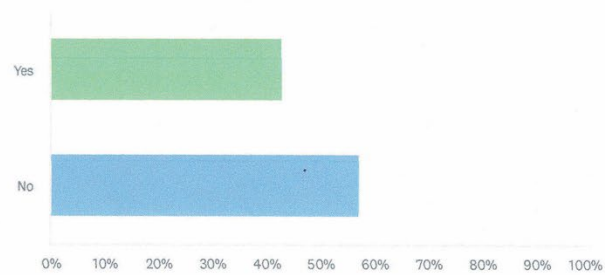
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	71.43%	5
No	28.57%	2
Which organization?	0.00%	0
TOTAL		7

Q11 Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	42.86%	3
No	57.14%	4
TOTAL		7

Q12 If you were to create a visual art educator assessment, what would be your top 5 criteria?

Answered: 6 Skipped: 1

See individual responses for answers to questions 12 and 13

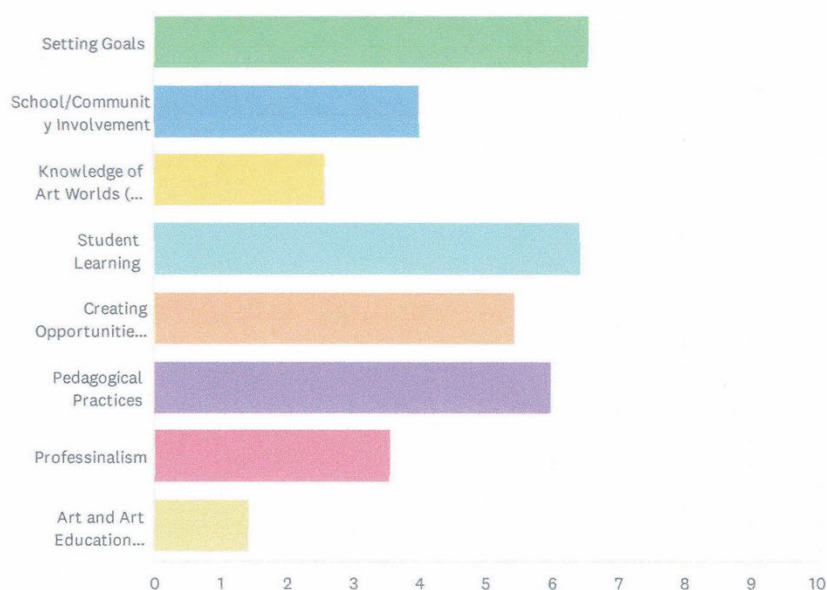
Q13 How would you define success for a visual art teacher in the art classroom?

Answered: 7 Skipped: 0

See individual responses for answers to questions 12 and 13

Q14 Please rank the following areas, in importance for visual art teacher success in the art classroom.

Answered: 7 Skipped: 0



	1	2	3	4	5	6	7	8	TOTAL	SCORE
Setting Goals	42.86% 3	28.57% 2	0.00% 0	0.00% 0	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7	6.57
School/Community Involvement	0.00% 0	0.00% 0	28.57% 2	14.29% 1	14.29% 1	28.57% 2	0.00% 0	14.29% 1	7	4.00
Knowledge of Art Worlds (Art History, Art Making)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	57.14% 4	42.86% 3	0.00% 0	7	2.57
Student Learning	14.29% 1	28.57% 2	42.86% 3	14.29% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7	6.43
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	42.86% 3	0.00% 0	0.00% 0	0.00% 0	42.86% 3	0.00% 0	14.29% 1	0.00% 0	7	5.43
Pedagogical Practices	0.00% 0	42.86% 3	28.57% 2	14.29% 1	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7	6.00
Professionalism	0.00% 0	0.00% 0	0.00% 0	57.14% 4	0.00% 0	0.00% 0	28.57% 2	14.29% 1	7	3.57
Art and Art Education Advocacy	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14.29% 1	14.29% 1	71.43% 5	7	1.43

Appendix C

Art Teacher Assessment and Success

SurveyMonkey

#1

COMPLETE

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Page 1

Q1

Visual Arts Educator

Are you a visual arts educator or a school administrator?

Q2

No

Do you evaluate or observe a visual art teacher?

Q3

Secondary

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	1
To identify areas of strength	2
For program/teacher effectiveness	3
To determine future employment status	4

Q5

Observation

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Q6

Yes

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9 No

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 Yes

Have you heard of any national organization's visual arts educator standards?

Q11 Yes

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12 Respondent skipped this question

If you were to create a visual art educator assessment, what would be your top 5 criteria?

Q13

How would you define success for a visual art teacher in the art classroom?

Students should be being rigorously taught. There is not a love of the arts at my school.

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	1
School/Community Involvement	4
Knowledge of Art Worlds (Art History, Art Making)	6
Student Learning	3
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	5
Pedagogical Practices	2
Professionalism	7
Art and Art Education Advocacy	8

#2

COMPLETE

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Page 1

Q1

School Administrator

Are you a visual arts educator or a school administrator?

Q2

Yes

Do you evaluate or observe a visual art teacher?

Q3

Secondary

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	2
To identify areas of strength	3
For program/teacher effectiveness	1
To determine future employment status	4

Q5

Observation,

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Teacher Self-Reflection,

Other (please specify):

walk through observations

Q6

No

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9 Yes

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 No

Have you heard of any national organization's visual arts educator standards?

Q11 No

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

classroom management
planning
instruction
professionalism

Q13

How would you define success for a visual art teacher in the art classroom?

All students engaged in a well planned activity

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	1
School/Community Involvement	5
Knowledge of Art Worlds (Art History, Art Making)	6
Student Learning	2
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	7
Pedagogical Practices	3
Professionalism	4
Art and Art Education Advocacy	8

#3

COMPLETE

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Page 1

Q1 School Administrator

Are you a visual arts educator or a school administrator?

Q2 Yes

Do you evaluate or observe a visual art teacher?

Q3 Secondary

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	2
To identify areas of strength	3
For program/teacher effectiveness	1
To determine future employment status	4

Q5 Observation, Teacher Self-Reflection

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Q6 No

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9 Yes

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 No

Have you heard of any national organization's visual arts educator standards?

Q11 No

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

1. Planning Preparation for Instruction
2. Instructional techniques
3. Classroom Management (procedures, transitions, student behavior)
4. Student Engagement
5. Professional Responsibilities (ethics, community outreach, professional collaboration, communication with parents, and knowledge and adherence to district policies)

Q13

How would you define success for a visual art teacher in the art classroom?

Engaged students who take pride in their work and learn to enjoy and appreciate art.

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	2
School/Community Involvement	6
Knowledge of Art Worlds (Art History, Art Making)	7
Student Learning	1
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	5
Pedagogical Practices	3
Professionalism	4
Art and Art Education Advocacy	8

#4

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Page 1

Q1

School Administrator

Are you a visual arts educator or a school administrator?

Q2

Yes

Do you evaluate or observe a visual art teacher?

Q3

Both

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	3
To identify areas of strength	1
For program/teacher effectiveness	2
To determine future employment status	4

Q5

Observation,
Teacher Self-Reflection

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Q6

No

Do you have experience teaching visual arts?

Q7

Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8

Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9

Respondent skipped this question

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10

Yes

Have you heard of any national organization's visual arts educator standards?

Q11

No

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

Positive relationships with staff and students
An inviting atmosphere where all students are accepted
Depth of knowledge is various mediums of visual art
Creating opportunities for students to showcase and critique their work
Instilling an appreciation for the arts

Q13

How would you define success for a visual art teacher in the art classroom?

A space where all students are accepted and free to express themselves through various mediums. Where students learn the mechanics but also learn to appreciate the arts.

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	1
School/Community Involvement	6
Knowledge of Art Worlds (Art History, Art Making)	7
Student Learning	3
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	5
Pedagogical Practices	2
Professionalism	4
Art and Art Education Advocacy	8

#5

COMPLETE

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Page 1

Q1

Visual Arts Educator

Are you a visual arts educator or a school administrator?

Q2

No

Do you evaluate or observe a visual art teacher?

Q3

Both

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	1
To identify areas of strength	3
For program/teacher effectiveness	2
To determine future employment status	4

Q5

Observation,
Student Comments,
Teacher Self-Reflection

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Q6

Yes

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 No

Do you feel visual arts educators should be assessed the same as other educators?

Q9 Yes

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 Yes

Have you heard of any national organization's visual arts educator standards?

Q11 Yes

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

Do students have choice?

Technology involved?

Q13

How would you define success for a visual art teacher in the art classroom?

community involvement as teacher and with students, continues art outside of school/finds and explores passions,

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	5
School/Community Involvement	3
Knowledge of Art Worlds (Art History, Art Making)	6
Student Learning	2
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	1
Pedagogical Practices	4
Professionalism	8
Art and Art Education Advocacy	7

#6

COMPLETE

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Q1

School Administrator

Are you a visual arts educator or a school administrator?

Q2

Yes

Do you evaluate or observe a visual art teacher?

Q3

Secondary

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	1
To identify areas of strength	3
For program/teacher effectiveness	2
To determine future employment status	4

Q5

Observation,
Teacher Self-Reflection

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Q6

No

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9 Yes

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 Yes

Have you heard of any national organization's visual arts educator standards?

Q11 No

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

Relationships with students
Students practicing appropriate/determined skills
Breadth of student experience in visual arts mediums
Communication and promotion of program
Quality of student products

Q13

How would you define success for a visual art teacher in the art classroom?

Having student enjoy a broad variety of mediums to explore and express through visual art

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	5
School/Community Involvement	8
Knowledge of Art Worlds (Art History, Art Making)	7
Student Learning	3
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	1
Pedagogical Practices	2
Professionalism	4
Art and Art Education Advocacy	6

#7

COMPLETE

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Page 1

Q1

Visual Arts Educator

Are you a visual arts educator or a school administrator?

Q2

No

Do you evaluate or observe a visual art teacher?

Q3

Secondary

Do you observe or teach a visual art teacher who teaches elementary, secondary, or both?

Q4

What do you see as the purpose for evaluating teachers? Please rank the following options in order with number 1 being the primary purpose.

To identify areas for improvement	3
To identify areas of strength	1
For program/teacher effectiveness	2
To determine future employment status	4

Q5

Observation,

How do you evaluate your visual art teacher or how are you evaluated as a visual art teacher? Please select all that apply.

Student Comments,
Teacher Self-Reflection

Q6

Yes

Do you have experience teaching visual arts?

Q7 Yes

Do you use the same evaluation for the visual art educator(s) as other educators?

Q8 Yes

Do you feel visual arts educators should be assessed the same as other educators?

Q9 Yes

Would you find specific criteria for visual art teachers useful in evaluating, developing professional development, and for the hiring process helpful?

Q10 Yes

Have you heard of any national organization's visual arts educator standards?

Q11 Yes

Do you think a defined visual art educator assessment process would help you evaluate a visual art educator or yourself as a visual arts educator?

Q12

If you were to create a visual art educator assessment, what would be your top 5 criteria?

artistic talent in 2 and 3-D
College degree with education classes
personal and facility management expertise
Bright clothing
good humor

Q13

How would you define success for a visual art teacher in the art classroom?

Quality of work made by the students

Q14

Please rank the following areas, in importance for visual art teacher success in the art classroom.

Setting Goals	2
School/Community Involvement	3
Knowledge of Art Worlds (Art History, Art Making)	6
Student Learning	4
Creating Opportunities for Students (self-expression, displaying work, exploring interests)	1
Pedagogical Practices	5
Professionalism	7
Art and Art Education Advocacy	8

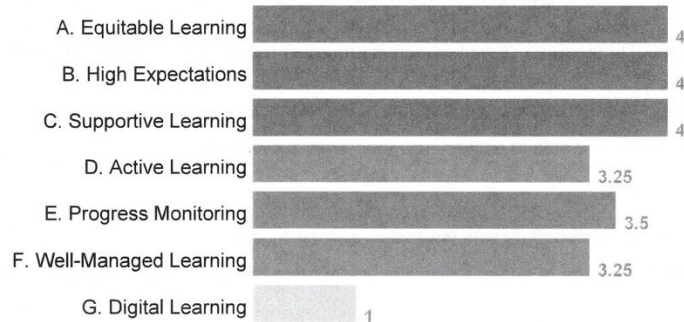
Appendix D

Kimball Jr/Sr High School

Observation Status: Submitted Average Score: 3.39

Observation Details

Course: Art 1
 Subject: Art
 Grade: 10, 12, 9
 Segment: Beginning, End, Middle
 Instructor: Mark Jefferis (mjefferis@kpslonghorns.org)
 Date: 2023-11-30 Start Time: 09:43 AM End Time: 10:26 AM
 Observation Type: eleot®



A. Equitable Learning

- | | |
|---|---|
| 1. Learners engage in differentiated learning opportunities and/or activities that meet their needs | 4 |
| 2. Learners have equal access to classroom discussions, activities, resources, technology, and support | 4 |
| 3. Learners are treated in a fair, clear and consistent manner | 4 |
| 4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions | 4 |

B. High Expectations

- | | |
|--|---|
| 1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher | 4 |
| 2. Learners engage in activities and learning that are challenging but attainable | 4 |
| 3. Learners demonstrate and/or are able to describe high quality work | 4 |
| 4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) | 4 |
| 5. Learners take responsibility for and are self-directed in their learning | 4 |

C. Supportive Learning

- | | |
|---|---|
| 1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful | 4 |
| 2. Learners take risks in learning (without fear of negative feedback) | 4 |
| 3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 4 |
| 4. Learners demonstrate a congenial and supportive relationship with their teacher | 4 |

D. Active Learning	-
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	4
2. Learners make connections from content to real-life experiences	3
3. Learners are actively engaged in the learning activities	4
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2
E. Progress Monitoring	-
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	4
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	4
3. Learners demonstrate and/or verbalize understanding of the lesson/content	4
4. Learners understand and/or are able to explain how their work is assessed	2
F. Well-Managed Learning	-
1. Learners speak and interact respectfully with teacher(s) and each other	4
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	4
3. Learners transition smoothly and efficiently from one activity to another	1
4. Learners use class time purposefully with minimal wasted time or disruptions	4
G. Digital Learning	-
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1

Appendix E

Kimball Jr/Sr High School

Observation Status: Submitted Average Score: 3.96

Observation Details

Course: Advanced Art
 Subject: Art
 Grade: 10, 12
 Segment: Beginning, End, Middle
 Instructor: Mark Jefferis (mjefferis@kpslonghorns.org)
 Date: 2023-11-30 Start Time: 01:14 PM End Time: 01:59 PM
 Observation Type: Teacher

A. Culture/Climate Dimension	3.75
B. Learning Dimension	4
C. Essentials Dimension	4
D. Agency Dimension	4
E. Relationship Dimension	4

A. Culture/Climate Dimension	-
1. Fosters an environment that embraces all learners	4
2. Treats each learner equitably	4
3. Encourages learners to share their opinions without fear of negative comments from their peers	4
4. Creates enthusiasm for the learning at hand	3
B. Learning Dimension	-
1. Communicates clear explanations about the activities or tasks	4
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4
3. Delivers lessons that are relatable to the learners or aligned to their interests	4
4. Monitors learners' understanding of the content and/or the acquisition of skills	4
5. Adapts instruction and/or activities that meet individual learner's needs	4
6. Provides learners with purposeful feedback about their progress and/or needs	4
C. Essentials Dimension	-
1. Delivers and/or facilitates the lesson with knowledge and confidence	4
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4
3. Facilitates use of resources that support learners' needs	4
4. Implements instructional strategies that actively engage learners	4
5. Manages the learning time in an efficient and optimal manner	4
D. Agency Dimension	-
1. Empowers learners to be responsible for the learning at hand	4
2. Gives learners choices about the learning activities or tasks	4
3. Provides assistance for learners to navigate and monitor their learning progress	4

4. Encourages learners to persevere with or seek challenging activities or tasks	4
5. Builds learners' growth mindset and self-efficacy	4
E. Relationship Dimension	-
1. Promotes respectful and caring interactions toward and between learners	4
2. Cultivates learner cooperation, collaboration, and inclusivity	4
3. Preserves learners' dignity while attending to their individual needs	4