

Visual Arts Program Review Phase Two Report 2007



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VISUAL ARTS VISION STATEMENT

The visual arts classes are charged with thoughtfulness, genuine understanding, and reflection as students awaken to the meaning of their world and the power they possess to express themselves through art. Keen observation is a fundamental instrument of individuality, of immediate personal response, an essential condition of understanding. It is through art making that students integrate careful observation and the creative capacity to see what is possible while remaining attentive to what is. Students and teachers engage in a collaborative search for meaning in artwork based on their own lives and personal experiences. All students have ample time, materials, and conditions to exercise the great range of complex skills and strong habits of mind needed during the creative process. The Public Schools of Brookline support and honor the valuable opportunities provided by the visual arts program for students to express freely ideas and understandings that do not emerge in other classroom work, and regards these experiences as essential in an education designed to prepare students to be life long learners and contributing citizens.



Executive Summary: Action Plans

Visual Arts Program: Areas of Improvement

Summary: Teaching and Learning

1. Initiate changes necessary in student assessment to explicitly highlight creative and critical thinking skills are the means to develop craft.
2. Examine the grading system at BHS. Initiate changes necessary to clarify that grading based on a combination of demonstrated use of the higher order thinking skills, skill development and self expression
3. Provide the school community and students with consistent language K-12 to increase understanding and make the vertical connection clear.
 - ◆ Link new curriculum ideas and materials to the revised K-8 Learning Expectations
 - ◆ Increase common formative assessments, rubrics and self reflections to support revised Learning Expectations k-8
 - ◆ Correlate Learning Expectations language to BHS curriculum documents.
4. Continue to highlight the appropriate connections of art education to the other academic areas for students and teachers to provide greater understanding of interdisciplinary connections through current interdisciplinary work, exhibitions, and in home/school communications



Summary: Understanding and Communication

1. Examine current outreach communications from the Art Department (to parents, teachers and students) to see how well they provide the information necessary to understand the importance of the visual arts, how learning is evident in the art work, and in what ways understandings and skills are being addressed.
2. Create and distribute Grade Eight informational brochures on the visual arts program through the elementary staff. See Appendix
3. Increase the amount of information and explanation about assessment in the visual arts for teachers and parents. Include information on assessment in the communication from art teachers that accompanies work home.

4. Improve the communication and collaboration with building-based PTOs to increase school community exposure to the visual arts program.
 - ◆ Meet with PTO presidents and attend building PTO meetings.
 - ◆ Explore whether there is interest in developing a “Friends of the Visual Arts” program that would provide parent/community support (similar in concept to FOPA – Friends of the Performing Arts).

Executive Summary

Summary: Time and Schedule

1. Develop a plan for an equitable FTE allocation of art teachers based on school size and the specifics of each building’s population. The plan should also consider equitable class time and a reasonable class load per teacher. Identifying alternative art room spaces should also be part of the plan.
2. Problem solve with elementary building principals to support scheduling issues around the art program. The Visual Arts coordinator will meet individually with principals in the spring to prepare for the upcoming school year. A list of scheduling recommendations for the art program (with rationale) will be developed for use in these planning meetings and include:
 - ◆ Daily planning time for art teachers
 - ◆ Classes grouped by grade level
 - ◆ Transition time between classes
3. Work with BHS assistant headmaster to try out various ways to input BHS elective requests to maximize opportunity for students who wish to take art to actually have it fit into their schedules.
4. The coordinator and BHS art teachers will continue to advocate for alternatives to Y blocking. They will continue to gather data on how it impacts students’ art experiences, and use this information to contribute to the larger conversation about Y block at the district level.
5. The Visual Arts coordinator, along with art teachers, will schedule time to work collaboratively with the Guidance department to explain courses, the sequence, the benefits, the prerequisites, etc. to improve their understanding of the Visual Arts program and offerings. Greater awareness of the breadth of the art program will enable guidance to support the arts as an option for all students.
6. Provide information on career opportunities in the Arts to BHS Guidance and Career Center. Increased awareness of what art schools require will help students select courses matched to their post-secondary plans. (Ex: Art schools look for a consistent art experience over 4 years, observational drawing and a variety of media)

Summary: Resources and Materials

1. Survey classroom teachers as to student use of art materials to determine needs for art supplies. Examine and assess the lab fees at BHS and its impact on the program.
2. Create a new system of distribution art materials for classroom teachers based on the data and system goals. Collaborate with principals/vice principals to support the new distribution plan. Train a point person in each school to manage the supplies
3. Create a long range plan for large equipment purchase and replacement across the system. Include a calendar of a cyclical rotation for replacing the higher cost items (i.e. kiln).
4. Create a long range plan to maintain an up-to-date graphic arts studio (equipment, software, hardware, etc.). Include a preliminary plan to expand digital photography classes at BHS (space, equipment, etc.)
5. Work with the Education Technology coordinator to determine ways to integrate technology into art instruction, K-12.
6. Continue to bring art supply budget in line with current costs.

Summary: Environment

1. Assess current K-8 art classrooms to make sure they are sufficient and flexible to accommodate the growing elementary population.
2. Assess current available art display spaces in school buildings with regard to:
 - ◆ Adequate size for display
 - ◆ Security and safety of artwork on display
 - ◆ Accessibility and public visibility
3. Determine the comprehensive needs of dedicated art studio spaces (both current and projected).
4. Determine utilization by all users (adult ed, after schools, summer programs, etc.) and develop a realistic timeline for:
 - ◆ Equipment replacement (dual usage wear and tear)
 - ◆ Replacement of materials that have multiple users (ex: glazes)
5. Assess the safety and security needs of the arts spaces including:
 - ◆ Monitoring of art space so that each program that uses the space takes the other users into consideration
 - ◆ Storage needs of all users
 - ◆ Hazardous waste materials and age restricted materials
6. Develop a plan to ensure that the space is suited and equipped for all users/programs.
 - ◆ Investigate how the school system is compensated for the use of these spaces.
 - ◆ Identify user needs. Identify benefits and challenges inherent in the shared situation.
 - ◆ Use this data as the basis for creating a better relationship with Adult Ed.



Introduction to Phase II

Phase I of the Visual Arts Program Review uncovered both strengths in the current K-12 Visual Arts Program and areas for improvement. The goal of Phase II of the Visual Art Program Review is to create a plan that will address the areas for program improvement. In Phase I, a vision for the Visual Arts Department was developed. This vision was further described as being composed of five areas:

Teaching and Learning
Understanding/Communication
Time and Schedule
Resources and Materials
Environment

Improvements in Phase II are actions that will move the Visual Arts program closer to our vision in each of these areas.

Phase II Process

Committee

The Visual Arts committee met regularly from September 2006 to April 2007 while working on Phase II of Program Review. Committee members are listed below.

Alicia Mitchell, K-12 Visual Arts Curriculum Coordinator (co-chair)

Amy Martin, Director of Program Review and Grants (co-chair)

Alaina Birden, Art teacher at Runkle School

Steven Rae, Art teacher at Pierce School

Beth Greenwood, Grade 3 teacher at Lincoln School*

Donna Sartanowicz, Art teacher at BHS

Cathy Neal, parent at Lincoln and BHS

Anne Short, parent at Baker and BEEP

Kim Goldstein, parent at Runkle

Emily Gaberman, Runkle School vice-principal*

Fred Taylor, K-8 Performing Arts Curriculum Coordinator

Sarah Crane, Academic Data Analyst

**new to committee in September 2006*

Committee Data Gathering

During the Phase II process, additional data was gathered and/or reviewed by the Visual Arts Program Review Committee in order to better understand program needs described by parents, teachers, and administrators in Phase I. The additional data used by the committee during Phase II is described below and is available for review upon request.

- ◆ Current art teacher time distribution across elementary schools, with two proposals for adjusting the distribution to reflect more equitable teacher/pupil ratios.
- ◆ List of factors that affect the scheduling of art classes; list of how time/schedule impacts the quality of art classes (from the perspective of K-12 art teachers).
- ◆ Student survey (June 2006). All eighth grade students completed this survey in their art classes. The survey asked students about their experiences in elementary art classes, whether they intended to continue to take art at BHS, and what might influence their decision to do so. Open-ended responses were included.
- ◆ Student survey (January 2007). All BHS students taking art classes completed this survey at the end of the first semester. The survey questioned students about their experience in the art program and in the particular class they had just completed, their plans to continue taking art classes, the impact of the scheduling process on their choices. There was an opportunity for open-ended response.
- ◆ Analysis of costs to provide K-8 *classroom teachers* with art supplies:
 - Existing K-3 and 4-8 warehouse order forms with item costs
 - Cost for providing a packet of basic supplies to classrooms for each K-8 student
- ◆ Analysis of costs to provide K-12 art teachers with supplies for their classes, based on increase in costs over the past five years.
- ◆ FY2008 Art Department budget proposal documents.

Vision: The Public Schools of Brookline support and honor the valuable opportunities provided by the visual arts program for students to express freely ideas and understandings that do not emerge in other classroom work, and regards these experiences as essential in an education designed to prepare students to be life long learners and contributing citizens

Phase One Report: It has long been recognized that in order to be truly well educated, students must appreciate the arts and have rich opportunities and experiences creating art. It is through the making of art that students discover and express the significance of their lives, as well as their hopes and ideals. Our current program is meeting the needs of our students

Areas for Improvement: To maintain the excellence of the program, the curriculum needs to be regularly reviewed for vertical alignment, updated to accommodate the changing population of students while maintaining the current expectations, and be open to new ideas for expression by the students. Exploration of new tools, materials, and techniques based on classroom experiences, professional development and industry improvements and safety advances need to be worked into the curriculum design. Recognizing the influence of current trends on the students' daily lives deepens the connection of the curriculum to their understanding of their own worlds.



Measures of Effectiveness:

- ◆ Data collection that includes
 - student expectations
 - grading rubrics,
 - self reflections
 - visuals (digital photos/portfolios)
- ◆ Increased common language, use of common assessments, rubrics, self reflection sheets
- ◆ Meeting time that fosters collaboration and common practices within the art department and with elementary teachers.

ACTION Teaching and Learning	Rationale (why this action?)	Timeline	Budget Implication
1. Initiate changes necessary in student assessment to explicitly highlight creative and critical thinking skills as the means to the develop craft.	Phase I survey information strongly indicated that this critical component of the art program is the least understood and appreciated.	06-08	none
2. Examine the grading system at BHS. Initiate changes necessary to clarify that grading is based on a combination of demonstrated use of the higher order thinking skills, skill development and self expression	Phase I data indicated that the value of the higher order thinking skills needs to be emphasized and valued in significant ways in order to be explicit for students	06-08	none
3. Provide the school community and students with consistent language k-12 to increase understanding and make the vertical connection clear. <ul style="list-style-type: none"> ■ Link new curriculum ideas and materials to the revised expectations ■ Increase common formative assessments, rubrics and self reflections to support revised Learning Expectations k-8 ■ Correlate Learning Expectations language to BHS curriculum documents. 	Findings in Phase I indicate that common, consistent language would enhance student understanding of the continuum of the visual arts program Highlighting the continuum of skills, understandings, and process at the core of the art education can lead to greater understanding of the importance of art in all learning. Continuing the K-8 language will help students make a smooth transition to the BHS program.	06-07	none
4. Continue to highlight the appropriate connections of art education to the other academic areas for students and teachers to provide greater understanding of interdisciplinary connections through current interdisciplinary work, exhibitions, and in home/school communications	Phase I surveys indicate that the higher order thinking skills link between curricula is misunderstood and needs to be made explicit for students, families, and classroom teachers.	06-08	none
5. Advocate with principals to allow for flexible staff meeting time between art teachers and elementary classroom teachers to provide opportunities to plan for true interdisciplinary work.	Phase I surveys indicate that teachers want and need the opportunity to meet and plan effective interdisciplinary units and gain mutual understanding of curriculum expectations in all areas.	07-08	None

Vision: The visual arts classes are charged with thoughtfulness, genuine understanding, and reflection as students awaken to the meaning of their world and the power they possess to express themselves through art. Keen observation is a fundamental instrument of individuality, of immediate personal response, an essential condition of understanding.

From Phrase One Report: A 2005 Harris poll commissioned by the “Americans for the Arts” indicates that most parents feel that art is vital to a well-rounded education for children. Students that engage in art activities develop important collaboration skills and are able to work cooperatively with multiple ability levels, creating tolerant learning communities that benefit all students K-12.

Research suggests that participation in the arts promotes growth in positive social skills, self-confidence and collaboration: conflict resolution skills, empathy and social tolerance: skills associated with good citizenship and community participation.

Addressing areas for improvement: Our surveys in Phase One of program review revealed a need for the art staff to better communicate the importance of art education and its impact on student learning beyond the end result of the instruction. Parents and non-art teachers expressed support for the individual growth, the critical and creative thinking skills, the social skills, and community/collaboration associated with art education. Both groups also expressed reservation as to their own ability to assess and/or to identify the learning that is contained within student work. The value of art education needs to be highlighted as a continuing process that should extend through the high school years.



Measures of Effectiveness

Outreach documents (Home-school communication (art teacher to families))

- Portfolios, letters
- Updates in school newsletters,
- Communications in homeroom news letters
- Information on school websites, town website

Data kept by art teachers each year (end of year documentation) Chart

- Number of school displays by grade level
- Communication connected to display (email, flyers, invitations, newsletters, word of mouth)

ACTION Understanding and Communication	Rationale (why this action?)	Timeline	Budget Implication
1. Examine current outreach communications from the Art Department (to parents, teachers and students) for information necessary to understand the importance of the visual arts, how learning is evident and how understandings and skills are addressed in art work,	Phase I data identified specific communication and understanding gaps in conveying the role of the visual arts in a child’s comprehensive education, and awareness and understanding of what students are learning as they work in art class.	Begin in 06-07, continue in 07-08	None
2. Create and distribute Grade Eight informational brochures on the visual arts program through the elementary staff. See Attachment.	As students leave the mandatory visual arts program of the elementary schools, it is important to provide them (and their parents) with enough information to help them make informed decisions and transition from the elementary program to the high school program.	06-07	None
3. Increase the amount of information and explanation about assessment in the visual arts for teachers and parents. Include information on assessment in the communication from art teachers that accompanies work home.	Phase I data showed that both teachers and parents are not clear on how artwork is assessed. These improved communications will help readers understand the emphasis on process in the program.	Begin 06-08, continue 07-08	None
4. Improve the communication and collaboration with building-based PTOs to increase school community exposure to the visual arts program. <ul style="list-style-type: none"> ■ Meet with PTO presidents and attend building PTO meetings. ■ Explore whether there is interest in developing a “Friends of the Visual Arts” program that would provide parent/community support (similar in concept to FOPA – Friends of the Performing Arts). 	The PTOs are an underutilized resource for the Visual Arts department. While a relationship currently exists, it can be expanded upon to assist the visual arts department in promoting the importance of the visual arts in every student’s education and every school community.	07-08	None

<p>5. Identify and improve the use of existing avenues of communication within the Brookline and school community to increase awareness and understanding of the visual arts program and student work.</p> <p>Possible resources include:</p> <ul style="list-style-type: none"> ■ PSB website “News and Announcements” ■ Mailed announcements/invitations to parents about K-12 exhibits (refer to PTO collaboration) ■ Existing e-mail listservs ■ School committee report ■ The Brookline Tab 	<p>Parents receive a lot of information from the schools in various formats. The Visual Arts program can make use of these sources, rather than creating separate or additional documents.</p>	<p>07-08</p>	<p>None</p>
<p>6. Identify ways to use existing building-based school community events as an opportunity to highlight the visual arts program in the schools.</p> <ul style="list-style-type: none"> ■ Back to school nights ■ Family Breakfasts events ■ School specific events for parents ■ Exhibition Openings <p>Identify events in each building and create a realistic plan for highlighting the visual arts at one or more of these events at each school each year.</p>	<p>Art exhibits are always visible in the schools but not necessarily used as an opportunity to highlight the importance of visual arts in every student’s education. This is a missed opportunity to provide this information about the program to the school community.</p> <p>It is important to be a presence at school wide events to underscore the importance of art education for every student</p>	<p>Begin 07-08</p>	<p>None</p>
<p>7. Investigate the possibility (logistics and cost) of a holding a system wide art celebration/exhibit.</p> <ul style="list-style-type: none"> ■ An “art walk” around the schools ■ Coordinated building-based end-of-year displays ■ Non-school building, public display 	<p>System wide exhibitions provide visual evidence of the vertical connections in the VA curriculum. Exhibitions that invite parent and community on this scale create a strong sense of the importance of art in daily life.</p>	<p>08-09</p>	<p>None to investigate; potential cost for exhibit</p>
<p>8. The coordinator will work with Director of Professional Development, to create professional development opportunities for classroom teachers and art teachers to collaborate. The focus will be on shared goals for assessment strategies of visual arts work that is part of interdisciplinary units.</p>	<p>Teachers reported needing information on how to assess artwork created by their students as a part of their study in other academic areas. Teachers need to understand the goals of the art process in order to place the appropriate value on the art work students create.</p>	<p>07-08</p>	<p>None; there will be a cost to providing the PD activities</p>

Vision: All students have ample time, materials, and conditions to exercise the great range of complex skills and strong habits of mind needed during the creative process.

Phase One Report: The amount of continuous time spent in the process of creating art is critical to ensuring that all students can fully experience the process. The National Art Education Association recommends a minimum of 45-50 continuous minutes for art classes at the elementary level. An art experience that allows students to exercise the great range of complex skills and strong habits of mind needed during the creative process requires ample time. Making Art requires time and space for students to think visually and be able to express who they are, what they know and what they can imagine. Students need time to: transition and become acclimated to the art space, receive instructions/view inspirational art works/ witness demonstrations, discuss/brainstorm/share ideas, create a plan of action, select appropriate tools and materials, setup work area, do the work, reflect/refine/redo work based on feedback during the process, and share learning collaboratively.

Addressing areas for improvement: Classes that are not long enough to allow the creative process to happen naturally cause students anxiety and frustration. Consideration for length and number of classes each art teacher provides needs to be addressed to maintain the quality of the art program for all students. Y blocking at BHS schedules art students to miss one day of class time per week to attend a science lab. This decreases the art class time by 25%. Scheduling demonstrations, critiques, and collaborative learning around these absences interrupts the natural momentum of the learning. BHS has a pathway option available for students to focus their coursework in the visual arts classes that currently is not being emphasized.



Measures of Effectiveness *Data kept by art teachers (end of year documentation)*

Student access to art instruction

- Student surveys on their overall experience with art classes and scheduling, similar to first survey done this year.
- Examine the results of new scheduling proposals being implemented this year for the 07-08 BHS schedule.
- Enrollment numbers compared to requests
- Independent study students, Students accessing the Pathway option at BHS

Effectiveness due to improved scheduling

- Number of classes
- Time between classes
- Daily planning time
- Student surveys on their overall experience with art classes and schedules are similar to first survey done this year.

ACTION Time and Schedule	Rationale (why this action?)	Timeline	Budget Implication
1. Develop a plan for an equitable FTE allocation of art teachers based on school size and the specifics of each building's population. The plan should also consider equitable class time and a reasonable class load per teacher. Identifying alternative art room spaces should also be part of the plan.	All students need equitable access to art instruction time. Art teachers need a manageable schedule in order to provide students with equitable programs. Bigger schools may ultimately need more art teacher time. Some schools have fluctuating populations, and district-wide SPED classes also need to be taken into equity considerations.	06-07	None to develop plan; cost for additional FTEs.
2. Problem solve with elementary building principals to support scheduling issues around the art program. The Visual Arts coordinator will meet individually with principals in the spring to prepare for the upcoming school year. A list of scheduling recommendations for the art program (with rationale) will be developed for use in these planning meetings and include: Daily planning time for art teachers Classes grouped by grade level Transition time between classes	Art instruction is more effective if teachers have a reasonable amount of preparation time between classes, and if some grouping by grade level is in place. This will create efficiencies in set up and clean up (especially with younger kids). With back to back classes, clean and set up cuts at least 10 minutes out of active art time, effectively reducing instructional time to 35 minutes.	06-08	none
3. Work with BHS assistant headmaster to try out various ways to input BHS elective requests to maximize opportunity for students who wish to take art to actually have it fit into their schedules. For the 07-08 school years, the plan is to try scheduling electives first. Additional ideas include allowing majors in any subject (including art) having their major subject classes scheduled first. Support student passion for learning.	25% of students report that they do not get their first choice of elective. The Art Department has gathered data on large number of requests for art classes compared to actual class enrollment. At the upper levels, this results in a large number of requests for independent study because students report they want to take art but cannot fit it into their schedules. The number of independent study students could easily fill several classes.	06-07	none
4. The coordinator and BHS art teachers will continue to advocate for alternatives to Y blocking. They will continue to gather data on how it impacts students' art experiences, and use this information to contribute to the larger conversation about Y block at the district level.	Students are scheduled to miss 25% of class time in the visual arts classes in accommodate other classes. This significantly impacts each student's art experience and creates multiple problems for teachers in planning and providing instruction.	07-08	none

<p>5. The Visual Arts coordinator, along with art teachers, will schedule time to work collaboratively with the Guidance department to explain courses, the sequence, the benefits, the prerequisites, etc. to improve their understanding of the Visual Arts program and offerings. Greater awareness of the breadth of the art program will enable guidance to support the arts as an option for all students.</p>	<p>Communication between the Art Department and the Guidance Department needs to be increased and improved to ensure that students are well informed about their options in the visual arts program.</p>	<p>07-08</p>	<p>none</p>
<p>6. Provide information on career opportunities in the Arts to BHS Guidance and Career Center. Increased awareness of what art schools require will help students select courses matched to their post-secondary plans. (Ex: Art schools look for a consistent art experience over 4 years, observational drawing and a variety of media)</p>	<p>We need to create space for students to investigate the art classes as a career pathway. The current schedule often presents barriers to students who wish to access the arts. The Guidance Department needs to be aware of what students need in order to guide students to maximize post-secondary options.</p>	<p>07-08</p>	<p>none</p>

Vision: All students have ample time, materials, and conditions to exercise the great range of complex skills and strong habits of mind needed during the creative process.

Phase One Report: Art students need to experience multiple tools and materials to discover an individual preference for a method to express ideas in meaningful ways. As students examine the work of the masters, community artists and their peers, they need the opportunity and resources to engage in explorations that require sufficient amounts of materials

Areas for improvement: Costs for consumable supplies continue to rise and it is predictable that costs will continue to rise, creating concerns about maintaining the current level of materials and meeting the needs of the rising population. Enrollment has grown particularly at the kindergarten level, high users of art materials. A system wide expectation/understanding is needed to accurately determine the costs and distributions of supplies.



Measures of Effectiveness:

Program Costs

Art teachers and homeroom teachers will have adequate supplies.

- ◆ Supplies will be distributed in an equitable manner based on a formula
- ◆ Yearly tracking of per pupil expenses
- ◆ Evaluate the reasonable amount of per student costs for elementary classrooms. Adjust for inflation, track distribution across schools and classes.

Art and Technology

- ◆ Art classrooms will have access to technology that supports instruction
- ◆ Technology will be available to stay current with digital art trends in photography, graphic design and animation.
- ◆ The visual arts department will have adequate technology to create digital portfolios for and with students in the visual arts program K-12.

ACTION Resources and Materials	Rationale (why this action?)	Timeline	Budget implication
1. Survey classroom teachers as to student use of art materials to determine needs for art supplies. Examine and assess the lab fees at BHS and its impact on the program.	A survey will help determine what art supplies are regularly used by students in each grade level and what supplies teachers would like to access to for projects. Classes that use a high number of consumable items (ex: photography, ceramics and jewelry/metals) assess lab fees in order to maintain the current level of work.	07-08	Possible
2. Create a new system of distribution art materials for classroom teachers based on the data and system goals. Collaborate with principals/vice principals to support the new distribution plan. Train a point person in each school to manage the supplies	Currently the distribution of materials is handled differently from school to school. Classroom needs are not determined through any particular system. Distribution of K-8 art materials for classroom teachers is handled in multiple ways that do not address equity of access for all students.	07-08	none
3. Create a long range plan for large equipment purchase and replacement across the system. Include a calendar of a cyclical rotation for replacing the higher cost items (i.e. kiln).	The success of the art program requires providing suitable, well functioning dedicated studios for the students. A plan that assesses the depreciation of current supplies and projects upcoming replacement costs will allow the department to plan accordingly	07-08	None
4. Create a long range plan to maintain an up-to-date graphic arts studio (equipment, software, hardware, etc.)that includes a preliminary plan to expand digital photography classes at BHS	Interest in digital photography and computer arts continues to grow. Instruction needs to stay current in the field in terms of career options. Equipment/programs need to be current to provide the BHS students with industry standards.	07-08	Yes- software licenses/ more computers/ printers
5. Work with the Education Technology coordinator to determine ways to integrate technology into art instruction, K-12. This includes access to digital media on-line resources, hardware and software and the equipment to support it. A plan for acquiring these technology tools over a 3 year period will be developed.	Reproductions and documentation of artwork are essential to the program. Slide collections are becoming obsolete as resource materials become digitized. We need to keep current in our technology use in order to continue to provide students access to the best resources.	07-08	No cost to plan; likely cost of additional equipment or licensing purchases.

6. Work with the budget process to increase the consumable budget to meet inflation.	Currently, the budget is keeping up with inflation costs.	07-08	No cost to plan; Cost to bring budget to current costs.
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Vision: Students and teachers engage in a collaborative search for meaning in artwork based on their own lives and personal experiences. All students have ample time, materials, and conditions to exercise the great range of complex skills and strong habits of mind needed during the creative process.

From Phase One Report: An art room setting allows art instruction to provide a greater variety of equipment and materials. Art rooms provide space to display student work from a range of age levels, art reproductions, visually pleasing displays of tools and materials and sets a tone of serious "play" for students entering the space. It places the making of art as a priority

Addressing areas for improvement: Dedicated art space is an essential element of the art program. Every school needs to maintain the spaces currently in use and provide the necessary equipment/conditions for optimal student use. Beyond the regular school days in which every student in the elementary schools use the art room, approximately 120 students per day, and approximately 100 students using the BHS art studios per day, the art studios are used by Adult Education and in after school programs. A long range plan is needed to maintain the studio spaces in all schools. Equipment and furniture are in constant use and need to be maintained/ replaced to provide studios that foster student success.



Measures of Effectiveness:

- ◆ All schools will maintain dedicated space for art classes.
- ◆ A plan for replacement/maintenance of furniture/equipment will be in place.
- ◆ Results of the assessment will be used for planning to improvements to existing display spaces or identify new areas for displays.
- ◆ Use the results of this investigation to target one or more public areas to pursue for development of a school/community display space and improve/develop display spaces in all schools.

ACTION: Environment	Rationale (why this action?)	Timeline	Budget implication
<p>1. Assess current K-8 art classrooms to make sure they are sufficient and flexible to accommodate the growing elementary population.</p>	<p>At minimum, each school needs to have a dedicated art instruction space to maintain the quality of the program. We need to anticipate future requirements and develop plans to ensure ample dedicated art instruction space in each building.</p>	<p>07-08</p>	<p>No cost to assess.</p>
<p>2. Assess current available art display spaces in school buildings with regard to:</p> <ul style="list-style-type: none"> ■ Adequate size for display ■ Security and safety of artwork on display ■ Well-maintained, well lighted ■ Accessibility and public visibility 	<p>Suitable display space for exhibitions of student work is a component of the art program, a signal of the value of art in the community, and an important means of communicating the arts curriculum to all stakeholders. Exhibit space should be available and rotate displays of work created by the current student population.</p>	<p>07-08</p>	<p>No cost to assess. Possible cost to upgrade display areas.</p>
<p>3. Determine the comprehensive needs of our art studio spaces (both current and projected), taking <i>all users</i> into consideration. Determine utilization by all users (adult ed, after schools, summer programs, etc.) and develop a realistic timeline for:</p> <ul style="list-style-type: none"> ■ Equipment replacement (dual usage wear and tear) ■ Replacement of materials that have multiple users (ex: glazes) ■ Assess the safety and security needs of the arts spaces including: <ul style="list-style-type: none"> ■ Monitoring of art space so that each user takes other users into consideration ■ Storage space for student work left in the room. <p>4. Develop a plan to ensure that the space is suited and equipped for all users/programs.</p> <ul style="list-style-type: none"> ■ Investigate how the school system is compensated for the use of these spaces. ■ Identify user needs, benefits and challenges inherent in the shared situation. ■ Use this data as the basis for creating a better relationship with Adult Ed. 	<p>The art spaces are in constant use during the school day by the visual arts program. Over 100 students use the art rooms every day as compared to a typical elementary classroom, which has about 20 regular users each day. In addition, the art studios are also heavily used after school, in the evenings, and in the summer by Adult Education. Individual elementary schools also run after school art programs in the spaces. This heavy use of art rooms takes its toll with regard to maintenance of excellent art studio space. For example, furnishings do not last as long. We need to accurately understand the issues associated with equipment needs, storage spaces, replacement cycles and accessibility to primary users, and then create a plan that ensures that these spaces are suitable for all users.</p>	<p>07-08</p>	<p>None</p>

<p>5. Develop a checklist of art room requirements, (based on national art education association standards checklists) that includes safety, storage, ventilation, access sinks, etc. Inventory our classrooms for where they fall short with respect to the identified “ideal”. For those classrooms that do not met the standards, develop a building-based plan to improve the space.</p>	<p>Art rooms should be suitably equipped, safe places. Art rooms across the district should meet minimum, agreed-upon standards to insure equitable access to tools, materials, and instruction.</p>	<p>07-08</p>	<p>No cost to assess; some rooms may need improvements</p>
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MEASURES OF EFFECTIVENESS SUMMARY REPORT



Teaching and Learning

- ◆ Increased common language
- ◆ Common assessments, rubrics, self reflection sheets
- ◆ Meeting time that develops collaboration and common practices in the art department and with elementary teachers.

Understanding and Communication

Integration/interdisciplinary work with classroom teachers

Data kept by art teachers each year; (end of year documentation)

- ◆ number of consultations with classroom teachers
- ◆ number of collaborations on integrated work
- ◆ How does what you do in the art room have an impact on other curricular areas

Families/community information and art exhibitions access

- ◆ Guest book/comment option to tally Attendance at Art Space at BHS events/ SCR exhibitions
- ◆ Signage is there a way to determine if it is read?
- ◆ *Data kept by art teachers each year; end of year documentation, Chart*
 - number of school displays by grade level
 - Communication connected to display (email, flyers, invitations, newsletters, word of mouth)

Home-school communication (art teacher to families)

- ◆ Collect outreach documents for review
 - What goes home to parents and in what format?
 - Portfolios, letters, updates in school newsletters, communications in homeroom news letters, information on school websites, town website
- ◆ Down the line/survey/check-in with parents?
 - What communications have you received from the art department this year? How was it helpful? How did it contribute to your understanding of the art program? Did it help you more fully understand what your artist had accomplished in the art work that you received?
 - Feature one aspect – like the 8th grade brochure.

Time and schedule

Student access to art instruction

- ◆ Student surveys on their overall experience with art classes and scheduling, similar to first survey done this year. (percentages and comments)
- ◆ Examine the results of new scheduling proposals being implemented this year for the 07-08 BHS schedule.
- ◆ Enrollment numbers compared to requests
- ◆ independent students, Pathway option

Effectiveness due to improved scheduling

- ◆ *Data kept by art teachers each year; end of year documentation, keep track of*
- ◆ Number of classes
- ◆ Time between classes
- ◆ Daily planning time

Resources and materials:

- ◆ Program Costs
 - Art teachers and homeroom teachers will have adequate supplies.
 - Supplies will be distributed in an equitable manner based on a formula
- ◆ Yearly tracking of per pupil expenses
- ◆ Evaluate the reasonable amount of per student costs for elementary classrooms. Adjust for inflation, track distribution across schools and classes.
- ◆ Art and Technology
- ◆ Art classrooms will have access to technology that supports instruction
- ◆ Technology will be available to stay current with digital art trends in photography, graphic design and animation.
- ◆ The visual arts department will have adequate technology to create digital portfolios for and with students.

Environment

- ◆ All schools will maintain dedicated space for art classes.
- ◆ A plan for replacement/maintenance of furniture/equipment will be in place.
- ◆ Results of the assessment will be used to plan to improve existing display spaces or identify
- ◆ Use the results of this investigation to target one or more public areas to pursue for development of a school/community display space.

APPENDICES

- A Implementation Timelines
- B Teacher Allocations Proposal
- C Supply budget Numbers Comparison
- D Eight Grade Brochure

ATTACHMENT

BHS Student Survey



Appendix A
TIMELINES

VISUAL ARTS PHASE III IMPLEMENTATION

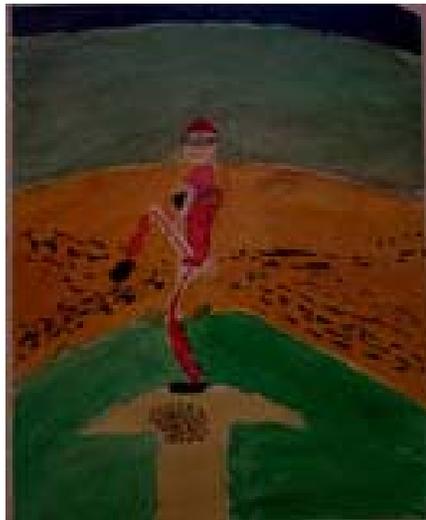
ACTIONS TEACHING AND LEARNING	2006- 2007	2007- 2008	2008- 2009	Budget Implications
1. Assessment work – embedding critical and creative thinking alongside artistic craftsmanship.	X	X		0
2. Examine grading at BHS – incorporate higher order thinking skills, skill development and self-expression.	X	X		0
3. Establish consistent language use K-12 through LEs, BHS curriculum documents.	X			0
4. Work with other academic areas to increase interdisciplinary work/understanding of the connections to art.	X	X	X	Possible future professional development
5. Advocate with principals for increased meeting time between art teachers and classroom teachers.		X	X	0

ACTIONS UNDERSTANDING AND COMMUNICATION	2006- 2007	2007- 2008	2008- 2009	Budget Implications
1. Examine current communications to community in order to revise.	X	X		0
2. Create Grade 8 informational brochure.	X			0
3. Increase information about assessment in the visual arts.	X	X		0
4. Increase use of PTO connections; form collaborative relationships.		X		0
5. Investigate and improve use of community communication resources.		X	X	0
6. Better utilize school-wide community events as opportunities to showcase the visual arts.		X	X	0
7. Investigate holding a system wide art celebration/exhibit.			X	No cost to plan; potential cost to carry out.
8. Develop professional development opportunities for classroom teachers and art teachers.		X		Cost of providing the activities.

ACTIONS TIME AND SCHEDULE	2006- 2007	2007- 2008	2008- 2009	Budget Implications
1. Develop a plan for equitable FTE allocation.	X	X		Possible additional FTEs.
2. Work with principals to support improved scheduling for the art program.	X	X	X	0
3. Work at BHS to maximize opportunities for students to fit art into their schedules.	X	X		0
4. Continue to develop alternatives to Y-blocking.		X	X	0
5. Work with 7-12 Guidance to improve awareness of art program offerings, benefits, etc.		X	X	0
6. Work with BHS Guidance and Career Center to improve awareness of post-secondary art careers.		X	X	0

ACTIONS RESOURCES AND MATERIALS	2006- 2007	2007- 2008	2008- 2009	Budget Implications
1. Survey classroom teachers to determine art supply needs.		X		0
2. Revamp system for ordering and distributing art materials.		X	x	0
3. Create long-range plan for purchasing/replacing large equipment.		X		0
4. Develop first draft of plan to expand digital photography program and a plan to maintain an up-to-date graphic arts studio.		X	X	Additional software licenses, computers and printers.
5. Collaborate with Educational Technology to integrate technology into art instruction.		X	X	Additional software licenses, in-focus projectors.

ACTIONS ENVIRONMENT	2006-2007	2007-2008	2008-2009	Budget Implications
1. Assess current K-8 art rooms to determine future space needs.		X		0
2. Assess current art display spaces for adequate display size, security, maintenance and accessibility.		X		No cost to assess; possible cost to upgrade.
2. Determine comprehensive needs of art studio spaces, taking all users into consideration.		X	X	0
4. Develop a checklist of art room requirements (size, safety, storage, etc.)		X		No cost to assess; some rooms may need improvements.



Students	School	FTE	Teacher Student Ratio
650	Baker	1.3	1 to 500
704	Devotion	1.6	1 to 440
367	Driscoll	1.15	1 to 319
376	Heath	1	1 to 376
503	Lawrence	1	1 to 503
426	Lincoln	1	1 to 426
464	Runkle	1	1 to 464
572	Pierce	1.2	1 to 470
		9.25	

PROPOSAL ONE

			1 to 400
650	Baker	1.6	1 to 400
704	Devotion	1.8	1 to 400
367	Driscoll	1	1 to 400
376	Heath	1	1 to 400
503	Lawrence	1.2	1 to 400
426	Lincoln	1	1 to 400
464	Runkle	1.2	1 to 400
572	Pierce	1.4	1 to 400
		10.2	

Impact on program

high student teacher relationships slows the development of strong relationships
high student teacher relationships diminishes one on one feedback time
high number of classes per day hinders teacher's ability to transition and prepare space in advance of class time
limited preparation time between classes creates the need to shorten student work time lowering true minutes of class
difficulty in scheduling classes FTE distribution is not equitable

Accomplished with increase of .95 FTE

strengths

desirable student teacher ratio to maximize program benefits
desirable student teacher ratio to deepen relationships and maximize differentiated instruction
desirable number of teaching periods per day with the potential to lengthen art instruction time
desirable preparation time that will increase time on task for art students
desirable teaching load that more closely matches other disciplines teaching load
desirable time to create balanced schedules

concerns

appropriate art studio space
assignments of art teachers servicing multiple schools

Students	School	FTE	Teacher Student Ratio
			PROPOSAL TWO
			1 to 450`
650	Baker	1.4	1 to 450`
704	Devotion	1.6	1 to 450`
367	Driscoll	1	1 to 450`
376	Heath	1	1 to 450`
503	Lawrence	1.1	1 to 450`
426	Lincoln	1	1 to 450`
464	Runkle	1.1	1 to 450`
572	Pierce	1.2	1 to 450`
		9.4	

Impact on program

Accomplished with increase .15 FTE

closer to equitable teachers work loads
better student teacher ratio to create stronger relationships and provide more differentiated instruction
better number of teaching periods per day that will allow adequate art instruction time
more preparation time between classes diminishes the need to shorten student work time
lowering true minutes of class
more equitable instruction times possible for students
more opportunity to create balanced schedules

concerns

appropriate art studio space
assignments of art teachers servicing multiple schools
continued high student teacher ratio
continued inequity in instruction time/teacher loads



Comparison Chart of Cost Increases

ITEM	2006	2002
PAPER Tru Ray 9 by 12	QTY PRICE	TOTAL
Construction paper scarlet	1.6	0 1.2
Construction paper orange	1.6	0 1.3
Construction paper yellow	1.6	0 1.2
Construction paper emerald green	1.6	0 1
Construction paper sky blue	1.6	0 1.2
Construction paper scarlet	2.5	0 1.77
Construction paper orange	2.5	0 1.77
Construction paper yellow	2.5	0 1.76
Construction paper emerald green	2.5	0 1.77
Construction paper sky blue	2.5	0 1.77
DRAWING PAPER white 80weight	8	0 6.6
DRAWING PAPER manila	7	0 4
oaktag manila 100sheets	4	0 3.9
oaktag white 100 sheets	3.6	0 3.5
DRAWING PAPER white 60 weight	28	0 23.75
DRAWING PAPER white 80weight	30	0 24
DRAWING PAPER manila	26	0 23.75
oaktag manila 100sheets	30	0 24
oaktag white 100 sheets	8.5	0 8.4

246 surveys back

What grade are you in?

9 **35%** 10 **30%** 11 **25%** 12 **10%**

How many art classes have you been in?

1 **46%** 2 **26%** 3 **13%** beyond **15%**

Were you able to schedule your first choice of classes?

Yes **75%** No **25%**

Was the class what you expected from the course description?

Yes **87%** No **13%**

Were you able to create work that was meaningful to you?

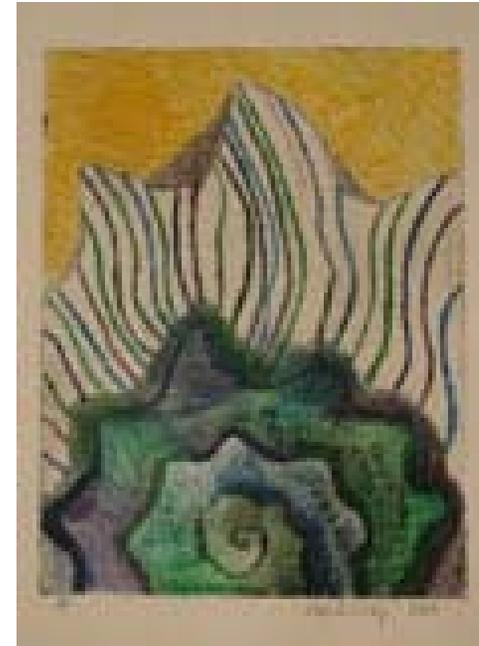
Yes **91%** No **10%**

Will you take more art classes at BHS?

Yes **79%** No **21%**

If not, why not?

Not interested	Fulfilled my requirement	Want to try other electives	Will not fit into my schedule
5%	9%	65%	21%



Comments about the visual arts program??

Compiled by Sarah Crane