IOWA CITY COMMUNITY SCHOOL DISTRICT
Child - Centered : Future Focused

1725 North Dodge Street • Iowa City, IA 52245 • www.iowacityschools.org

Self Study
of
Art Education

Spring 2012

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Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, Ross Wilburn, at 1725 N. Dodge Street, Iowa City, IA, 319-688-1000.

As a result of the curriculum review process, the self-study team reviewed the mission statement, belief statements and goals that had been adopted in the previous program reviews (1996-1998 and 2003-2004). They were revised in 2011-2012 and will serve as a reference for all programming.

Mission Statement

The mission of art education is to empower all students to become creative, critical thinkers who understand and appreciate the visual arts by providing experiences that promote personal expression and heighten awareness of cultural diversity in the world.

Belief Statements

We believe that …

1. The study of visual arts is essential for every student's basic education.

2. Visual arts have intrinsic value.

3. Visual arts nurture the development and use of critical thinking and creativity.

4. Visual arts motivate students to be active, successful participants in the learning process.

5. Visual arts promote independent thinking and self-discipline.

6. Visual arts teach students to analyze, evaluate and appreciate their own work and the work of others.

7. Visual arts promote personal expression and team work.

8. Visual arts communicate ways to respond to our impressions of the world.

9. Visual arts help students make connections in all areas of their learning.

10. Visual arts promote understanding and appreciation for all cultures, past and present.

11. Visual arts promote self-discovery and positive self-esteem.

12. Technology is an essential tool in visual arts education.

13. Visual arts provide aesthetic experiences within the affective domain of feeling and emotions.

14. Instruction in visual arts provide a foundation for a lifetime of artistic appreciation.

NATIONAL VISUAL ARTS STANDARDS

- Understanding and applying media, techniques and processes.
- Using knowledge of structures and functions.
- Choosing and evaluating a range of subject matter, symbols, and ideas.
- Understanding the visual arts in relation to history and cultures.
- Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- Making connections between visual arts and other disciplines.

STATE GOALS FOR VISUAL ARTS

- To increase the knowledge and skills that will enable the individual to express and develop ideas in visual form.
- To increase knowledge of the arts of past and present cultures, and to enrich understanding of the role of art for the self and for society.
- To increase awareness of methods of viewing, responding to, talking about, and writing about art.
- To increase learner awareness of ways humans respond to natural and human-made objects and environments.

IOWA CITY COMMUNITY SCHOOLS PROGRAM GOALS FOR GRADES K-12

- *Self-Worth, Guidance, Learning To Learn*
  Develop techniques and procedures for learning that create self esteem and respect.

- *Thinking Skills, Creativity, Perception* (Cognitive Domain)
  Develop skills for personal observation, interpretation and analysis of the visual world.

- *Making Art* (Psychomotor domain)
  Develop skills and techniques for creative expression using a variety of media.

- *History, Multi-Cultural Non-Sexist, Global Education*
  Develop an understanding of and an appreciation for the artistic contributions of world cultures, men and women artists, periods of art and historical and contemporary styles.

- *Visual Communication*
  Develop a working knowledge of art concepts, vocabulary, techniques, and media as it applies to personal expression.

- *Career Education*
  Develop an understanding of art careers and art related skills.

- *Evaluation* (Affective domain)
  Establish criteria and procedures for students and teachers to assess student progress and art program goals.

- *Curriculum Applications*
  Identify and implement connections between the visual arts and other disciplines.

Strengths and Limitations

The following information was generated from review and analysis of data gathered from surveys. Those responding to surveys included elementary and secondary art teachers, students, administrators and parents.

Strengths

Academic Achievement
- Σ The art curriculum gives students a great sense of accomplishment and sparks their creativity.
- Σ Students communicate their individual ideas through their art work.
- Σ Student art is being displayed in the schools as well as businesses in the area and they are being recognized for the quality of their work.
- Σ Participating in art electives higher success rate for all students. (secondary)

Curriculum and Instruction
- Σ The art program introduces students to a wide variety of media, techniques, and processes and allows students multiple opportunities to produce art.
- Σ The art curriculum is well thought out and provides opportunities for art teachers to be flexible in how to meet specific student needs, abilities, and personal interests.
- Σ Curriculum is designed to allow differentiation in learning.
- Σ Teachers help students develop independent thinking, problem solving, self-expression, and self-esteem.
- Σ Teachers have a written K-12 art curriculum, standards, and K-7 benchmarks.
- Σ Students are able to make connections with other curricular areas.
- Σ Students feel art is an important and worthwhile part of their education.
- Σ Students learn about different cultures and time periods.
- Σ Students are taught the art elements and principles of design.
- Σ High schools offer a variety of art classes available.

Assessment
- Σ Students understand deadlines, working on sharing and listening skills, and meeting expectations while learning to express themselves.
- Σ Students share and discuss art learning and projects at home.
- Σ Students meet the Visual Art Benchmarks (K-7).
- Σ Art teachers communicate with parents through newsletters, school websites, parent teacher conferences, end-of-year reports, and report cards.
- Σ Students reflect on their artwork and artwork of others.
- Σ Student artwork is displayed at multiple art shows and events in the schools and in the community.
- Σ Rubrics exist to assess student artwork (elementary).
- Σ Pictures to show process/rubric of process of making art (documents critical thinking).

Instructional Materials
- Σ Teachers indicate willingness to utilize a SMARTBoard, Elmo, or multimedia projector when such technology becomes readily available.
- Σ Most schools have an adequate budget that allows for the replacement of consumable supplies.
- Σ There is a designated art room at all elementary, junior and senior high schools.
- Σ All schools have kilns and kiln rooms.

Professional Development
- Σ In-service time is provided for sharing ideas and learning new strategies for teaching.
- Σ Opportunities exist in the community for professional development (ex: Dale Fisher, University of Iowa Museum of Art, Comic Workshop).

General Management

∑ The art staff includes certified art specialists who are committed, qualified, and positive.
∑ The visual art program has a coordinator.

Limitations

Academic Achievement
∑ Quantifying and documenting student achievement is difficult.

Curriculum and Instruction
∑ Content for adaptive art is not well developed.
∑ Content connected to technology is not well established.

Assessment
∑ Teachers have limited time to keep adequate records of student progress.
∑ Teachers and students have limited digital assessment tools for recordkeeping.

Instructional Materials and Equipment
∑ Teachers share concern of limited access to SMARTBoard, Elmo, or multimedia projector equipment.
∑ Art budgets at some schools do not allow for replacement of consumable and non-consumable supplies.
∑ Guidelines for building wide art expenditures are not set (no ranges exist); inequities exist between buildings.
∑ Kilns are not always updated and maintained.

Professional Development
∑ There are limited opportunities for professional development workshops during the workday/weekend addressing topics including but not limited to use of technology (SMARTBoards, Elmos, and multimedia projectors), safety issues, pedagogy.

Supports
∑ Principals/teachers share concerns for continued financial support for adequate materials.
∑ Limited funds are available for field trips and visiting artists.
∑ Students have difficulty in fitting art into their schedule. (secondary)
∑ Parents, students, and teachers share concern of limited art time.
∑ Teachers share concern of limited time for working on building and community displays.
∑ Junior high schedules limits opportunities for students to take art electives.
∑ Limited staffing for junior high art limit opportunities for students to take art classes.
∑ No time exits to collaborate in professional learning communities with general education teachers. (elementary)
∑ Teachers of multiple schools do not have adequate time for coordination.
∑ Limited teacher preparation time impacts instruction.
∑ There are software issues with certain art requirements. (junior high)

ICCSD Art Education
Improvement Plan for the District

This plan outlines action steps aimed at addressing the perceived program limitations of the district.

Student Achievement

Limitation	Recommendation and Strategies	Contact(s)	Timeline
Quantifying and documenting student achievement is difficult	Develop a comprehensive assessment system Σ Identify what is to be measured from the content taught Σ Establish a committee; review resources to identify options for assessments that match with district curriculum; develop an assessment system Σ Pilot the assessment system Σ Evaluate pilot and move to larger scale if appropriate	Coordinator Committee	Begin summer 2013

Curriculum (content) and Instruction (methods)

Limitation	Recommendation and Strategies	Contact(s)	Timeline
Content for adaptive art is not well developed	Create a K-12 Curriculum Guide, Course Guides, and Unit Guides for adaptive art Σ Secure funding to purchase or create guides Σ Review and evaluate options for a) professionally developed resources, and b) district created documents Σ Select or create the most viable option(s) Σ Structure adaptive art classes for consistency	Director of Instruction Coordinator Art Teachers	Summer 2012
Content connected to technology is not well established	Identify specific concepts, generalizations and skills of technology that can be connected to art at appropriate developmental levels; integrate into curriculum guides and units of study Σ Form committee to identify the technology content taught in art Σ Revise district guides reflecting technology related content Σ Develop communication mechanism to share technology content and possible lessons to all art teachers Σ Monitor and evaluate implementation of technology related curriculum in art	Director of Instruction Coordinator Art teachers Librarians	2012-2013

Professional Development

Limitation	Recommendation and Strategies	Contact(s)	Timeline

Numerous topics need to be presented to art teachers	Develop a three to five year professional development plan
	Σ Identify various topics in need of professional development
	  - Partnership with the community
	  - Safety issues (ex: fire department)
	  - Pedagogy
	  - Use of technology (SMART Boards, document camera, projectors, etc.)
	Σ Identify various formats and presenters for professional development
	  - Thursday inservices
	  - conferences/workshops
	  - community events and artists
	  - visiting artists
		Coordinator Art Teachers Director of Instruction	Summer 2012

Supports (instructional materials, time and equipment)

Limitation	Recommendation and Strategies	Contact(s)	Timeline
Material Resources Funds available for replacement of consumable and non-consumable supplies varies from school to school resulting in inequities	Establish guidelines for art expenditures at building level Σ Analyze current needs at each level (elementary, junior, senior) Σ Identify a range of suggested expenditures (perhaps on per pupil basis with a baseline minimum) Σ Share guidelines with principals and art teachers Σ Update over time with principal	Coordinator Art Teachers Business Director	Summer 2013
Technology Limited equipment exists for instruction, assessment, and data management	Secure equipment for all schools that allow for up-to-date instruction, assessment, and general management utilizing current technology Σ Inventory current technology Σ Identify best practices list of technology Σ Work with district staff to integrate needs with building technology plan Σ Plan professional development Σ Structure time to revisit and learn more; next generations (SMART Boards, document cameras, projectors, assessment tools for record keeping, subject specific software, video cameras, Ipads, Wacom drawing tablets, color printers, etc.)	Coordinator Director of Information Technology Librarians Director of Operations	2012-2013 2013-2014

Supports continued

Limitation	Recommendation and Strategies	Contact(s)	Timeline
Time Time constraints impacts the delivery of the program resulting in limited opportunities to a) communicate with peers, b) instruct students, c) monitor student achievement, d) work with community	Time to Communicate with Peers Identify and schedule times to collaborate with general education teachers ∑ Consider impact of professional learning communities at elementary ∑ Consider impact traveling teachers	Coordinator Art Teachers Principals	2012-2013
	Instructional Time for Students Identify opportunities for students to engage in art instruction ∑ Explore opportunities beyond the 50 minute classes once a week (elementary) ∑ Explore opportunities for elective classes (junior) ∑ Explore opportunities when there are schedule conflicts (senior) ∑ Create and post lists of events and programs ∑ Partner with Kennedy Center	Coordinator Art Teachers Principals	2013-2014
	Time to Record Student Achievement Identify strategies for teachers to maintain records of student achievement ∑ Identify needs and projected time ∑ Explore options and opportunities to efficiently maintain records ∑ Provide time during Thursday inservice (dates)	Coordinator Art Teachers Principals	2012-2013
	Time to Connect with Community Create opportunities to connect with community ∑ Explore options for setting up community displays ∑ Explore options for building new partnerships with community	Coordinator Art Teachers Principals Any Given Child (Kennedy Center) Committee	2012-2013 2013-2014
Equipment Routine update and maintenance of kilns has not occurred	Establish a schedule and monitor implementation ∑ Review current schedule ∑ Identify gaps (perhaps addition of new schools) ∑ Revise schedule ∑ Communicate schedule with physical plant, principals, coordinator, art teachers ∑ Post schedule in location where it is easily located and becomes a part of at least two staff members responsibilities.	Coordinator Director of Facilities and Physical Plant	2012-2013