

**REPORT TO  
THE SCHOOL DISTRICT  
OF UPPER MORELAND TOWNSHIP  
K-12 ART PROGRAM EVALUATION  
FEBRUARY 3-4, 2009**



**MONTGOMERY COUNTY  
INTERMEDIATE UNIT**

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP  
K-12 ART PROGRAM EVALUATION

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**PROCESS**

**Introduction**

This document is a report containing the findings of the evaluation for the K-12 art program for the School District of Upper Moreland Township located in Montgomery County, Pennsylvania. The program evaluation was conducted during the period of February 3 and 4, 2009.

**Background**

The Montgomery County Intermediate Unit Curriculum Evaluation Process is designed to assess the quality and effectiveness of curricula, and generate information to assist with decision making as a means of providing for continuous improvement of the educational program. The evaluation examines questions identified by the district in terms of the written curriculum, the taught curriculum, the assessed curriculum, and the processes and structures that have been established in the district to manage curriculum.

Reviews of programs take place through the active participation of school districts in Montgomery County and surrounding counties that support the process by providing release time for their staff to participate. Each school district was asked to recommend individuals with outstanding background in the area of art education, curriculum development, or administration. Names were forwarded to Kendall Glouner, Director of Curriculum, Instruction and Professional Development Services at the Montgomery County Intermediate Unit.

This evaluation of the School District of Upper Moreland Township's K-12 art program was requested by the District's administration as part of an ongoing process for curriculum management. Prior to the visit by the Evaluation Committee, discussion with the administration was conducted to refine the specific areas on which the evaluation would focus.

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<b>Name</b>	<b>District</b>
Sue DiGuseppe	Spring-Ford School District
Lori Gallagher	Hatboro-Horsham School District
Kendall Glouner (Chair)	Montgomery County Intermediate Unit
Beth Hall	Methacton School District
Nancy Marcinko	Methacton School District
Melissa Nead	North Penn School District
Thelma Wigod	Arcadia University School District

**Art Program Evaluation Committee Members**

**Methodology**

The School District of Upper Moreland Township identified specific questions that they wished to explore. Every effort was made to ensure that the discussion and questions emanating from the staff were integral to the program evaluation process. It is through these questions that the evaluation was conducted.

Members of the Program Evaluation Committee were oriented to the program evaluation process and to the School District of Upper Moreland Township on January 29, 2009. On February 3 and 4, 2009, the members of the team began the actual review process which involved the examination of key district curriculum related documents, interviews of key individuals in the school community, and the observation of classroom instruction.

**Data Sources for the Program Evaluation**

Documents

These sources included written board policies, administrative regulations, curriculum, memoranda and other documents related to the focus of the program evaluation.

Interviews

Interviews of elementary classroom teachers, building administrators, art teachers from all levels were conducted by the Committee. Also interviewed were the Superintendent, Director of

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Education, a supervisor of curriculum and instruction, parents, staff members and members of the Board of School Directors.

Classroom Observation

The observations were not of a formal nature, and no specific protocol for the observation was used other than to direct observers to use the observation as a way of verifying data obtained during the interview. Observers were instructed to remain focused on the questions the District wished to have answered and gather data relative to those questions.

Focus of the Evaluation

Specific questions that the District requested the external team to examine were:

- **Curriculum**
  - *Is there a clear vision and mission guiding the Upper Moreland K-12 art program?*
  - *To what extent is the Upper Moreland K-12 art curriculum aligned to National/State standards?*
- **Instruction**
  - *How effectively are best practices being used to implement instruction in K -12 art?*
- **Assessment**
  - *How are assessments being used to evaluate student achievement and drive instruction?*
- **Resources/Technology**
  - *To what extent do the current materials, resources, and technology meet the needs of the art program?*
- **Professional Development**
  - *To what extent are teachers provided opportunities for professional growth in art education?*
- **Communication/Outreach**
  - *To what extent is there communication about and coordination of the art program?*

**Analysis of Data**

The Committee examined data that was collected and summarized the findings in terms of District strengths, needs and recommendations. This was done for the District as a whole and by organizational level within the District. This report first presents the findings relative to the questions posed, and then presents the findings of the Committee for the District and each organizational level in terms of strengths, needs, and recommendations for addressing the identified needs. It should be emphasized that while the scope of this evaluation was limited to the area of K-12 art, the systemic implications of the recommendations must be taken into account when considering their implementation.

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ANSWERS TO KEY QUESTIONS RAISED BY THE SCHOOL DISTRICT OF UPPER  
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Curriculum

**Question: Is there a clear vision and mission guiding the Upper Moreland K-12 art program?**

Currently there is no comprehensive written curriculum for the K-12 art program at the Upper Moreland Township School District; however, through the Framework for Continuous Improvement process the art staff has drafted a K-12 mission statement to help guide the current program. The draft mission statement is as follows:

*Art Mission Statement*

*Visual Arts are a necessary component in the total educational process, providing students with the skills and knowledge to become creative problem solvers. Innovative and aesthetic experiences compliment learning in other disciplines enabling students to become productive members of society.*

*We Believe...*

- *The arts encourage students to think for themselves and to arrive at different solutions to problems.*
- *Art education helps develop visual literacy and keen observational skills.*
- *The visual arts encourage critical thinking, writing and cooperative learning opportunities.*
- *The art process fosters whole-brained learning - a method of learning through visual intelligence, not just logical or verbal intelligence.*
- *Success in the arts can lead to greater self-confidence and risk-taking by providing a positive outlet for personal expression.*

In practice, program evaluators noted there is currently no evident comprehensive vision throughout the district. However, through the Framework for Continuous Improvement process the art committee has been working on the creation of a vision that will formally be approved by Upper Moreland School Board.

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**Question: To what extent is the Upper Moreland K-12 art curriculum aligned to National/State standards?**

While there is currently no clear set of written goals or scope and sequence aligned to state or national standards for the K-12 art program, the School District of Upper Moreland Township's curriculum renewal process, "Framework for Continuous Improvement", has developed a timetable to address this issue.

In the artifacts displayed for the Evaluation Committee and through observation and interviews, there is evidence that the current K-12 art program is utilizing and meeting various state and national standards. Daily lesson plans and observations in the classroom also verified that standards are being referenced.

At the high school level, there are a variety of course offerings but they do not appear to be sequential in nature. The program also lacks technology offerings such as digital photography and computer graphics.

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**Instruction**

**Question: How effectively are best practices being used to implement instruction in K -12 art?**

The art teachers displayed best practices through a combination of teacher-directed instruction, through use of lecture and demonstration, and one-on-one instruction. Teachers modeled expectations through the use of visual examples. Higher level thinking and problem solving was not evident in the observations made by the committee; however, students interviewed stated that they found projects to be challenging and thought-provoking. Lessons also incorporated a discipline-based approach with the inclusion of some art history, aesthetics, production and critique as components of a lesson/unit.

At all levels there was little technology evident in instruction. There was no evidence of student use of the internet or use of graphic/editing programs or teacher's use of technology, such as projectors or computer programs as tools for instruction.

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**Assessment**

**Question: How are assessments being used to evaluate student achievement and drive instruction?**

There was no evidence of a consistent philosophy or district-wide assessment plan for the art program. The use of evaluation rubrics was evident at the primary, intermediate and middle levels but not evident at the high school level. Teachers at the High School level utilize project guidelines, end-of-project evaluations, though not rubric oriented, and periodic critiques.

At all levels program evaluators also noted the use of informal assessments with one-on-one student/teacher critiques and teacher observations. Assessments that are currently used are at the discretion of the teacher and not coordinated district-wide.

Report card grades at the Primary School and the Intermediate School are communicated during the second and fourth quarter using the following scale: Outstanding/Exceeds Requirements, Satisfies Requirements, Needs Improvement or Unsatisfactory. The Middle School report card grades for art are communicated each quarter. At the High School art courses are electives and grades are reported in accordance with the students' schedules.

The Middle School and High School use an electronic grading system (*Star Portal*). Parents can access information related to students' grades using this system.

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**Resources/Technology**

**Question: To what extent do the current materials, resources, and technology meet the needs of the art program?**

Within the art rooms, one teacher computer is available. The use of technology as an integral part of instruction in the K-12 art program was not evident during observations by the program evaluators; however, projectors and “Stop Motion Promotion” software are available at the Middle School. In addition, projectors and resources that support AP coursework are available at the High School. Books and periodicals are used by teachers and available to students.

Monetary resources for the art programs vary at each level. Through the Framework for Continuous Improvement process the budget will be reviewed as needs and recommendations are addressed.

Regarding facilities, each art area was found to meet the needs of the K-12 art program.

Ventilation and lighting is suitable for the media currently used in the programs. Storage is well designed for the K-8 programs but not adequate at the High School, specifically in Art I (blue room). The Art I classroom is in need of both flat and vertical storage for student artwork and supplies.

**Professional Development**

**Question: To what extent are teachers provided opportunities for professional growth in art education?**

The Framework for Continuous Improvement provides time for the art teachers to meet and discuss issues related to the art program on a regular basis; however, professional development specific to art content and best practices has been limited. Attendance at workshops and conferences outside of the district by art teachers has been low. Through the interview process the art teachers shared that content specific in-servicing is valued and is currently a need for them to grow professionally.

The majority of the art faculty are not members of the National Art Education Association or the Pennsylvania Art Education Association, the major governing bodies for art education for art teachers in Pennsylvania. Membership to these organizations provides professionals with access to resources and information that is content specific and could help them grow professionally.

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**Communication/Outreach**

**Question: To what extent is there communication about and coordination of the art program?**

Each year, the art program displays student artwork in the community via a traveling art show and a final end-of-the-year art show. Also, within the community, students' artwork is published in *Tapestry*, the school literary magazine, which is distributed to the High School student body. At the Primary School and Intermediate School, a newsletter is published a few times each year. Field trips occur to locations such as Masonic Temple, the Barnes Foundation, Philadelphia Art Museum, the Sculpture Garden, Museum of Modern Art (**MOMa**), etc.

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**STRENGTHS, NEEDS, AND RECOMMENDATIONS**

**STRENGTHS**

1. Although there is no written curriculum for the K-12 program, it is evident by the artifacts and classroom observations that Pennsylvania state standards and/or national standards are being referenced.
2. Teachers are knowledgeable of subject matter.
3. Classroom instruction is clearly focused on the objectives of the lesson.
4. Teachers have a positive rapport with students and parents.
5. Teachers express a desire to improve the quality of their programs.
6. There are educators in the district who support the development of a strong art program.
7. Teachers instruct one-on-one and also use whole group instruction.
8. New classrooms and facilities have been completed at Upper Moreland High School.
9. Students demonstrate strong artistic skill and take pride in their accomplishments.
10. Lessons show evidence of thorough planning and investigation into the subject matter.
11. Advanced Placement (AP) Studio Art course was approved by the School Board in 2008.
12. The art program is accessible to special needs students.

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**NEEDS**

1. To create an art philosophy and curriculum that reflects the Pennsylvania K-12 Academic Standards for art and national art standards at all levels.
2. To refine formative and summative assessment practices and align assessments with curriculum to measure student achievement at all levels.
3. To incorporate more effective use of technology in the classroom as an educational tool at all levels and as a means of attracting and retaining more students into the art department at the Middle School and High School.
4. To create greater community advocacy at all levels.
5. To develop a greater appreciation and exposure for the arts within the schools and community.
6. To provide all art teachers with the opportunity to attend conferences and provide release time to observe high quality programs and teachers.
7. To create goals, objectives and a “vision” for growth at all levels.
8. To develop a schedule at the Intermediate School that provides for transition time for the art teacher to prepare for the instructional needs of the next class.
9. To revise the schedule at the Middle School so all students have equal access to the art program.
10. To acquire art furniture at the Middle School that meets the needs of the art program.
11. To offer digital photography and graphic design content at the secondary level.
12. To create a partnership between the art teachers and the guidance department at the High School on career issues and course selection and then implement curriculum units that address careers choices.
13. To provide adequate storage space for the art program at the High School.

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**RECOMMENDATIONS**

***Need 1: To create an art philosophy and curriculum that reflects the Pennsylvania K-12 Academic Standards for art and national art standards at all levels.***

Recommendations for Need 1:

Develop a written K-12 curriculum that is aligned to state and national art standards. The outcome should include a sequential program K-12 in theory, technique, problem-solving skills, and critical and aesthetic response. The Framework for Continuous Improvement created by The Upper Moreland Township School District has an established instructional management cycle. Within the “review” portion of Phase I, local, state and national standards are reviewed, curriculum mapping is completed, the current K-12 scope and sequence is analyzed and curriculum documents from exemplary districts are reviewed. This established process will drive the completion of the art curriculum within the district at all levels.

The Pennsylvania Department of Education (PDE) has created a wiki space for the purpose of connecting art educators across the state and housing information relevant to art education in Pennsylvania [Available: <https://keyarts.wikispaces.com>]. The web site contains information related to the Standards Aligned System (SAS) that will house a “model” curriculum framework on the PDE web site for art that is aligned to the Pennsylvania State Academic Standards for art in the future [Available:

<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&mode=2>]. These sites may be valuable as the District constructs the local art curriculum for Upper Moreland Township School District.

Another resource to consider for the creation of the art curriculum was published by The Connecticut State Board of Education titled *A Guide to K-12 Program Development in the Arts* (2002). This guide contains a chapter on the components of effective arts programs (p. 163), qualities of a well-written philosophy (p. 171), qualities of well-written objectives (p. 179) and a chapter dedicated to issues in arts education including assessment (p. 189).

Careful consideration should be made to ensure that lesson plans and/or curriculum maps that are developed are designed specifically to meet the standards rather than trying to match current projects to the standards. Working with classroom teachers to develop interdisciplinary integration may further strengthen the art program, increase the relevance of the program and ultimately benefit students.

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Art education is built on a foundation of fundamental art terms, skills and concepts. Articulation of required skills and concepts at each level will increase the likelihood that students are acquiring the necessary prerequisites to learn new material. *Building Academic Vocabulary: Teacher's Manual* (2005) describes the process for systematically designing and implementing a comprehensive program to teach and reinforce academic terms.

***Need 2:*** To refine formative and summative assessment practices and align assessments with curriculum to measure student achievement at all levels.

Recommendations for Need 2:

Assessment should be tied to the curriculum and be standards-based, providing specific feedback to students and parents. Report cards should reflect concepts and curriculum as well as work habits.

Assessment measures aligned to curriculum content are essential for determining the degree to which students are meeting the standards. Tomlinson and McTighe (2006) emphasize the importance of have multiple types of assessments focused on different purposes. As assessments are being developed through the curriculum writing process, four questions should be raised: What are we assessing? Why are we assessing? For whom are the results intended? How will the results be used? (p. 70). In addition, summative assessments, diagnostic assessments and formative assessment measures should be included and balanced throughout the program. The development and use of rubrics for both student self-assessment and teacher assessment will “not only measure students but assists them in becoming evaluators of their own learning” (p. 82). Developing specific, common, well-defined rubrics for the art program for continuity in evaluation at each level for foundational components of art may help in creating consistency. Common rubrics for concepts and project specific rubrics should be developed.

Professional development for the art teaching staff is recommended to ensure that assessment tools that are created are of a high quality and purposeful. It is also recommended that staff be trained to use the assessment data to inform instructional decisions and curricular modifications.

***Need 3: To incorporate more effective use of technology in the classroom as an educational tool at all levels and as a means of attracting and retaining more students into the art department at the Middle School and High School.***

Recommendations for Need 3:

Provide classrooms with computers and color printers for student use. Install LCD projectors and interactive whiteboards, if possible, in the art rooms for multimedia presentations, demonstrating

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art techniques and for software demonstrations. Increase the use of multimedia presentations for instructional use, to model expectations and to increase student engagement and interest.

Use multimedia resources for the instruction of art history and art research to enrich the delivery of information and to increase student engagement. Provide access to the Internet for student research and for the opportunity to use the computer as an image and information resource for art history exploration.

At the Middle School allow art staff to utilize the adjacent room for increased technology in curriculum.

Establish programming at the Middle School for students that incorporates the use of graphic arts and the use of digital media.

Provide access to various software programs such as Adobe Photoshop and Adobe Illustrator for student use. These programs are crucial to the planning for artwork at all secondary level courses.

Incorporate technology as a means of connecting art content to careers at the secondary level.

At the High School, implement a pilot course in Computer Graphics with Adobe Photoshop and Adobe Illustrator. Ideally, a lab with 20 computers would be suggested to increase the level of student engagement and participation, but courses can be piloted with 7-10 computers.

The art faculty members could benefit from professional development on how to effectively incorporate technology into classroom instruction. In addition, the use of online communities such as Art Education 2.0 may be beneficial. Art Education 2.0 is a global community of art educators exploring uses of new technology. “The aim of **Art Education 2.0** is to explore ways of using Web 2.0 and other digital technologies to promote best practices, encourage cultural exchanges and joint creative work, and support artistic projects, curricular activities, and professional development opportunities deemed important by [the] members” [Available: <http://arted20.ning.com/>]. In addition, the “2009 Regional Arts and Technology Mini-Conference” will take place on September 26, 2009, at various Intermediate Units across Pennsylvania. The goal of the conference is to affirm the integration of technology as a tool to enhance Arts Education that will include visual arts, music, theater, dance and physical education. The conference will offer the participants a chance to share, to learn and to build their skills.

***Need 4: To create greater community advocacy at all levels.***

Recommendations for Need 4:

Create a parent group that supports the arts at each level or district-wide. This group could be a subgroup created from an already existing parent group such as the Home and School Association or Parent/Teacher Association or a group created solely for the purpose of developing and supporting art education in the schools and in the community.

Seek grant opportunities that would allow for financing special projects such as buying and framing artwork to be hung within the school or community.

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Implement a National Art Honor Society chapter through the National Art Education Association at the High School and a Junior High National Art Honor Society chapter at the Middle School [Available: [http://www.arteducators.org/community/community\\_page\\_10.html](http://www.arteducators.org/community/community_page_10.html)]. The chapter would stimulate community service activities that would increase visibility within the community.

Ceramic students can become involved in the “Empty Bowl” project, through which students create bowls to feed the hungry.

[Available: <http://www.emptybowls.net/EmptyBowlsProject.htm>].

***Need 5: To develop a greater appreciation and exposure for the arts within the schools and community.***

Recommendations for Need 5:

Create a mural arts project within the school to share students’ talent and heighten the awareness of the art program within the school at all levels.

Increase the amount of art work displayed at the administration building from all levels.

Develop a connection between school and home with a newsletter or website that is school-based or district-wide.

Encourage parent volunteers within program to generate support and strengthen the parent/school relationship at all levels.

Bring in local artists to share knowledge and connect with students at any level.

Seek grant opportunities that would allow for financing special projects such as buying and framing artwork to be hung within the school or community, artists in residence programs, etc.

Continue district-wide and traveling art show along with incorporating the “Art Goes to School” program at the Primary School and Intermediate School.

Institute an art club at the Middle School to keep students who are not taking art during the school day involved and interested in the arts or pursue the option of beginning a Junior Chapter of the National Art Society. A variety of art related activities would stimulate interest to pursue their art education at the High School.

Elective programs such as art grow and strengthen through visual awareness within the school. The presence of artwork throughout the High School building is particularly important to highlight the art program and encourage student enrollment in art courses.

The Pennsylvania State Education Association (PSEA) sponsors an annual “Touch the Future” art exhibit each spring for high school students. Participation in this event and in the Montgomery County Community College High Art Show would provide the opportunity for students to showcase talent and share accomplishments with the community.

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Create a video to be viewed during course selection at the High School highlighting the program. Possible topics to include are past projects, career connections and benefits of art education.

At the High School, implement a National Art Honor Society chapter through the National Art Education Association at Upper Moreland High School [Available: [http://www.arteducators.org/community/community\\_page\\_10.html](http://www.arteducators.org/community/community_page_10.html)]. The chapter would stimulate community service activities that would increase visibility within the community.

Create a presentation for the School Board that identifies the benefits of student involvement in the arts. Alumni who have been successful in art-related careers could also share their accomplishments and advocate for courses that benefit students who are interested in careers that require foundations in art content, skills and concepts. The alumni could also share their artwork and stories with current students.

Art teachers can join an online resource, [www.Artstonia.com](http://www.Artstonia.com) . This is an online site where art teachers can post student work for viewing and parents/community members can buy their child's artwork in print form, on mugs, mouse pads, etc.

***Need 6: To provide all art teachers with the opportunity to attend conferences and provide release time to observe high quality programs and teachers.***

Recommendations for Need 6:

Art faculty membership in the National Art Education Association and Pennsylvania Art Education Association would provide teachers with current information and relevant opportunities for professional development in art education.

A budget to support attendance at national and state conferences including the PSEA conference at Kutztown University should be considered.

Supporting release time for art teachers and administrators to visit high quality art programs, allowing art teachers to observe classrooms, view other district's curriculum and methods of instruction is another way for teachers to expand their understanding of art education and to increase dialogue among the art faculty.

***Need7: To create goals, objectives and a "vision" for growth at all levels.***

Recommendations for Need 7:

The development of both short term and long term goals for continuous improvement will assist in guiding the direction of the program. Individual professional goals as well as departmental

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goals should be considered as a means for continually refining professional practice and programmatic changes.

***Need 8: To develop a schedule at the Intermediate School that provides for transition time for the art teacher to prepare for the instructional needs of the next class.***

Recommendations for Need 8:

The art schedule should allow for transition time between classes. This time is needed for preparation of instruction and organization of materials before the next class of students arrives.

***Need 9: To revise the schedule at the Middle School so all students have equal access to the art program.***

Recommendations for Need 9:

All students should have equal access to the art curriculum. Reconsider the length of the rotation or the number of choices in the rotation per year so art is included in all students' schedules. Provide opportunities for 7<sup>th</sup> and 8<sup>th</sup> grade students to include art in their schedules along with other Unified Arts.

***Need 10: To acquire art furniture at the Middle School that meets the needs of the art program.***

Recommendations for Need 10:

Consideration should be made to replace the current tables and chairs with art appropriate tables and seating. Recommendations include art tables that accommodate no more than four students with appropriate seating such as stools. Tables and stools with available storage for students' materials will maximize the available space in the room.

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***Need 11: To offer digital photography and graphic design content at the secondary level.***

Recommendations for Need 11:

At the Middle School, include digital photography and graphic design components in the curriculum.

At the High School, changes to the course offerings should be reviewed and expanded to include more digital media such as digital photography and graphic design as a means of bringing relevance to the courses of study, making career connections and attracting students into the program.

***Need 12: To create a partnership with the guidance department on career issues and course selection and then implement curriculum units that address careers choices.***

Recommendations for Need 12:

Members of the art department should remain current on the career choices that are available for students with talent and interest in the arts. Art department staff should educate the guidance department on the career choices that require foundations in art and should continuously stay abreast of careers in the field.

Scheduling career counselors or admissions officers from area schools to present information to students on careers and career choices could attract more students to enroll in art courses and increase the relevance of learning skills and concepts in art.

Review the Pennsylvania Academic Standards for Career Education and Work to determine connections that can be made in art course work.

***Need 13: To provide adequate storage space for the art program.***

Recommendations for Need 13:

The Art I classroom is in need of both flat and vertical storage for student artwork and supplies. Additionally, the storage room is not connected to the classroom. Ideally, storage space should be adjacent to classrooms for ease of access to necessary art materials. Placing the classroom door and the storage room door across the hall from one another would be ideal, but not necessary.

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**RESOURCES**

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