Position Statement on PreK-12 Teacher Evaluation in the Visual Arts
[Adopted March 2011; Reviewed and Revised April 2014]

The purpose of evaluating PreK-12 teachers is to ensure high quality visual art education that meets the needs of all students. Quality evaluation must be a collaborative process between art educator and evaluator(s) with a clear understanding of the distinctive characteristics of the visual arts and the creative process. Using this collaborative process, art educators should receive regular feedback that helps them grow as professionals.

Evaluation should be used to provide information to build the strongest possible instructional teams and hold school leaders accountable for supporting each educator's professional development. Ultimately, the evaluation processes should focus on making sure every student receives high quality instruction and meets with success in the discipline.

Key elements of quality teacher evaluation should include:

- An annual process that is based on clearly focused rigorous performance expectations
- Multiple measures should include things such as student growth, classroom observations centered on student learning, district and teacher generated assessments
- Regular feedback from instructional managers that include the educator in conversations about student progress and the educator's long and short term goals
- Proficiency ratings that provide the educator with a clear picture of their current performance in a variety of areas
- An individualized professional development plan that supports the continued growth and improvement of the educator

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