



NATIONAL **ART EDUCATION** ASSOCIATION
SHAPING HUMAN POTENTIAL

Position Statement on PreK-12 Educator Evaluation in the Visual Arts
[Adopted March 2011; Reviewed and Revised April 2014; Reviewed and Revised March 2019]

The purpose of evaluating PreK-12 visual art educators is to ensure high quality visual art education that meets the needs of all students. Quality evaluation must be a collaborative process between visual art educators and evaluator(s) with a clear understanding of the distinctive characteristics of the visual arts and the creative process. Using this collaborative process, visual 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 visual art educator's professional development. Ultimately, the evaluation processes should focus on making sure every student receives high quality instruction.

Key elements of quality visual art teacher evaluation should include:

- An annual process based on clearly focused rigorous performance expectations
- Multiple measures should include but are not limited to student growth, classroom observations centered on student learning, educator reflection, and district and teacher generated assessments
- Regular feedback from instructional evaluators that include the visual art educator in conversations about student progress and the visual art educator's long and short term goals
- Proficiency ratings that provide the visual art 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 visual art educator and includes specific and relevant visual art education professional learning.
- An evaluator has an understanding of visual art pedagogy and instructional strategy.