

## Virginia Coalition for Fine Arts Education

### Position on the New Teacher Evaluation Process and the Impact on Fine Arts Teacher Evaluation

The Virginia Coalition for Fine Arts Education (VCFAE), representing over 5,000 Kindergarten through higher education music, dance arts, theatre arts, and visual arts educators, supports the need for teacher evaluation and accountability to enhance fine arts teaching and student learning.

The VCFAE, however, concerned with possible unintended consequences arising from the implementation of Standard 7 of the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* (approved by the Virginia Board of Education on April 28, 2011, to become effective July 1, 2012),<sup>1</sup> believes that proactive attention to the following criteria is necessary to address potential issues in the fine arts teacher evaluation process:

- Teacher evaluation systems should include multiple measures that can be used reliably in different teaching settings, instructional levels, and with all student populations. These systems, based on student achievement, need to reflect these variables and the realities of teaching the fine arts.
- The measure of student achievement in teacher evaluation systems must rest on authentic, standards-based student assessment that occurs in fine arts classrooms. This assessment can take many forms, but must include assessment based on literacy, performance, creativity, historical/cultural awareness, and aesthetics.
- Effective teacher evaluation instruments and protocol must be aligned with fine arts local curricula and state standards.
- Fine arts teacher evaluation should be based only on student achievement in the specific subjects they are teaching during the evaluation time period.
- Fine arts teachers and administrators must be engaged in the development of the evaluation instruments for evaluation criteria to be effective.
- Evaluators of fine arts teachers must be knowledgeable of the content and effective practice for the subject being taught. Evaluation must be based on content area specific criteria, which both the evaluator and teacher have in advance of the process.
- Substantial, ongoing, appropriate, and content specific professional development must be made available for teachers to provide for continued professional growth.

In addition, the VCFAE believes that the following issues related to student assessment need to be taken into consideration when linking teacher evaluation to student achievement:

- Interpretation of fine arts student assessment results must take into consideration inequities across the state, and within school divisions, as they pertain to facilities, budget, instructional time, equipment, and supplies.
- Fine arts teachers should be provided sufficient time to develop appropriate assessments aligned to the curriculum.
- Student assessment should inform and enhance instruction, while not taking away from instructional time.

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<sup>1</sup>[http://www.doe.virginia.gov/teaching/regulations/2011\\_guidelines\\_uniform\\_performance\\_standards\\_evaluation\\_criteria.pdf](http://www.doe.virginia.gov/teaching/regulations/2011_guidelines_uniform_performance_standards_evaluation_criteria.pdf)