

CHECKLIST FOR PROGRAM EVALUATION:

TIME AND SCHEDULING

Visual and Media Arts Programs

Specific indicators are provided below to help administrators, teachers, and parents—with or without an arts background—judge the quality of a school or school district’s visual arts education program.



STANDARDS	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Comments
1. The time allocated for art education is sufficient to meet the basic quality standards for curriculum during the regular instructional day.			
2. Regularly scheduled visual arts classes provide time for instruction, motivation, distribution of materials, production, reflection, assessment, and cleanup. Transitional time between classes should also be calculated.			
3. Schedules of itinerant teachers have sufficient time allotments for travel, record keeping, materials management, and preparation of multiple art classrooms.			
4. Field trips and other community-based learning experiences are timed and scheduled as an integral part of the curriculum.			
5. Equality and integrity of programming and scheduling is ensured for all students to fulfill the allotted scheduled time without concerns of removal for other academic pursuits or remediation (i.e., therapy, band rehearsal, etc.).			
6. Each art educator has time for planning, preparation, and evaluation that is equitable to other educators in the school. Planning time for art educators is generally allocated at the rate of a minimum of one planning period per day. Uninterrupted planning time should be the same amount of time as a regular class period.			



SUPERIOR STANDARDS

	<input checked="" type="checkbox"/> Meets Standard	<input checked="" type="checkbox"/> Needs Revision	Notes
1. Regularly scheduled, weekly time allotments for individual academic levels significantly exceed the pre-stated minimum time allotments.			
2. Advance, cooperative planning is allotted to achieve anticipated, exemplary integrated art activities.			
3. Time is provided for supplementary independent and individual art experiences for classes, groups, and individuals (e.g., gifted students) to participate in art production and integrated activities in the regular classroom or the art studio.			
4. The schedules of art educators assigned for supplementary instruction for classes, groups, and individuals (e.g., gifted students’ interests, projects, and integrated activities) include appropriate allocations of time and planning.			