

# **Data Report of DRAFT 2 Visual Arts Education Standards**

**Data Review Committee (DRC): DRAFT 2 Data Review Report  
April 2024  
Office of Academic Standards | Visual Arts Education K-12**

# Data Report of DRAFT 2 Visual Arts Education Standards

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## Introduction

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards.

All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

- A. Collect and review feedback through various methods from stakeholders, including but not limited to educators, administrators, parents, community members, students, institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.
- B. Analyze contemporary and current research on standards in the content area being reviewed.
- C. Establish and convene a data review committee.
- D. Facilitate the committee's review of data and research, State or federal legislative requirements, surveys and other stakeholder feedback.
- E. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

The Data Review Committee (DRC) serves to support the review and analysis of the feedback collected. The DRC analyzes all data points for trends, themes, and ultimately recommendations for revision. DRC members use the data reporting template to organize data and corresponding recommendations. DRC members include educational leaders and community members from across the state's regions, with varying perspectives and experiences regarding the current Standard Course of Study. Their review of the data and recommendations helps drive the review and revision phases.

## Reading this Report

This report is set up based on the methods and approaches utilized to gather feedback from stakeholders across North Carolina. The report analyzes quantitative data compiled from surveys released to individual public school units and the general public.

The first section, methodology, will provide DRC members with an overview of how data was gathered, from who, and when. It will also provide an explanation of how the data was analyzed and prepared for review. The actual data, and initial analysis, are found in the second section. DRC members will use this information and then determine initial conclusions and

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recommendations. The information in these sections was prepared ahead of time through collaboration of the Office of Academic Standards and the Office of Learning Recovery. The final two sections (Conclusions and Recommendations) are completed by the DRC team members based on trends identified in the findings and research provided.

### Scope of Work

The DRC followed the prescribed steps outlined in the NC Standard Course of Study Procedures Manual. In the review phase, the DRC reviewed the extensive data collected through surveys, focus groups, and interviews. The data also included research on other states' standards in Arts Education, national standards and frameworks, and scholarly research in the field of Arts Education. This round, the DRC reviewed the survey data provided by both PSU and All Stakeholder groups. In proficiency level groups, the DRC worked with the NCDPI K-12 Arts Education Team to compile their recommendations for the Standards Writing Team. This may include the standards the data reflects as "keep with no changes," "remove," or "modify or expand."

### **Methodology for Data Collection**

Per the NC Standard Course of Study Manual, the draft 2 review included conducting one large scale survey for feedback.

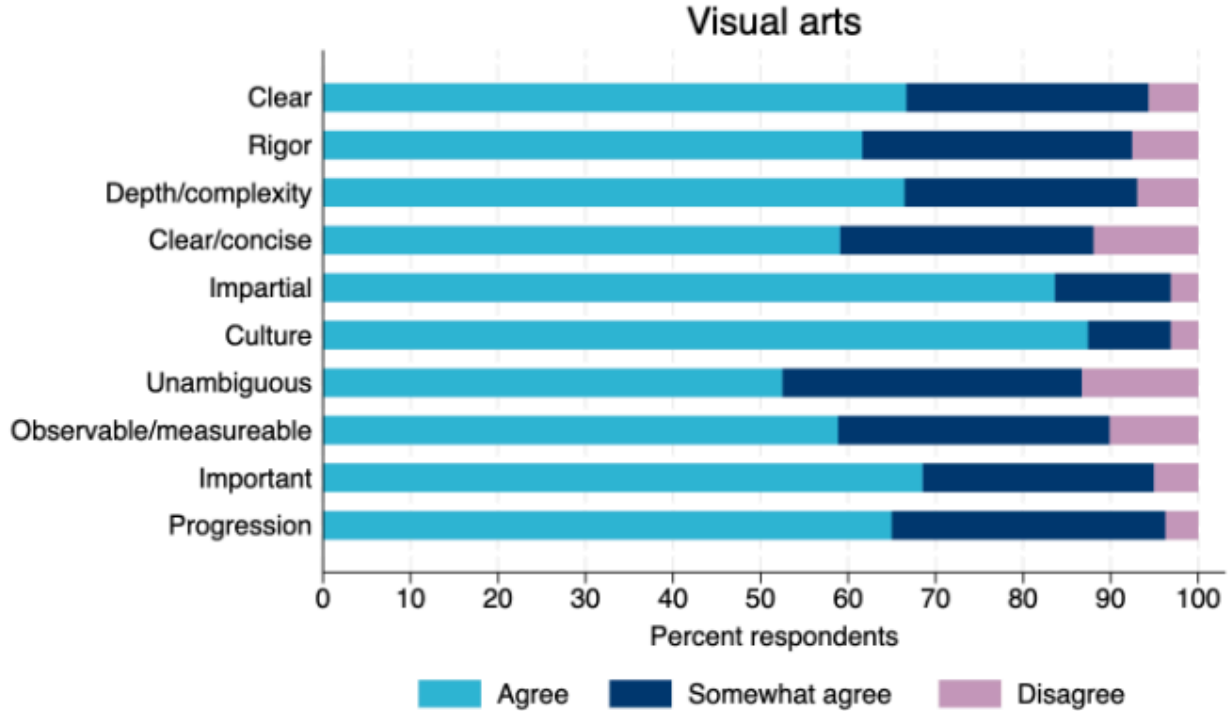
A single All-Stakeholder overview survey was released on February 27, 2024 and closed on March 31, 2024. A total of 1019 responses were collected representing all eight State Board regions, 91 LEAs, and 23 Charter Schools. The survey was publicized through listservs, posted on the NCDPI website, multiple email notifications and reminders, at in person meetings and professional developments, and through NCDPI social media.

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## Data Results

- Overview of findings
- Pull charts and data from Qualtrics

## Quantitative Findings by Question via Survey



| Item | Question   | % agree | % somewhat agree | % disagree | total participation |
|------|--|---------|------------------|------------|---------------------|
| VA1  | The standards are clear statements of what the student should be able to do or understand.   | 67      | 28               | 6          | 159                 |
| VA2  | The standards are written at an academic level of rigor appropriate for the grade level.   | 62      | 31               | 8          | 159                 |
| VA3  | The standards demonstrate appropriate depth and complexity.  | 66      | 27               | 7          | 158                 |
| VA4  | The standards are written clearly and concisely for a variety of audiences (parents, teachers, community members, students, etc.). | 59      | 29               | 12         | 159                 |
| VA5  | The standards are impartial and free of discrimination on the basis of gender, ethnicity, and/or disability.                       | 84      | 13               | 3          | 159                 |
| VA6  | The standards are free of language that might be culturally insensitive.   | 87      | 9                | 3          | 159                 |
| VA7  | The standards are free of ambiguity and confusion.   | 53      | 34               | 13         | 158                 |

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|      |  |    |    |    |     |
|------|--|----|----|----|-----|
| VA8  | The standards are observable and measurable.                                 | 59 | 31 | 10 | 158 |
| VA9  | The standards cover the important content and knowledge of the content area. | 69 | 26 | 5  | 159 |
| VA10 | The standards progress appropriately across grades and/or courses.           | 65 | 31 | 4  | 160 |

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## Conclusions (to be completed by DRC)

| Feedback Overview  |
|--|
| <p>General</p> <ul style="list-style-type: none"><li>• Qualitative data of 25% of all comment survey respondents noted that overall the changes are viewed as positive and clear. More than half of all quantitative responses were “Agree” for all questions. More than 85% were a combined “agree” and “somewhat agree.”</li><li>• The Draft 2 survey recorded an average of 159 respondents for the quantitative data with 47 comments for qualitative data. Overall, the quantitative data shows positive feedback with only 3 out of the 11 questions scoring below a 60% threshold of agreement. None of the survey results fell below 50% of agreement with the standard survey questions.</li><li>• The DRC noticed conflicting qualitative statements, praising the work and clarity while others stated confusion with how to teach to these standards.</li></ul> <p>Connect</p> <ul style="list-style-type: none"><li>• When reviewing the Visual Arts Standards, the team noted that 4th and 8th grade specifically note the incorporation of NC artists, traditions, and cultures. It would be helpful for art educators using these resources to understand that this is occurring in other content areas as well and is coordinated for inter-curricular reasons.</li></ul> <p>Create</p> <ul style="list-style-type: none"><li>• Concerns were expressed by 3 respondents over the use of technology in the creation of artwork without the funds for digital media and materials.</li></ul> <p>Present</p> <ul style="list-style-type: none"><li>• DRC members discussed the importance of recognizing the difference between the variety of traditional fine arts media such as paint, clay, pencil... and digital media.</li></ul> <p>Respond</p> <ul style="list-style-type: none"><li>• Minimal issues were identified as problematic in the survey from stakeholders under the “respond” category.</li></ul> |

| Positive Feedback   |
|---|
| <p>General</p> <ul style="list-style-type: none"><li>• 96 % of respondents agree or somewhat agree that the standards are free of language that would be considered culturally insensitive, with only 3% disagree.</li><li>• Qualitative results share there is an appreciation for these standards to be more closely aligned with the national standards</li></ul> <p>Connect</p> <ul style="list-style-type: none"><li>• 25% of all respondents commented that they felt this second draft is much clearer, and more concise than the current standards.</li></ul> <p>Create:</p> <ul style="list-style-type: none"><li>• An indigenous respondent felt the inclusion of appropriation vs appreciation is appreciated and appropriate.</li></ul> <p>Present</p> <ul style="list-style-type: none"><li>• Minimal issues were identified as problematic in the survey by any stakeholders.</li></ul> |



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Nothing rose above 13% disagreement, all were above 52% “agree” or a combined 86% “agree” and “somewhat agree.”.

### Respond

- Minimal issues were identified as problematic in the survey by any stakeholders.

### Areas of Concern

#### General:

- Findings reveal the need to be cognizant of the fact teachers often teach multiple levels in one class period. Educators worried about teaching various levels of standards within the same class period, with limited time restraints and materials.
- Language is sometimes vague and FAQ can explain that the intent is to allow teachers to teach to their strengths.
- Examples of the standards would help clear ambiguity.(only 53% agreed that the document was free of ambiguity, while 34% somewhat agree)

#### Connect:

- Evaluate whether the visual arts standards encompass a diverse range of indigenous artistic traditions, including those specific to tribes and nations within North Carolina. It's important to ensure that the standards recognize and respect the rich variety of Native American visual arts styles, techniques, and mediums. **Authenticity and Accuracy:** Assess whether the standards accurately represent the cultural significance, history, and context of Native American visual arts. The standards must convey the authenticity of indigenous artistic traditions and avoid perpetuating stereotypes or misrepresentations.

#### Create

- The qualitative data reveals confusion with the wording “perceived mistakes” in 2CR1.1

#### Present

- Concerns about the present standard in Visual Arts are extremely vague. How will educators be supported to go beyond presenting work in just their classrooms? How can they be supported to bring visual arts to the whole school and the community?
- There is a lack of understanding of how to incorporate gallery and museum integration without physically visiting those spaces when budgets don't allow for such travel.

#### Respond

- To be proactive in the exploration of cultures and avoiding appropriation. Offering suggestions and resources to help educators navigate these sensitive issues.
- Several pieces of feedback stated concern with the level of critique to be developmentally appropriate and challenging with younger grades as well as time restraints.

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### Recommendations (to be completed by DRC)

#### Recommendations based on Feedback

##### General:

- Create an FAQ document with links to supporting information and explanations for common concerns like the lack of funding for technology, cultural appropriation over appreciation, ambiguity in language, measurability, and stating that rubrics can be personally designed for the student population.
- The writing in the documents needs to be consistent and grammatically correct, words are hyphenated sometimes and not others, and pluralization and possession need to be double-checked throughout as well
- 53% of respondents felt that the standards were free of ambiguity and confusion. Perhaps review possible confusing terms and concepts or provide more definitions.

##### Connect

- Comments noted difficulty with viewing the revised standards while completing the survey. DRC recommends making sure equal access is granted along all platforms, viewability may differ from mobile use to desktop viewing.

##### Create:

- FAQ that addresses technology funding concerns.

##### Present

- Qualitative suggestions were given for educators to have a central location where they can provide best practices for example lessons for each standard.

##### Respond

- "Critique artwork based on **given**, self, and peer generated criteria." *Given* feels ambiguous, whereas a teacher-made rubric or some other wording may be more clear. "Given Criteria" is used 4x and might need alternate wording. (Perhaps though it's grammatically correct.)
- Provide EQs for critique-based standards to discern the appropriate level of questions
- Provide unpacking documents to help explain the level of artist statement/ critique responses expected from various grade levels.
- Exemplary examples of assessments of each standard
- Examples of rubrics in unpacking documents

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## Appendices

### Appendix A:

[Survey Questions](#)

[Survey Raw Data](#)