Using the Internet to Communicate, Promote, and Advocate for a School District Fine Arts Program

By
Shannon Elizabeth Raygoza
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Approved:_____ Date:_____
                Dr. Gaylene Carpenter

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NAME OF AUTHOR: Shannon E. Raygoza

PLACE OF BIRTH: Silverton, Oregon

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

University of Oregon	Eugene, Oregon
University of Texas at Brownsville	Brownsville, Texas
Brevard Community College	Melbourne, Florida
Lane Community College	Eugene, Oregon

DEGREES AWARDED:

Master of Arts	University of Oregon June 2006
Bachelor of Arts	University of Oregon June 1999
Associate of Arts	Brevard Community College August 1993
Festival & Event Management Certificate	University of Oregon June 2000

PROFESSIONAL EXPERIENCE:

Art Instructor, Pasadena Independent School District, Pasadena, Texas
Art Instructor, Brownsville Independent School District, Brownsville, Texas
Museum Education Intern, Honolulu Academy of Arts, Honolulu, Hawaii
Sales Associate, Ruthie B's Antiques, Springfield, Oregon
Commercial Booth Coordinator, Fiesta Latina, Eugene, Oregon
Intern, Sisters' Outdoor Quilt Show, Sisters, Oregon
Event Assistant, Festival of Trees, Springfield, Oregon
Owner, A Blooming Child Daycare, Eugene, Oregon
Vendor Stocker, Nabisco, Inc., Williams AFB, Arizona
Coordination Secretary, Forest Industries Telecommunications, Eugene, Oregon
Sales Associate, Emporium, Inc., Eugene, Oregon
Warranty Clerk, Executive Imports, Eugene, Oregon

SPECIAL INTERESTS:

Art Education Advocacy
Hispanic Culture
Community Arts
Festival and Events

AWARDS AND HONORS:

Area VI Representative for Texas Art Educators Association
Member of National Art Educators Association
Member of National Educators Association
Member of Texas State Teachers Association
Coordinator of Arts, Audio/Visual and Communications Cluster Initiative for Pasadena
   Independent School District
Member of Houston Chronicle Board of Educators
One of first five to complete Festival and Event Management Certificate

VOLUNTEER PROJECTS:
2003-2006 Houston Livestock and Rodeo Super Show Art Co-Coordinator
1998-2001 Fiesta Latina
March 1999 Washington/Oregon Festival and Event Association Conference
1998-2000 Food for Lane County

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Introduction

The World Wide Web began in 1991 when a computer scientist, Tim Berners-Lee, put up the first web site, which has revolutionized world-wide communications. His initial purpose was in an effort to promote a computer network in which scientists would be capable of sharing research. In addition, there were a few other scientists and those in academia who had developed a number of browsers to surf the earliest form of the Web. The first mainstream browser, however, was developed by a small start-up company in the silicone valley of California, and now is a household word, Netscape. The mainstream world of computing for the means of communication, commerce, research, entertainment, and education has not been the same since. The more interest built by Netscape's browser the more the consumers demanded of computers, software, and telecommunications networks that had the means to easily digitize words, music, data, and photos and transport them to any other computer in the world (Friedman, 2005, p.56). Ten years after browsers came into popular use; the Internet has reached into and reshaped almost every important aspect of modern life. The change has impacted the manner in which people keep themselves abreast of information, amuse themselves, educate themselves, work, and shop, do their banking, and communicate with others. According to the Pew Internet and American Life Project what occurs in the every day lives of society is reflected in the happenings in their online world, as well. In the early stages of the Internet its users were predominately young, white, affluent, and well educated men. The Internet became more conventional around the beginning of the new millennium, and currently the number of women users has surpassed men, with more

minority families, middle-level income and modestly educated users joining the ranks of Internet users (Pew, 2006).

Search engine usage emerged as an integral Web tool. A report released jointly by Pew Internet & American Life Project and comScore finds the percentage of search users almost equal to those who use e-mail. The search-using population totals 90 percent of all Internet users, a close second to the e-mail-using population of 91 percent of all Internet users. In 2004, 38 million online Americans used search daily; in 2005, the number of users hit 59 million; and as of April 2006 there were 200 million internet users in the United States alone. According to the most current statistics the number of Internet users worldwide exceeded 1 billion in 2005 which was up from only 45 million in 1995 and 420 million in 2000 (Computer Industry Almanac, 2006). Additional proof of growth of the Internet is in the statistics drawn from surveys conducted by Pew Internet and American Life Project on the ways in which Americans use the Internet including but not limited to email correspondence and retail purchases. Some of the more recent statistics show that Internet and World Wide Web usage continues to grow at an astounding rate beginning with purchases through the Internet with spending increases up 22 percent from 2004 to 2005 hitting over $143 billion (ClickZNet, 2006).

These phenomena called the Internet and the World Wide Web have become indispensable tools impacting commerce, communication, and information gathering, as well as having an impact on education where teachers are now being asked to integrate these tools into classroom instruction and the learning experiences of their students (Roland, 2005, p. 1). In reviewing a staff development catalog for almost any school district nationwide it is evident that technological integration into the educational system

is gaining importance not only to pass the knowledge on to the students but to also bring the teachers into the age of using technology to do everything from developing classroom lessons to corresponding with other staff both in the building, and with main office administrators, parents, and grant funding entities.

Within the context of education, the internet and technology has changed the means by which a teacher presents material for acquisition to students. Digital information can be accessed at any given moment which means it is up-to-date, relevant, and authentic and when scrutinized can be adapted to students at every level meeting the needs of the student. An entire movement in the public education system started when the Clinton Administration fought for technology integration in 1996 and thus began the project called, *Getting America's Students Ready for the Twenty-First Century: Meeting the Technology Literacy Challenge*, which was meant to prepare students to be productive members of the business world upon graduation. The technology literacy project was designed using four goals: 1) availability and access to necessary hardware 2) appropriate educational content 3) internet connections in all schools and 4) adequate training and professional development for teachers (Interactive Educational Multimedia, 2006).

Statement of Purpose

The purpose of this capstone report is to provide the Pasadena Independent School District (PISD) with an outline of the essential components for planning, implementing, and managing an expansion and enhancement the district level webpage for the Fine Arts Program. Recommendations will be made for steps PISD should take in

order to expand on the current fine arts webpage aiming to develop a model website. The information contained in this document is based on a literature review of current website development literature, trends in school district websites, and the relevant practices of select school districts.

Not only in the past, but currently, the methods of informing students about assignments was the chalkboard or a syllabus; to inform parents the traditional method has been to send home a school newsletter, which allows very little space for any one department or teacher to give a complete update; and to share information with school or district administrators one would make contact in a one-on-one meeting, memo, or phone call. Collaborating in any extensive manner with other teachers in the school department means that they must share a conference period, which traditionally does not occur in the electives; not to mention when teachers across the district wish to compare resources, lesson plans, or student work they are at a disadvantage using the traditional methods of communication from school to school which are teacher in-services, phone calls and inter-office memos. In-services do not always allow time for networking but primarily focus on new techniques, contest information dissemination and school district requirement updates.

Limitations to the above mentioned methods of communication outweigh the informational advancement/benefits. For example, two of the problems in communicating solely with a parent newsletter are if it is sent home with the student does that guarantee that the parent actually saw it; and the expense involved in producing enough copies to distribute to the entire enrollment can be debilitating in an age of under funding and balancing of resources in the education system.

Significance

This research will provide a model for the PISD with a review of school district websites which contain page/pages containing information about their respective Fine Arts Programs. These reviews support the premise that by adding a more comprehensive Fine Arts page to the existing PISD website they will find support for the arts from parents, and the business and arts communities in the area. In addition, it will provide a catalyst for the art teachers in the district to make better use of the technology available to them for use in the classroom.

Definitions

Arts Calendar – A calendar used in the Fine Arts Department to keep track of all events such as performances, contest entry deadlines, department meetings.

Art Philosophy –   It is the declared goal which states the most important underlying reasons or principles for art education to be a part of a child's learning and a part of the curriculum of public education with long term benefits to the students through the study of art which governs an art department.

Lesson Plans – A format used for conducting a lesson which includes the lesson objectives, the content, unit title, instructional goals, rationale, instructional and evaluations procedures, and materials.

Links - A link is a mechanism in the World Wide Web that allows the user to branch from one web page to another. Links are usually displayed as underlined text and clicking these links makes it possible to surf the web (Amor, 2002 p. 276).

National Standards – Content standards tell what students are expected to know and be able to do in various subject areas, in addition, performance standards, specify what levels of learning are expected. Performance standards assess the degree to which content standards have been met as set forth by the U.S. Department of Education (Association for Supervision and Curriculum Development, May 2006).

Search Engine – A program that searches documents for specified keywords and returns a list of the documents where the keywords were found (Webopedia, 2006).

State Standards – A set of written educational expectations set forth by the Department of Education of each individual state which are content and performance standards. The first describes what students are expected to know, and the latter assess the degree to which the content standards have been met (Association for Supervision and Curriculum Development, 2006).

Student Gallery – A group of photos presenting the art pieces of students in an online gallery.

Web Browser – A browser is an application program that provides a way to look at and interact with all the information on the World Wide Web (Webopedia, 2006).

Webpage – A document viewed on the Internet (Webopedia, 2006).

Website – A set of interconnected web pages, usually including a homepage, generally located on the same server, and prepared and maintained as a collection of information by a person, group, or organization (Webopedia, 2006).

Web Surfer – One who casually looks at something offering numerous options such as the internet (Webopedia, 2006).

Criteria for Review

The basic purpose for implementing a website for the Fine Arts Department of a school district is to communicate information to parents, students, teachers, and other district personnel. As an art educator and researcher it was my belief that the following elements were crucial and therefore were used to measure school districts' Fine Arts webpages allowing assessment of the use of the web within an educational setting. The following criteria were met by the websites in educational settings that were chosen for analysis:

1) Fine Arts Program page accessed through a school district page.

2) The webpage focused on the visual arts.

3) The Fine Arts Program pages were easily accessible and located through the simple search-engine parameters "school district art program".

The primary reason the webpage was accessed through the school district page for this capstone was because it was assumed that those districts that dedicated an entire page to the Fine Arts Department, valued and showcased the arts as a vital component to a well-rounded, whole education.

A purpose for developing a webpage for school districts is to communicate information to parents, students, teachers, school administrators, and the community at large. As such, a district needs to be able to communicate with diverse groups. To address this, elements were determined as criteria for evaluating school districts fine arts web pages. These criteria included content, appearance/aesthetically pleasing, table of contents, current links, and contact information.

1. Content. A school district webpage is unique in the information it needs to communicate to a wide range of constituents: students; parents; teachers; administrators; and other community members. It is important for parents to know the art teachers and their contact information at a particular school, significant dates as noted on an arts calendar; and the pride of viewing their students' artwork in a public forum with the ease and flexibility of sharing with family and friends outside of the immediate area. As the student needs to be aware of class offerings prior to registration for optimal scheduling over the

course of the student's school career, as well as, the convenience of referring to their teacher's page for homework requirements, resource information. As much as their parents delight in seeing the student's artwork on-line so do the students themselves. In addition, the student has the ability to refer past and future instructors, friends, relatives, as well as, the potential for millions of web surfers to examine their work in a student gallery. Teachers find their responsibilities constantly increased, therefore decreasing the amount of time in which to fulfill their required obligations. The concept of sharing lesson plan ideas along with resource information via the internet would greatly facilitate the expansion of lessons being taught broadening the scope of teaching perspectives, and adding variety to both the teacher and the students' educational accomplishments.

In-school administrators, i.e. principals, vice principals, and counselors need to be kept abreast of what is happening in their school, as well as, other schools in the district in regards to score, curriculum, awards and scholarships granted to students. If the Fine Arts Department received positive publicity it helps to put not only that particular student and school on the map, but the entire district as well. Additionally, district level administrators lack the time to visit every campus with every award presented to a student, therefore, the addition of a Fine Arts webpage would be beneficial to save time.

The community should be able to easily access information about the positive accomplishments and strides being made at their local schools. If a district creates alliances within the community leading to connections to those willing to donate

resources such as volunteer hours, in-kind support for activities and financial

backing for projects, scholarships, etc. it will broaden the capabilities of providing

students with the opportunities which may not be afforded to them without those

vital associations.

Webpage content should include the following critical factors:

- *School Listing* – A directory listing of the schools within the district is

   extremely important as a teacher from one school may need to contact a

   teacher from another in order to coordinate a joint exhibition effort, share

   resource information, or welcome a new teacher to the district.

- *Teachers' Names and Contact Information* – Contact information for

   teachers including their names is significant in that parents may have a

   need to contact their child's teacher while at work and are unable to recall

   the teacher's name and the student is not available for assistance.

- *State Standards* - A typical state standards document contains lists of

   knowledge and skills that students should master at each grade level or in

   each high school course. It is a resource helpful to educators,

   administrators and curriculum specialists as new curriculum is developed

   or updated, and lessons are planned.

- *National Standards* - A document which outlines basic learning
  outcomes integral to the comprehensive K-12 education of every student
  in every subject and is of use to department directors and committees
  when reviewing district curriculum for updates and revisions; and as a
  comparison for state standards.

- *District Curriculum* – A guideline for teachers to follow for the scope and
  sequence to impart the body of knowledge that all students are expected to
  learn.

- *Arts Calendar* – A current calendar listing all events, meetings, contest,
  and deadlines necessary to keeping all art teachers, students, parents, and
  administrators apprised of vital information.

- *Lesson Plans* – A format used for conducting a lesson which includes the
  lesson objectives, the content, unit title, instructional goals, rationale,
  instructional and evaluations procedures, and materials; important
  especially to new classroom teachers as a reference as to how to put
  together lessons.

- *Student Gallery* – A grouping of photographs presented for viewing by interested parties, to include students, families, and friends, other teachers providing pride and positive self-esteem to the creators of the art.

- *Class Offerings* – A critical piece of information needed by students particularly at the secondary level so that an informed decision may be made for post-secondary education.

- *Art Philosophy* – It is the declared goal which states the most important underlying reasons or principles for art education to be a part of a child's learning and a part of the curriculum of public education with long term benefits to the students through the study of art which governs an art department. Likewise, this information may be of great importance to parents as they make a determination as to which school district they want their child educated.

- *Resource Links* - Primarily of interest to and accessed by teachers for lesson planning, and students researching for a class project or colleges/universities offering art programs and scholarships.

2. Appearance/Aesthetically Pleasing. This key attribute is critical to attracting and keeping visitors interested and engaged in the content.   Appropriate attention should be given to the format of the page, the colors should be given

consideration, and the text should be readable so as to prevent the viewer from moving on to another page (Chamberlain, 2002, p. 21). This is especially important as art educators as these are the very elements and principles of design that we teach our students. It should be easy to navigate through the site including the links and should emulate the already established format of the district page.

3. Table of Contents. In order to aid the access of a first-time visitor it is especially important a webpage is laid out in a manner that facilitates ease of navigation in a timely manner. Time is essential to productivity of educators, students, and the public in general, and if it is compromised it may lead to frustration and the cessation of utilization of the page.

4. Current Links. It is vital that links be kept up-to-date. One of the main reasons an educator or student would be utilizing a Fine Arts webpage is to locate resource links relating to a project, or lesson. If the link is no longer in existence the site is at risk of losing the very visitors the district are trying to assist and inform. These links should be verified to be in existence along with adding any new relevant sites on a pre-determined schedule by the site administrator, or the lead art teacher.

5. Contact Information. Many web browsers have a need to contact the department staff or director by phone, email, or mail. By providing this

information the organization is not only able receive vital communication by outside vendors, arts organizations, associations and parents, but to also garner criticism either positive or negative in regards to their webpage.

Website Reviews

The following twelve websites met the established criterion for review. These websites were quantitatively reviewed based on previously established criteria related to website content, appearance, contents, links, and contact information. A scale from 1(lowest) – 5 (highest) was used in each of the fifteen categories with the points per category totaled to establish the best overall strengths and weaknesses of school district fine arts program websites.

Clear Creek Independent School District, www.ccisd.net

Fairfax County Public Schools, www.fcps.edu/DIS/OHSICS/FineArts/index.htm

Garland Independent School District, www.garlandisd.net/finearts/

Goose Greek Consolidated Independent School District,

www.goosecreek.cisd.esc4.net

Houston Independent School District, http://dept.houstonisd.org/curriculum

Katy Independent School District, www.katyisd.org/curriculum/finearts.htm

Klein Independent School District, www.kleinisd.net

Millard Public Schools, www.esu3.org/districts/millard/millART/millART.html

North East Independent School District, www.neisd.net

Roanoke County Schools, www.rcs.k12.va.us/art

Round Rock Independent School District, www.roundrockisd.org

Spring Branch Independent School District,

www.springbranchisd.com/instruc/art/artindex.htm

These websites were reviewed based on criteria related to website content, appearance, contents, links, and contact information. A scale from 1 (lowest) – 5 (highest) was used in each of the fifteen categories with the points per category totaled to establish the best overall website. In addition, each category was totaled to determine the strengths and weaknesses of school district fine arts program websites.

	School Listing	Teacher Contact	State Standards	National Standards	District Curriculum	Art Calendar	Lesson Plans	Student Gallery	Class Offerings	Art Philosophy	Resource Links	Appearance	Table of Contents	Contact Information	Total
Clear Creek I.S.D.	2	0	0	0	5	5	0	0	3	2	1	5	4	5	32
Fairfax County Schools	0	0	0	0	0	0	2	0	0	3	2	3	4	5	19
Garland ISD	2	0	0	0	0	5	0	5	3	0	5	4	5	5	34
Goose Creek ISD	2	0	0	0	0	4	0	2	2	0	0	4	3	0	17
Houston ISD	1	0	5	0	0	2	1	0	0	0	0	3	3	5	20
Katy ISD	3	2	0	0	0	5	1	1	4	2	0	5	5	5	33
Klein ISD	4	5	5	0	3	5	1	1	4	2	0	5	5	5	45
Millard Public Schools	4	3	0	5	4	0	5	5	5	5	5	4	3	1	49
North East ISD	2	5	5	0	0	2	3	3	0	5	5	5	5	4	41
Roanoke County Schools	5	5	5	0	5	4	5	5	4	5	5	5	5	2	61
Round Rock ISD	4	5	5	0	5	2	0	1	5	1	3	5	5	5	46
TOTAL	33	30	30	5	22	39	18	26	32	33	26	53	53	43	

What follows is a narrative review of each website examined. Each also includes a demographic overview of the school district. Some of the districts are in the metro area of Houston, Texas, near the Pasadena Independent School District; some are other school districts in Texas, and some from as far away as Virginia and Nebraska. All appeared to use current technological trends or best practices in their websites.

Clear Creek Independent School District Website (Texas)

Clear Creek Independent School District (ISD) was formed in 1948 with a consolidation of schools in Kemah, League City, Seabrook, and Webster and as of 2005 statistics serves twelve municipalities in Galveston and Harris Counties located southeast of Houston, Texas. Clear Creek ISD educates over 35,000 students and is the 27th largest of the over 1,000 school districts in Texas. The Class of 2005 earned $17 million in scholarship offers from colleges and universities across the nation. The district earned the Texas Education Agency's Recognized rating for the eighth consecutive year in 2004 which is the highest ranking earned by any district responsible for educating more than 25,000 students. The above statistics regarding ranking and scholarship offers reflects the districts mission statement that in combination with other subjects students will be empowered to use their minds creatively and be life-long learners (Clear Creek ISD, 2006).

Clear Creek ISD has a strong fine arts program in which the visual arts begins at the elementary level and proceeds to the secondary level offering Art I; sculpture; ceramics; jewelry; and painting. However, the school listing was not in relation to the art offerings at each school, but only a link to each school and their contact information for

the front office. This oversight also impacted the teacher contact information which was not published either from the Fine Arts Department page or the individual school pages. The state and national standards were not posted on the webpage; however, the district curriculum for each class was efficiently laid out, visible and easy to read. The arts calendar was comprehensive, even color coding events open to the community. In that this district is known for the accomplishments in the arts it was evident that missing from the page were lessons and more importantly a gallery highlighting student art works, and achievements. Class offerings were listed in general, however, not by school and which teacher was offering the class. The district opts not to post an art education philosophy but they did post a mission statement for the arts. Resource links received a low rating in the review. The site actually contained two links for possible access to other art related links, however, the one listed as *teacher resources* was only accessible to district employees who possess a log-in password leaving the sites inaccessible to students and parent; the second, listed as *Fine Arts Links* only contained four links of interest only to art educators as they were for associations. One plus was the multimedia link to the local ABC news affiliates feature news clip about the mural project *Painting the Empty Sky* a school-based community project honoring the lives and memory of the astronauts of the Space Shuttle Challenger tragedy.

The entire site was constructed in a complementary color scheme of orange and blue, was efficiently constructed and contained some of the necessary criteria. The navigation bar was simple and complete in relation to the well thought out *Table of Contents*. The contact information for the department director and the staff was complete and easy to locate.

Fairfax County Public Schools Website (Virginia)

Fairfax County Public Schools enrollment is 163,534 which is the largest in Virginia and the twelve largest in the United States. The Fine Arts webpage puts the district art philosophy in the forefront of their page and highlights that an art education is a core discipline which is essential to the growth and development of all students. The sequential art curriculum for grades kindergarten through twelve is based on the four disciplines of art production, art history, art criticism, and aesthetics (Fairfax County Public Schools, 2006). Considering this district's fine arts program has received the Award for Leadership in Arts Instruction from the Virginia Board of Education and Virginia Commission for Arts, in addition to, the 1999 National Recognition by the President's Committee on the Arts and the Humanities and Arts Education Partnership I found their webpage to be lacking. Obviously absent were a student gallery, the district curriculum, state and national standards, and a calendar. In addition, the visual arts links were limited in scope and focused on Power Point presentations created by in-district personnel showcasing the technological strength and dedication of those responsible. There were no links to the wealth of museums and galleries in the Washington, D.C. area considering their proximity.

This site lacked all of the above listed criteria; in addition, the district curriculum link loops the viewer back to the fine arts page, and likewise in reverse, meaning that one was never able to access the fine arts curriculum. Additionally, the color scheme lacked continuity changing from one page to the next, and the page was not at all current, the last update occurred in September 2004. The only truly positive element of this site was a multimedia link which was a public service announcement funded by Cox

Communications entitled *The Arts Make You Think*. It shared with the television viewing community the philosophy that without arts in education it is boring and bleak, but with the arts education is vibrant.

Garland Independent School District Website (Texas)

Located in one of the fastest growing areas of Dallas County, Texas, Garland ISD (GISD) extends from the Dallas city limits, northeast and serves the communities of Garland, Rowlett, and Sachse. With a student enrollment of over 55,000 students GISD is currently the fourth largest school district in the Dallas-Fort Worth metro-area, and is the thirteenth largest district in the state (Garland ISD, 2006). As with previous sites reviewed Garland ISD contact listing was complete and easy to locate, however, other contact information was not evident. From school webpages it was not apparent that one is able to contact an individual teacher according to subject or otherwise. The school webpages did offer insight as to the fine art offerings at the high school level, however, it was in paragraph format; the middle school level is not addressed. Neither the department webpage nor school webpages list state standards, national standards, the district curriculum, or lesson ideas/plans. Positively speaking, the site extensively showcased student artwork in a gallery format. The galleries were listed by year. The drawback was that the galleries began in 2001 and proceeded through 2004, but lacked representation for the years 2005 and 2006. The arts calendar was comprehensive and has the capability to allow a teacher to add an event directly from the page. I was dually impressed with the resources and links button that navigated the visitor to an extensive listing of linked resources by fine art subject area. The visual arts alone boasted thirty

with only one that was inactive. The resources webpage was prefaced with an invitation

to contact the webmaster with other links that may be helpful to teachers and students.

Additionally, there was a link to a 2004 letter by the Education Secretary on the

importance of the arts and the fact that they are a core subject in the *No Child Left Behind*

Act. The fine arts director may consider this to be sufficient in place of posting the

district's own art philosophy. In general, the appearance and graphics were well done,

nothing that was shocking to the eyes, and the table of contents was well placed, easy to

maneuver through.

Goose Creek Consolidated Independent School District Website (Texas)

Goose Creek CISD serves the communities of Baytown and Highlands, southeast

of Houston. This website appeared to be under construction, although it was not stated as

such, due to the absence of teacher contact information, as well as, fine arts department

contact information; state and national standards; district curriculum; lesson ideas/plans;

a written art philosophy and there were not any resource links. The school listing was in

place; however, it was cumbersome to navigate to each school to determine if they

offered art classes which if they did was presented in paragraph form. The art calendar

was comprehensive but the format was difficult to read. The table of contents was

incomplete and the appearance was not bad, except that all of the information was

presented on the left half of the page leaving the entire right side empty. The student

gallery was sub-standard only highlighting two individual works which won awards and

one art show for 2004-2005 with a short paragraph explaining the event and six photos of

the entire exhibition at a distance, not allowing the visitor to connect with the pieces in

closer proximity. This was a disappointing site considering the district has an excellent fine arts program.

Houston Independent School District Website (Texas)

The Houston Independent School District is the largest public school system in Texas and the seventh-largest in the United States with more than 210,000 students (Houston ISD, 2006). The website was rather boring and did little to draw in the visitor, as well, as the fact that it was not the easiest site to maneuver through because in order to locate a school and their art department one must be familiar with the district to insert an exact name into a school search locator. The calendar was at one time very comprehensive; however, it was almost two years out of date. Additionally, the textbook/resources link was not operable at the time of review, nor was the model lessons site developed. The table of contents was rather limited in scope. In addition to the arts calendar there was also a link to investigate art events, however, it was as lacking as the arts calendar was out of date.

Katy Independent School District Website (Texas)

Katy ISD is a suburban school district southwest of Houston that encompasses 181 square miles. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy. In the 2005-06 school year, the projected student enrollment has grown to more than 47,000 served by 44 schools including six high

schools (Katy ISD, 2006). This district has a relatively strong reputation for art education that was not well represented on their website despite having one of the highest ratings in the criteria analysis. The strongest portions of this site were within the department webpages themselves rather than the individual school webpages for the art departments. The district went one step beyond posting their philosophy of art education to including in their posting their mission statement, and belief statements in a well written manner which was very easy to read. The arts calendar was up-to-date, comprehensively covered events across the fine arts spectrum from elementary through high school. It was written in easy to read bold script. In the appearance category the rating is high as a complementary color scheme was used and the choice of font and its size. The table of contents was excellent; well placed and consistent from one page to the next, along with the contact information for the fine arts department.

The remainder of the webpages representing the fine arts in the district were sparse and difficult to locate. The teacher contact information was embedded in the school webpages and if one did not know the name of the particular teacher there was no way of identifying the art teacher by subject. Much time was wasted looking for the art teacher/s at each school. This was also manner in which one would have to locate a student gallery at a school. The lesson plan/ideas were not existent in Katy ISD, however, a handful of teachers had assignment requirements and others had a listing of their own class offerings.

Two webpages that were impressive were: *Importance of Fine Arts Education*, which listed how the arts are integral to society and the cultural heritage of the nation and is conducive to reducing the drop-out rate and raising the number of students in

attendance; and the General Information page which gave statistics for students at all levels participating in the arts in Katy ISD, the representation by district personnel at arts conferences, a list of the number of staff developments offered for art educators per year and the highlights of arts events and activities around the district.

Klein Independent School District Website (Texas)

Klein ISD educates over 35,000 students living in a suburb north of Houston (Klein ISD, 2006). The fine arts department is known for producing talented student artists capable of winning regional art contests. The site appearance and presentation was clean and crisp using two colors in a limited manner so as not to overwhelm the viewer. The table of contents was extensive and easy to locate along with a well placed and complete contact information section. In lieu of a stated district art education philosophy one found excerpts from the Secretary of Education, Rod Paige's letter to school superintendents as to how the arts are a core academic subject under the *No Child Left Behind Act*. There was a complete school listing along with an all-inclusive teacher contact listing directly accessed from the Fine Arts home page making it easy for parents, students, and professional peers to locate needed information.

Not only was the district curriculum presented by genre and grade level with prerequisite requirements, course length and description but a chart with the curriculum alignment chart incorporated the State Standards with noted suggested methods of accomplishing the required strand. Rather than a student gallery a listing of all contest winners in the visual arts was presented as far back as the 2000-2001 school year. The

Klein fine arts webpage was excellent and comprehensive covering many of the criteria sought by this researcher.

Millard Public Schools Website (Nebraska)

The fine arts website appearance was consistent and had a motif which reflected a gallery. In the space where the contact information would logically be placed was a list of the creators of the website minus any sort of contact information. A prominent link to external museum websites was accessible from this webpage which allowed the web surfer to visit twenty-six museum collections of which three were inactive. An extremely helpful portion of this site was the lesson plans link. It appeared to be accessible only by those with district identification/log-in codes, however, I was able to enter search data and obtain a lesson plan complete with materials requirements, instruction resources guide; vocabulary list; motivation; instructional plan, plus evaluation questions for determining if the lesson was well received; differentiations including accommodations, extensions and enrichments possibilities. A unique item found on this site was an invitation to send comments to the creators of the site. The school art webpage along with the teacher contact information was initiated through the school sites, and the students could also access their homework assignments. The school webpages at the high school level offered admittance to the faculty, the courses they offer and another extensive student gallery which was categorized by medium and offered the title, student and school names and the class was identified in which the artwork was completed. The curriculum link offered external connection to another twenty-nine, (two inoperable) more helpful sites for integrating the information into an instructor's lesson plans. The

educational standards at the national level were posted, however, the state standards were not. Millard Public Schools also had a link on their fine arts website referencing the upcoming art shows to include a rotating exhibit at the administration center, a local juried show hung at a partnering museum, and the Youth Art Month (YAM) exhibit with exact dates available for viewing during the month of March.

North East Independent School District (Texas)

North East Independent School District is located in San Antonio, Texas with an enrollment of 59,200+ students (NEISD, 2006). The main district webpage gave space to links for district events, news, and highlights, currently, one link was a public relations piece about several high school art students and the awards they received for an art contest sponsored by the Metropolitan Transit System. Additionally, from the fine arts webpage there were news item links regarding art events including a piece on one of the visual art teachers exhibiting her fiber art at the Southwest School of Art and Craft. There was an events banner as well with rotating information regarding upcoming events. The district webpages as a whole were consistent and easy to read, with an overall above average appearance rating. Neither the colors nor the font caused the eyes to strain. The fine art department staff contact information had to be accessed from a link rather than being posted on the main webpage of the department. However, once accessed it was very thorough providing name, title of position, phone and fax numbers and a link taking the visitor directly to the email address. The table of contents was complete and offered everything from the art education philosophy to each field of fine art, event listings, forms, links, and bus request. The art philosophy was short, complete, and taken from

and credited to The Kennedy Center Arts Edge with an additional section listing the goals for the students and the guiding principles for fine arts. The school listing and the teacher contact information once located under the generic links button was complete.   In addition, there was a link to the fine arts faculty directory which was separate from the school sites. A very helpful link for educators was one which directed the teachers to forms necessary for field trip permission slips, bus requests, and supply requisitions; however, the link was inoperable at the time of review.

The district addressed the need of teachers to be able to access the standards to be met in their daily lessons by posting the state standards, Texas Assessment Essential Knowledge and Skills (TEKS) requirements. Posted lesson plans were accessible from the links button and were aimed at elementary level. Each lesson link had a thumbnail photo of a sample for the end product. Of the thirty-five lessons posted all directed the visitor to another organization website such as KinderArt, www.kinderart.com; Cleveland Museum of Art, www.clevelandart.org/Kids/art; Crayola, Inc., www.crayola.com; or Incredible Art Dept., www.princetonol.com/groups/iad/lessons/elem. Depending on the organization, the lessons included a list of materials needed, national standards met, and the curriculum overlap with the core subjects; math, language arts, science. In the gallery one found two different shows focusing on the students work; the Young Masters Elementary Art Show; and the Night Gallery Art Show, both were in a slide show format including photos from above the showing the entire gallery space plus individual photos of students next to their masterpieces. Included in the gallery was a section entitled, *Artists Who Teach*, featuring a juried exhibition in which the teachers show their works as artists.

Roanoke County Schools Website (Virginia)

Roanoke Schools serve an estimated 14,500 students of which 98 % graduate and 85 % go on to receive a post-secondary education (Roanoke County School, 2006). The Fine Arts website for Roanoke County Schools was extensive enough for a web surfer to spend an hour or more admiring the art work in the numerous galleries, yet it was efficiently set up so that one could locate desired information quickly and easily. The site was conducive to reading and was visually appealing especially to one with an artistic eye as the font; color choices and graphics were trendy and fun creating an overall appealing appearance.

This website had everything a teacher, student, or parent could hope to find in relation to art in their school district, not to mention, a teacher from outside the Roanoke County School District finding not only extensive ideas, resource information, but inspiration beyond belief. This district truly believes in the power of the arts and the empowerment for not only students but their teachers and administrative staff as well as evidenced in the dedication to their site. This district received the highest of marks in every criteria reviewed but one, the National Standards. However, as one traveled through this extensive site, one did not feel slighted by the absence of the National Standards. There was more than enough information in every other component of the criteria reviewed beginning with a listing of the schools within the district, each having its own listing with the teacher/teachers name. At the bottom of this directory page was a *Curriculum Project* link taking one to a listing where teachers throughout the county send in examples of projects they do in their classes. They were compiled and put on one page with lesson plans and project photos allowing the art teachers of Roanoke County the

opportunity to share and teach a wider variety of lessons. The district curriculum was also accessed from this webpage and shows the curriculum for every grade level, second through high school, with the high school broken down by individual class title.

The links were vast with much variety including interactive/instructional site for kids at the elementary and middle school levels to resources divided and labeled into sections focusing on *Sights for Everyone*; and *Sites for Educators*. Under *Sights for Everyone* one found over thirty links to sites including museums, art history, and send-a-postcard; with another thirty links to resource information for educators from lesson plan ideas, museums to data bases of practicing artists. An educator could spend hours researching, collaborating, and being inspired by the current links offered in conjunction with a link to the Virginia Art Educator Association and the Virginia Commission on the Arts sites. The district's philosophy on art education was clearly posted along with the goals for their students' achievement from perception and appreciation to creativity and production and judgment and critique.

Probably the most impressive portion of the fine arts webpages were the galleries which focus not only on student works but the instructors works as well. The galleries were broken down by type titled as *2005/2006 Collective Art Shows* and *2005-2006 Galleries* which shows student works by teacher/school. Each teacher at the elementary level had posted an average of forty-five works by student at varying grade levels, while the teachers at the secondary level showcase students' works and class process photos by class such as Art Foundations, and 2-D Art I dating back for the last three school years and were categorized as such. In the *2005/2006 Collective Art Shows* there were galleries with titles such as *Experimenting with Art*, which was the feature show for the month of

September; *Variety through Art* showcased works from mixed grade levels in October; *Way to Express Thinking*, a middle school gallery for the month of November; and the December feature was a gallery of works entitled, *Teachers and Their Own Art*; continuing on through the remainder of the school year. In addition, one would be greatly impressed with the collaborative *On-Line Studio* with participating district employees creating their own webpage showing what was occurring in their own studios in a weekly journal format. The website did not detail the method in which this group works; however, it seems as though it is a voluntary situation where the group meets at the beginning and end of a specified time period with the weeks in-between spent creating art and documenting the weekly process in a diary combined with text and photos.   It was a wonderful method of connecting with other artists/educators in a cohesive manner, keeping the creative juices flowing leading to a refreshed and invigorated teacher who has more energy and attention to give to his/her students, as well as, possibly being inspired to develop a new lesson idea for the classroom. The Roanoke County Schools Fine Arts webpages should be the measuring stick for districts around the nation for which to aspire for excellence in presentation, communication, advocacy, and promotion of the arts program.

Round Rock Independent School District Website (Texas)

Round Rock ISD is located in Texas encompassing the portion of southern Williamson County and northwest Travis County and includes the City of Round Rock and portions of the City of Austin. The area covers 110 square miles encompassing high

tech manufacturing and urban retail centers, suburban neighborhoods, and farm and ranch land. More than 37,000 students currently attend the district's four high schools, eight middle schools, 27 elementary schools, and three alternative learning centers. The district has a diverse ethnic base with a student population. The annual dropout rate is just 0.3%, and more than 85% of the district's graduating seniors take the SAT and ACT college entrance exams, scoring well above state and national averages (Round Rock ISD, 2006).

There was a directory from the Fine Arts webpage leading to seventeen additional links covering the fine arts spectrum, nine of which were directly related to the visual arts component. The contacts link was useful and concise leading the visitor to short yet, informative, biographies for the administrative level personnel, and a teacher listing by school including a phone number. The link for curriculum addressed the course descriptions and the way the curriculum is aligned with state standards, Texas Essential Knowledge and Skills (TEKS). Additionally, from this link one found a current course catalogue with all offerings at the secondary level. The national standards were not addressed by the Round Rock School District on their webpage for the fine arts. The closest thing to a student gallery found was through the Art News link leading to an explanation of the framed art exchange program located at the district administration building where there was a display of framed artwork from local students. The display has expanded to 66 gold frames through the Administration Building and 59 silver frames in the Performing Arts Center. This is done once a year, but the instructors may change artwork in the frames whenever they wish. Letters are sent home by the Director of Fine Arts to the parents and students who have new artwork displayed. The letters congratulate

the students and give the location and time available for viewing the works of art. The fine arts links were mostly centered around the music portion of the fine arts, however, the few that were dedicated to the visual arts were helpful mainly to educators rather than to students or parents. The most impressive portion of the webpage was the link entitled *Campus Fine Arts Website Links* in which the web surfer could access each of the individual school fine arts webpages with the potential to view a small student gallery depending on the campus and the teacher. Although the Round Rock School district is rated as one of the highest in the criteria review it left the visitor uninspired and rather stagnant which may be because the website was rather boring and predictable not focusing on the product of the students but more on the administrative information.

Spring Branch Independent School District (Texas)

The Spring Branch Independent School District encompasses 44 square miles and is located west of downtown Houston, Texas along Interstate 10. While much of the district is located inside the city limits of Houston, it also includes the incorporated villages of Bunker Hill, Hedwig, Hilshire, Hunters Creek, Piney Point and Spring Valley, and serves more than 32,000 students (Spring Branch ISD, 2006). If one knew where to locate the contact information at the bottom of the page with the letter from the Fine Arts Director, it consisted of identifying information for the director herself. It was unapparent if she has a staff and that information was lacking or if she runs the entire department single handedly. A component which was very strong was the stated philosophies for art education at the elementary level and a separate one for the

secondary level. The difference was at the elementary level where the philosophy states that the individual child should be the focus and the art experiences should allow the child to express him or herself at the same time he/she is developing skills in art, while at the secondary level the visual arts are an essential part of the curriculum and art is the cornerstone in the development of the whole person. In a safe environment, creativity and self expression are nurtured allowing students to realize their own uniqueness and value (Spring Branch ISD, 2006). Additionally, the teachers were segregated by teaching level with their contact information included, as were the arts calendars listing events. While the state standards were clearly stated and visible the national standards and district curriculum and any lesson information were obviously missing from the site. Considering Spring Branch School District has a very strong visual arts department and director it was surprising that there was not more of a presence of student work highlighted in an on-line gallery. The gallery was very limited only showing work successfully placing in the Houston Livestock and Rodeo Art Contest for 2006 and works which competed for a design an ad contest for a local newspaper. While there were no resource links for either teachers or students the overall appearance of the site is compatible with the subject of art using vibrant colors on a palette with the paint blobs signifying the pertinent links within the Fine Arts pages.

Recommendations to Pasadena ISD for a Fine Arts Webpage

With the current one billion global internet and World Wide Web users and the expectation for that number to double by 2011(Computer Industry Almanac, May 2006)

it is a fact that the two technologies have become indispensable tools for communication, and information gathering thus, it is vital for Pasadena Independent School District Fine Arts Department to have a presence on the web. Art educators know the importance of publicizing their programs locally bringing positive attitudes to students, and faculty, and nurturing public interest in the art program (Roland, 2005, p. 131.)

Given the systemic review of other districts' arts related websites, it appears evident that the PISD site should be expanded and/or improved to better meet best practices implemented by other websites. Based on the criteria reviewed in the twelve district websites, it is recommended that PISD create a more complete fine arts webpage with the following essential information contained on the page/pages: the district art philosophy statement, district curriculum, state and national standards, events and scholarship information, district art calendar, and a rotating student gallery, as well as, an extensive list of links to art resources to include advocacy groups (Appendix A); galleries and programs (Appendix B); lesson ideas/plans (Appendix C); museums (Appendix D); vendors (Appendix E); and universities and colleges (Appendix F). From the district Fine Arts webpage there should be links to all of the school fine arts webpages. There should be representation at the middle, intermediate, and high school levels and each school webpage should contain the following: a student gallery; class offerings; teachers, and their contact information; and lesson plans to be shared with other educators. The above mentioned appendices contain vital information for the teachers, and students to expand and excel in new and unexpected ways for the betterment of Pasadena ISD's art program and exceeding its educational goals and objectives.

While no one district website captured all established criteria with high scores, one in particular excelled above the rest; Roanoke County Public Schools scored the highest with sixty-one of seventy possible points. The criterion with the lowest points received by the Roanoke County website was in the most basic element of contact information. Had they given more prominence to how to contact the department director and staff this website would be almost perfect. Therefore, I recommend that Pasadena School District or any other district wishing to develop or expand their Fine Arts website should emulate the components of the Roanoke County Public School District's website, making sure to pay more attention to placing a complete listing of contact information for the Director of Fine Arts and the department staff.

The Fine Arts Director, Lead Art Teacher, and the Director of Technology need to meet to determine which components are the most vital and feasible to implement initially, as well as, who will disseminate the information to be posted to the District Webmaster who will determine a time frame for completing those specific elements. As each phase is completed it will be reviewed by the Director and Lead Teacher for approval, and at the faculty in-service immediately following each completed phase a presentation will be made reviewing all of the components and their relevance to the teachers. It is important for the district's teachers to view the webpage as a medium for promoting motivation and pride in students by publishing their artwork online for viewing by a worldwide audience; as a point of contact with parents and community members who have an interest in what is happening in the classrooms of the district; as a vehicle for guiding students to suitable online art resources that will enrich the learning experience; as a digital archive for student work for purposes of instruction and

assessment; and a means of sharing the district's teaching philosophy and curriculum with other educators around the world (Roland, 2005, p.131)

Once the district fine arts webpage has been completed each school will develop their websites in compliance with the above mentioned criteria and then links will need to be created connecting all of the school pages and their galleries; teacher and contact information; and class offerings. Reporting changes in information will be critical as new information develops at the school level and it will be the responsibility of the individual teachers to report those changes/additions to the Lead Teacher, who will provide it to the Webmaster for inclusion in the webpage. Additionally, when there are new developments at the district level the responsibility will be that of the Lead Art Teacher to pass the pertinent information along to the Webmaster.

Conclusion

In order to generate a greater support and visible presence for the district arts program this researcher and art educator, saw the need for more information to be disseminated to students, parents, administrators, other educators, and the community at large. After reviewing a multitude of contemporary district website using best practices it is my opinion that the most viable means to this end is to utilize the school district website and have a webpage/pages representing the Fine Arts Program which will bring the department into the 21st Century. After reviewing data from other school districts' websites, which contain a page for the arts, I have come to the conclusion that a web page allows the most convenient manner for viewing and reviewing a district's art department.

As demonstrated by the reviewed websites, the Internet is a remarkable tool for providing the students, teachers, administrators, parents, and the community, which is ever shrinking due to the World Wide Web and Internet, with information about a school district's Fine Arts Department.   After extensive examination it is this researcher's stand that it should be every district's vision and goal to be on the frontier of current trends and technologies in order to compete with other disciplines for recognition, funding, credibility, and overall survival.

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Appendix A

Visual Art Resources

<u>*Advocacy*</u>

1) www.naea-reston.org

   The National Art Education Association boasts a membership over 22,000 art educators from every level of instruction: early childhood, elementary, intermediate, secondary, college and university, administration, museum education, lifelong learning… also publishers, manufacturers and suppliers of art materials, parents, students, retired teachers, arts councils, schools… anyone and everyone concerned about quality art education in our schools working together to promote art education through Professional Development, Service, Advancement of Knowledge, and Leadership. NAEA is a non-profit, educational organization.

2) www.taea.org

   The Texas Art Education Association promotes quality visual arts education in Texas by promoting visual arts education as an integral part of the curriculum through professional development of knowledge and skills, representation of the art educators of Texas, service and leadership opportunities, and research and development of policies and decisions relative to practices and directions in visual arts education; to sustain and advance professional development; to encourage and promote the advancement of knowledge and skills.

3) www.artsusa.org

American Council for the Arts is the nation's leading nonprofit organization for advancing the arts in America. With more than 40 years of service, they are dedicated to representing and serving local communities and creating opportunities for every American to participate in and appreciate all forms of the arts.

4) http://artsedge.kennedy-center.org

ARTSEDGE — the National Arts and Education Network — supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEDGE empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects.

5) www.aep-arts.org/

The Arts Education Partnership is a national coalition of arts, education, business, philanthropic and government organizations that demonstrates and promotes the essential role of the arts in the learning and development of every child and in the improvement of America's schools.

6) www.txarts.net/tcqae/

The Texas Coalition for Quality Arts Education acts as a common voice for fine arts education, representing the over three million students enrolled in the fine arts

in Texas, their parents, educators, community leaders, and arts advocates involved in and supportive of fine arts education, both publicly and privately.

7) www.cedfa.org/

Center for Educator Development (CEDFA), the advisory group responsible for developing its mission recommended as a top goal the establishment of a statewide network to support fine arts teachers in implementing the Fine Arts TEKS. CEDFA is a "statewide network" of support for fine arts educators by establishing relationships with fine arts contacts at each of the regional Educational Service Centers. CEDFA helps fine arts educators connect through the internet using this website.

8) www.cachh.org/aboutus.html

The Cultural Arts Council of Houston/Harris County seeks to advance the nonprofit arts industry in Greater Houston, thus contributing to enhance the region's quality of life, economic competitiveness and attractiveness as a tourist destination. Our mission is to nurture, fund and promote participation in the arts in Houston and Harris County.

9) http://www.collegeart.org/

The College Art Association supports all practitioners and interpreters of visual art and culture, including artists and scholars, who join together to cultivate the ongoing understanding of art as a fundamental form of human expression.

<u>Forums</u>

1) http://forum.art-search.com

   ART Search contains thousands of links to artists, art galleries and art businesses

   from the United States, the United Kingdom, Australia, and New Zealand.

Appendix B

Visual Arts Resources

<u>*Galleries and Programs*</u>

1) http://www.bluestarartspace.org

   Blue Star Art Space is a contemporary art center in San Antonio, Texas which supports established and emerging artists through exhibitions and gallery space.

2) www.muralarts.org

   The Philadelphia Mural Arts Program (MAP) advocates have a broad mission of youth development and neighborhood revitalization through the arts. MAP is involved in mural-making and art education throughout the city of Philadelphia. MAP's Art Education programs target under-served youth at neighborhood sites throughout Philadelphia, both after school and during the summer. Art Education classes use mural-making to teach art, promote self-confidence, and foster life and job skills.

3) www.guadalupeculturalarts.org/

   The Guadalupe Cultural Arts Center (Guadalupe) is the largest community-based, multi-disciplinary organization in the United States, whose mission is to preserve, promote and develop the arts and culture of the Chicano/Latino/Native American peoples through public and educational programming in six disciplines: Dance, Literature, Media Arts, Theater Arts, Visual Arts and Chicano Music.

4) http://www.arthousetexas.org/

   Arthouse promotes the growth and appreciation of contemporary art and artists in

   Texas through exhibitions and programs.

5) http://www.aiga.org/content.cfm/aboutaiga

   American Institute for Graphic Arts supports the interests of professionals,
   educators and students who are engaged in the process of designing everything
   from book and type design to experience design and motion graphics.

6) http://www.collegeart.org/

   The Corcoran Gallery holds 160,000 pieces of artwork in its collection,
   specializing in 20th-century painting, sculpture and photography. In total, the
   Corcoran's American holdings illuminate the nation's history and artistic
   development from colonial times through the 20th century.

Appendix C

Visual Arts Resources

<u>*Lesson Ideas/Plans*</u>

1) www.arts4learning.org/

   The *Arts for Learning* site is for teachers and teaching artists to use in planning, creating, and conducting classroom activities that enrich student learning in and through the arts.

2) www.art.unt.edu/ntieva/

   North Texas Institute for Educators on the Visual Arts (NTIEVA) conducts research and staff development in the implementation of discipline-based art education (DBAE). On the site are curriculum resources, opportunities for fellowships, and programs for educators.

3) www.paperclay.com

   Paperclay is a non-toxic modeling material that can be sculpted, molded or shaped, and air dries to a hard finish that can be carved, or sanded.

4) www.CRIZMAC.com

   CRIZMAC Art and Cultural Materials, Inc.'s mission is to publishing innovative, teacher-friendly, and comprehensive educational resources, promote cultural awareness, offer quality folk art, encourage appreciation of folk artists

and their work, and provide leadership in staff development through summer seminars and speaker series.

5)   www.chromaonline.com

Chroma aims to establish a community of art educators across the world by publishing valuable and significant information about current trends and issues in contemporary art education. We intend to make available to all art educators, information that will assist them in facilitating high quality artworks and art world knowledge for their students. Chroma will also give art educators a global forum in which to discuss issues and ideas and will provide them with the opportunity for publishing programs and articles online.

6)   www.crayola.com

Crayola Creativity Center offers activities and coloring pages, arts and crafts ideas, a card creator, along with lesson plans and on-line shopping.

7)   www.dickblick.com

Blick Art Materials is a full-line supplier for artists, and art educators. They also provide lesson plans and an educator's forum.

8) http://www.glencoe.com/sec/teachingtoday/index.phtml

Glencoe is a publisher of educational texts and materials. In addition, they offer free downloads from rubrics for assessment to study skills. The site also has in-

depth articles from innovative schools and teachers to what works in parent-teacher conferences.

9) http://www.fotofest.org/about.htm

FotoFest's purpose is to promote the exchange of art and ideas through international programs and the presentation of photographic art. Their programs work globally and locally, bringing together an international vision of art and cross-cultural exchange with a commitment to community involvement and the enrichment of Houston's cultural resources.

In addition to its internationally known Biennial, FotoFest sponsors Inter-Biennial programs - exhibitions, international exchange programs, and publications. In grades 3-12, FotoFest operates a year-round classroom education program, Literacy Through Photography, using photography to strengthen writing skills, visual literacy, and cognitive learning. Offers teacher resources.

10) http://www.apcentral.collegeboard.com

Advanced Placement – A/P Central offers comprehensive information on AP courses and exams, tools, resources, and discussion forums for teachers helping to guide them and their students through AP courses.

11) http://www.pbs.org/art21

The Public Broadcasting Service's companion site for the series Art: 21-Art in the Twenty-first Century. It explores the personal experiences, sources of inspiration and creative processes of a diverse range of contemporary artists. It includes an online lesson library of teacher-written lesson plans and gallery of student projects. Downloadable guides are available for each season of the series.

12) http://www.pottery.netfirms.com

The site created by a teacher features units of study covering hand-building ceramics techniques with teacher pages, downloadable handouts, a gallery of student work, a glossary of terms, assessment materials, and journaling ideas.

Appendix D

Visual Arts Resources

<u>*Museums*</u>

1) www.aamdallas.org

   The African American Museum of Dallas is devoted to the preservation and
   display of African American artistic, cultural and historical materials in addition
   to a having a large collection of folk art.

2) http://AmericanArt.si.edu/

   The Smithsonian American Art Museum (SAAM) is America's first federal art
   collection, dedicated to the enjoyment and understanding of American art. The
   museum celebrates the extraordinary creativity of our country's artists, whose
   works are windows on the American experience.

3) www.si.edu/ai

   The collections of the National Museum of the American Indian are distinguished
   by thousands of works, including intricate wood and stone carvings and masks
   from the Northwest Coast of North America; painted hides, clothing, and feather
   bonnets from the North American Plains; pottery and basketry from the
   southwestern United States; eighteenth-century materials from the Great Lakes
   region; and Navajo weavings. The museum also holds works on paper and canvas
   from the Plains. In addition, there are contemporary prints and paintings.

4) http://.ndm.si.edu

Cooper-Hewitt, National Design Museum, Smithsonian Institution is the only

museum in the nation devoted exclusively to historic and contemporary design.

5) www.asia.si.edu/

The Freer and Sackler Galleries house a world-renowned collection of art from

China, Japan, Korea, South and Southeast Asia, and the Near East.

6) http://hirshhorn.si.edu

The Hirshhorn Museum and Sculpture Garden are the nation's museum of modern

and contemporary art. The museum's collections interest is contemporary and

twenty-first century with works from the likes of Picasso and Giacometti to de

Kooning and Warhol. The Hirshhorn Museum and Sculpture Garden has

primarily focused its collection-building and exhibition-planning on the post-

World War II period, with particular emphasis on art created during the last 30

years.

7) www.npg.si.edu/

The National Portrait Gallery documents the diversity of individuals who have left—and are leaving—their mark on

our country and our culture including leaders such as George Washington and Martin Luther King Jr., artists such

as George Gershwin and Mary Cassatt, activists such as Sequoyah and Rosa Parks, and icons of pop culture such as

Marilyn Monroe and Babe Ruth.

8) www.nmafa.si.edu

The collection of the National Museum of African Art embraces the diverse artistic expressions found throughout Africa, from ancient to contemporary times. Collection objects range from ceramics, textiles, furniture and tools to masks, figures and musical instruments. The arts of painting, printmaking, sculpture and other media are well represented by living artists whose works highlight individual creativity, address global and local art trends and innovatively transform artistic traditions into modern idioms.

9) www.philmuseum.org

The Philadelphia Museum of Art houses over 225,000 works of art encompassing some of the greatest achievements of human creativity, and offers a wealth of exhibitions and educational programs for a public of all ages.

10) www.lacma.org

The Los Angeles County Museum of Art holds over 100,000 works of art reflecting many cultural communities and heritages in Southern California; European masterpieces; contemporary art; American art; Latin American Art; Islamic art; and a comprehensive collection of Korean art; and Japanese art.

11) www.cartermuseum.org

The Amon Carter Museum offers a stunning survey of American art, from the first landscape painters of the 1830s to modern artists of the twentieth century. The collection includes masterworks by such luminaries as Alexander Calder, Thomas Cole, Stuart Davis, Thomas Eakins, Winslow Homer, Georgia O'Keeffe, John Singer Sargent, and Alfred Stieglitz. The museum also houses a collection of works by the two greatest artists of the American West—Frederic Remington and Charles M. Russell. The Carter's holdings by these two artists are recognized as the finest and most comprehensive in the world. The museum's photography collection ranks among the top five in the country, with more than 30,000 exhibition-quality prints that cover the breadth of the medium's history.

12) www.aplusd.org

The Architecture and Design Museum in Los Angeles is intended to be an all inclusive information and education center for design, including architecture, interior design, landscape design, fashion design and product design.

13) www.amset.org

Art Museum of Southeast Texas (AMSET')s collection consists of approximately 1,000 works of art (painting, sculpture, prints, photographs, folk and decorative arts) of the 19th, 20th and 21st Centuries, with an emphasis on American art, and a growing regional collection of folk art.

14) www.amoa.org

The Austin Museum of Art showcases an array of twentieth-century and contemporary art.

15) www.brooklynart.org

The Brooklyn Museum of Art holds a world-renowned permanent collection ranging from ancient Egyptian masterpieces to contemporary art, and represents a wide range of cultures.

16) http://www.crowcollection.org/

The Crow Collection of Asian Art contains more than 750 scrolls, paintings, objects of metal and stone, and large architectural pieces from Chine, Japan, India, and Southeast Asia.

17) http://www.getty.edu

The Getty Museum collection includes Greek, Roman, and Etruscan antiquities; European drawings, paintings; illuminated manuscripts; sculpture, and decorative arts dating to 1900; and American and European Photographs from the 19th Century to the present. Look under the Education tab and find Teacher Programs and Resources; lesson plans; an online section for kids to chat and play games; and the Teacher Art Exchange which is an online listserv for educators.

18) http://www.honoluluacademy.org/

Among the most notable features of the Academy's permanent holdings of 50,000 works are the James A. Michener Collection of *ukiyo-e* prints and the Samuel H. Kress Foundation Collection of Italian Renaissance paintings. Traditional arts of Africa, the Pacific and the Americas are also well represented, as are textiles and 17,000 works on paper.

19) http://www.shangrilahawaii.org/

Unconstrained by the organizing principles of museum exhibitions, Shangri La provides a unique environment for the study of Islamic art and culture. The estate houses around 3,500 objects, many of which are embedded into the structure of the house. Most of the collection can be classified as Islamic art and artifacts although other cultural traditions are also represented. It includes religious works of art and ones made for everyday life; objects from around the globe; and ones suggestive of different lifestyles such as court, city, village, and nomad. A great variety of media—a celebrated aspect of Islamic art—is juxtaposed in nearly every room: wood, paper, enamel, stone, glass, ceramic, metal, and fiber. Objects date as early as 1500 B.C. to as late as the 20th century, including Duke's commissions from living Muslim artisans.

Appendix E

Visual Arts Resources

Vendors

1) http://artprintsinc.com

   Art Prints Inc. is a supplier of fine art, photographic, and contemporary prints.

2) www.artclay.com

   A.R.T. Studio Clay Company, Inc. has a rainbow of glazes from around the country and a great selection of clays, tools, wheels and kiln equipment to choose from.

3) www.paperclay.com

   Creative Paperclay is a non-toxic modeling material that can be sculpted, molded or shaped, and air dries to a hard finish that can be carved, or sanded.

4) www.CRIZMAC.com

   CRIZMAC Art and Cultural Materials, Inc.'s mission is to publishing innovative, teacher-friendly, and comprehensive educational resources, promote cultural awareness, offer quality folk art, encourage appreciation of folk artists and their work, and provide leadership in staff development through summer seminars and speaker series.

5) www.dickblick.com

   Blick Art Materials is a full-line supplier for artists, and art educators. They also provide lesson plans and an educator's forum.

6) http://www.saxarts.com/

Products for printing, drawing, ceramics, sculpture, printmaking, jewelry making, mosaics, stained glass, crafts and art resources – from everyday basics to highly specialized and hard-to-find items.

7) http://www.skutt.com/

Skutt Ceramic Products manufactures and sells every type of kiln from the hobbyist level to production and professional kilns.

8) http://www.unitednow.com/

United Art & Education is an online source for nearly 10,000 art and craft materials, plus, art resources and project ideas.

10) http://www.universalcolorslide.com

Universal Color Slide Company provides educators with archival quality slide images.

11) http://www.edhoy.com/

Ed Hoy's International offers the widest selection of wholesale only Stained and

Art Glass Supplies, including bevels, jewels, grinders, glass saws, lead, copper

foil, mosaics, kaleidoscopes, fusing, and bead supplies.

Appendix F

Visual Arts Resources

Universities & Colleges

1) http://www.artinstitutes.edu/

    The Art Institutes are educator of students in the creative and applied arts,

    including design, media, fashion, and culinary arts.

2) http://www.collegeart.org/

    College Art Association includes among its members those who by

    vocation or avocation are concerned about and/or committed to the

    practice of art, teaching, and research of and about the visual arts and

    humanities. Over 13,000 artists, art historians, scholars, curators,

    collectors, educators, art publishers, and other visual arts professionals are

    individual members. Another 2,000 university art and art history

    departments, museums, libraries, and professional and commercial

    organizations hold institutional memberships.

3) http://www.staff.rice.edu/staff/Events_and_Athletics.asp

    Rice University offers a Visual Arts Program and from this site one can

    access the Rice Gallery, as well.

4) http://blantonmuseum.org/about/index.cfm

The Blanton Museum of Art is the largest university art museum in the country and the third largest art museum in Texas. The Blanton has a notable permanent collection of more than 17,000 works and is recognized for its Old Master paintings, modern and contemporary American and Latin American art, and an encyclopedic collection of prints

5) http://uoma.uoregon.edu/

The Jordan Schnitzer Museum of Art at the University of Oregon collection includes American, European, Japanese, Korean, and Chinese art.