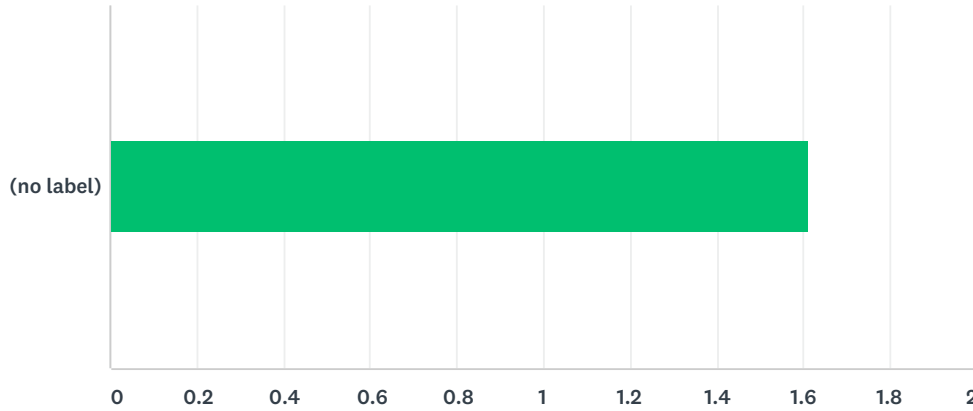


# Q1 The standards in this strand are developmentally appropriate.

Answered: 23 Skipped: 1

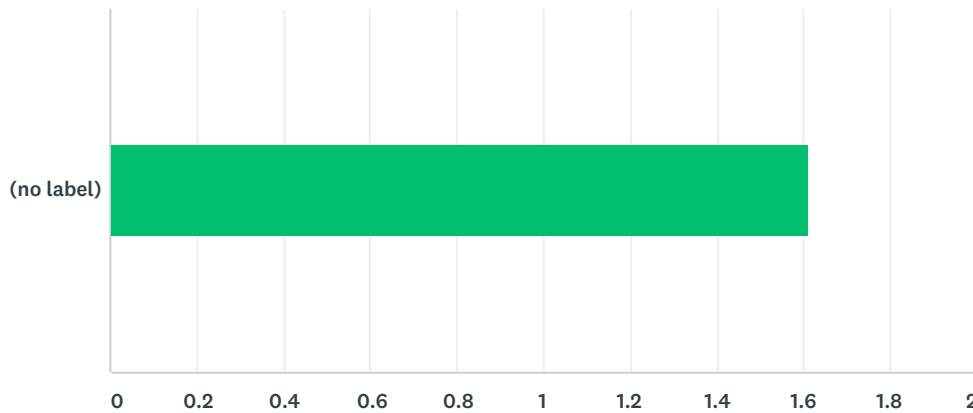


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	69.57% 16	13.04% 3	4.35% 1	13.04% 3	23	1.61

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	I believe some of the objectives for the upper elementary levels are too high and not developmentally appropriate.	1/31/2019 11:34 PM
2	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
3	Be more specific. "Art making" and "Art making approaches" need to be specified. Even I as an educator do not understand what the standards mean by these two terms.	12/31/2018 11:02 PM

## Q2 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 23 Skipped: 1

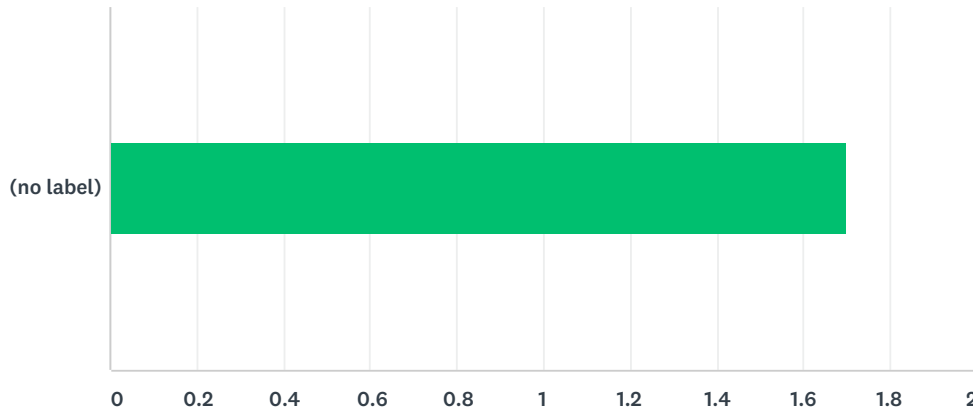


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	65.22% 15	21.74% 5	0.00% 0	13.04% 3	23	1.61

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	I believe there is a big jump between some of the grade level objectives.	1/31/2019 11:34 PM
2	Some of these standards seem to have overlap with the Respond strand and may be redundant. For example, most components of the Relate section seem to be already covered.	1/29/2019 2:44 PM
3	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
4	Standards up to high school are coherent and concise. At the high school level, the standards are completely "off in left field."	12/31/2018 11:02 PM

### Q3 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 23 Skipped: 1

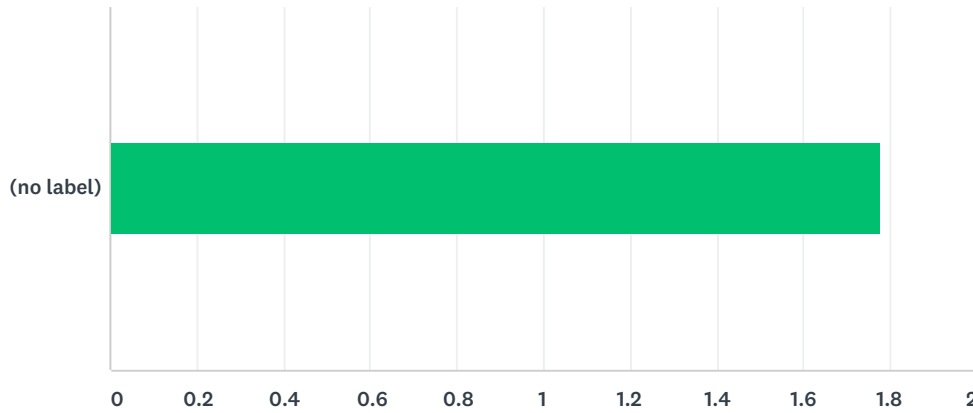


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	65.22% 15	13.04% 3	8.70% 2	13.04% 3	23	1.70

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Some of the standards set too rigorous of a path with unrealistically high expectations and stress upon students.	1/31/2019 11:34 PM
2	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
3	Be more specific. "Art making" and "Art making approaches" need to be specified. Even I as an educator do not understand what the standards mean by these two terms.	12/31/2018 11:02 PM

### Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 23 Skipped: 1

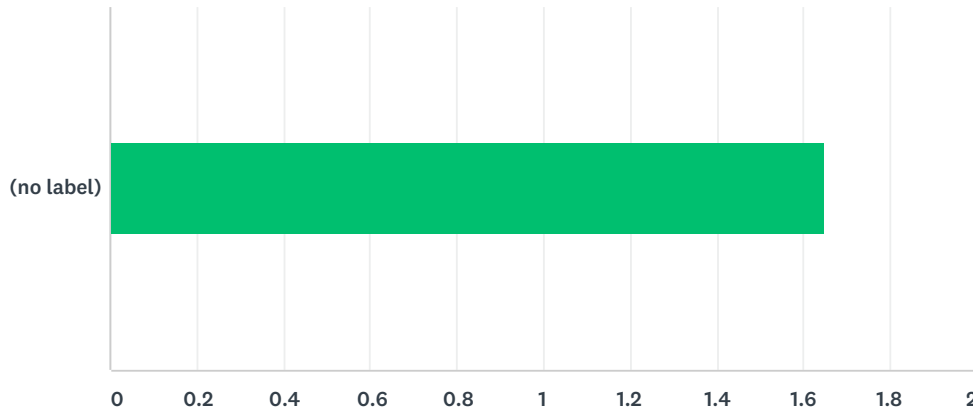


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	65.22% 15	13.04% 3	0.00% 0	21.74% 5	23	1.78

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Assessments of these standards would be difficult and prove tricky at best.	1/31/2019 11:34 PM
2	Most of the items covered in this section are assessed through observations or quick checks in the classroom. We feel that it would be difficult to do this in the form of a summative assessment and would like to see examples of this for all levels.	1/28/2019 10:44 AM
3	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
4	High school standards are not assessable. There is no way to accurately grade the tasks included in this strand.	12/31/2018 11:02 PM

### Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 23 Skipped: 1

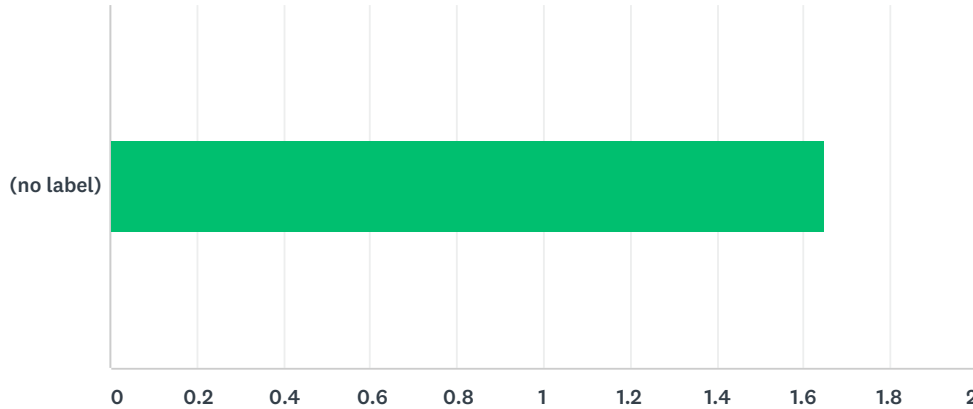


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(no label)	65.22%	17.39%	4.35%	13.04%	23	1.65
	15	4	1	3		

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Standards are not understandable and/or explainable to educators, parents, and other stakeholders.	1/31/2019 11:34 PM
2	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
3	Be more specific. "Art making" and "Art making approaches" need to be specified. Even I as an educator do not understand what the standards mean by these two terms.	12/31/2018 11:02 PM

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 23 Skipped: 1

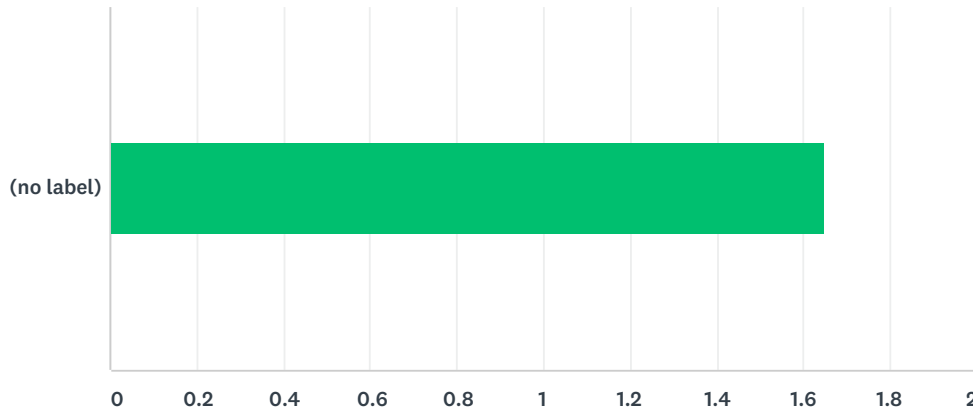


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	65.22% 15	17.39% 4	4.35% 1	13.04% 3	23	1.65

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	I believe these standards may be viable in High School setting, but not in the elementary grades.	1/31/2019 11:34 PM
2	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
3	Be more specific. "Art making" and "Art making approaches" need to be specified. Even I as an educator do not understand what the standards mean by these two terms. I do not know how these standards are going to help students to be prepared for college and/or career readiness. If the student wishes to pursue a career path in art, they are definitely not going to be prepared.	12/31/2018 11:02 PM

## Q7 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 23 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	65.22% 15	17.39% 4	4.35% 1	13.04% 3	23	1.65

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The standards do not flow well from grade to grade level.	1/31/2019 11:34 PM
2	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
3	Be more specific. "Art making" and "Art making approaches" need to be specified. Even I as an educator do not understand what the standards mean by these two terms. Very little art content is included in the standards addressed. Standards in this strand are too vague.	12/31/2018 11:02 PM

## Q8 Overall comments regarding the proposed standards for Visual Arts (Connect)

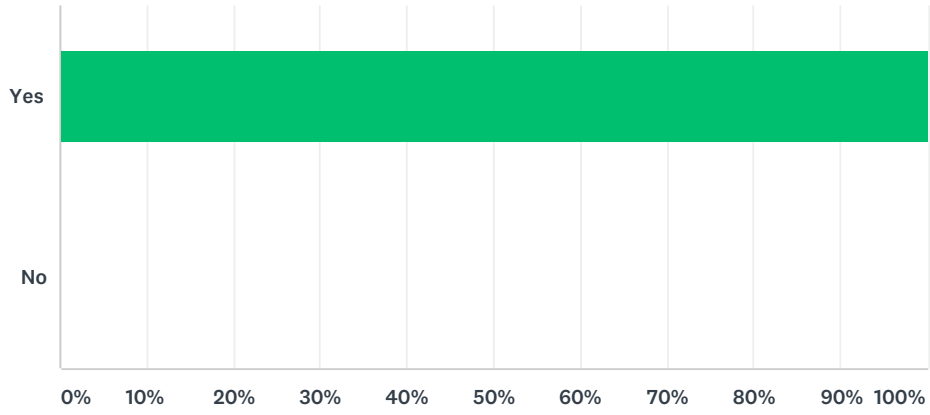
Answered: 11 Skipped: 13

#	RESPONSES	DATE
1	The Respond and Connect strands are a much better guide for me as an educator than the other two. I am deeply concerned that the Create strand is so lacking in content standards. Even the Next Gen Science Standards include specific content standards by grade level. They achieve a balance between the overall concepts/Big Ideas/ultimate goals of inquiry, critical thinking, creativity, and application of content knowledge with the content itself. These Visual Art standards have wrongly veered too far away from the content - casting them aside as if they have no worth in and of themselves.	1/31/2019 11:35 PM
2	These standards expect too much and are unrealistic especially in the elementary levels.	1/31/2019 11:34 PM
3	*These standards truly help to address the whole child. I love how they incorporate the power of art to connect across time, place, and cultures. Art and Creative thinking are so valuable to the promotion of a more tolerant, mindful, and connected world. I am so grateful Missouri is developing these standards that make art more than just arts & crafts. They really have developed a vertically aligned set of skills that transfer across disciplines and will help teachers harness the power of the arts in schools. I hope that state legislators provide support and funding to widen the impact of the arts in Missouri schools. I hope DESE provides PD support in the transition to these new standards. Great Job!	1/31/2019 4:15 PM
4	These standards nurture the development of creativity and understandings that blend learning across curricular content.	1/30/2019 5:27 PM
5	Short and sweet.	1/30/2019 4:51 PM
6	I made two comments in the Create section that pertain to all of the sections of the Visual Arts. I noted this with each comment.	1/30/2019 2:52 PM
7	Finding a personal connection with art is what fosters the love of learning about art and creating art. I appreciate that the new standards focus on this personal connection to art and art making. The new standards reflect the National Standards more than the former GLE's which were previously tool/technique based whereas the new standards are more rigorous.	1/28/2019 1:23 PM
8	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:10 AM
9	I am disappointed that standards for communicating artwork about specific themes such as People, Community, Nature, Missouri, United States, and Patriotism have been removed from the Visual Arts standards. I would like to see them included in the new standards.	1/16/2019 3:16 PM
10	Finally, standards that are actually relevant to what artists DO. If we want children to THINK and ACT as artists we need to give them that time and space. If we force them to work under our constraints (old GLE's) and timelines they will never know the true meaning of "expression." Artists express themselves! Even with "freedom within a project" is still neglecting their needs. Creative decisions are automatically taken out of the creation process when we impose our own ideals. LET THEM MAKE!	1/16/2019 9:27 AM
11	After looking over the draft version of the standards for visual arts I have some feedback I would like to share. The new standards seem to be very vague and open-ended. This is good in that it offers teachers a lot of freedom but this also creates the situation that individual districts will need to write standards on top of the Missouri standards to determine actual skills that will be assessed in each grade level. For example, currently I know to teach overlap to third graders and converging lines to fifth graders (both skills in creating the illusion of space). With the new standards, I may choose to teach overlap in second grade and a colleague of mine in the same district could choose to do it in third or fourth. This creates an issue for common assessment and PLC time. This also creates an issue if students move from one district in Missouri to another. I also would like to see an increase in the rigor of the standards. I believe the foundation skills learned in elementary art class (elements of art) are vital to the development of our artists and our standards should reflect this. The vague and open-ended standards might better fit high school art standards.	12/17/2018 10:56 AM



## Q9 Do you work or reside in Missouri?

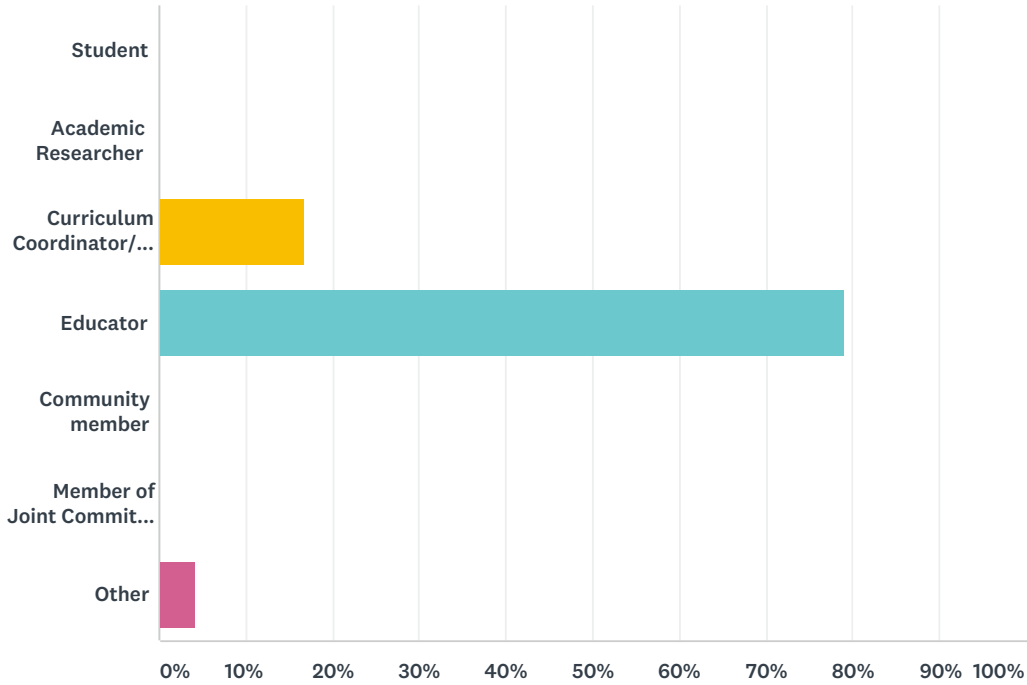
Answered: 24 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	24
No	0.00%	0
TOTAL		24

# Q10 How might you define your relationship to Missouri schools?

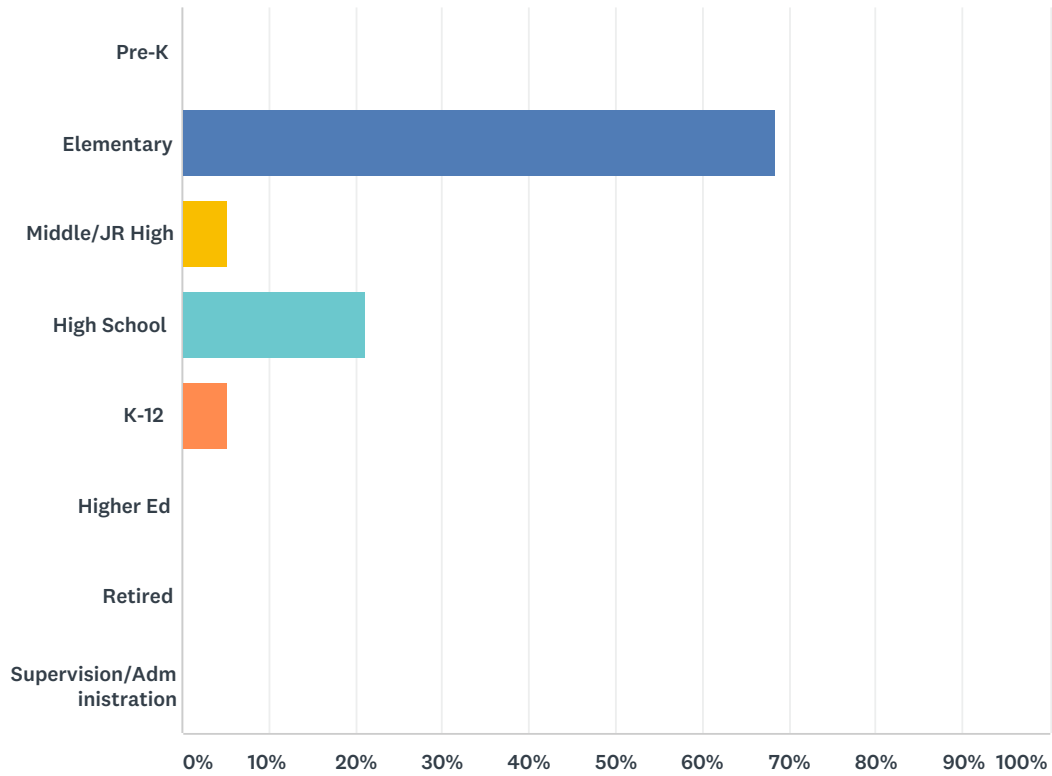
Answered: 24 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	0.00%	0
Curriculum Coordinator/Specialist	16.67%	4
Educator	79.17%	19
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	4.17%	1
<b>TOTAL</b>		<b>24</b>

## Q11 At what level of education are you associated?

Answered: 19 Skipped: 5

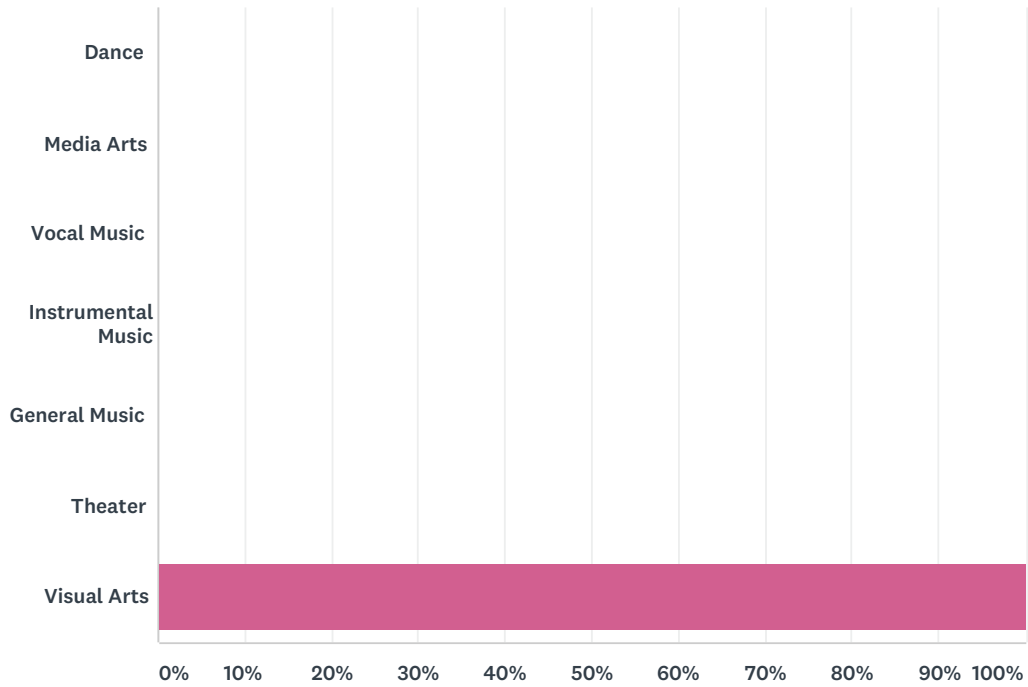


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	68.42% 13
Middle/JR High	5.26% 1
High School	21.05% 4
K-12	5.26% 1
Higher Ed	0.00% 0
Retired	0.00% 0
Supervision/Administration	0.00% 0
<b>TOTAL</b>	<b>19</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Our art department worked together K-12	1/28/2019 10:50 AM

## Q12 With what content area do you work?

Answered: 18 Skipped: 6



ANSWER CHOICES	RESPONSES	
Dance	0.00%	0
Media Arts	0.00%	0
Vocal Music	0.00%	0
Instrumental Music	0.00%	0
General Music	0.00%	0
Theater	0.00%	0
Visual Arts	100.00%	18
<b>TOTAL</b>		<b>18</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	administrator	1/16/2019 3:16 PM

## Q13 What is your work or residential zip code?

Answered: 22 Skipped: 2

#	RESPONSES	DATE
1	64040	1/31/2019 11:35 PM
2	63304	1/31/2019 4:15 PM
3	63630	1/31/2019 11:32 AM
4	65583	1/30/2019 5:28 PM
5	63385	1/30/2019 4:52 PM
6	63125	1/30/2019 2:52 PM
7	63101	1/29/2019 2:44 PM
8	63017	1/28/2019 5:55 PM
9	63105	1/28/2019 1:24 PM
10	64429	1/28/2019 10:50 AM
11	64116	1/24/2019 7:54 AM
12	65401	1/21/2019 10:48 AM
13	63901	1/17/2019 9:10 AM
14	63469	1/16/2019 3:17 PM
15	63143	1/16/2019 9:28 AM
16	64870	1/9/2019 12:27 PM
17	65536	1/2/2019 2:10 PM
18	65536	1/2/2019 2:08 PM
19	63937	12/31/2018 11:03 PM
20	64089	12/17/2018 10:56 AM
21	63123	12/12/2018 3:03 PM
22	63301	12/7/2018 3:09 PM

## Q14 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 24

#	RESPONSES	DATE
	There are no responses.	

## Q15 What is your current role at this institution?

Answered: 0 Skipped: 24

#	RESPONSES	DATE
	There are no responses.	

## Q16 How long have you worked in higher education?

Answered: 0 Skipped: 24

 No matching responses.

ANSWER CHOICES	RESPONSES
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
TOTAL	0



## Q17 List any current course(s) you teach:

Answered: 0 Skipped: 24

#	RESPONSES	DATE
	There are no responses.	

## Q18 Name:

Answered: 0 Skipped: 24

#	RESPONSES	DATE
	There are no responses.	