



# The Art of Education University

Your Partner in Visual Arts Education

## ***AOEU-ESSA Alignment Matrix***

AOEU is here to help you find solutions that meet your district's needs and assist you in securing funding to support your educators and students. This guide aligns AOEU offerings with impactful educational outcomes, providing copy-and-paste language for Title applications and other requests.

AOEU supports visual arts education with standards-aligned curricula, practical classroom activities and assessments, teacher professional development, institutionally accredited graduate coursework, and an on-demand professional support team. The matrix below will support you in drafting language for a successful grant proposal.



Standards-aligned K-12 visual arts curriculum materials teachers can access from any device, anytime.

Attributes	Outcomes	Impact	ESEA Alignment
State and national standards-aligned curriculum with scope and sequence	➤ NCAS-aligned curriculum appropriate for all grades K-12 at different levels-beginner, intermediate, and advanced	➤ Student knowledge and skills advance incrementally over time in age- and skill-appropriate ways.	<p><b>TITLE I-A</b> Innovative educational approaches or instruction to meet particular low-achieving student needs, or to improve the performance of all students in a school.</p> <p><b>TITLE II-A</b> Purpose is related to the preparation, training, recruitment, retention, and/or professional development of elementary and secondary education teachers.</p> <p><b>TITLE II-B Subpart 2.</b> Development and implementation of a comprehensive literacy instruction plan, professional development, and other activities. (Visual literacy)</p> <p><b>TITLE III-A</b> Developing and implementing effective language instruction educational programs to assist in teaching ELs and developing and enhancing their capacity to provide effective instructional programs to prepare ELs to enter all-English settings.</p> <p><b>TITLE IV-A</b> To provide all students with access to a well-rounded education.</p> <p>➤ <b>TITLE IV F</b> Subpart 4. To support arts education under the Assistance for the Arts Education Program.</p> <p><b>TITLE V</b> Transferable funds from other ESSA Title funds specifically targeted to rural settings.</p> <p><b>TITLE VI-A</b> Professional development for teachers and education professionals for Indian (Native American) schools and programs.</p> <p><b>TITLE VI-B</b> Professional development for educators working to improve reading skills for K-3 Native Hawaiian students, or increase participation by Native Hawaiians in fields or disciplines in which they are underemployed.</p> <p><b>TITLE VI-C</b> Professional development for educators working to improve education for Alaska Natives.</p> <p><b>TITLE VIII D</b> Gives the Secretary of Education authorization to waive most statutory and regulatory requirements associated with any program authorized by the ESSA if specifically requested by the SEA or an Indian tribe.</p>
Creative Thinking Methodology	➤ Incorporation of evidence- based theories of Art Education teaching and learning into ready-to-use resources	➤ Students gain proven experience with ideation, researching, planning, and revising to express ideas, and assessing the work of self and others.	
21st Century Skills Support, Project-Based Learning & STEAM, Literacy	➤ Teaching resources and instructional guidance incorporate problem-solving, critical inquiry, and cross-curricular connections	➤ Students learn skills that transfer to other disciplines and teachers gain resources that support cross-curricular collaboration.	
Lessons, Resources, Assessments, Artists' Bios, and Instructional Videos	➤ Classroom-ready materials that save teacher preparation time, ensure curricular alignment and maximize substitute teacher engagement	➤ Teachers have more time to focus on students and substitutes can deliver more meaningful learning experiences.	
Instructional Strategies Guide	➤ Teacher development in teaching methodology for art skills, social-emotional learning, differentiation, etc.	➤ Students have access to teachers with current knowledge of effective and relevant teaching strategies.	
Digital Learning Resources	➤ Professionally developed digital lessons and teaching strategies	➤ Educators have access to engaging, contemporary technology-infused instruction for students.	
English Language Learner Support	➤ Resources for visual literacy development and visuals to support language learning	➤ ELLs can transfer visual literacy skills to reading and writing skill development.	
Teacher Community	➤ Platform allows teachers to share materials, including curated classes and units, with other teachers using FLEX	➤ Multiple teachers in one school or district can collaborate fluidly through the FLEX platform.	

On-demand professional development for K-12 visual arts educators.

Attributes	Outcomes	Impact	ESSA Alignment
K-12 Art Educator Framework: 6 domains 15 subdomains 50 competencies 50 rubrics	➤ Comprehensive programmatic self-assessment tool featuring best practices for art educators	➤ Teachers can easily identify strength and growth areas to support the development of a strategic plan for improving a visual arts education program and their personal teaching practice.	<b>TITLE I-A</b> Innovative educational approaches or instruction to meet particular low-achieving student needs, or to improve the performance of all students in a school.  <b>TITLE II-A</b> Purpose is related to the preparation, training, recruitment, retention, and/or professional development of elementary and secondary education teachers.  <b>TITLE IV F Subpart 4.</b> To support arts education under the Assistance for the Arts Education Program.  <b>TITLE V</b> Transferable funds from other ESSA Title funds specifically targeted to rural settings.  <b>TITLE VI-A</b> Professional development for teachers and education professionals for Indian (Native American) schools and programs.  <b>TITLE VI-B</b> Professional development for educators working to improve reading skills for K-3 Native Hawaiian students, or increase participation by Native Hawaiians in fields or disciplines in which they are underemployed.  <b>TITLE VI-C</b> Professional development for educators working to improve education for Alaska Natives.  <b>TITLE VIII D</b> Gives the Secretary of Education authorization to waive most statutory and regulatory requirements associated with any program authorized by the ESSA if specifically requested by the SEA or an Indian tribe.
Library of 200+ “PRO Packs” with new content added monthly	➤ Access to 600+ hours of professional development and thousands of resources created specifically for visual arts educators	➤ Teachers save time by having high-quality, art-specific PD on a wide range of topics at their fingertips 24/7. Plus, PRO provides resources that help teachers apply their learning in their art room. Teachers can complete a learning assessment after each completed PRO Pack to earn PD hour certificates of completion.	
Comprehensive library with searchable variables including highly-relevant educational topics	➤ Topics ranging from media and techniques to curriculum, assessment, and classroom management  ➤ Filtering options ranging from newest and most popular to grade level and educational connections	➤ Teachers have the autonomy to choose learning that is most appropriate to their teaching pedagogy, student needs, and school and district goals and requirements.	
Cross-curricular support for STE(A)M and literacy development	➤ Resources that support cross-curricular collaboration and literacy at all grade levels	➤ Teachers are able to teach skills that transfer to other disciplines and help students see the inherent connections between subjects.	
Critical Thinking Methodology	➤ Evidence-based theories of teaching and learning in implementation-ready resources	➤ Teachers facilitate research, planning, and creative ideation to help students express their ideas and assess the work of self and others.	
AOEU Support Services	➤ Platform orientation, implementation training, and on-demand helpdesk and technical support	➤ Teachers have the support they need to get started and the help they need to stay on track throughout the duration of the PRO subscription.	

 **GRADUATE COURSEWORK**

AOEU is accredited by [DEAC](#)\*. Degree program courses may be taken for non-degree academic credit.

Attributes	Outcomes	Impact	ESSA Alignment
30+ online courses intended for K-12 visual art teachers.	Teachers gain knowledge and skills that are directly applicable to the art classroom.	Teachers develop, enhance, and extend K-12 art curricula to design more meaningful experiences for students.	<b>TITLE II-B</b> <b>Subpart 2.</b> Development and implementation of a comprehensive literacy instruction plan, professional development, and other activities. (Visual literacy)  <b>Subpart 4.</b> SEED program that includes evidence-based professional development and professional enhancement activities that may lead to an advanced credential.
Course topics range from improving studio methods to differentiating instruction and incorporating social-emotional learning in the art room.	Teachers are better prepared to engage students in 21st Century skill-building.	Teachers learn skills that translate to all subject areas and industries.	
Courses are project-based, practical, and aligned to the unique aspects of teaching experienced by K-12 art teachers.	Teachers save time, completing coursework that can be used to enhance the K-12 art room immediately.	Teachers are more effective at managing the art room, differentiating instruction, and aligning courses with curriculum standards.	
Teachers have the opportunity to collaborate with other art teachers through an online professional community.	Teachers learn from and network with professional colleagues while enrolled in courses and participate in conversations in the Virtual Student Union.	K-12 students benefit from the instruction of teachers who are professionally engaged, privy to hot topics in teaching and learning, and self-directed lifelong learners.	
Student support services include library services, a writing center, disability accommodations, help-desk services, online chat, and the Student Center.	Teachers have the academic support they need to complete graduate-level coursework and opportunities to connect with faculty, staff, and peers and engage in a self-serve student resources course.	Teachers have more time to focus on their “day job,” serving children in the art room because AOEU ensures they have appropriate guidance and resources available at all times and for all purposes.	