ADOPT, ADAPT OR CURRICULUM MAP?
States and the new National Core Arts Standards
Introductions
“Getting to know you...”

Name, Organization, Level of Work, Interest in Standards Adoption
Case Studies

Colorado, Kentucky, New Jersey
Arts Standards Work in Colorado

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Too often we think of the need for change only in terms of the classroom or the teacher....If there is any changing to be done, everyone is implicated, and must face it in relation to his or her own role.

Michael Fullan, 2007
Colorado’s constitution guarantees school districts much latitude in terms of curriculum, resources, etc. Legislative policy or rules for implementation of policy may provide parameters for local school boards to consider. The state (of Colorado), however, cannot mandate curriculum or instructional programming. Thus, processes, resource development, and discourse around curricular mandates/requirements have intentional flexibility and customization elements built within them.
Colorado Academic Standards

New Standards Adopted in 2009 and 2010

New Revision of Standards required in 2018

SB-212- 10 Core Disciplines

• Colorado Arts:
  • Music
  • Visual Arts
  • Drama and Theatre Arts
  • Dance
• Comprehensive Health and Physical Education
• Mathematics
• Reading, Writing, and Communicating
• Science
• Social Studies
• World Languages
The Why/What of Standards

• Standards give every student the opportunity to receive a similar education regardless of address.

• Set the “standard” for quality education in all discipline areas.

• First set of standards in Colorado in the early 90’s were revised in 2009 using international benchmarking-21st Century Learning.

• The arts standards reflect the innate creativity and rigorous cognition, required to produce a work of art, all students deserve to experience. The standards challenge the elitist perception sometimes associated with the arts. All students are asked to stretch their thinking and participate in the creative process inherent in each arts discipline (Know/Comprehend, Perform/Present, and Refine/Critique).
Standards

Colorado Academic Standards - 2009

Family Guides (see yellow handouts)

Elementary and Secondary family friendly terminology for families and community partners

Infographic Comparison to NCCAS

Music

Comparison of Overall Design Features

Level of Similarity by Grade Span

<table>
<thead>
<tr>
<th>Expression</th>
<th>Creation</th>
<th>Theory</th>
<th>Aesthetic Evaluation</th>
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<tbody>
<tr>
<td>Elementary PK-5</td>
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<td>Middle School 6-8</td>
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<td>High School 9-12</td>
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Harmonizing Instruments | Theory and Comp | Ensembles | Technology

Moderately Strong Comparison Overall

Primary Differences are Level of Specificity and HS

Criteria Skills Context

Elements of the Creative Process:

- Critique/Evaluate/Refine

- Listen/move to music

- Use various musical styles and genres (e.g., Rock and Roll).

- Learn to experiment with new ideas for music (e.g., composing)

- Develop reading and writing skills (e.g., notation) by reading melodies and notations.

- Develop musical skills through reflecting on music and using references.

- Apply theory by applying the knowledge.

- Learn to write in classical, popular, folk music traditions.

- Create music by using a musical software program or by improvising.

- Demonstrate understanding about a variety of musical terms, features, histories, and/or musicians.

- Demonstrate understanding of musical terms and/or the performances of musicians.

75%
Lessons Learned

• Provide resources for all phases of the work that are accessible by multiple stakeholders
  • School/District Leaders
  • Educators
  • Families
  • Community Partners
• Provide several access points for feedback (face to face and electronic)
• Share why standards are important and clarify myths/misconceptions right away
• Share the full system elements to avoid confusion (difference between standards and assessment)
• Offer same due diligence in training and resource development in all subjects not just state tested subjects
• Collaborate with diverse stakeholders to refine messaging and impact
  • What internal units/departments will need training on standards for consistent messaging
  • What external groups utilize standards (e.g. artist in residency grants) and need to have a basic understanding of the standards
• Be “ever vigilant” that what we want students to know and do (Standards) should be the primary driver at all times
Support Resources

• Recent State Arts Survey
• District Sample Curriculum Project
• Content Collaboratives
• Educator Effectiveness Practical Ideas Guide
• Family Guides
• National Arts Standards Review
National Core Arts Standards Adoption in Kentucky
What makes up Kentucky Schools?

- 173 Districts
- 1,233 school buildings
  - 669 elementary
  - 77 elementary/middle
  - 217 middle
  - 20 middle/high
  - 202 high
  - 12 elementary/middle/high
  - 36 pre school
- 43,767 public school teachers
- 675,530 public school students
Why did Kentucky go with the NCAS?

• Senate Bill 1 (2009), codified in **KRS 158.6451**
  Legislative declaration on goals for Commonwealth’s schools...
    • (b) Schools shall develop their students' ability to:
      • Goal 2. Apply core concepts and principles from mathematics, the sciences, **the arts**, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
      • Goal 7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
Why did Kentucky go with the NCAS?

• Senate Bill 1 (2009), codified in KRS 158.6453
  • (2)(b) The revisions to the content standards shall:
    4. Be based on evidence-based research;
    5. Consider international benchmarks; and
    6. Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.
Why did Kentucky go with the NCAS?

• Senate Bill 1 (2009), codified in KRS 158.6453
  • (2)(d) ...shall consider standards that have been adopted by national content advisory groups and professional education consortia.
  • (2)(e) ...shall be widely disseminated throughout the state to elementary, secondary, and postsecondary education faculty and administrators, parents, citizens, private professionals in the content areas, and others for comment and recommendations.
Kentucky’s process

- Kentucky was a top-reviewing state during the NCAS writing process
  - The population of Kentucky is 4.38 million according to the 2012 census. California has 38.4 million and New York state has 19.57 million with, 8.33 million living in New York City. Illinois has a population of 12.88 million.
Kentucky’s process

• Kentucky conducted a public review in November 2014
  • 982 stakeholders viewed the standards offering 299 comments
  • An example of respondents from visual art included:
    • 31% Kentucky parents
    • 27% Kentucky citizens
    • 57% visual art teachers
    • 21% teachers in other content areas
    • 5.25% higher education
    • 2.5% Kentucky partner and advocacy groups
    • 2% business and industry
    • Other arts forms reflected a similar breakdown, exception Media Arts
  • Range in agreement with the standards (“OK as is”) 89.47% to 96.7% across art forms, average approval 93.14%
  • 124 of 173 Kentucky school districts represented across all art forms
Kentucky’s timeline

• 2013- Kentucky participated in Tier II Review

• Summer 2014- Owensboro Independent hosts a two-day PD event one day after NCAS public release for regional districts

• 2014-15 school year- many schools become proactive with NCAS work
  • Student growth goals
  • ‘I can...’ statements

• August 2014- KDE presents NCAS to KBE for awareness
  • “Were these in any way funded by the federal government?”

• October 2014- First reading by KBE
Kentucky’s timeline

• November 2014- Public survey
• April 2015- KBE update with survey results
• June 2015- Second reading by KBE
  • adopted into 704 KAR 3:303, Kentucky Academic Standards (KAS)
• July 2015- Public hearing opportunity
• August 2015- Passes legislative committee without any issues
• 2015-16- Schools become aware of NCAS, professional learning opportunities
• 2016-17- Schools accountable for NCAS
How is Kentucky going to hold schools accountable for the arts standards?

Program Reviews as a part of Senate Bill 1 (2009) replaced pencil and paper testing

• **All students should have equitable access to high quality curriculum and instruction.**
  - The arts **curriculum provides discipline-based instruction** and **protected time** in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Academic Standards.
How is Kentucky going to hold schools accountable for the arts standards?

Program Reviews as a part of Senate Bill 1 (2009) replaced pencil and paper testing.

- An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students as defined by state standards.
  - The arts curriculum encompasses the artistic processes of creating, performing/presenting/producing, responding and connecting and is fully aligned with the Kentucky Academic Standards.
How is Kentucky going to hold schools accountable for the arts standards?

Program Reviews as a part of Senate Bill 1 (2009) replaced pencil and paper testing

- Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.
  - Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the Kentucky Academic Standards and authentically measure a specific concept, understanding and/or skill and lead to student growth.
New Jersey & You: Perfect Together

1980's Tourism ad for New Jersey Featuring Governor Tom Kean.

NCAS & the Choice to Adapt
The New Jersey Context:

New Jersey has a long history of home rule, going back the mid nineteenth century. The State Standards (like the national voluntary standards) are intended to guide local curriculum, instruction, and assessments for all children in the artistic disciplines of dance, music, theatre, and visual art.
Flexibility & Variability

It is important to note that New Jersey’s 871 autonomous school districts (including 620 public school districts, 87 Charter Schools, and 164 private schools for the disabled operating as independent school districts) are ultimately responsible for delivering standards-based content...
Flexibility & Variability

Currently, considerable variability exists in the interpretation and application of the NJCCCS for Visual and Performing Arts, which are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction.
Administrative Mandate

According to New Jersey Administrative Code, all Core Curriculum Content Standards must undergo periodic reviews and revision every five years.
Response to the Mandate

The 2009 iteration of New Jersey’s Core Curriculum Content Standards for the Visual & Performing Arts *sundowned* in May 2014. Prior to their expiration, the Department convened a teacher-leader focus group to help make an informed decision as to how to proceed. The panel met over the course of four months.
The Conclusion

After a thoughtful analysis of the current conditions of arts education in New Jersey and the nation, including comparison of structural difference between the State and National Core Arts Standards (NCAS), the focus group recommended re-adopting rather than revising the 2009 NJCCCS, given the pending publication of the NCAS scheduled for October 2014.
Recommendations Moving Forward

Additionally, the group recommended a future stakeholder group take a measured stance of what has worked within the NJCCCS in Visual and Performing Arts, and what is potentially in need of revision with respect to the vision of NCAS.
Considerations Driving the Recommendations

• Although the NJCCCS in Visual and Performing Arts were last revised and readopted in 2009, there was a three-year delay in district accountability for the enacted curriculum.

• Consequently, there were districts in the state that had aligned their local curriculum to the State Standards for only one year (depending on monitoring cycle).
Further Considerations...

• At the time decisions around revision of the state standards were mandated, NCAS was still in the final stages of public review.
Further Considerations...

• As part of its’ NCLB waiver, the New Jersey Department of Education was required to create a Model Curriculum and system of assessment to support chronically struggling schools. To date, the assessments supporting the Student Learning Objectives embedded in the curriculum framework have not been released for stateside use. Any changes to current state standards would necessitate an overhaul of both the curriculum framework and assessments.
Further Considerations...

• Additionally, New Jersey’s teachers are governed by statute, in which the evaluation of “teacher effectiveness” is contingent on student growth models that had just been instituted for the first time. The content in which students must show measured progress is dictated by the standards.
Final Considerations...Structural Differences

Major structural differences between NCAS and NJCCCS that need to be reconciled in future iterations of New Jersey’s state standards in Visual and Performing Arts including:

• NCAS articulates grade-by-grade expectations for student outcomes. NJCCCS is organized in grade band clusters.
Structural Differences:

• NCAS calls for tiered expectations/levels of proficiency for students at the high school level, based on instructional time. NJCCCS have one set of standards for all high school students, regardless of their length of study.

• There are content proficiencies called for in NCAS that are not currently part of NJCCCS; particularly in Media Arts, and music.
Structural Differences:

• New Jersey’s state standards in Visual and Performing Arts currently cluster around three strands; the artistic processes associated with Creating, Performing, and Responding to works of art. NCAS also has a strand for Connecting. This difference between NCAS and NJCCCS needs to be reconciled.
Until now, aspects of Media Arts have been a component of New Jersey state theatre and visual arts standards. Additionally, some of the content is covered in Career and Technical Education. However, NCAS expands the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form.
More Thoughts on Media Arts

While every state must examine licensing/certification issues related to Media Arts, the pervasive thinking in New Jersey is that aspects of Media Arts are currently being taught by a variety of authorized personnel, and that the standards need to drive and improve instruction, and clarify expectations for student outcomes; not licensure.

• A proposed multi-year plan for inclusion of Media Arts needs to be examined more deeply, and will likely involve pilot programs.
Next Steps:

There are serious ramifications to adopting new standards. It is in the best interests of both students and teachers to ensure an infrastructure and support system is in place before adoption of new, more rigorous expectations for teaching and learning. This will require a thoughtful and mindful plan of action. Hence – the need for a transition plan that bridges the two sets of standards.
Next Steps:

A multi-year study/action plan is being undertaken to leverage the power of the standards to improve instruction:

• Stakeholder groups were convened by the Department (in cooperation with the New Jersey Arts Education and through the support of the Geraldine R. Dodge Foundation) during the summer of 2014 and throughout the 2014-15 School Year. They explored potential challenges posed by the adoption or adaptation of NCAS with respect to future revisions of the NJCCCS in Visual and Performing Arts.
Next Steps:

• A preliminary gap analysis was also conducted by an outside vendor.

• Teacher-leader teams are being recruited this fall to begin working on new standards that blend NCAS and NJCCCS as deemed appropriate by the field.
And Finally...

- This process is anticipated to take 18 months. New Core Content Standards for Visual & Performing Arts are anticipated for presentation and final passage by the NJ State Board of Education by May 2017.
For Further Questions

• Contact:

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What Trends Do we Observe?

With a partner, discuss and brainstorm any trends you see happening between your own work and the three case studies just shared.
National Implementation Trends

From NCCAS and Americans for the Arts
Highlights from

The Arts Education Field Guide
The Advocacy Process

Stage 1: National Launch
Stage 2: Local Education
Stage 3: State Policy Research
Stage 4: Formal Process Revision
Stage 5: State-Level Adoption
Early Adopters

Those states who have already adopted standards influenced by the National Core Arts Standards
In Process

Those states in a revision process and utilizing the frameworks, philosophy or verbiage from the National Core Arts Standards
Planning and Educating

Those states who are working with their state-level advocacy groups or local educators to educate them on the importance of new frameworks and standards for adoption in 2-5 years.
Maybe Later

Those states which are not considering any action on standards revision for political or process reasons.
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<tr>
<td><strong>Education</strong></td>
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<td>Explaining a fact sheet to a decision maker.</td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>Producing or disseminating data that makes your case.</td>
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<tr>
<td><strong>Coalition &amp; Relationship Building</strong></td>
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<td>Hosting a community forum.</td>
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<tr>
<td><strong>Media Outreach &amp; P.R.</strong></td>
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<tr>
<td>Inviting leaders to a student performance or writing a letter to the editor.</td>
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<tr>
<td><strong>Organizing</strong></td>
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<td>Nonpartisan voter engagement.</td>
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<tr>
<td><strong>Lobbying</strong></td>
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<tr>
<td>Requesting that a decision maker takes a particular stand on an issue via legislation.</td>
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Q&A
Thank you!