

STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY

OAR # & Title: Oregon Arts Content Standards (Dance, Media Arts, Music, Theatre, Visual Arts)

Date: September 17, 2015

Staff/Office: Brian Putnam, ODE: Nancy Carr, Oregon Alliance for Arts Education

New Rule **Amend Existing Rule** **Repeal Rule**

Hearing Date: _____ **Hearings Officer Report Attached**

Prompted by: **State law changes** **Federal law changes** **Other**

Action Requested:

First Reading/Second Reading Agenda **Adoption** **Adoption/Consent**

PROPOSED/AMENDED RULE SUMMARY: The ODE staff recommends adoption of the Oregon Arts Content Standards as revised by the Oregon Partnership for Arts Learning Standards, with discipline-specific performance standards for Dance, Media Arts, Music, Theatre and Visual Arts.

BACKGROUND:

- Oregon Arts Content Standards were last adopted October, 2004; over-arching and not arts discipline discrete
- Oregon adopted Common Core State Standards for English Language Arts and Literacy and Mathematics in October 2010; Next Generation Science Standards adoption was in March 2014 focus on process, literacy and cornerstone assessment models.
- National Core Arts Standards were released June 2014; discrete in five arts disciplines; replaced 1994 edition; they align with 21st Century Skills and Common Core, focus on student learning and provide models of cornerstone assessments; arts shift, also, to artistic process and artistic literacy focus.
- State of Oregon Education Focus: on Common core, on Literacy, and Proficiency-based learning involving multiple assessments.
- The Oregon Arts Content Standards were presented at the June 25, 2015 State Board of Education Meeting for first read and moved to be on the “consent” agenda for the September 17, 2015 meeting, with no requests for changes and positive comments all around.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

- Consideration of ways to assist administration and staff in understanding the 2015 Oregon Arts Content Standards and ways to assist staff in utilization of the arts content standards.
- Consideration of ways professional development may be provided for teachers and during in-service and higher education training.
- Placement of Arts Education as a responsibility (25% - 100%) for an ODE Specialist
- Building a state-wide message about art education as part of a balanced expectation of proficiency-based learning experiences in the schools.

CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
 No; same as last month

Yes – As follows:

FISCAL IMPACT(if any): The adoption of the updated Oregon Arts Content Standards will require schools, districts, and teachers to update their current implementation and practice of arts instruction, arts professional development, arts assessment, and the arts curriculum to reflect the updated standards. This includes a revision of process language, a reorganization of content, and a re-ordering of how the arts fit into student achievement in the larger context. This will require time, effort, and resources at the local level to modify implementation over time. The Oregon Department of Education may wish to assign time to one of its specialists to address arts education questions that come in to the Department around the updated standards. The updated Oregon Arts Content Standards need to be accessible by all; the Oregon Department of Education will need to update any online resources for the standards.

EFFECT OF YES VOTE: The updated Oregon Arts Content Standards provide energy to the STEM structure and technical know-how, bringing the development of creativity, communication, innovation, metacognition, collaboration, risk-taking, problem-solving, and empathy. Oregon will be the final state to join in having arts discipline content standards. The standards will provide a scope and sequence of standards-based learning by the students, with models of cornerstone assessment to evidence the student learning. The adoption will raise the expectation of student achievement in the arts, raise the calibre of arts instruction in Oregon schools and classrooms, and produce a higher qualified high school graduate in preparation for work, life, career and college. This will make Oregon competitive on the national level with other states, provide a more comprehensive education for all students, preK-12, and increase student application of Common Core and 21st Century Skills including problem solving, creativity, and information management.

EFFECT OF NO VOTE: Oregon will remain the only state in the nation without discrete arts content standards, falling behind the national level adoption of new core arts standards as articulated by the National Coalition of Core Arts Standards. It leaves Oregon without discipline-specific arts standards and reverts to generalized standards without regard to individual art form study. This will reverse the trend of arts education impacting student achievement positively, reduce the effectiveness of school climate and learning culture, and send a message to the public that basic education is preferable to comprehensive, sequential, standards-based education. A no vote identifies Oregon as a state that does not address arts education as part of student learning and ignores the capacity the arts have to assist in student learning and student success. A no vote would restrict equitable access to standards-based arts education, both as an end in itself and as a means of gaining knowledge and understanding of other subjects, as well as for learning the skills to successfully navigate the 21st century workforce. Since addressing standards expectations in student learning is key to successful grant writing, a no vote would limit the ability of districts, schools, and teachers to successfully apply for grants.

STAFF RECOMMENDATION:

- Adopt administrative rule as prepared this month
- Adopt administrative rule next month
- No recommendation at this time (rarely used)