

## STATE BOARD OF EDUCATION – TOPIC SUMMARY

**Topic:** First Reading: Presentation on the adoption of Art Standards.

**Date:** May 21, 2015

**Staff/Office:** Michael Fridley, ODE: Nancy Carr, Oregon Alliance for Arts Education

**Action Requested:**  Informational Only  Adoption Later  Adoption/Consent

### Agenda

#### ISSUE BEFORE THE BOARD:

Adopting revised arts content standards and performance standards for Dance, Media Arts, Theatre and Visual Arts Standards

#### BACKGROUND:

The State Board of Education has the responsibility of approving state academic content standards (ORS 329.045) in the areas of math, science, English, history, geography, economics, civics, physical education, health, the arts and second languages. The Oregon Arts Content Standards were last adopted in October, 2004; the next adoption was scheduled for 2011. However, before that revision was started it was indefinitely postponed.

In October 2010 the State Board of Education has adopted the Common Core State Standards for English Language Arts and Literacy, and Mathematics; the Next Generation Science Standards were adopted in March 2014. The National Core Arts Standards (NCAS) were released in June 2014. The NCAS were designed to complement the Common Core State Standards in English/language arts and math and highlight the creative and collaborative skills needed by a 21st century workforce.

In April 2012, the Oregon Partnership for Arts Learning Standards (OPALS) met with Deputy Superintendent Ed Dennis, ODE Director Laura Roach, and Education Specialist Michael Fridley to discuss the possibility of revising and updating the Oregon Arts Content Standards.

#### Prompts for Change:

- The National 1994 Arts Standards were re visioned and went public June 2014.
- These standards align with 21<sup>st</sup> Century Skills and Common Core, focus on student learning and provide models of cornerstone assessments.
- National 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.

#### Work within Oregon:

- Facilitated by the Oregon Alliance for Arts Education (a 501-c3 serving the entire state in support of arts education instruction in Oregon schools), the project to do this work was called the Oregon Partners for Arts Learning Standards (OPALS). 5 writing teams were convened.
- Participants for the writing teams were chosen by the Oregon Art Education Association, Oregon Educational Theatre Association, Oregon Music Education Association and the National Dance Education Organization as well as the Northwest Film Center and Arts Institute of Portland for Media Arts.
- The facilitators of the OPALS project were involved in the national arts standards work and were able to provide access for the teams to national work and webinars of the national writing teams, to use as they wished. This helped to inform the teams of current national thinking and weigh that with the needs and work within Oregon.
- Teams chose to either adopt the national standards as theirs or to adjust the national standards to better fit and respond to input from the field. Media Arts chose the national standards. Dance, Theatre and Visual Arts made some adjustments, mostly for clarity and choice of semantics. In January 2015, Music pulled back from

the work to await further contextual materials from their national organization and will then determine to use the national standards or adjust them to a better fit for Oregon.

- August 2014 draft sets of standards were received from Dance, Theatre and Visual Arts and the national set from Media Arts.
- The Oregon Arts Standards being put forth for adoption encompass alignment to 21<sup>st</sup> Century Skills, to Common Core, address scope and sequence of student learning, addressing national artistic process and artistic literacy shifts, and provide models of cornerstone assessment around proficiency-based learning and assessment.

#### Public Review:

- The Dance writing team, all throughout their writing, utilized a continual review of their writing process. The reviewers included dance teachers throughout Oregon, higher education and organizations with educational out-reach programs such as the Oregon Ballet
- During 2013 and 2014 sessions were held at the Theatre and at the Visual Arts Conferences. Teachers attending were involved with seeing the draft work in progress and gave feedback (both state and national) which gave writing teams more input as to any adjustments that may be needed.
- A special session was also offered during the public review period, at the White Stag Building in Portland, to look at the drafts and give input.
- March 9 – April 3 was an online public review of the standards. 683 hits to the Public Survey occurred, 129 alone the third day of the of the review period. .
- Emails were received from many that didn't want to complete the survey.
- Connections to alert to the public review were made with all of the organizations that created the writing teams, the Oregon Arts Commission, the Oregon Community Foundation, the Regional Arts and Cultural Council and with ODE's Jim Carlile, Michael Fridley and Kim Patterson.

#### Following the Public Review:

- Dance: reviewers were in agreement with what was written and Dance made no changes.
- Media Arts: reviewers were in agreement and recommended no changes, responders did wonder what professional development would be offered so that aspects such as the difference between media arts and learning a software program would be understood. No changes were made.
- Theatre: Reviewers were in agreement. There were some semantic suggestions but the writing team felt their choice of words was in line with both the national work and Oregon language. No changes were made.
- Visual Arts: Reviewers through the online survey and meetings held during the public review process suggested clarification of vague statements so the team added examples to eliminate the vagueness and provide clarity for understanding. Other than that, no changes were made.

These submitted standards are a reflection of good work happening at the national level and reflected in the Oregon work, for the arts to have a balanced expectation of proficiency-based learning experiences equal to other learning experiences in the schools, with a focus on artistic process and artistic literacy and place rigor front and center. These standards will elevate graduation requirements in these courses to be commensurate with the rigor expected at the graduation level.

#### **POLICY QUESTIONS:**

- How should ODE support districts in their efforts to provide arts education based on state-adopted arts standards, as required in ORS 329.025 and 329.045?
- Should special recognition be given to the new Oregon Arts Standards to support Oregon's focus on equity, literacy, Common Core, 21<sup>st</sup> Century Skills, innovation, and creativity?
- Considering the expectation of proficiency-based learning and literacy, should the framework for the Oregon Arts Standards be applied to all courses considered an arts course, especially when used for graduation credit?

- What support do school administrators need to plan for the professional development necessary to implement the Oregon Arts Standards in a meaningful, systemic way?

### **STAFF RECOMMENDATION:**

ODE staff recommends that the Board adopt the Oregon Arts Content Standards as revised by the Oregon Partnership for Arts Learning Standards, along with the discipline-specific performance standards.

- The Oregon Arts Content Standards support the agency's commitment to the Equity Lens by supporting arts education in the schools. Research has shown that access to learning skills and pathways to success for all students is enhanced by arts education, especially for students from families with limited resources and those for whom English is a second language. The arts also provide an avenue to understanding academic content through different modes of cognitive processing.
- Arts courses are premium places where creativity and innovation, so important to the STEM disciplines, are a main focus of the curriculum.
- The Arts Standards are resources for classroom teachers, arts teachers, after school programs, teaching artists, and other arts providers. They also facilitate integration of the arts into other subjects.
- The current revision of the Oregon Arts Content Standards provide alignment with the 2004 Standards and add much-requested discipline-specific standards. Alignment with the National Core Arts Standards also supports using the Model Cornerstone Assessments as classroom resources.