



**TO:** The Honorable the Members of the Board of Regents  
**FROM:** Angélica Infante-Greene *A. Infante - Greene*  
**SUBJECT:** New York State Strategic Plan for the Arts  
**DATE:** March 23, 2017  
**AUTHORIZATION(S):** *Margellen Eis*

### **SUMMARY**

#### **Issue for Decision**

Does the Board approve the final draft of the Statewide Strategic Plan for the Arts and the process and timeline to develop proposed New York State Learning Standards for the Arts?

#### **Proposed Handling**

This issue will be before the full Board for action at the April 2017 Regents meeting.

#### **Background Information**

The current New York State Learning Standards for the Arts (Dance, Music Theatre, and Visual Arts) were adopted by the Board of Regents in 1997. In the immediate years following, core curriculum resource guides were developed for elementary-level arts (grades K-4), intermediate-level arts (grades 5-8), and the two levels of commencement arts study including Dance, Music Theatre, and Visual Arts.

The standards document includes four over-arching standards shared by all four disciplines. Each standard is further specified by several key ideas. The key ideas are further developed by performance indicators that are written for each grade band – elementary, intermediate, and two levels at commencement. These learning standards and associated core curriculum resource guides may be accessed online at <http://www.p12.nysed.gov/ciai/arts/>.

In 2012, the National Coalition for Core Arts Standards (NCCAS), a coalition of national arts and education organizations and media arts representatives developed new arts standards through the involvement of more than 70 writers and with the input of more than 6,000 reviewers, including several thousand from New York State. The National Core Arts Standards (NCAS) are based on *A Conceptual Framework for Arts Learning* (2012). The Framework provides a foundation for 21st century PK-12 Arts education through research, grounding philosophy, primary goals, dynamic processes, structures, and outcomes that shape student learning and achievement in dance, media arts, music, theatre, and visual arts. Through a multi-state collaborative process, the NCAS were developed to address best practices in the Arts, emerging Arts concepts, and disciplinary core ideas.

These new standards are accessible online at [www.nationalartsstandards.org/](http://www.nationalartsstandards.org/). The website includes supporting documents that explain the structure of the NCAS and other resources. It should be noted that the NCCAS partnered with the College Board for technical support as the Arts Standards were being written. Included on the website are seven reports from the College Board, two of which provide comparisons and areas of alignment between the NCAS and the Common Core Standards in ELA and Mathematics.

The NCAS seek to instill arts literacy, emphasizing conceptual understanding, and reflect the actual processes in which artists engage. The standards cultivate a student's ability to carry out the three artistic processes of creating, performing and responding, along with connecting their arts learning to their lives and their communities.

## **Preliminary Survey and Analysis**

After the release of the final version of the National Core Arts Standards in June 2014, New York State professional arts associations worked with NYSED to develop a preliminary survey on the new standards in relation to the New York State Learning Standards for the Arts. The public was invited to complete the survey through various networks. Department staff, with the assistance of the arts professional associations, analyzed the responses.

The majority of responder's comments expressed support for new standards. Sixty three percent of respondents suggested that New York adopt or adapt the NCAS to the State's arts education needs. The support is accompanied with concerns related to the professional development for implementation of the standards and funding required to provide professional development.

In October 2014, the Board of Regents discussed the newly released NCAS and New York State's process of surveying arts teachers for their feedback concerning the new standards in relation to the current New York State Learning Standards for the Arts.

In March 2015 the Board of Regents directed Department staff to draft a Statewide Strategic Plan for the Arts.

In April 2015, a draft New York State Statewide Strategic Plan for the Arts was developed by representatives from the professional arts education associations of New York State to guide planning, implementation and further in-depth analysis of the standards in each Arts discipline.

### **Statewide Strategic Plan for the Arts**

The strategic plan includes mission and vision statements and incorporates four critical components that need to be addressed if new standards are adopted and/or existing standards are updated: Standards, Professional Development to Enhance Instruction (Curriculum, Assessment, and Instruction), Materials and Resource Support, and Administrative and Community Support. An online survey was used to solicit feedback from the public. The survey was live from mid-August, 2016 until October 1, 2016. Within various components of the strategic plan, NYSED plans to:

- Adopt revised NYS Learning Standards for the Arts.
- Develop the Arts Pathway Assessment System Processes.
- Support regular and substantive teaching and learning of Arts content, conceptual understandings, and practices through artistic inquiry and authentic engagement with artistic works across the arts disciplines, by providing access to New York State's culturally rich institutions including performances and exhibitions both in and out of school.
- Provide mentorships and research opportunities for teachers and students through incentives to build partnerships between business and industry, higher education institutions, and/or other arts community stakeholders (i.e., museums, community organizations, etc.).
- Build capacity to enhance Arts education and ensure lifelong learning career readiness by involving cultural and community stakeholder partnerships and alliances between school districts, institutions of higher education, arts education professional organizations, business and industry, informal education organizations, government agencies, parents, and the larger learning communities: local, regional, state, national, and international arenas.
- Review the Commissioner's Regulations pertaining to arts programs and diploma requirements for P-12, and consider amendments to reflect the knowledge and skills required of high school graduates, as well as Department capacity. In order to streamline the Department's support of arts programs, the requirements in CR 100.5(b)(7)(iv)(e) regarding approval of locally adopted syllabi need to be aligned with all other content areas, which since 2001, allows local school districts and BOCES to be responsible for reviewing and approving local courses and instructional programs.
- Utilize informal (i.e., parents, museums, community organizations, businesses, etc.) and formal (i.e., P-12 schools, institutions of higher education, business and industry, cultural arts centers) Arts education partners and their resources to promote and support new and existing innovative art education initiatives (i.e., fellowships, internships, mentorships, research opportunities).

This draft strategic plan has been shared with members of the education field who were invited to provide feedback for consideration related to the strategic plan's goals, objectives, and activities in a survey available online mid-August 2016 until

October 1, 2016. After full analysis of the survey data, recommendations have been incorporated into a revised plan presented here for adoption.

A majority of respondents indicated either strong or moderate support for all sections of the plan, ranging from a high of 91.96% (Mission and Vision) to a low of 86.1% (Adoption of Plan). The support is accompanied with concerns related to the professional development for implementation of the standards and funding required for offering professional development.

Some comments stated that respondents believed that the Statewide Strategic Plan for the Arts was a draft of learning standards for students. Rather, the plan is intended as a blueprint to guide the planning and implementation necessary to support newly adopted P-12 arts learning standards and assist arts education stakeholders at the state, regional, and local levels as they implement new arts learning standards.

In accordance with the Statewide Strategic Plan for the Arts, Department staff will convene stakeholders to continue a process focused on developing new New York State Learning Standards for the Arts (Dance, Music Theatre, Visual and Media Arts). The following proposed timeline is guiding the process:

- Winter 2015-16
  - Determine core arts content, conceptual understandings, and practices required of all students
  - Crosswalk NCAS and NYS standards
  - Determine architecture of standards documents.
- Spring 2016
  - Selection of 5 teams of standards writers
- Summer 2016
  - Write draft standards
- Fall & Winter 2016
  - Reformat and Post draft standards for stakeholder review and comment
- Spring 2017
  - Revise standards, based on review and comment
- Summer 2017
  - Propose arts learning standards for Board of Regents adoption
- School year 2017-18 - transition year
- School year 2018-19 - full implementation

### **Related Regent's Items**

<http://www.regents.nysed.gov/common/regents/files/413p12ced1.pdf>  
<http://www.regents.nysed.gov/common/regents/files/1014p12ced1.pdf>

## **Recommendation**

VOTED: That the Board of Regents approve the Statewide Strategic Plan for the Arts and direct Department staff to continue the process to update New York State learning standards that unify the existing New York State Learning Standards for the Arts and the National Core Arts Standards and propose these new arts learning standards for adoption in 2017. Along with the draft standards, a draft timeline will be released to the public that outlines the steps the Department intends to take to ensure a gradual and thoughtful transition to new standards.