



NYS Statewide Strategic Plan for the Arts: Dance, Music, Theater, Visual and Media Arts

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NYS Statewide Strategic Plan for the Arts

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Preamble

The Statewide Strategic Plan for the Arts serves as a planning and implementation guide to support the advancement and adoption of the New York State P-12 Dance, Music, Theater, Visual and Media Arts Learning Standards. The adoption of these standards signifies New York State's understanding that the Arts are essential for a well-rounded, complete education and also contribute to raising overall student achievement. The intrinsic nature of the arts leads to and promotes a civilized, sustainable society. Artistically literate graduates are career and college ready, capable of understanding and addressing the needs of society, and participating in a global economy.

Through creating, performing, responding, and connecting in the arts, students generate experiences; construct knowledge; and build a more integrated understanding of self and community. They express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others' art, students explore and make sense of the broad human condition across time and cultures.

Arts literacy also fosters connections between the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and works to introduce the arts into those settings.

The strategic plan begins with mission and vision statements. The mission statement describes the desired result, and provides a reason for the plan's existence. The vision statement describes how the mission will be achieved. **Four critical components** – (1) Standards, (2) Professional Development (in curriculum, instruction, and assessment), (3) Materials and Resource Support, and (4) Administrative and Community Support, each augmented by a single goal – focus the vision. Each goal is supported by a number of objectives, which are achieved by successfully completing both integrated and discrete activities.

Considered in a broad sense, the four critical components are each equally important. One carries no more importance than another, and all four must be considered simultaneously at all stages of implementation. During specific stages, one or more of the four critical components may be deserving of more attention than the others, but the others must still be considered. Achieving the goal of each critical component is interdependent upon achieving the goals of the other critical components. All work together to create an effective, dynamic system.

The mission of the Statewide Strategic Plan for the Arts can be realized only if all arts educators and other stakeholders are involved in supporting its implementation. Strengthening and enhancing the statewide arts education learning community involves all community partners including, but not limited to, students, parents, teachers, counselors, librarians other supporting educators/mentors, auxiliary educators, administrators, college professors, teaching artists, museum educators, members of professional associations and councils, cultural institutions and/or societies; business and industry professionals; and government officials whose purview is arts education. Each community member is invited and expected to participate in supporting the mission. The collaboration and participation of all community members, as their expertise shall warrant, will provide the most effective avenue to achieving the mission.

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Statewide Strategic Plan for Arts Education (Dance, Music, Theater, Visual & Media Arts)

The Mission of the New York State Coalition of Arts Education Associations¹ is...

To focus the statewide learning community on strengthening and enhancing arts education so that all students graduate as artistically literate citizens, ready for college and career(s) and poised to participate in the global economy through lifetime engagement.

The Vision of the New York State Coalition of Arts Education Associations² is that...

All New York State P-12 students are provided with access to learning in Dance, Music, Theater, Visual and Media Arts; delivered by certified teachers employing instruction reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with quality resources and support from community stakeholders at large.

Four Critical Components:

1. Standards
2. Professional Development
 - 2.1 Curriculum
 - 2.2 Assessment
 - 2.3 Instruction³
3. Materials & Resource Support
4. Administrative and Community Support

¹ New York State Art Teachers Association (NYSATA), New York State Media Arts Teachers Association (NYSMATA), New York State Dance Education Association (NYSDEA), New York State Education Department (NYSED), New York State School Music Association (NYSSMA), New York State Theater Education Association (NYSTEA)

² IBID

³ The order of 2.1-2.3 refers to the **Understanding by Design** work, or UbD, that is utilized for educational planning focused on “teaching for understanding” advocated by Jay McTighe and Grant Wiggins in their *Understanding by Design* (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on “backward design,” the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

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Critical Component One: Standards

Goal: Adopt new New York State P-12 Learning Standards for the Arts.⁴

Objective: Direct the process for adopting new Arts Standards and/or updating the existing NYS Learning Standards for the Arts.

Activities:

- Develop and post a public survey to gather stakeholder feedback on this draft strategic plan and timeline for comparing current New York State Learning Standards for the Arts and the nationally developed National Core Arts Standards (NCAS).
- Engage arts educators and other stakeholders in analyzing feedback from the public survey.

Objective: Determine the core arts content (in Dance, Music, Theater, Visual and Media Arts), Anchor Standards, Discipline-specific performance standards, conceptual understandings, and practices for all students P-12; laying the foundation for developing artistically literate citizens who are better prepared to pursue lifelong learning and college and/or career pathways.

Activities:

- Convene committees of arts educators and other stakeholders to review feedback from the public survey, other pertinent data, and current research in the arts and arts education, as well as other international, national, and state standards documents.
- Conduct a comparative analysis between the NYS Learning Standards for the Arts and the new National Core Arts Standards. This initial gap analysis (or crosswalk) will provide reviewers with critical information needed to complete a final analysis and recommendations.
- Develop a recommendation to the Board of Regents regarding the adoption of a revised set of current NYS Learning Standards for the Arts, the adoption of a new set of NYS P-12 Learning Standards for the Arts incorporating the tenets of the Framework for K-12 Arts Education, and/or the adoption of a new set of NYS P-12 Arts Learning Standards in congruence with the National Core Arts Standards.⁵
- Develop cross-discipline content area benchmarks for use both within and across P-12 grade levels to support horizontal and vertical articulation between the Arts disciplines.
- Identify convergences with 21st Century Skills, technology, and other New York State P-12 Learning Standards such as Science, Mathematics, Social Studies, and English Language Arts.

⁴ 1996 *New York State Learning Standards for the Arts*: “The Standards for the Arts reflect the educational goals that are common to dance, music, theater, and the visual arts, while recognizing the distinctive aspects of each discipline. Each art form has its own philosophies, methods, materials, history, and content; each is usually taught as a separate subject. Assessment techniques should account for the similarities and differences among the arts and the varying capabilities and education of students across the four disciplines.”

⁵ IBID

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Objective: Implement and sustain the strategic plan for transitioning to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Develop a reasonable timeline for the adoption of and transition to implementation of the new NYS P-12 Learning Standards for the Arts.
- Secure funding to support and sustain the implementation process at the State, regional, and local levels.
- Ensure that the four critical components – Standards, Professional Development, Materials and Resource Support, and Administrative and Community Support – of the strategic plan are addressed concurrently during the implementation process.

Critical Component Two: Professional Development

2.1 Curriculum

Goal: Provide opportunities that are reflective of research and best practices for P-12 students to engage with artistic discovery, through implementation of innovative arts curriculum programming that fosters learning, deep understanding, and application of core arts content, conceptual understandings, and practices.

Objective: Survey current research pertaining to teaching and learning in arts, arts education, and cognitive science to develop relevant curriculum guidance and resources.

Activities:

- Explore, identify, catalog, and collate pertinent research in an easily accessible format for all stakeholders.
- Develop articulated P-12 guidance to support curriculum development and implementation aligned to the new NYS P-12 Learning Standards for the Arts.
- Provide funding opportunities for equitable development and/or adoption of exemplary arts curriculum programming.
- Provide funding opportunities for equitable implementation and evaluation of exemplary arts curriculum programming at the regional and local levels.
- Align and incorporate relevant connections to technology and the interdisciplinary nature of the arts disciplines, along with other New York State P-12 Learning Standards such as Science, Mathematics, Social Studies and English Language Arts.
- Review and update curriculum guidance and resources to be reflective of changes in instructional technology, content, and best educational practices, emphasizing active engagement in 21st Century teaching and learning.

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Objective: Build the capacity of regional centers and local school districts to implement curricula and instructional programs that are based on the new NYS P-12 Learning Standards for the Arts.

Activities:

- Support the implementation of exemplary arts curriculum programming and instructional materials that utilize cross-curricular connections from technology, the New York State P-12 Learning Standards such as Science, Mathematics, Social Studies English Language Arts; and which strengthen, support, and reinforce the development of artistic literacy.
- Leverage funding opportunities for partnerships and collaborations of arts educators and other arts education stakeholders for the development, dissemination, and implementation of local and regional curriculum programming.
- Engage arts educators and other education community partners with expertise in various disciplines to support local and regional development, dissemination, and implementation of curriculum based on the new NYS P-12 Learning Standards for the Arts.
- Create opportunities to bring students into contact with professional dancers, choreographers, artists (media & visual), musicians, composers, conductors, actors, directors, technicians, designers, architects and engineers; through innovative curriculum design, internships, and mentorships with institutes of higher education and/or business and industry partners.

Objective: Incorporate the use of technology to expand the development, dissemination, and implementation of curriculum and instructional resources to broaden accessibility.

Activities:

- Leverage existing and seek new funding sources to support the use of technology to develop, disseminate, and implement arts curriculum exemplars and instructional resources through various delivery platforms.
- Facilitate use of multiple platforms to access exemplary curriculum and instructional resources.
- Build student resources by establishing community-based programs that provide relevant arts experiences in curriculum and sequential instructional programs.

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2.2 Instruction

Goal: Initiate, build, and sustain collaborations and partnerships between arts educators and cultural institutions (libraries, museums, performing arts and moving image centers) to provide specific and focused professional development to support the teaching and learning of core arts content, Anchor Standards, conceptual understandings, and arts practices P-12.

Objective: Provide opportunities for local educational agencies to collaborate and partner with arts educators and other arts education stakeholders to develop and implement effective professional development models that are based upon the new NYS P- 12 Learning Standards for the Arts.

Activities:

- Establish networks of arts educators and other stakeholders in arts education to provide professional development that enhances the growth, dissemination, and implementation of curriculum, instructional, and assessment materials; and other resources.
- Engage local, state, and national professional Arts education associations to lead and sustain opportunities for face-to-face and online arts-related professional development and collaboration.
- Build the capacity of interested experts in the arts, business, and industry to effectively partner with local educational agencies by promoting pertinent professional learning opportunities and resources.
- Target funding opportunities that support partnerships between business and industry, institutes of higher education, professional and arts education associations, local education agencies, and other partners to sustain professional development for teachers and leaders in the arts.
- Partner with regional and statewide cultural resources to promote institutes, courses, and/or workshops that enhance the teaching and learning of the individual disciplines associated with Dance, Music, Theater, Visual and Media Arts, and the connections between these disciplines.
- Create access to new and/or existing online, on-demand venues for specific and focused professional development.

Objective: Increase teacher and leader participation and engagement in professional development opportunities that are based upon the new NYS P-12 Learning Standards for the Arts to build subject knowledge and pedagogical-content knowledge in the arts by leveraging the expertise of arts education stakeholders.

Activities:

- Design opportunities to coordinate professional development that articulates collaborations and partnerships across P-16.
- Target annual professional development in the arts that builds specific subject knowledge and pedagogical-content knowledge toward fulfilling the 100 hours required by Continuing Teacher and Leader Education (CTLE) Requirements.
- Provide funding opportunities for teachers and leaders to participate in sustained, online or on-site professional development institutes, professional learning communities, courses, and/or workshops during the school year.
- Incorporate career-ladder incentives for arts teachers and leaders to participate in and/or provide professional development sessions and engage in professional development opportunities related to STEAM education.
- Identify or develop and implement a needs assessment to determine the focus of future professional development opportunities.

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- Create professional development opportunities that bring teachers and leaders into contact with professional dancers, media artists, musicians, actors and Theater technicians, and visual artists through internships and mentorships with peer teachers, institutes of higher education, and/or business and industry partners.

Objective: Foster collaboration between pre-service teacher and leader preparation programs and in-service teachers and leaders, to understand, support, and incorporate the new NYS P-12 Learning Standards for the Arts in school and district curricula.

Activities:

- Leverage funding resources for educational turnkey activities in higher education, BOCES, school districts, and/or cultural institutions to help provide collaborative professional development venues and programming for the new NYS P-12 Learning Standards for the Arts.
- Develop and deliver distinctive professional development components for school leaders and school leader preparation programs that target how strengthening arts education and supporting the new NYS P-12 Learning Standards for the Arts contributes to improved student success, lifelong learning, and college and career opportunities.
- Build teacher resources by establishing community-based programs that provide relevant arts experiences in Dance, Music, Theater, Visual and Media Arts curriculum, and instructional programs.

2.3 Assessment

Goal: Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts, and empower educators to use the data resulting from these assessments to enhance teaching and learning.

Objective: Explore established and contemporary arts assessment models at the international, national, state, regional, and local levels to implement changes in the local P-12 arts assessment systems that are reflective of the new NYS P-12 Learning Standards for the Arts.

Activities:

- Convene arts educators and arts education stakeholders to review and evaluate how other states provide pathways to graduation in the arts, to determine the role of assessment in this pathway, and to evaluate assessment options for the 4+1 Arts Pathway and produce recommendations to the field and the Department. (See Appendix A)
- Convene arts educators and other arts education stakeholders to review and evaluate options for formative and summative arts assessments P-12
- Collaborate between states to discuss and/or develop formative and summative arts assessments that have common blueprints.
- Propose a set of model formative and summative P-12 arts assessments that reflects the arts content, Anchor Standards, conceptual understandings, and practices that are included in the new NYS P-12 Learning Standards for the Arts.

Objective: Empower arts educators to understand and use relevant student achievement data from formative and summative arts assessments to initiate local, data-informed professional development, curriculum, instruction, and assessment.

Activities:

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- Collaborate with arts educators and other arts education stakeholders statewide, regionally, and locally to provide professional development for teachers and leaders that is focused on understanding and analyzing student achievement data for improving arts teaching and learning.
- Provide professional development opportunities for teachers and leaders to better understand the intent and design of formative and summative assessments that are aligned to the new NYS P-12 Learning Standards for the Arts.
- Provide professional development on the use of formative assessment at the local level to encourage and promote student growth in the arts; and on the use of local and regional assessments to produce valid data relevant to achievement of the new NYS P-12 Learning Standards for the Arts

Critical Component Three: Materials and Resource Support

Goal: Support regular and substantive teaching and learning of arts content, Anchor Standards, 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.

Objective: Identify existing arts materials, cultural centers (state, regional, local, district, school-based) and related resources, and create new related resources to support the equitable access and implementation of exemplary, cost-effective curriculum programming and instructional materials that are aligned to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Seek funding opportunities to acquire equipment, materials, and supplies to support the development, implementation, and sustainability of P-12 arts curriculum and instructional programming at the local and regional levels.
- Reconvene select members of the Regents Blue Ribbon Commission on the Arts to further the development of arts education partnerships statewide.
- Identify new or use existing funding streams to support facilities planning in order to provide physical space that is conducive to the teaching and learning of the arts in state-of-the-art classrooms, theaters, studios, and concert halls.
- Develop collaborations and partnerships to promote and support comprehensive systems for the development, implementation, and sustainability of arts materials and resources.
- Seek funding opportunities for professional development in instructional technologies that support arts and 21st century content, Anchor Standards, conceptual understandings, and practices.

Objective: Build the capacity of local educational agencies, higher education institutions, business and industry partners, and other profit and nonprofit organizations to connect teachers and students to relevant, real-world authentic Arts experiences that are aligned to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Develop partnerships between arts community stakeholders, parents, cultural institutions, museums, concert venues, galleries, Theaters, and school districts to provide educational outreach for arts materials and other logistical support.
- 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 (e.g., museums, community organizations, etc.).
- Provide incentives for outreach opportunities and technical support for arts experiences beyond the school walls to help develop a life-long curiosity about the arts

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- Investigate opportunities to expand access to Arts content through online resources.
- Capitalize on the regional and local capacity to offer distance learning and online courses through partnerships and grants.

Critical Component Four: Administrative and Community Support

Goal: Build the capacity to enhance arts education and ensure lifelong learning and career readiness by involving cultural and community stakeholder and creating 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.

Objective: Identify arts educators and other arts stakeholders who can lead the development and continued growth of partnerships that are focused on the comprehensive revitalization of Arts education.

Activities:

- Utilize arts partners for exploring and developing community-based arts experiences, summer, after-school, and special arts programs and experiences that could be offered to New York State students for the +1 Arts Pathway.
- Support collaborations with regional arts hubs to provide access to various higher education faculty and business and industry experts and their facilities to raise awareness of real-world applications and opportunities in the arts college and career pathways.
- Engage key arts educators and other arts stakeholders to serve as catalysts in the advancement and implementation process pertaining to NYS arts education to build and sustain an arts talent pipeline.
- Utilize informal (e.g., parents, museums, community organizations, businesses, etc.) and formal (e.g., P-12 schools, institutes 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 (e.g., fellowships, internships, mentorships, research opportunities).
- Identify models of effective collaborations between departments of Dance, Music, Theater, Visual and Media Arts and teacher education programs of institutes of higher education.
- Provide incentives for institutes of higher education to facilitate collaborations between departments of Dance, Music, Theater, Visual and Media Arts and teacher education programs of institutes of higher education.
- Develop and implement career ladder incentives for teachers and administrators that build the leadership capacity and talent pool of the arts departments of school districts.

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Objective: Review, revise, and propose regulations that reflect engagement in innovative teaching and learning through authentic experiences in Dance, Music, Theater, Visual and Media Arts that lead to the achievement of the new NYS P-12 Learning Standards for the Arts by all students.

Activities:

- Solicit input from arts education stakeholders, ensuring the involvement of experts from P-12 education and institutes of higher education in the advisement and recommendations for regulations addressing qualifications to teach Dance, Music, Theater, and Visual and Media Arts P-12.
- Convene arts educators to re-examine the alignment of teacher certification P-12 to the structure of the new NYS P-12 Learning Standards for the Arts.
- Re-examine the pre-service program requirements for arts education P-12.
- Re-examine the current in-service professional development requirement (175 hours over 5 years) to recommend a minimum allocation of time toward teacher participation in arts pedagogical content knowledge-based professional development, and the distribution of these hours over time.
- Review the commissioner's regulations pertaining to arts program and diploma requirements P-12, and consider amendments to reflect the knowledge and skills required of high school graduates who are able to engage in the arts and cultural experiences related to their everyday lives, have well-developed critical and creative faculties, and utilize the arts to aid in understanding difference; preparing them to enter the colleges and/or careers of their choice and to enter our global community.
- Ensure internal collaboration and consultation between various program offices within the NYSED to propose the requisite changes in regulations.

Objective: Leverage fiscal and human resources, through Dance, Music, Theater, Visual and Media Arts education stakeholder partnerships, to catalyze and sustain the revitalization of Arts education statewide, regionally, and locally.

Activities:

- Explore funding opportunities offered by both the public and private sectors to establish arts stakeholder partnerships that are focused on enhancing programs in Dance, Music, and Theater, Visual and Media Arts education by embracing models that are similar to those used in the National Board Certification process.
- Re-evaluate the coordination, allocation, and distribution of state and federal funding streams to better support arts education.
- Identify available grants to sustain the implementation of the new NYS P-12 Learning Standards for the Arts through partnerships within the State's established infrastructure, such as BOCES, museums, cultural institutions, etc.

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Objective: Enhance public relations to heighten the importance and strengthen the presence of P-12 arts education in New York State.

Activities:

- Develop incentives for school leaders to support and strengthen arts education and the new NYS P-12 Learning Standards for the Arts in their schools and districts, and assist them in preparing and disseminating data to local community partners and parents that demonstrate the contributions of their arts education programming to improved student success and college and career opportunities.
- Develop a statewide plan for improving communication with arts educators and other arts stakeholders, parents, and the community at large about the benefits of arts education.
- Develop a plan to build awareness regarding the importance of arts education for citizenry, lifelong learning, and readiness for college and/or careers.
- Build, support, and enhance knowledge in the public and private sectors to promote the effective implementation of arts curriculum programming, instructional practices, and standards-based assessments that are aligned to the new NYS P-12 Learning Standards for the Arts.