NYS Arts Update

Board of Regents

April 9, 2018

NYS Milestones for the Arts

- In **January 2015** the Board of Regents amended sections 100.2 and 100.5 of the Commissioner's Regulations to implement the 4+1 Pathways to graduation option allowing students to meet the requirements for a diploma in different ways. The amendment created graduation pathways assessments in the Humanities, STEM, Biliteracy, CTE and **the Arts**.

- In **2015** the Department established the Blue Ribbon Commission on the Arts to assist in identifying and recommending comparably rigorous assessments available to students pursuing a graduation pathway in the arts.

NYS Milestones for the Arts

- In **March 2016**, the AP and IB assessment options were approved by the Commissioner for the Arts Pathway as a first step. However, many schools in NYS do not offer AP and IB arts courses and assessments. In addition, these courses are generally for students who are advanced in the arts, meaning 3-5 unit sequence arts majors generally are most prepared to to take these assessments.

- In **April 2016** the Department called for teams of arts educators in dance, music, theater, visual and media arts to develop new learning standards for the arts over the coming summer.

NYS Milestones for the Arts

- In **April 2017**, the Board of Regents approved the NYS Strategic Plan for the Arts that includes a detailed report on the work of the Blue Ribbon Commission and the National Arts Assessment Experts.
- In **July 2017**, the Office of State Assessment (OSA) assigns staff to assist in the Blue Ribbon Commission's work. OSA reviews the Commission's Report along with the NYSED's Commencement General Education (C-GEL) arts assessments in dance, music, theater, and visual arts. A technical report of the assessments is produced.
- In **September 2017**, the Regents approved the new PK-12 NYS Learning Standards for the Arts.
- In **November 2017,** the Arts CAP met to develop roadmaps for the arts & assist with the professional development of new arts standards.

NYS Arts Standards Implementation Timeline

- **Fall 2017**
  - Board of Regents adopt new arts standards
  - Develop rollout strategy & implementation guidance
  - Develop guidance to support curriculum & assessment development

- **2017-18 School Year- transition year**
  - educators to receive NYSED developed professional development and practice with the new standards

- **2018-19 School Year- full implementation**

ESSA requires that professional learning meets four specific criteria:

- **Classroom-Focused**
- **Sustained**
- **Job-Embedded**
- **Data-Driven**

ESSA also encourages a commitment to another characteristic, which is especially important:

- **Teacher-Led** - In addition to the components outlined by ESSA, there is strong consensus among teacher advocates that it is equally important that professional learning is teacher-led when possible. ESSA does not mandate this, but does make mention of it:

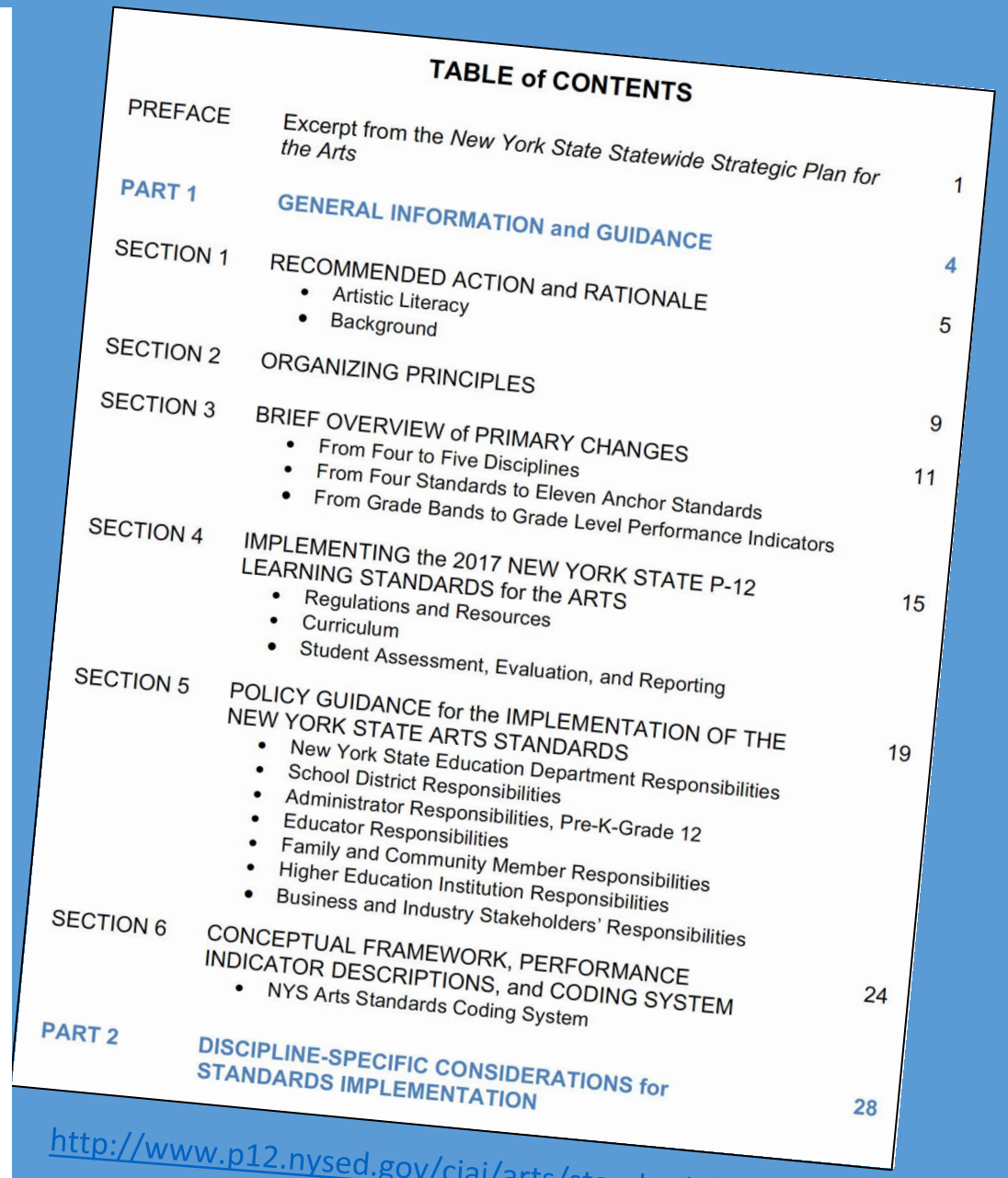
  [Professional development] “may include activities that... are developed with extensive participation of teachers, principals, other school leaders...”.

New York State Learning Standards for the ARTS

NEW YORK STATE EDUCATION DEPARTMENT

Guidance on Implementing the

New York State *Revised* Learning Standards for the Arts Draft Summer 2017



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http://www.p12.nysed.gov/ciai/arts/standards/home.html

2017 Pk-12 Learning Standards for the Arts: Professional Development Update

- September 2017 through March 2018 there have been over 60 professional development trainings across the state. Currently seven more are scheduled in April and May.
- The Department and S/CDN are planning summer professional development sessions statewide (in two to three locations) for teachers of the arts (dance, music, theater, visual and media arts) and a NYSED S/CDN Arts PD for Administrators was held in March.
- There are approximately 90 NYSED teacher trainers for the 5 disciplines.

Participant Feedback

"We hosted our first training for teachers on the new Learning Standards for the Arts last week. The presenters were fabulous! ... I have seen the introduction several times and each time I pick up something new that is important to understand. ... All three trainers were so well prepared and really brought the discipline specific portions of the training to life through the stories they were able to share from their experiences working with both students and teachers."

- BOCES Arts Coordinator

The 2017 PK-12 Learning Standards for the Arts & the need for new assessments

The Research and the Blue Ribbon Commission's Sub-Committee Reports

Program Waivers

Charge of of the Sub-Committee

To make recommendations on the proposed Program Waiver Option for the New York Arts Pathway Assessment System, as described in the November 2015 final version of *The New York Arts Pathway Assessment System Report of The National Arts Assessment Expert Panel.*

http://www.p12.nysed.gov/ciai/arts/documents/NY%20Arts%20Pathway%20Plan%20Final%2011.6.15.pdf

Program Waivers

Summary of the Sub-Committee Work

While Program Waivers have strong potential to expand the varieties of ways students could earn Regents credit for their arts study, this committee noted two factors that diminish that potential:

1) Individual student review is an important component of program waivers,however the portfolio review option would cover the same students, plus more students in a wider variety of settings.

2) The investment needed to create an application process and evaluation mechanism for program waivers is significant.

The Portfolio Option could be a better investment of time, money, and personnel.

Portfolio

Summary of the Sub-Committee Work

Charge of the Portfolio Committee

To develop a process for students to submit their evidence of Pathway-level achievement thereby waiving the necessity of a Regents exam.

Considering:

- types of student evidence to be submitted
- how work is submitted
- who reviews the work
- criteria used to judge the work

Portfolio

Provides a full picture of student achievement in the Arts discipline and allows for student to demonstrate learning through various modalities.

Portfolio Elements
Recommendation is to include:

- Written Work (Reflective Essay)
- Projects Over Time (documents student interest and expertise)
- On Demand Task (evidence of three year development)

Portfolios to be aligned with new NYS Learning Standards for the Arts

(Dance, Music, Theatre, Visual and Media Arts)

Portfolio Recommendations:

Essential Identifications on Each Portfolio

- Dates on all entries to show growth over time
- Works showing drafts and corrected versions included
- Reflections both formative and summative

Remarks

Portfolio will provide a welcome opportunity for students with disabilities, Language other than English students, students with learning differences and other under-served student populations to showcase the strengths of their accomplishments.

The sub-committee strongly supports use of the Portfolio model as a component in the Individual Arts Assessment Plan (IAAP).

Commencement General Education Level: C-GEL

The Charge of the Sub-Committee Work

To make recommendations for the adoption or adaption of existing assessment materials and assessment strategies to maximize the use of existing assessment resources.

C-GEL: Summary of the Sub-Committee Work

Background:

- In **March 2016**, the AP and IB assessment options were approved by the Commissioner for the Arts Pathway as a first step. However, many schools in NYS do not offer AP and IB arts courses and assessments. In addition, these courses are generally for students who are advanced in the arts, meaning 3-5 unit sequence arts majors generally are most prepared to to take these assessments.

- In **July 2017**, the Office of State Assessment (OSA) assigned staff to assist in the Blue Ribbon Commission's work. OSA reviewed the Commission's Report along with the NYSED's Commencement General Education (C-GEL) arts assessments in dance, music, theater, and visual arts. A technical report of the arts assessments has been produced.

New York State Learning Standards for the ARTS

CONFIRMATION OF THE APPROPRIATENESS OF THE C-GEL ASSESSMENT

VALIDITY

Five disciplines: Dance, Music, Theatre, Media and Visual Arts.

EXPERTS INVOLVED

- **Subjects matter experts from schools**
- **College profesors**
- **Arts organizations**
- **Professionals and business communities.**

PRODUCTS:

- Test specifications
- Test Blueprints
- Test maps showing items standards alignement

RELIABILITY

- Field Testing
- Test Reviews
- Data collection
- Psychometric analysis
- Operational tests
- Technical manual(partially)
- Admistrative manual
- Test implimentation
- Standard setting - (to be done)
- Cut scores determinations -after test administration.

FAIRNESS

- Psychometric items results analysis (Test difficulty, discriminative and consistency)
- Test security
- Test results by demographics
- Test accommodation.

CONCLUSION

C-GEL development process meet all the requirements for 4+1 pathways assessment approval.

PROBLEMS FOR APPROVAL

- Availability of funds
- Availability of adequate arts personel
- Management department - Assesment department/Curriculum
- Time line for implementation.

STEPS NEEDED FOR REVIVING THE C-GEL TEST IF APPROVED

REALIGNING THE TEST ITEMS TO THE NEW YORK ARTS STANDARDS → REVIEW AND WRITING MORE ITEMS ACCORDING TO THE TEST SPECIFICATION → FIELD TESITING AND PSYCHOMETRICS ANALYSIS OF THE ITEMS

Purposes & Benefits of Using C-GEL as a Model for IAAP

- C-GEL was developed in partnership with the NYSED Office of Assessment using *Goals 2000* funding. C-GEL is intended to be a voluntary assessment and **model** for teacher and district use.

- C-GEL includes performance/portfolio assessment practices (end of course and through course) approved and developed by NYS practitioners (all PK-20 and fields represented).

- The developers of C-GEL and the Blue Ribbon Commission agree that a portfolio of student work, based on on-going performance and on-demand assessments collected over time better measures learning in the arts.

Purposes & Benefits of Using C-GEL as a Model for IAAP

- C-Gel can assist NY arts educators to assure that all New York students have a substantial grounding in the arts discipline chosen by the student.

- C-GEL could serve as a model for through-course and end-of-course assessment in more advanced arts courses in NY to be developed for Phase 2. This would help assure that students continue their learning in a manner to qualify more of them for the Arts Pathway endorsement.

- C-GEL can provide equity and access to all students and school districts while the IAAP assessments are being developed.

Purposes & Benefits of Using C-GEL as a Model for IAAP

- Benchmarking of student performances can be collected and used for IAAP development.
- The IAAP arts performance assessment collection of evidence over time could be developed using the CDOS work that was released by NYSED June 2016. (There is a nexus here with CDOS Standard 3b-Arts and Humanities Majors).
- The IAAP could be used as a model performance assessment for all content areas.

Individual Arts Assessment Pathway (IAAP)

Summary of the Sub-Committee Work

The Process

Following the guidelines proposed by the arts assessment experts in the IAAP document, we reached out to every region in NYS and ensured that urban, rural and suburban districts were contacted and represented to the best of our ability.

The following districts volunteered to participate: Buffalo Public Schools, Ossining Union Free Schools, Fredonia Central Schools, Williamsville Central Schools, Wappingers Central Schools, Indian River Central Schools, and New Rochelle Public Schools.

The Process

BEDS information was reviewed to determine the arts courses that were highest in enrollment. Those courses were:

DANCE: Creative Dance/ Movement; Modern Dance; Other

MUSIC: Concert Band; Orchestra; Chorus

THEATER: Acting; Other

VISUAL ARTS: Studio in Art; Drawing & Painting; Photography; Ceramics
Computer/Media Arts

The Process

Based on that information, we asked arts teachers to have their students participate in an arts assessment focus-group in those areas.

Surveys for students and teachers were created that focused on assessments in the arts. Participating arts teachers were given online surveys created using *Google Forms* (One for them, and one to be distributed to students). At last count, we had over 550 responses from students and teachers.

Emails were also sent to these arts teachers requesting 2015-2016 end-of-course and end-of-year arts assessments in the above courses.

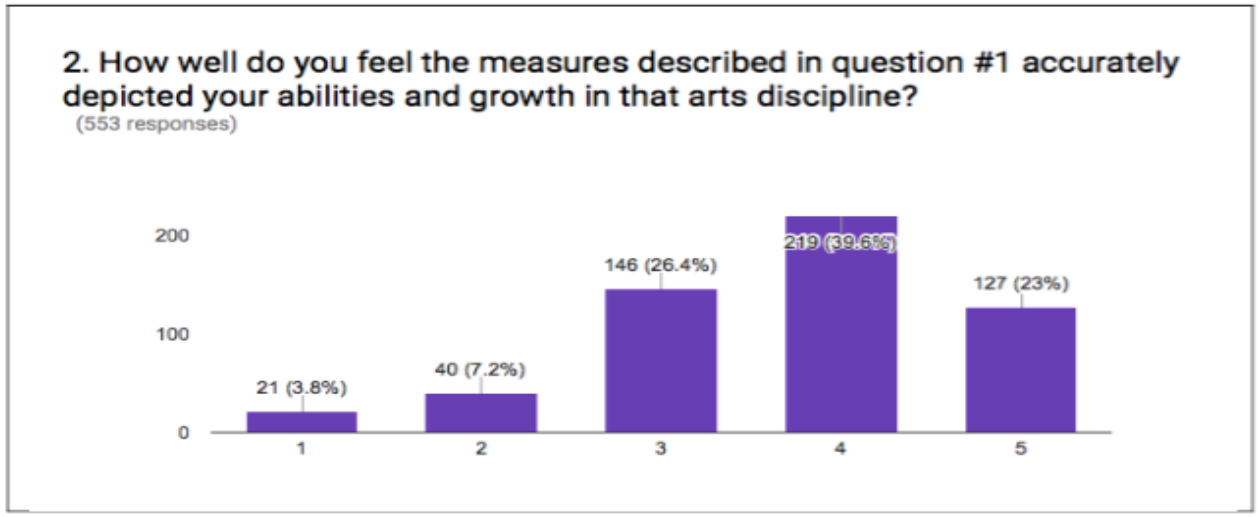
We received over 30 examples of assessments used in the arts classroom.

Student Feedback

The focus group information was collected

and aggregated and can be viewed

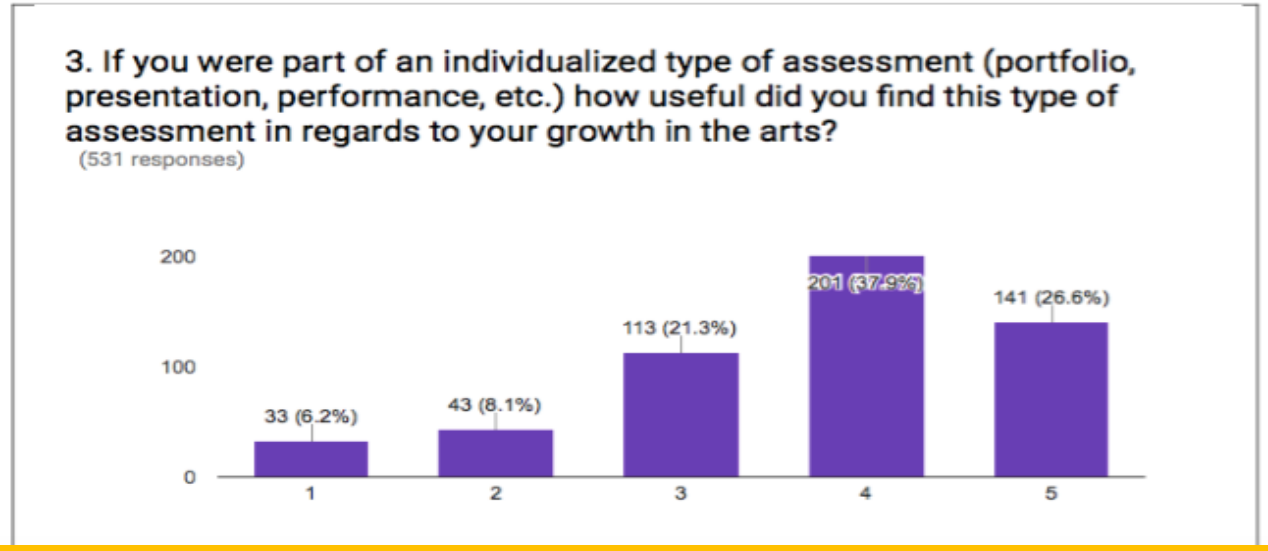
in this document:



3. If you were part of an individualized type of assessment (portfolio, presentation, performance, etc.) how useful did you find this type of assessment in regards to your growth in the arts?

Not at all				Extremely Well
1	2	3	4	5

If you answered question 3, please explain your response _____



Teacher Feedback

Arts teachers were asked to complete their own survey as it applied to arts assessments. Most were in general agreement that a **performance based arts assessment was the best gauge in determining growth and mastery for students.**

All teachers felt that offering IAAP as an alternative Regents option was an excellent idea and a long time coming.

Some of their responses can be found here:
https://drive.google.com/file/d/0B66-7bqm2UoQWEFBT1dfRVdFZ1E/view?ths=true

Next Steps

The Blue Ribbon Commission on the Arts and Measuring Student Achievement of the new NYS 2017 PK-12 Learning Standards for the Arts

Arts Blue Ribbon Commission Structure 2018

The IAAP assessment system should use three basic types of assessment:

- **State Provided Course-Embedded (Through-Course) or End-of-Course Assessments.**
- **Individual Capstone Project to be Carried Out by the Student in High School.**
- **Student self-reflections on their work and other indirect measures of student achievement and attitudes in the arts.**

Steps proposed to develop the components of the Individual Arts Assessment Pathway assessment system are listed with an implementation plan for the final arts assessment pathway in the report of the Arts Blue Ribbon Commission Steering Committee Report at:

http://www.p12.nysed.gov/ciai/arts/documents/6-17-17%20NY%20Arts%20BR%20Steering%20Committee%20Report%20v.%201.4.pdf

PK - 9 NYS Arts Education

Five disciplines: Dance, Music, Theatre, Media and Visual Arts.

One unit of credit (CR 100.5) is required for **HS graduation.**

Local assessments used within courses.

4+1 Arts Pathway approved options of IB and AP assessments are not practical for most students at this HS I Level nor are they *available* to ALL students.

*** HS I Proficiency could be measured by NYS CGEL if practitioners aligned the assessments to the new 2017 NYS Learning Standards for the Arts.**

Grades 9 -12 NYS Arts Electives

Students choose an arts discipline to major in for a Three-Unit sequence.

Three units of credit are needed for a **Regents Diploma.**

4+1 Arts Pathway approved options of IB and AP assessments may be acceptable for some students at this HS II Level, however, they are not *available* to ALL students.

The proposed Individual Arts Assessment Plan (IAAP) could be used to ensure the Arts Pathway is available to all NYS students.

Grades 10 -12 NYS Arts Electives

Students focus deeper arts discipline to Major in for a Five-Unit sequence.

Five units of credit are needed for a **Regents Diploma with Advanced Designation.**

4+1 Arts Pathway approved options of IB and AP assessments are acceptable for most students at this HS III Level, however, they are not *available* to ALL students.

The proposed Individual Arts Assessment Plan (IAAP) could be used to ensure the Arts Pathway is available to all NYS students.

C-GEL prepares students for the IAAP & other advanced arts assessments.

HS I
Proficient

→

HS II
Accomplished

→

HS III
Advanced