

Attachment B

Proposed Kentucky Core Academic Standards for the Arts

Summary of Comments and Responses – General Information

Subject Matter: Overall support for the adoption of the National Core Arts Standards (NCAS).

The Kentucky Coalition for Arts Education, an organization made up of elected officers from each professional arts organization in Kentucky in their recent Whitepaper on Arts Education stated:

“Consideration of the new National Core Arts Standards is the next logical step toward reaching that level of expectation for visual and performing arts education as directed by the Kentucky General Assembly.”

“The new national standards represent some of the most forward thinking philosophies of the most respected arts educators in the field. Research prior to development of the standards was impressive, and the vetting and refinement process was exhaustive.”

The Arts Advisory Council for the Kentucky Department of Education recommended the adoption of the National Core Arts Standards for Kentucky at their meeting on June 13th, 2014.

A focus group participant stated that “the artistic processes and the anchor standards should become the focus of instruction in the arts.”

A focus group participant shared that he/she hopes that the standards get adopted.

The National Coalition for Core Arts Standards conducted four nationwide public reviews during the process of creating the National Core Arts Standards. Over 6000 individual reviews were completed and thousands of individual comments/suggestions were synthesized and processed by researchers and writing teams to inform revisions.

The standards were sponsored by the National Coalition for Core Arts Standards (NCCAS) made up of the following organizations:

- American Alliance for Theatre Education
- Americans for the Arts
- The College Board
- Educational Theatre Association
- National Art Education Association
- National Association for Music Education
- NCCAS Media Arts Committee
- National Dance Education Organization
- State Education Agency Directors of Arts Education
- Young Audiences

All of these organizations encourage and support the adoption of the National Core Arts Standards by State Departments of Education.

Music Review Summary

Music standards are written in 5 strands: Music Technology, Music Composition/Theory, Harmonizing Instruments (e.g., keyboard, guitar), Traditional and Emerging Ensembles (e.g., band, orchestra, choir, etc.), and Pre-Kindergarten (Pre-K) through grade 8 General Music. Reviewers were given the option to respond to one or more of these strands.

There were 337 views of the music standards. Of that, 135 (40%) respondents completed part or all of the survey. Of that number, a total of 94 (70%) offered feedback and/or suggestions for the music standards. Responses by strand were:

- Music Technology – 4 Respondents
- Composition/Theory – 7 Respondent
- Harmonizing Instruments – 6 Respondent
- Traditional and Emerging Ensembles – 22 Respondents
- Pre-K through grade 8 General Music – 55 Respondents

Responses, therefore, are specific to each music strand and do not relate across the strands.

Respondents were given the option to approve (OK) each individual standard as written or they could select “needs revision” and provide a suggested revision with justification. Respondents were able to provide written comments for each and every standard, including Anchor Standards and discipline specific Performance Standards. After each music strand, respondents were given the option to finish their review or choose another strand to continue their review.

- The Music Technology standards met with 100% approval on all Anchor Standards and Performance Standards. (4 respondents)
- The Music Composition/Theory standards met with 100% approval on all Anchor Standards and 95.63% favorable average on the Performance Standards. (7 respondents)
- The Harmonizing Instruments standards met with 100% approval on all Anchor Standards and 83.53% favorable average on the Performance Standards. (6 respondents)
- The Traditional and Emerging Ensembles standards held 100% approval on all Anchor Standards and 90.83% favorable average for Performance Standards. (22 respondents)
- The Pre-Kindergarten through 8th grade General Music standards held 100% approval on all Anchor Standards and 96.45% favorable average on Performance Standards. (55 respondents)

Summary of Music Comments and Responses

Subject Matter: Support for specific music strands.

(a) Comment: A Kentucky parent on the Music Composition/Theory standards- “Currently these types of studies are not in the _____ School District. This would fill a deep void within the school system music department.”

(b) Response: As opposed to the 1994 National Standards for Arts Education, music standards were written in the specific strands so that they could be more applicable to the multiple pathways that students might take at the high school level. The new National Core Arts Standards have standards for the typical ensembles such as band, chorus, orchestra, etc., but also standards for music technology, composition and theory, and harmonizing instruments such as piano and guitar. The standards are specific to those learning environments as students begin to specialize to greater degrees when they enter high school. The standards for Pre-K through 8th grade are considered general music standards for all students.

Subject Matter: Rigor

(a) Area of Concern: Lack of resources (time, materials) to accomplish the standards

(b) Response: Several respondents suggested that the standards for music education are worthy standards, but cited a lack of time or other materials to be able to fully implement them. It is important to remember that each individual district in our state is responsible for developing curricula and providing recommendations on the resources needed to implement curricula. While the Kentucky Department of Education appreciates the input provided, the issue currently being addressed is the quality of the standards themselves for Kentucky students.

(a) Area of Concern: Need for Certified Music Specialists to accomplish the standards

(b) Response: Several respondents suggested that the proposed standards are of such rigor and precision that in order to fully implement them, certified music teachers/specialists will need to lead instruction. One particular comment was copied 13 times throughout the music standards survey, which stated: “if anyone cares...since senate bill 1 was passed, many districts are no longer using music specialists, rather, opting for an elementary certified teacher who is required to teach all A&H. i don’t believe these standards can be met by those non-specialists.”

(a) Comments:

A Kentucky student regarding the Composition/Theory standards- “I think each standard could be more advanced. I think more hands-on learning should be required. However the general idea here is alright.”

A music teacher regarding Harmonizing Instruments standards- “The intermediate and above are advanced composition skills.”

A music teacher regarding the PreK-8th grade standards- “With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). I personally feel that at the first grade students are still at the stage where they simple need to experience triple meter and minor melodies.”

(b) Response: There were several comments that the Performance Standards were too rigorous; however, 96.4% of responders agreed with the level of rigor in the standards by judging them to be fine as they are written. So there is some disagreement about rigor (e.g., student comment above as compared to sample teacher comments). Reasons cited for disagreeing with the level of rigor were lack of instructional time, teacher content background and training, resources, and personal beliefs. The majority of the rigor comments were about the Pre-Kindergarten through 8th grade standards which are written grade by grade.

To address the issue of rigor it is necessary to understand that all the arts standards are written around 11 anchor standards which are common across all the arts. The Performance Standards are written as progressions through grades toward attainment of college and career readiness in each art form.

The NCAS were written by grade level Pre-K through the 8th grade at the request of a majority states. This requires that the cognitive complexity of the task/standard increases with each grade level. A closer look at the standards reveals that students are doing the same tasks at each grade, but those tasks are increasing in cognitive complexity as they progress up grade levels. There are only 11 standards (Anchor Standards) across all the arts with examples (Performance Standards) of what attainment of those standards might look like in each art form in a progressive sequence from Pre-K through college and career readiness.

When writing grade level standards, the assumption is that students are provided with the opportunity to learn at each grade level. The NCAS are designed with the idea that a student can attain the standard after the necessary instruction has been provided. So, for example, a 1st grade standard is what students can do at the end of the 1st grade year, assuming they had instruction that met the standards for Pre-Kindergarten and Kindergarten (2 previous school years of instruction).

Realizing that there are many variations of how arts instructional programs are delivered, the Pre-Through 8 Performance Standards were written with the teacher in mind. It is ultimately the teacher's responsibility to establish learning targets for their students. The teacher must determine the skill level of students and then establish learning targets to advance those skills. The NCAS were written so that the teacher, regardless of grade level, can find a level of standards that would be suitable goals for their students. For example, if a 5th grade teacher discovers that their 5th grade students are working at a third grade cognitive level in the arts, they could choose standards at a more suitable grade level for their students (i.e., 4th grade). The standards should be viewed as a sliding scale as opposed to a lock step year to year set of standards. The NCAS Pre-K through 8th grade Performance Standards are a reflection of what students are capable of achieving within a continuous year by year instructional program with qualified teachers.

Subject Matter: Philosophical Differences.

(a) Comments:

A music teacher - "Students should perform already written works (of music) as part of the curriculum, not their own work."

Another music teacher - “Novice, Intermediate, Proficient and Accomplished level should remove the word “select” from the standard and replace it with the word perform.”

(b) Response: College Board research suggests that arts standards can readily connect with a number of 21st Century Skills. Among those skills are: Critical Thinking and Problem Solving, Creative Thinking, Collaboration, Communication, and Self-sufficiency. Based on this research it was determined that standards would be written in a manner to provide opportunities for students to gain experience and skill in these areas and work toward becoming independent learners.

Whereas the other art forms of dance, media arts, theatre, and visual arts readily involve students in creative aspects of the discipline, music instruction traditionally has focused on performance of already created compositions. These compositions are most often selected by the teacher for student performance.

The NCAS music standards represent a shift in philosophy toward the creative aspects of music and developing student independence in the art form. It was understood from the beginning that this shift in philosophy may initially be uncomfortable for some who prefer traditional approaches, and it may take time to make the shift in practice. However, this focus is more in alignment with the development of 21st Century Skills through involvement in the arts.

Subject Matter: Insertion of Content

(a) Comments:

“Whatever happened to the language of 4.1 (Core Content for Assessment) and the documents we have used in the past?”

“For continuity between all the standards, put purposes (of the arts) under Accomplished and Advanced only. Proficient should say something about historical periods.”

(b) There were a few suggestions to insert some specific content into standards. The current Kentucky Academic Standards for the arts were written when there was a state mandated arts assessment; therefore, standards were focused on what could be measured using a pencil and paper format. This included specific content centered on artistic processes including use of the elements and principles of the arts disciplines, purposes for creating art works, and historical and cultural context. The National Core Arts Standards are *process* standards and focus on students creating their own original artworks as opposed to knowing facts and terminology. Although some Performance Standards do include examples or suggestions for content to guide thinking, the standards are written in a way that leaves the determination of specific content to the classroom teacher. More examples of specific content for music can be found in an accompanying glossary.

Subject Matter: Suggested Revisions

Music Revisions

(a) Comment: Several respondents suggested changes to the music documents incorporated into this regulation, as reflected in some of the above comments.

(b) Response: No changes have been made in response to these comments. The agency appreciates these comments; however, changes recommended by individuals promote one point of view. The large majority of respondents agree that the standards are appropriate as written.

Visual Art Review Summary

Visual Art standards are written in a single Pre-Kindergarten through High School progression based on each anchor standard. Reviewers were given the option to respond to the complete set of standards or they could choose a grade level or grade band such as middle school or high school level standards only.

There were 400 views of the visual art standards. Of that, 110 (28%) respondents completed all or part of the survey. Of that number, a total of 36 (33%) offered feedback and/or suggestions for the visual art standards.

Respondents were given the option to rate each individual performance standard as "OK" or "Needs Revision" and were further given the option to suggest revisions to make the standard stronger or make comment.

Across all grade levels, 90% of the respondents rated the performance standards "OK" and 10% rated the performance standards as "Needs Revision."

Summary of Visual Art Comments and Responses

(Note: Respondents' comments have been copied from the survey and not corrected for spelling, grammar, punctuation, etc.)

Subject Matter: Support for visual art standards.

(a) Comments:

A Kentucky visual art teacher - "I believe Kentucky is headed in the right direction in setting forth these standards"

Regarding several high school standards, a Kentucky visual art teacher-

"This is a good way to "force the hand" of the typical HS student who wants to do only one draft and be done; good emphasis on rough sketches, researching work."

"These are good standards far and away better than the current--- puts the emphasis on the student to choose work for presentation, to collect artworks for a virtual gallery, etc."

"Relating work to the student's life experience and the world as a whole. I really like how the anchors take the student through the life, as it were, of an artwork--- from conception to the end. The open ended-ness of the work allows teachers to teach about how to make, present, reflect on and connect art to the self and the rest of the world--- whatever that world tends to be."

(b) Response: Several respondents offered positive comments concerning the NCAS for visual art. Early evidence from the field shows art educators utilizing the NCAS process standards to assist in developing student growth goals and to expand on the current Kentucky Academic Standards.

Subject Matter: Rigor

(a) Area of Concern: Lack of resources (time, materials) to accomplish the standards

(b) Response: Several respondents suggested that the standards for visual art education are worthy standards, but cited a lack of time or other materials to be able to fully implement them. It is important to remember that each individual district in our state is responsible for developing curricula and providing recommendations on the resources needed to implement curricula. While the Kentucky Department of Education appreciates the input provided, the issue currently being addressed is the quality of the standards themselves for Kentucky students.

(a) Area of Concern: Need for Certified Visual Art Specialists to accomplish the standards

(b) Response: Several comments suggest that the proposed standards are of such rigor and precision that in order to fully implement them, certified visual art teachers/specialists will need to lead instruction.

(a) Comment:

A Kentucky visual art educator offered a revision, "I am concerned about the word play. Suggestions; apply, use of, manipulate, handle."

(b) Response: According to a KDE early childhood specialist, research shows that "play" is essential to child development and its inclusion strengthens the standard. Deep learning occurs through play, whether in the creation of artwork or solution of a puzzle, and the word fits precisely the way it should in the new standard.

(a) Comments:

A Kentucky parent - "Not everyone will understand art vocabulary, so use both layman's terms and art vocabulary depending upon the audience."

A Kentucky visual art teacher - "The national standard asks students to present a work of art. Curating does not even happen in college until the last semester before graduation."

(b) Response: There were several comments that the Performance Standards were too rigorous, however 90% of responders agreed with the level of rigor in the standards by judging them to be fine as they are written. Reasons cited for disagreement with the level of rigor were lack of instructional time, teacher content background and training, resources, and personal beliefs.

To address the issue of rigor it is necessary to understand that all the arts standards are written around 11 anchor standards which are common across all the arts. The Performance Standards are written as progressions through grades toward attainment of college and career readiness in each art form.

The NCAS were written by grade level Pre-K through the 8th grade at the request of a majority states. This requires that the cognitive complexity of the task/standard increases with each grade level. A closer

look at the standards reveals that students are doing the same tasks at each grade, but those tasks are increasing in cognitive complexity as they progress up grade levels. There are only 11 standards (Anchor Standards) across all the arts with examples (Performance Standards) of what attainment of those standards might look like in each art form in a progressive sequence from Pre-K through college and career readiness.

When writing grade level standards, the assumption is that students are provided with the opportunity to learn at each grade level. The NCAS are designed with the idea that a student can attain the standard after the necessary instruction has been provided. So, for example, a 1st grade standard is what students can do at the end of the 1st grade year, assuming they had instruction that met the standards for Pre-Kindergarten and Kindergarten (2 previous school years of instruction).

Realizing that there are many variations of how arts instructional programs are delivered, the Pre-through 8th grade Performance Standards were written with the teacher in mind. It is ultimately the teacher's responsibility to establish learning targets for their students. The teacher must determine the skill level of students and then establish learning targets to advance those skills. The NCAS were written so that the teacher, regardless of grade level, can find a level of standards that would be suitable goals for their students. For example, if a 5th grade teacher discovers that their 5th grade students are working at a third grade cognitive level in the arts, they could choose standards at a more suitable grade level for their students (i.e., 4th grade). The standards should be viewed as a sliding scale as opposed to a lock step year to year set of standards. The NCAS Pre-K through 8th grade Performance Standards are a reflection of what students are capable of achieving within a continuous year by year instructional program with qualified teachers.

Subject Matter: Insertion of Content

(a) Comments:

A Kentucky visual art teacher - "are we bringing back the historical timeline study of art to elementary school?"

A Kentucky visual art teacher- "The wording in each standard does not have any familiar vocabulary or terms that have been used throughout education, and specifically art. What happen to the elements of art, principles of design, cultures and influences, change over time. If I am going to be evaluated on these standards, then the teaching of content I have experienced over the past nineteen years is null and void."

(b) Response: There were a few recommendations to insert some specific content into the standards. The current Kentucky Academic Standards for the arts were written when there was a state mandated arts assessment; therefore, the standards were focused on what could be measured using a pencil and paper format. This included specific content centered on artistic processes including use of the elements and principles of the arts disciplines, purposes for creating art works, and historical and cultural context. The NCAS are *process* standards and focus on students creating their own original artworks as opposed to knowing facts and terminology. The Performance Standards do include broad examples or

suggestions for content to guide thinking, the standards are written in a way that leaves the determination of specific content to the classroom teacher, school or district. If deemed necessary, specific content could be added to the accompanying glossary for visual art as was in other arts disciplines.

Subject Matter: Suggested Revisions

Visual Art Revisions

(a) Comment: Several respondents suggested changes to the visual art documents incorporated into this regulation, as reflected in some of the above comments.

(b) Response: No changes have been made in response to these comments. The agency appreciates these comments; however, changes recommended by individuals promote one point of view. The large majority of respondents agree that the standards are appropriate as written.

Dance Review Summary

Dance standards are written in a single Pre-Kindergarten through High School progression based on each anchor standard. Reviewers were given the option to respond to the complete set of standards or they could choose a grade level or grade band such as middle school or high school level standards only.

There were 95 respondents who entered data in part or all of the survey. Respondents were given the option to approve (OK) each individual standard as written or they could select “needs revision” and provide a suggested revision with justification. Respondents were able to provide written comments for each and every standard, including Anchor Standards and discipline specific Performance Standards.

From the 95 who viewed the survey, 19 (20%) register as completing the survey. Of those, 5 respondents chose to look at either a single grade level or a grade band such as high school or middle school. Fifteen (15) of the 19 who completed the survey rated all the standards as “OK” or fine as written with no suggested edits. Four (4) of the 19 who completed the survey offered suggestions for revision. One additional respondent who did not complete the survey selected the needs revision option for some standards, offering no suggestions or justification for revision.

The Dance Performance Standards met with an overall average approval of 96.7%.

Subject Matter: Rigor

Area of Concern: Lack of resources (time, materials, expertise) to accomplish the standards

(a) Comments: One respondent suggested that the standards for dance education are worthy standards, but cited a lack of time or other materials to be able to fully implement them.

Two respondents suggested that the proposed standards are of such rigor and precision that in order to fully implement them, certified dance teachers/specialists will need to lead instruction. One particular comment was copied 10 times throughout the dance standards survey, which stated: “As

someone who is instructed to teach this content, I need more training to begin to understand how to get this material across to students.”

(b) Response: It is important to remember that each individual district in our state is responsible for developing curricula and providing recommendations on the resources needed to implement curricula. While the Kentucky Department of Education appreciates the input provided, the issue currently being addressed is the quality of the standards themselves for Kentucky students.

Dance Revisions

(a) Comment: Several respondents suggested changes to the Dance Standards documents incorporated into this regulation, as reflected in some of the above comments.

(b) Response: No changes have been made in response to these comments. The agency appreciates these comments; however, changes recommended by individuals promote one point of view. The large majority of respondents agree that the standards are appropriate as written.

Theatre Review Summary

Theatre standards are written in a single Pre-Kindergarten through High School progression based on each anchor standard. Reviewers were given the option to respond to the complete set of standards or they could choose a grade level or grade band such as middle school or high school level standards only.

There were 92 respondents who entered data in part or all of the survey. Respondents were given the option to approve (OK) each individual standard as written or they could select “needs revision” and provide a suggested revision with justification. Respondents were able to provide written comments for each and every standard, including Anchor Standards and discipline specific Performance Standards.

From the 92 who viewed the survey, 25 (27%) respondents registered as completing the survey. Of those, five respondents chose to look at either a single grade level or a grade band such as high school or middle school. Seventeen (17) of the 25 who completed the survey rated all the standards as “OK” or fine as written with no suggested edits. Eight (8) of the 25 who completed the survey offered suggestions for revision. Five additional respondents who did not complete the survey selected the needs revision option for some standards, with two of those offering no suggestions or justification for revision.

The Theatre Performance Standards met with an overall average approval of 89.47%.

Subject Matter: Storytelling

(a) Comment: One respondent commented on every question that storytelling needs to be included specifically in the standards as a sub-discipline of theatre. One suggestion was that the glossary could include an expanded definition of drama/theatre work with storytelling as an example.

(b) Response: Adding this to the glossary would be a simple solution to this request and would address this concern.

Subject Matter: Content/Scaffolding/Assessable

(a) Comment: One respondent suggested that the standards should “scaffold” (sequence) from elementary to middle to high school. This respondent suggested the insertion of some specific content (e.g., historical and cultural contexts) before students enter high school level.

Another respondent suggested that several of the standards were not assessable, and they don’t require an “end product” or specific outcome such as a written response.

(b) Response: Insertion of sequenced content in adopted standards would result in requiring schools to follow a sequence of content thereby establishing a curriculum. School- Based Decision Making (SBDM) councils have control over curriculum at the school level. The NCAS are *process* standards and focus on creating arts as opposed to knowing historical facts and terminology. Although some Performance Standards do include examples or suggestions for content to guide thinking, the standards are written in a way that leaves the determination of specific content to the classroom teacher.

In addition, some standards may offer examples of student outcomes for purpose of clarity, but in terms of the “end product,” it is left to the teacher to determine student outcomes based on the needs of their own students.

Model Cornerstone Assessments have been designed as supporting material to provide examples of how teachers can measure student achievement of the standards. These are classroom based performance tasks that illustrate for teachers how students can be assessed over time. They do include examples of how teachers can insert content into artistic processes, and because they are written by grade band (grades 2, 5, 8, and high school Proficient, Accomplished, Advanced) they also suggest some sequential organization of instruction based on attainment of standards. Model Cornerstone Assessments have been written for all arts content areas. For this Kentucky public review, only the standards were posted for response and reviewers were not guided to look at these assessments.

Theatre Revisions

(a) Comment: Several respondents suggested changes to the Theatre Standards documents incorporated into this regulation, as reflected in some of the above comments.

(b) Response: No changes to the standards have been made in response to these comments. The agency appreciates these comments; however, changes recommended by individuals promote one point of view. The large majority of respondents agree that the standards are appropriate as written.

Based on the suggestion by one respondent that storytelling is an important part of Kentucky heritage and dramatic arts, it is recommended that a change be made to the glossary to define storytelling as a subset of drama/theatre work. Although only one respondent brought this forward, consultation with the chair for the Theatre Standards Writing Committee agreed that this addition to the glossary is a reasonable step and would not result in modifying any of the standards.

Media Arts Review Summary

Media Arts standards are written in a single Pre-Kindergarten through High School progression based on each anchor standard. Reviewers were given the option to respond to the complete set of standards or they could choose a grade level or grade band such as middle school high school level standards only.

There were 58 respondents who entered data in part or all of the survey. Respondents were given the option to approve (OK) each individual standard as written or they could select “needs revision” and provide a suggested revision with justification. Respondents were able to provide written comments for each and every standard if they chose to do so, including the Anchor Standards and discipline specific Performance Standards.

From the 58 who viewed the survey, 10 (17%) respondents register as completing the survey. Of those, eight respondents chose to look at either a single grade level or a grade band such as high school or middle school. In some cases the respondent looked only at part of the standards, but at all grade levels. Only two respondents reviewed all of the Media Arts standards. Both approved all of the standards as written save one comment for a minor revision.

Subject Matter: Limited Feedback/Insufficient Data

(a) Comments: There were only three comments about the Media Arts standards. Two respondents suggested minor revisions to two different individual standards. A third responder suggested that all the standards be re-written as Literacy Arts standards. There isn’t enough data from this review to support any substantial conclusions.

(b) Response: Media Arts is an emerging field of study in schools across the United States. Although there have been media programs such as film, cinematography, and graphic arts in schools previously, the rapid advancement in technology has changed the format for media programs to a digitally based environment and the use of various kinds of tools and software in the creation of media products.

The Media Arts standards were designed to address this new emerging field and the continually advancing technology involved in the production of media products. The artistic processes of creating, producing, responding, and connecting reflects the same approach that media artists use in the creation and production of media art, and these standards were written with that alignment in mind.

Because this is an emerging area of study with constantly changing technologies there have been no previous standards written to specifically capture Media Arts as a stand-alone discipline. The National Coalition for Core Arts Standards determined that they could capture the process of creating media arts and was willing to take on the development of these standards in conjunction with the development of new standards for the traditional arts disciplines. The result is something entirely new to education and the field which may attest to the small number responding to this public review for Media Arts standards.

Considering the four national public reviews of the Media Arts standards and the revisions made to them each time a review was conducted, it can be substantiated that there is enough support in the United States to move these standards forward into the classroom.

Media Arts Revisions

(a) Comment: Few responses to the Media Arts standards were offered in this public review. As reflected in some of the comments above, there were some suggested changes to the Media Arts Standards documents incorporated into this regulation.

(b) Response: No changes have been made in response to these comments. The agency appreciates these comments; however, changes recommended by individuals promote one point of view. There is insufficient data (number of respondents) to justify making any changes to these standards.