



# New York State Blue Ribbon Commission for the Arts

December 14, 2015



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# Panelists



**Regent Roger Tilles**, New York State Board of Regents, Commission Co-Chair

**Carolyn Adams**, Founding Artistic Director, School of Dance, New York State Summer School of the Arts, Commission Co-Chair

**Katy Colletti**, Education Consultant, Creative Possibilities, Inc. & Coordinator of the NYS C-GEL Arts Assessments

**Dawn Dinh**, High School student, Albany High School, Albany Public Schools

**Eugene Lorini**, High School student, Albany High School, Albany Public Schools

**Brad McCrary**, High School student, Guilderland High School, Guilderland Central School District

**Michael Salzman**, Coordinator of Fine and Performing Arts, Syosset CSD, incoming President-Elect, New York State School Music Association

**David Weiss**, Superintendent, Long Beach Public Schools

# Background Information

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students, including a pathway in the arts.

The Department established the Blue Ribbon Commission for the Arts to:

- examine how other states provide pathways to graduation in the arts,
- to determine the role of assessment in this pathway, and
- to evaluate assessments used to measure student achievement in the arts.



Coffee Still Life, Guilderland High School

# Timeline for the Blue Ribbon Commission for the Arts



## Winter 2015

Board of Regents directed the Department to establish the Blue Ribbon Commission for the Arts

## Spring – Summer 2015

The Blue Ribbon Executive Committee met four times starting in July 2015. They met with the Expert Panel and discussed current models of assessment in the arts and reviewed options for arts pathway assessments.

## Fall 2015

The Expert Panel presented recommendations to the Executive Committee in October 2015, which the Committee chose to advance to the full Commission.

The full Blue Ribbon Commission met on November 17<sup>th</sup> to discuss the recommendations.

## 2016 +

The Commission will finalize their report and recommendations to be presented to the Department and the Board of Regents for consideration.

AP and IB assessments will be under consideration as Pathway Assessments for the 2015 – 2016 Academic Year.



## NYS Blue Ribbon Commission for the Arts

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This video represents an overview of the Full Panel Meeting by the NYS Blue Ribbon Commission for the Arts, held on November 17, 2015 at the State Museum in Albany.

# Blue Ribbon Commission for the Arts



The work of the New York Blue Ribbon Commission for the Arts is grounded in the belief that the arts are fundamental disciplines and part of a well-rounded education and thus essential for all students.

- **Every student in our schools should have opportunities to explore his or her particular voice for expression through the arts.**

## **The arts and the arts disciplines:**

- Provide ways to learn and communicate through images, sounds, movement, and stories.
- Provide viable career paths.
- Are powerful and necessary elements of education that augment, animate other areas of the curriculum, and provide meaning and a cultural context for learning.
- Capture and express the natural creative spirit in all learners and are a vital component to a balanced and complete education.
- Provide all students a means of understanding cultures, historical, political and economic influences, as well as prevailing societal climates.

# Guiding Principles of the Blue Ribbon Commission for the Arts



The recommendations to the Commission are based on a fundamental assumption that student achievement in the arts (in Dance, Music, Theatre and Visual Arts) cannot be realized to its full potential unless there is access to a

*rigorous, sequential, standards-based curriculum and instructional programs in the arts in all New York schools from pre-kindergarten through grade 12.*

These programs should serve **all** students including those with diverse needs such as English language learners and students with disabilities, to achieve at high levels through engaging opportunities in arts learning.

# Guiding Principles of the Blue Ribbon Commission for the Arts



**Principle 1. Focus on Student Learning and Engagement.**



**Principle 2. Maximize the use of existing assessment resources.**



**Principle 3. Economy of administration.**



**Principle 4. Adaptability to varied opportunity-to-learn contexts.**



**Principle 5. Honor the professional contributions of arts educators to the assessment.**



**Principle 6. Develop and use an assessment system.**



# Essential Criteria for an Arts Pathway Assessment System



- Defined standards to be measured.
- Assessments must be broadly aligned to these standards (and associated curricula) and meet the level of rigor equivalent to a Regents Exam.
- Measures must be of the highest quality and meet established standards for reliability, validity, and fairness.
- Consist of a balanced and comprehensive set of measures.



Albany High School

# Phase 1 – Arts Pathway Assessment System



## Recommendations for Immediate Consideration in the 2015 – 2016 Academic Year

Approve selected short-term options based on their initial viability and adherence to established criteria for pathways assessments.

Assessment	Description
<b>Arts AP examinations</b>	AP exams are available in AP Studio Art: 2D Design Portfolio; AP Studio Art: 3D Design Portfolio; AP Art History; AP Studio Art; and, Drawing Design Portfolio; AP Music Theory.
<b>International Baccalaureate Diploma Program (IB)</b>	These assessments are available in Dance (Standard Level [SL] or High Level [HL]); Music (SL or HL); Theatre (SL or HL); and Visual Arts (SL or HL).

# Phase 1 – Arts Pathway Assessment System



## Options Recommended for Additional Consideration in 2016 – 2017 Academic Year and beyond:

Assessment	Description
<b>C-GEL assessment and/or New York City Comprehensive Arts Examinations</b>	Both existing assessments are a viable approach for use throughout the state, and include through-course and end-of-course assessments.
<b>Dual (concurrent) enrollment</b>	Successful completion of a dual-credit arts class at the college or community college level should be considered Pathway-level achievement.
<b>New York State Summer School for the Arts (NYSSSA) or Community-Based Arts Experiences</b>	Participation in NYSSSA could be considered Pathway-level achievement based on the extent of participation and the measures of successful participation used in the summer arts program.
<b>School program waivers</b>	This process could permit high schools with high-quality arts education programs to apply for a programmatic waiver that would apply to all students who participate in and successfully complete the high school’s program requirements to meet the Arts Pathway requirement.

# Phase 2 – Arts Pathway Assessment System



## *Course-Embedded and/or End-of-Course Assessment*

- Course-level measures are essential to assure that:
  - Students are offered quality arts education experiences.
  - Student learning in those courses is accounted for in the final evaluation of student arts achievement for the Pathway.

## *Individual Arts Assessment Plan (IAAP)*

- The IAAP is a *shared-model* assessment
  - A culminating project developed collaboratively by the student and his/her instructors.
  - Can take on any form that is appropriate to the discipline, consistent with professional careers in the arts, and aligned with the student's area of interest.
  - IAAP projects can include, but are not limited to: performances, productions, exhibitions, service-learning such as apprenticeships and internships, costume design, script and playwriting, criticism, historical research, filmmaking and digital media design.

# Next Steps



1. The Blue Ribbon Commission for the Arts will continue to collaborate to finalize recommendations to the Department and the Board of Regents for consideration.
2. AP and IB assessments will be under consideration as Pathway Assessments for the 2015 – 2016 Academic Year.
3. A final set of recommendations and the implementation plan for Phase 2 will be presented for consideration at a future Board of Regents meeting.