

Arts Education in California Public Schools

QUALITY INDICATORS AND MEASURABLE OUTCOMES

PURPOSE

TO IDENTIFY SHARED QUALITY INDICATORS AND MEASURABLE OUTCOMES THAT WILL SERVE AS THE “NORTH STARS” OF COLLECTIVE WORK BY CREATE CA AND ITS PARTNERS. THESE OUTCOMES AND INDICATORS WILL HELP FOCUS AND ALIGN PRACTICE, PROGRAMS, AND POLICY WORK ACROSS ALL CREATE CA STAKEHOLDERS. THIS DOCUMENT IS DESIGNED TO QUANTIFY THE END GOAL, THE “WHAT,” WHILE RECOGNIZING THAT MUCH MORE WORK NEEDS TO BE DONE IN CREATING THE “HOW” FOR DISTRICTS FACING MULTIPLE CHALLENGES.

CONTEXT: California Education Code (51210 and 51220) is not specific about measuring success in the required course of study for the arts. Schools and districts have asked for goals to guide their arts practice. These quality indicators for existing Education Code requirements and outcomes for schools and district arts programs provide a common measure to track progress throughout the state. Data associated with these outcomes will help districts move forward by tracking their progress over time.

WHAT THE EDUCATION CODE SAYS...

CALIFORNIA EDUCATION CODE 51210 *The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.*

CALIFORNIA EDUCATION CODE 51220 *The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.*

TEACHING PERFORMANCE EXPECTATIONS (TPE) *It is now the expectation that K-8 multiple subject teachers in California teach the arts as discrete subjects and also integrate the arts with other areas of the curriculum. On June 16, 2016, the California Commission on Teacher Credentialing adopted new TPE's that clearly describe the teacher's role in delivering sequential, standards-based arts education for all students.*

WHAT OTHER LARGE STATES ARE DOING...

Given California's role as national leader in the arts and in the creative economy, it is very informative to look at the state's Education Code requirements relative to other states. California is the only state of the five largest education systems (CA, FL, IL, NY, TX) that neither ties arts education to achievement of arts standards nor specifies arts course offerings at the elementary or middle school level. In New York, arts education in grades preK-4 is directly tied to state arts standards, “all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts.”

In Illinois, schools are required to provide baseline arts education for all elementary students, “A district shall provide the following coordinated and supervised courses of study: 5) Music [and] 6) Art.” This trend continues in the middle school: New York requires a half-year of music and a half-year of visual arts for all students while Texas requires a full-year arts course for all and requires that each school offer at least three of the four arts disciplines.

EVERY STUDENT SUCCEEDS ACT

At the Federal level, the Every Student Succeeds Act calls for the arts to be included for all students as part of a well-rounded education and requires that at least 20 percent of Federal Student Support and Academic Enrichment (SSAE) funds go to support well-rounded educational opportunities (ESEA section 4107). In fact, improving access to arts and music education is specifically called out in the Overview of Allowable SSAE Program Activities.

QUALITY INDICATORS

The school, or all schools in the district, provides a sequential, standards-based education in dance, media arts, music, theatre and visual arts to every student at every grade level from TK-12 taught by qualified instructors during the regular school day. Qualified instructors are 1) Credentialed dance*, digital media, music, theatre* and visual arts teachers 2) Qualified teaching artists with significant artistic training working in collaboration with credentialed teachers and supported by a District VAPA coordinator, by a site administrator or by a credentialed specialist in their discipline 3) Qualified multiple-subject teachers with significant training in the arts or in arts integration that rigorously teaches discrete, standards-based arts skills. The school or district provides arts instruction that is culturally and linguistically relevant to the school population with appropriate training for instructors. Instruction in the arts and/or arts integration is not superseded by any other instruction including intervention instruction, Special Education, English Learner instruction, for disciplinary reasons or for any other reason.

The school or district's arts curriculum is aligned to California standards for Visual and Performing Arts with a scope and sequence of instruction for all arts courses at all grade levels. Assessment of arts learning is authentic, i.e. standards-based with clearly defined rubrics based on student work and is systematic i.e. guided by district and school benchmarks for each grade level. The school or district provides adequate books, equipment, materials and supplies for all arts education courses. The school or district provides adequate facilities for all arts education courses. The school or district provides ongoing professional learning for arts and arts integration teachers and has an arts coordinator or designated arts contact person. Finally, the school has an arts policy and strategic plan, detailed in the Local Control Accountability Plan, that includes a cycle of continuous improvement for both equity of access and quality of arts instruction and provides for input from students and the community.

*California legislature has restored Dance and Theatre credentials which are now in development by the Commission on Teacher Credentialing.

MEASURABLE OUTCOMES (BY GRADE LEVEL)

	DEVELOPING (BY 2022) SEE PAGE 4	BASELINE (BY 2026) SEE PAGE 5	EXEMPLARY (BY 2030) SEE PAGE 6
TK-2	100% of students receive instruction in at least one arts discipline for at least 30 minutes per week.	100% of students receive instruction in at least two arts disciplines for at least 30 minutes per week.	100% of students receive instruction in all five arts disciplines for at least 30 minutes per week.
3-6	100% of students receive instruction in at least one arts discipline for at least 45 minutes per week.	100% of students receive instruction in at least two arts disciplines for at least 45 minutes per week.	100% of students receive instruction in all five arts disciplines for at least 45 minutes per week.
7-8	100% of students receive instruction in at least one arts discipline for at least 240 minutes per week over the course of two years.	100% of students receive instruction in at least one arts discipline for at least 240 minutes per week each year.	100% of students receive instruction in at least two arts disciplines for at least 240 minutes per week per arts discipline each year.
9-12	100% of students receive instruction in a yearlong course in at least one arts discipline for at least 240 minutes per week over the course of four years.	100% of students receive instruction in a yearlong course in at least two arts disciplines for at least 240 minutes per week over the course of four years.	100% of students receive instruction in a yearlong course in at least two arts disciplines for at least 240 minutes per week per arts discipline over the course of three or four years.

ALL CALIFORNIA PUBLIC SCHOOLS WILL OFFER AT LEAST A “DEVELOPING” PROGRAM FOR ALL STUDENTS BY 2022, AT LEAST A “BASELINE” PROGRAM BY 2026, AND AN “EXEMPLARY” PROGRAM BY 2030 AS DEFINED ON THE FOLLOWING PAGES. FURTHER PARAMETERS WITHIN EACH OUTCOME ARE ALSO DEFINED AS FOLLOWS.

Measurable Outcomes and Parameters for Developing Schools or Districts

Elementary School

Grades TK-2: All students are taught in at least one arts discipline (dance, media arts, music, theatre or visual arts) for all students through standards-based arts integration and/or standards-based discrete arts instruction by credentialed arts teachers, qualified multiple subject credentialed teachers and/or qualified teaching artists (Qualified Instructors). This will include rigorous standards-based arts instruction for at least 30 minutes per week per arts discipline taught.

Measurable Outcomes, TK-2: 100% of students receive instruction in at least one arts discipline for 30 minutes per week per arts discipline taught.

Grades 3-6: All students are taught in at least one of four arts disciplines (dance, media arts, music, theatre or visual arts) each year by a Qualified Instructor for a minimum of 45 minutes each week per arts discipline taught.

Measurable Outcomes, 3-6: 100% of students receive instruction in at least one arts discipline for 45 minutes per week per arts discipline taught.

Middle School

Grades 7-8, 6-8, or 7-9: Semester and/or year-long standards-based course offerings are available to all students in at least three of five arts disciplines: dance, media arts, music, theatre and visual arts, including at least one visual arts and/or media arts course and one performing arts course. Arts courses are taught by Qualified Instructors and meet for at least 240 minutes per week. All students take at least two semester-long or one year-long arts course during grades 7-8, 6-8, or 7-9.

Measurable Outcomes, 7-8, 6-8 or 7-9: 100% of students receive instruction in at least one arts discipline for at least 240 minutes per week over the course of two years.

High School

Grades 9-12 or 10-12: Year-long standards-based course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. All students take at least two semester-long or one year-long arts course in high school.

Measurable Outcomes, 9-12: 100% of students receive instruction in at least one arts discipline for at least 240 minutes per week over the course of four years.

Measurable Outcomes and Parameters for Baseline Schools or Districts

Elementary School

Grades TK-2: Visual arts and at least one performing arts discipline (dance, music or theatre) are taught for all students through standards-based arts integration and/or a standards-based discrete arts instruction by credentialed arts teachers, qualified classroom teachers and/or qualified teaching artists, and/or credentialed arts teachers (Qualified Instructors). This will include rigorous instruction in each arts discipline for at least 30 minutes per week per arts discipline taught.

Measurable Outcomes, TK-2: 100% of students receive instruction in at least two arts disciplines for at least 30 minutes per week per arts discipline taught.

Grades 3-4: All students receive standards-based instruction in visual arts and/or media arts and at least one performing arts discipline (dance, music, or theatre) each year by a Qualified Instructor for at least 45 minutes each week per arts discipline taught.

Measurable Outcomes, 3-4: 100% of students receive instruction in at least two arts disciplines for at least 45 minutes per week per arts discipline taught.

Grades 5-6: All students receive instruction in media arts and/or visual arts and at least one performing arts discipline (dance, music, or theatre) each year by a Qualified Instructor for at least 60 minutes each week per arts discipline taught.

Measurable Outcomes, 3-6: 100% of students receive instruction in at least two arts disciplines for at least 60 minutes per week per arts discipline taught.

Middle School

Grades 7-8, 6-8, or 7-9: Semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. Arts courses are taught by Qualified Instructors. Arts courses meet for at least 240 minutes per week. All students are enrolled in at least two semester-long or one year-long arts course at each grade level.

Measurable Outcomes, 7-8, 6-8, or 7-9: 100% of students receive instruction in at least one arts discipline for at least 240 minutes per week each year.

High School

Grades 9-12 or 10-12: Semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. Arts courses are taught by credentialed arts teachers. Arts courses meet for at least 240 minutes per week. All students are enrolled in at least one year-long media arts and/or visual arts course and one performing arts course during grades 9-12. Each arts discipline--dance, media arts, music, theatre and visual arts--has at least one beginning and one intermediate/advanced course offering.

Measurable Outcomes, 9-12: 100% of students receive instruction in at least two arts disciplines for at least 240 minutes per week over the course of four years.

Measurable Outcomes and Parameters for Exemplary Schools or Districts

Elementary School

Grades TK-2: All five arts disciplines (dance, media arts, music, theatre and visual arts) are taught for all students through standards-based arts integration and/or standards-based discrete arts instruction by credentialed arts teachers, qualified classroom teachers and/or qualified teaching artists, and/or credentialed arts teachers (Qualified Instructor). This will include rigorous instruction in each arts discipline for at least 30 minutes per week per arts discipline.

Measurable Outcomes, TK-2: 100% of students receive instruction in all five arts disciplines for at least 30 minutes per week per arts discipline.

Grades 3-4: All students receive standards-based discrete instruction in all five arts disciplines (dance, media arts, music, theatre and visual arts) each year by a Qualified Instructor for at least 45 minutes each week per arts discipline.

Measurable Outcomes, 3-6: 100% of students receive instruction in all five arts disciplines for 45 minutes per week per arts discipline.

Grades 5-6: All students receive discrete instruction in all five arts disciplines (dance, media arts, music, theatre and visual arts) each year by a Qualified Instructor for at least 60 minutes each week per arts discipline.

Measurable Outcomes, 3-6: 100% of students receive instruction in all five arts disciplines for 60 minutes per week per arts discipline.

Middle School

Grades 7-8, 6-8, or 7-9: Semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. In at least one visual or media arts course and one performing arts course there will be a least a beginning and intermediate level course offering. Arts courses are taught by Qualified Instructors. Arts courses meet for a minimum of 240 minutes per week. All students are enrolled in at least two semester-long or one year-long arts course at each grade level.

Measurable Outcomes, 7-8: 100% of students receive instruction in at least two arts discipline for at least 240 minutes per week per arts discipline each year.

High School

Grades 9-12 or 10-12: Semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. Arts courses are taught by credentialed arts teachers. Arts courses meet for a minimum of 240 minutes per week. All students are enrolled in at least one year-long media arts and/or visual arts course and one performing arts course during grades 9-12. Each arts discipline--dance, media arts, music, theatre and visual arts--has at least one beginning, intermediate and advanced course offering.

Measurable Outcomes, 9-12: 100% of students receive instruction in at least two arts disciplines for at least 240 minutes per week per arts discipline over the course of three or four years.

Definitions

Arts integration: Arts integration must include rigorous, standards-based arts education in one or more disciplines, and students must demonstrate their skills and knowledge in the arts discipline as well as in other content areas. While there are many definitions of arts integration, the Kennedy Center's definition is widely used in California, "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving standards in both." John F. Kennedy Center for the Performing Arts

Sequential: Skills in each year of instruction build upon the previous year of instruction.

Qualified Teaching Artist: A qualified teaching artist has demonstrable skill and knowledge in an arts discipline and has successfully completed training in classroom pedagogy from an arts council, county office of education, institution of higher education, etc.

Qualified Arts Integration Instructor: A qualified teaching artist has demonstrable skill and knowledge in an arts discipline and has successfully completed training in arts integration from an arts council, county office of education, institution of higher education, etc.

Credentialed Arts Teacher: A teacher credentialed by the State of California to teach dance, media arts, music, theatre or visual arts in grades TK-12.

Adequate books, materials, equipment and supplies: "Adequate" is defined as meeting basic student needs, but may be in need of upgrading. For example, visual art textbooks that are serviceable, but not the latest edition or equipment that is workable, but in need of updating to meet current industry standards.

Adequate facilities: "Adequate" facilities meet basic student needs, but may be in need of improvement or expansion. For example, a band classroom that is workable, but lacks adequate storage and practice rooms to best meet student needs.

Authentic, systematic assessment: Student achievement in the arts is tracked through district-wide benchmark assessments that measure grade level appropriate skills and knowledge. Authentic assessment measures student skill and knowledge through a tangible product, e.g. music composition, dance choreography, monologue performance, portrait drawing using a rubric based on California grade level standards.

Standards-based curriculum: Curriculum is designed to achieve mastery of visual performing arts content standards at each grade level. There is a scope and sequence of instruction for all arts courses, including arts integration. Arts curriculum is aligned to Common Core literacy standards in grades 6-12.