



Fine Arts Standards Adoption Team Meeting Notes

Date: Friday, March 31, 2017

Time: 9 a.m. to 3 p.m.

Location: Grimes State Office Building, Des Moines, Iowa

MEMBERS PRESENT:

- Gretta Berghammer, University of Northern Iowa
- Dan Black, Red Oak Community School District
- Andrea Christians, Pocahontas Area Community School District
- Ellen Craig, Davenport Community School District
- Michelle Droe, Cedar Falls Community School District
- Leon Kuehner, Iowa Alliance for Arts Education
- Maggie Parks, Marshalltown Community School District
- Anne Pisarik, Washington Community School District
- Kevin Price-Brenner, Dubuque Community School District
- Scott Slechta, Fairfield Community School District
- Nate Sletten, Earlham Community School District
- Ronda Sternhagen, Grundy Center Community School District
- Pat Toben, Sioux City Community School District
- Colleen Tomlinson, Rivermont Collegiate
- Kris VerSteege, Ankeny Community School District
- Matt Walker, Xavier High School
- Valerie Williams, Co'Motion Dance Theater
- Jill Wilson, Luther College

Team members who were absent: Helen Duranleau-Brennan from the Mississippi Bend Area Education Agency; Mike Fisher from the Waterloo Community School District; and Yvette Zarod-Hermann from Art Force Iowa.

Also in attendance were Angela Matsuoka, fine arts consultant for the Iowa Department of Education; Erika Cook, bureau chief for Standards and Literacy; and Melissa Walker, writer for the adoption team.

Agenda item: Opener

The Fine Arts Adoption Team did a brief ice breaker and then met in task groups to recap the standards for Illinois, Oregon and Utah that they reviewed as homework from the February meeting.

The task groups then reported their findings to the entire adoption team.

Visual and media arts: The group wanted to keep the national core standards and create a companion document that would define terms and provide more details.

General music: The group liked the streamline list the state of Utah had created for its standards but also wanted to keep with the format of the National Core Arts Standards and create a companion document that would give one or two examples of how to achieve the standard. The group evaluated the standards for rigor, clarity and achievability, and thought some did not allow for longevity and were unclear. The group said they appreciated being able to view the other state's standards and seeing it's possible to put their own spin on the language of the standards.

Vocal music: The group liked the layout of the standards and how some were combined and organized by grade level.

Drama: The group preferred the format and content of the NCAS and appreciated the simplified language of Utah. Some states included preschool standards, while NCAS does not address the grade level. They thought they should include standards for early childhood, as efforts continue to improve at that level. The group liked the visual prominence of the essential questions in the state standards, which they thought was lost in the national standards. The Illinois standards had a reference to 21st century skills, which the group thought was good for educators, teachers and administrators to provide context. The group would like to link a video produced by the National Dance Organization to Iowa's standards.

Instrumental music: They liked the set-up of NCAS and the high level of achievement associated with them, as well as the glossary of terms. Any companion document that is created for the Iowa Core would need to include some information that would help beginning teachers connect the document with the Iowa academic standards and give examples of how this would be taught in the classroom.

Dance: The group was concerned about implementation of the standards. Utah has divided the standards into the areas of technique, social aspects/connecting and composition. The group thought it made more sense to condense the standards because it would be too much to require some teaching staff/administrators to try to include everything.

Angela Matsuoka, fine arts consultant for the Iowa Department of Education, said the state already has Iowa early learning standards in which the arts are located. The information would be added to the adoption team's webpage for review. She said the companion documents and guides would be good additional information for Iowa to consider adding to its standards.

Agenda item: National Zoom meetings

Notes: Team members were divided into three groups to have Zoom meeting with educators from Kansas, New Hampshire and Colorado. Kansas and New Hampshire have undergone a state standards revision process, while Colorado's review is under way.

Before each meeting, the three groups studied each state's department of education website and conducted preliminary research about the state's standards.

Here are the experts and the questions they were asked:

Joyce Huser, a fine arts education program consultant for Kansas State Department of Education

- 1) Can you describe the process used to gather public input on the standards in your state?
- 2) If a survey was conducted, which survey questions gave you the most useful data?
- 3) What was the decision-making process you used to make changes to a national document? Was there specific criteria to inform your process?
- 4) Can you describe the changes your state made to NCAS, if any?
- 5) Throughout your standards review process, can you describe if/when you used discipline-specific grouping vs whole team inclusion?
- 6) Could you speak to any companion documents your state created as guidance? How did you determine what was necessary to include for guidance?
- 7) What is some advice you could give Iowa for the decision-making process or/and implementation of the standards?
- 8) What is one thing in the standards adoption process you would do differently if given the chance?
- 9) Can you describe the feedback you've received on the revised standards since the standards review process?

Marcia McCaffrey, the arts consultant and school improvement consultants with New Hampshire Department of Education.

- 1) Can you describe the process used to gather public input on the standards in your state?
- 2) If a survey was conducted, which survey questions gave you the most useful data?

- 3) Can you describe the changes your state made to NCAS, if any?
- 4) What was the decision-making process you used to make changes to a national document? Was there specific criteria to inform your process?
- 5) Throughout your standards review process, can you describe if/when you used discipline-specific grouping vs whole team inclusion?
- 6) Could you speak to any companion documents your state created as guidance? How did you determine what was necessary to include for guidance?
- 7) What is some advice you could give Iowa for the decision-making process or/and implementation of the standards?
- 8) What is one thing in the standards adoption process you would do differently if given the chance?
- 9) Can you describe the feedback you've received on the revised standards since the standards review process?

Judi Hoffmeister, a performing arts teacher at Douglas County High School in Castle Rock, Colo., and Donna Goodwin, an assistant professor of art education at the University of Northern Colorado and a visual arts content consultant with the Colorado Department of Education.

- 1) Where are you currently in your standards review process?
- 2) Can you describe the process you used/ will use to gather public input on the standards in your state?
- 3) What did you initially hope/do you hope to get out the public feedback?
- 4) What kind of changes were/are you prepared to make to NCAS? What was the scope of changes that were an option?
- 5) What was/is the decision-making process you used or will use to (potentially) make changes to a national document? Was/is there specific criteria to inform your process?
- 6) Can you speak to any companion documents your state has created/will create to support implementation of the standards? How did you/will you determine what is necessary for guidance?
- 7) Can you describe if/when you used discipline-specific grouping vs whole team inclusion for your statewide standards team throughout the review process?

8) What is some advice you could give to Iowa for the decision-making process and/or implementation of the standards?

Agenda item: Share Zoom Findings

The team then reconvened as a group and discussed the findings from their Zoom meetings.

Kansas:

Will there be consistency and continuity among all of the arts – Kansas didn't have this.

Once standards are in place, what sort of support will the state (Iowa) offer?

What will they do about graphic arts – art teachers don't have the extra 4,000 hours of certification to teach graphic design and digital media production classes.

The group liked the companion documents that went with the visual arts standards.

The music standards took skills from the 1994 standards and linked to those.

Kansas considers their fine arts standards as recommended and has named them the "model curriculum standards."

Kansas has been working to address the gap in arts for middle school students.

Kansas' public input survey had four focus areas – demographics, organization, content of standards and aspects regarding standards – and an open-ended section for comments at the end of the survey. The survey also emphasized the process over the product.

The state has a fine arts consultant who helps school districts with implementation. Visual arts has a curriculum map. Teachers have been given time to ensure they understand the standards.

The standards for dance were adopted but not adapted. Kansas is currently in the process of doing this.

When it came time for adoption, Kansas officials had teachers present the standards to the state board of education for adoption rather than state officials.

Kansas is still in the process of creating and adoption standards for music and ensembles, and media. The fine arts consultant has been working with each discipline to create standards rather than a fine arts umbrella team. As a result, the process has been going on for more than four years.

Colorado:

The state developed its own state standards in 2009. Those standards are currently being vetted as part of a six-year cycle review, and there's little relationship with NCAS. State officials started with performance standards for graduates and created standards based on that. The process took two years.

State officials conducted a public survey for feedback and are currently gathering feedback from educators about the standards.

Colorado's standards have a glossary of terms and assessment resource bank that includes units and lesson plans from more than 200 Colorado educators. The NCAS standards were used as a guide for the revision of Colorado's standards. The standards are organized by grade level except for high school, which is labeled as fundamental and extended.

Educators described the review process as transparent. The Iowa team liked Colorado's website and the space for it allows for feedback.

New Hampshire:

The state consultant said the standards are only one piece of a larger system. As the standards were adopted, curriculum, student learning and helping teachers see the larger picture was a big focus.

New Hampshire educators took the four competencies and the anchor standards and have them on one page. Each district is expected to create its own standards, but the NCAS fits, so districts can use those or choose others. The goal was to guide students to become artistically literate.

The three "Ps" have been collapsed into "responding."

Demonstrations of learning have been added to NCAS. They will send a copy of this to Iowa.

Agenda item: Public Input Process/Share Survey Draft with team

The adoption team was presented with a rough draft copy of the public input survey.

Angela gave the background for how the survey was drafted and said it included some questions from past surveys the state has had conducted for other standard reviews/adoptions. They'd like to be able to include some open-ended questions in the survey similar to what Kansas did if the team would like to have that included.

Adoption team members each took the survey and wrote down questions/comments they had.

The survey opening thanks survey-takers for providing feedback on the recommended Iowa Fine Arts Standards. It is designed to obtain the comments and opinions of educators, students and the public about the standards.

The survey asks takers whether they live and work in Iowa; what stakeholder group they belong to; if a teacher, what level they teach; and their thoughts on the recommended standards and whether the standards will help students. Survey-takers can opt to end the survey after the first seven questions, or they can continue to comment on the standards for specific grades or content areas. For each standard, they can choose to keep as is, make edits/suggestions or eliminate, and then give a detailed response.

After the adoption team took the survey, they provided feedback. Suggestions included the following: reformatting changes; providing survey-takers with an estimated time to complete the survey; ways to make the survey more concise; additional questions for more data; and the addition of open-ended questions.

Erika Cook thanked the team for its suggestions and said department staff would see what additions were possible under the Survey Monkey format. When the final recommendation is presented to the State Board of Education, the board will receive information on the number of survey-takers. Past surveys have shown that most of the respondents will be educators, but the survey is still open to all community members. The literacy standards review survey was taken by more than 5,000 people; about 3,000 took the survey for the science standards.

Once department officials revise the survey, Angela will send the second draft to adoption team members.

Agenda item: Team vision statement

The team was presented with mission and vision statements, which were crafted by Anne Mishkind, a consultant with Midwest Comprehensive Center, from information discussed at the February meeting, with feedback from team co-chairwomen Ronda Sternhagen and Jill Wilson, and Angela.

The following Mission statement was presented:

Fine arts standards will establish demanding expectations for excellence in teaching and learning through process-oriented pedagogy that empowers students with the knowledge, skills and disposition to enlarge their imagination, ask authentic questions and construct a nuanced approach to understanding the world

The following Vision statement was presented:

The adoption of Fine Arts Standards in Iowa will drive academic excellence, provide a rigorous framework for accomplished arts instruction and furnish a context for evaluation that supports complex and creative thinking and expression.

Team members said they wanted edits made to the mission statement to include the term “arts” and to include a “creativity” and “artistic,” as well as information about engaging imagination, working together creatively and collaboratively to contribute to the world.

Angela said edits would be made to the mission statement, and it would be re-sent to members.

Agenda Item: Wrap-up

Ronda shared information with the group about a digital parking lot that has been created for the group, so ideas can be added at any time even outside of meetings.

Angela asked team members to brainstorm networks they’re part of to send the survey. The survey will be sent out in April, and the group will not meet again until May in order to have about a month for responses to the survey. The state also will host public forums on April 25 and 27 that will be broadcast through Area Education Agencies, where the public can come to ask questions.

Angela said she would email committee members some guidance documents that were completed by other states that give information for how to implement the standards that the committee can consider.