

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

tlsb-cfird-jan19item05

# California State Board of Education January 2019 Agenda Item #13

## Subject

2020 *California Arts Framework for Public Schools, Kindergarten Through Grade Twelve*: Approval of Curriculum Framework and Evaluation Criteria Committee Guidelines and Appointment of Members to the Curriculum Framework and Evaluation Criteria Committee.

## Type of Action

Action, Information

## Summary of the Issue(s)

California *Education Code* (*EC*)Section 60605.13 requires the Superintendent, in consultation with the Instructional Quality Commission (IQC), to recommend to the state board a Visual and Performing Arts (VAPA) framework aligned to the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* *(Arts Standards)* scheduled for adoption by the SBE in January 2019. (In alignment with the naming of the *California Arts Standards*, the framework will be known as the 2020 *California Arts Framework for Public Schools, Kindergarten Through Grade Twelve [Arts Framework]*.) At its meeting on November 15–16, 2018, the IQC recommended a set of candidates for the VAPA Curriculum Framework and Evaluation Criteria Committee (CFCC) to the State Board of Education (SBE) for consideration. The IQC also recommended guidelines for the work of the CFCC. A summary list of the applicants is provided as Attachment 1 to this item.

## Recommendation

The California Department of Education (CDE) recommends that the SBE take the following actions:

1. Approve the *Guidelines for the California Arts Framework for Public Schools, Kindergarten Through Grade Twelve* as recommended by the IQC
2. Appoint the 20 candidates recommended by the IQC to the VAPA CFCC

## Brief History of Key Issues

Assembly Bill 37, Chapter 647 of the Statutes of 2016, added Section 60605.13 to the *Education Code,* which directs the IQC to develop and the SBE to adopt, before January 31, 2019, revisions to the Visual and Performing Arts Standards for California Public Schools in the subjects of dance, theater, music, and visual arts and to recommend standards in the subject of media arts. The statute also directs the IQC to develop and the SBE to adopt, no later than July 31, 2020, a curriculum framework and evaluation criteria for instructional materials that are aligned to the revised *Arts Standards*.

At its July 11–12, 2018, meeting, the SBE approved the schedule of significant events for the revision of the *Arts Framework* and the application for the VAPA CFCC. The application was posted on August 1, 2018, and remained open through October 15, 2018. The CDE received a total of 79 applications.

Pursuant to the California Code of Regulations, Title 5, Section 9511(c), the CDE convened four focus groups in August and September 2018 to inform the content and guidance in the *Arts Framework*. The focus groups were located in San Diego, Santa Clara, Los Angeles, and Sacramento. The Sacramento focus group included videoconference participants from Humboldt, Shasta, and Tulare counties. A total of 41 educators participated in the focus groups, and the focus group report is available online.

On November 16, 2018, after recommending the draft *Arts Standards* to the SBE, the IQC took several actions related to the *Arts Framework*. The IQC recommended to the SBE *Guidelines for the California Arts Framework for Public Schools, Kindergarten Through Grade Twelve*. These guidelines (Attachment 1) will guide the work of the VAPA CFCC.

On November 16, the IQC also recommended to the SBE 20 applicants for appointment to the VAPA CFCC. *EC* Section 60605.13 requires that a majority of the CFCC consist of “current public school elementary or secondary classroom teachers who have a professional teaching credential that is valid under state law.” Attachment 2 contains an applicant summary list. Full applications and resumes are available in the Board Room.

### IQC Recommendations for the VAPA CFCC

The IQC recommends the following:

1. The SBE approve the *Guidelines for the California Arts Framework for Public Schools, Kindergarten Through Grade Twelve*
2. The SBE appoint the applicants identified in the tables below to the VAPA CFCC
3. The SBE appoint applicants 818 and 828 to serve as Co-Chairs of the VAPA CFCC

**Teachers**

| **Applicant Number** | **Name** | **Employer** | **Position** |
| --- | --- | --- | --- |
| 804 | Mary Dagani | Downey Unified School District | Teacher |
| 812 | Carol Hovey | Livermore Valley Joint Unified School District | Teacher |
| 818 | Anna Sabalone | Upper Lake Unified School District | Teacher |
| 821 | Lois Hunter | Los Angeles Unified School District | Teacher |
| 830 | Ladislao Prado | Alta Vista Elementary School District | Teacher |
| 842 | Leonardo Rivas | Fontana Unified School District | Teacher |
| 843 | Anna Pilhoefer | Santa Barbara Unified School District | Teacher |
| 845 | William Lenhart | CHAMPS Charter High School | Teacher |
| 849 | Melissa Bramham | Elk Grove Unified School District | Teacher |
| 852 | Dain Olsen | Los Angeles Unified School District | Teacher |
| 856 | Nancy Sanchez-Spears | San Bernardino City Unified School District | Teacher |
| 869 | Bev Meyer | Larchmont Charter School Selma | Teacher |

**Non-Teachers**

| **Applicant Number** | **Name** | **Employer** | **Position** |
| --- | --- | --- | --- |
| 810 | Jill Beale | Los Angeles Unified School District | Consultant |
| 814 | Stephen Burch | N/A | Retired Teacher |
| 823 | James Woglom | California State University, Humboldt | Assistant Professor |
| 824 | Mary Beth Barber | California State Library | Special Projects and Assistant to the State Librarian |
| 828 | Eric Engdahl | California State University, East Bay | Chair, Teacher Education |
| 834 | Robert Frelly | Chapman University | Director of Music Education |
| 839 | Mallory Marsh | Crocker Art Museum | Associate Director of Education |
| 840 | Nancy Ng | Luna Dance Institute | Executive Director, Creativity and Policy |

## Summary of Previous State Board of Education Discussion and Action

**July 2018:** The SBE approved the Schedule of Significant Events and the Application to serve on the Curriculum Framework and Evaluation Criteria Committee.

## Fiscal Analysis (as appropriate)

The CDE estimates that the development of the *Arts Framework* will cost $353,300. That amount includes the costs for the contracted writers, travel for the VAPA SAC members, the production of materials for VAPA SAC meetings, editing and graphic design services, technology services, and IQC meetings related to the standards development.

## Attachment(s)

Attachment 1: *Guidelines for the California Arts Framework for Public Schools, Kindergarten Through Grade Twelve* (6 pages)

Attachment 2: Visual and Performing Arts Curriculum Framework and Evaluation Criteria Committee Applicant Summary List (6 pages). Full applications and resumes are available in the State Board of Education Office.

# Draft Guidelines for the California Arts Framework for Public Schools, Kindergarten Through Grade Twelve

**Curriculum Framework and Evaluation Criteria Committee**

The guidelines approved by the State Board of Education (SBE) will direct the work of the arts Curriculum Framework and Evaluation Criteria Committee (CFCC). The guidelines are based on statutory requirements, feedback from four focus group meetings held in August and September of 2018, information provided by the Instructional Quality Commission and the SBE, and public comment.

**In general, the *California Arts Framework for Public Schools, Kindergarten through Grade Twelve* (*Arts Framework*) shall**

1. be aligned to the *California Arts Standards for California Public Schools* adopted by the SBE in January 2019;
2. be written in language that is teacher-friendly, practical, jargon-free, and easy to read and be inclusive and supportive of multiple users, including teachers (single and multiple subject), support staff, administrators, and community stakeholders;
3. provide guidance on use of the framework with explicit guidance for different users, including teachers (single and multiple subject), administrators, and other stakeholders;
4. provide guidance to help ensure equitable access to high-quality, sequential, standards-based arts education for all elementary, middle, and high school students in California;
5. outline a vision and goals for standards-based arts education;
6. include an overview explaining how the standards are organized, with an explanation of the coding system for identifying standards;
7. provide a myriad of examples and instructional resources, including video and other media/non-text-based resources;
8. be limited to 1,000 pages in order to be a useful resource to teachers and other educators;
9. include special guidance relating to the arts and the internet such as discussions of professional integrity, intellectual property, and other issues related to the arts and creativity in a digital world; and
10. include appendices on topics such as California *Education Code* sections governing arts education programs; information about arts-related careers; information about state and federal funding resources; guidelines for safe use of artistic materials, tools, and appropriate performing teaching facilities; and a bibliography with hyperlinks to enable quick access to additional research.

**The CFCC shall develop a chapter on the instructional cycle. The chapter should support planning for instruction and assessment to ensure equitable access and opportunity for all students. It shall provide the following:**

1. Guidance for planning instruction, including
   1. explanations of the components of the standards and how they work together, including the artistic processes, anchor standards, enduring understandings, essential questions, process components, and performance standards;
   2. examples of different methods of instruction and pedagogical approaches to teaching the arts;
   3. explanation about the application of the principles of Universal Design for Learning in the arts;
   4. examples of differentiation approaches for arts classrooms with students that have a wide range of needs, abilities, and experiences;
   5. examples of how to address the instructional needs of English learners, at-risk students, and students with disabilities;
   6. guidance on culturally and linguistically relevant pedagogy; and
   7. guidance on how to support students with gaps in arts instruction.
2. Guidance for planning for assessment, including
   1. discussion on approaches to measuring student learning;
   2. examples of multiple modes of assessment for both discrete and integrated arts instruction;
   3. how to build and use both product- and process-based rubrics;
   4. the design and use of formative and summative assessments for continuous improvement;
   5. references to current research on effective assessment strategies including suggestions for assessments for English learners, at-risk students, and students with disabilities; and
   6. sample assessment strategies and tools, such as the Model Cornerstone Assessments provided by the National Core Arts Standards.

**The CFCC shall develop a chapter on arts integration which shall**

1. include a discussion of approaches to arts integration, the purposes, the outcomes, the benefit to student learning, and the difference between arts-integrated and arts-enhanced lessons;
2. include a discussion of the differences in learning focuses and outcomes of sequential discrete arts learning, arts-integrated, and arts-enhanced approaches;
3. include models and examples;
4. discuss how arts teachers and non-arts teachers might collaborate to plan for and implement integrated instruction; and
5. indicate alignment and connections across subject areas, especially for elementary teachers.

**The CFCC shall develop separate chapters for dance, media arts, music, theatre, and visual arts to support curriculum development and standards implementation within each discipline.**

1. Each discipline-specific chapter should include
   1. a brief overview of the standards for K–8 and high school;
   2. explanations and examples of modifications and accommodations for serving different student groups (English learners, students with disabilities, gifted and talented, advanced placement, etc.);
   3. models and examples of what student learning looks like in different classroom settings;
   4. examples for how to differentiate instruction; and
   5. a glossary of relevant academic artistic language and terms.
2. Special guidance should be provided for media arts, as a new discipline to include
   1. explicit guidance on what media arts is within the context of the arts standards, including subsets of concepts within media arts, such as photography;
   2. a discussion of the interdisciplinary nature of media arts and various ways media is created, used as a tool for creative content, or is part of the creative process within other arts disciplines;
   3. a discussion of media arts in the context of Career Technical Education and Science, Technology, Engineering, the Arts, and Mathematics; and
   4. emerging approaches and examples of discrete media arts instruction, as well as what embedded media arts looks like in each art form.
3. Special guidance should be provided for music, having five subsets of standards, including examples for teaching and learning with process-based standards.

**The CFCC shall develop a chapter on supporting arts education. The chapter on supporting arts education shall**

1. be accessible for teachers and administrators without educational backgrounds in the arts;
2. provide strategies for leadership and advocacy and ensuring equal access to arts education within schools and districts for all kindergarten through grade twelve students;
3. provide guidance to administrators at the school and district levels and school board members about the vision, values, resources, and facilities necessary to ensure optimal learning situations exist in schools so that all students in all grades have access to quality, standards-based arts instruction;
4. provide examples of how administrators and school board members can support and improve arts education and the benefits of supporting arts education;
5. discuss the role of parents/families in arts education as well as the role of the community and how to engage with community-based organizations and teaching artists to support arts education;
6. describe the components of effective arts education programs, including the support of district and site administrators and the involvement of parents and the community;
7. provide criteria for evaluation and improvement of arts education programs;
8. provide guidance on how educators and administrators can advocate for and develop new programs; and
9. provide professional learning resources addressing the learning needs of educators and administrators including the learning of the basics of the arts disciplines, arts assessment, arts education program improvement, collaboration across disciplines and arts integration approaches and models.

**The CFCC shall develop a chapter on instructional resources with evaluation criteria for the next arts education instructional materials adoption. The criteria shall include the following:**

* 1. Instructional materials must be aligned to the state-adopted arts standards at each grade level or grade span.
  2. Require instructional materials to be consistent with the *Arts Framework*.
  3. Instructional materials must be appropriate for use with all students regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or living situation.
  4. Instructional materials must provide suggestions for instructional support for English learners, at-risk students, gifted and talented students, and students with disabilities.
  5. Request that publishers of instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) at each grade level necessary to prepare all students for success in higher arts instruction.
  6. Images must be age-appropriate and depict students at the grade level of instruction, reflect the diversity of California’s students, and be affirmatively inclusive.
  7. The standard(s) being taught must be clearly displayed in the teacher materials.
  8. Instructional materials must provide background information for teachers on the arts discipline being taught.
  9. Instructional materials must provide suggestions for pacing or scope and sequence of instruction.
  10. Instructional materials must provide suggestions for differentiated instruction in the teacher materials.
  11. Instructional materials must show connections to state-adopted standards in other subjects in the teacher materials and provide examples of interdisciplinary instruction.

# Visual and Performing Arts Curriculum Framework and Evaluation Criteria Committee Applicant Summary List

| **ID** | **First Name** | **Last Name** | **Position Title** | **Employer** | **Recom-mended by IQC** |
| --- | --- | --- | --- | --- | --- |
| 801 | Janet | Alonso | Elementary School Principal | El Rancho Unified School District | No |
| 802 | Heidi | Ragan | Teacher on Special Assignment | El Monte City School District | No |
| 803 | Ashleigh | Worley | Director of Education | Marin Theatre Company | No |
| 804 | Mary | Dagani | Teacher | Downey Unified School District | Yes |
| 805 | Allison | Frenzel | Teacher | Windsor Unified School District | No |
| 806 | Nadine | Phillips | Teacher | Alhambra Unified School District | No |
| 807 | Stephanie | Knudson | Competition Director | East County Performing Arts Center | No |
| 808 | Joseph | Alter | Associate Professor of Dance | California State University, San Diego | No |
| 809 | Estee | Fratzke | Teacher | Laguna Beach Unified School District | No |
| 810 | Jill | Beale | Consultant | Los Angeles Unified School District | Yes |
| 811 | Nicole | Robinson | Teacher | Fontana Unified School District | No |
| 812 | Carol | Hovey | Teacher | Livermore Valley Joint Unified School District | Yes |
| 813 | Deborah | Decker | Teacher | Inglewood Unified School District | No |
| 814 | Stephen | Burch | Retired Teacher | N/A | Yes |
| 815 | Gary | Coartney | Visual and Performing Arts Coordinator | Sacramento City Unified School District | No |
| 816 | Susan | Hunter Eiden | President | Drama Teachers Association of Southern California | No |
| 817 | Celena | Turney | Owner, Director of Teaching & Learning | Tutor Doctor Palo Alto | No |
| 818 | Anna | Sabalone | Teacher | Upper Lake Unified School District | Yes |
| 819 | Rekha | Rajan | Associate Professor of Research | Concordia University Chicago | No |
| 820 | Dacey | Villarreal | Teacher | Kern High School District | No |
| 821 | Lois | Hunter | Teacher | Los Angeles County Office of Education | Yes |
| 822 | Anthony | Dahl | Teacher | Manteca Unified School District | No |
| 823 | James | Woglom | Assistant Professor | California State University, Humboldt | Yes |
| 824 | Mary Beth | Barber | Special Projects and Assistant to the State Librarian | California State Library | Yes |
| 825 | Antonio | Sauza | Los Angeles County Regional Program Director | Little Kids Rock | No |
| 826 | Charles Chip | McNeal | Professional Expert, Senior Faculty and Advisor | Alameda County Office of Education | No |
| 827 | Luis | Vega | Teacher | Lynwood Unified School District | No |
| 828 | Eric | Engdahl | Chair, Teacher Education | California State University, East Bay | Yes |
| 829 | Dale | Merrill | Dean, College of the Arts | California State University, Fullerton | No |
| 830 | Ladislao | Prado | Teacher | Alta Vista Elementary School District | Yes |
| 831 | Connie | Born-Wood | Teacher on Assignment | Barstow Unified School District | No |
| 832 | Michelle | Lee | Professional Learning Coach | Alameda County Office of Education | No |
| 833 | Teresa | Heiland | Associate Professor | Loyola Marymount University | No |
| 834 | Robert | Frelly | Director of Music Education | Chapman University | Yes |
| 835 | Lisa | Ruiz | Teacher on Special Assignment | Hacienda La Puente Unified School District | No |
| 836 | Nives | Wetzel de Cediel | Faculty Lecturer | University of California, Berkeley | No |
| 837 | Thomas | Green | Head Instructor | Principal Leadership Institute | No |
| 838 | Marjorie | Treger | Theatre Resource Teacher | San Diego Unified School District | No |
| 839 | Mallorie | Marsh | Associate Director of Education | Crocker Art Museum | Yes |
| 840 | Nancy | Ng | Executive Director, Creativity and Policy | Luna Dance Institute | Yes |
| 841 | Rosa | Joo | Teacher Effectiveness Support Specialist | Green Dot Public Schools | No |
| 842 | Leonardo | Rivas | Teacher | Fontana Unified School District | Yes |
| 843 | Anna | Pilhoefer | Teacher | Santa Barbara Unified School District | Yes |
| 844 | Allison | Kleinsteuber | Teacher | Visalia Unified School District | No |
| 845 | William | Lenhart | Teacher | CHAMPS Charter High School | Yes |
| 846 | Jo Ann | Isken | Associate Director of Professional Programs | University of California, Los Angeles, Center X | No |
| 847 | Peter | Fitzpatrick | Teacher | Apple Valley Unified School District | No |
| 848 | Tamara | Frazier | Teacher | Sweetwater Union High School District | No |
| 849 | Melissa | Bramham | Teacher | Elk Grove Unified School District | Yes |
| 850 | Taylor | Harb | Teacher | Ontario-Montclair School District | No |
| 851 | Patricia | Cooley | Teacher | El Monte Union High School District | No |
| 852 | Dain | Olsen | Teacher | Los Angeles Unified School District | Yes |
| 853 | Robert | Kirkman | Teacher | Colusa County office of Education | No |
| 854 | Laura | Smith | Teacher | San Diego Unified School District | No |
| 855 | Shana | Habel | Arts Specialist | Los Angeles Unified School District | No |
| 856 | Nancy | Sanchez-Spears | Teacher | San Bernardino City Unified School District | Yes |
| 857 | Antonia | De Jerez | Teacher | Chula Vista Elementary School District | No |
| 858 | Jamee | Eaton | Teacher | Kern High School District | No |
| 859 | Courtney | Sawada | Regional Director | Southern Counties California Arts Project | No |
| 860 | Karen | Pollard | Teacher | Natomas Charter School Performing & Fine Arts Academy | No |
| 861 | Jack | Da Silva | Teaching Artist | Jack da Silva Metal Design Studio | No |
| 862 | Cha Cha | Turner | Teacher | Val Verde Unified School District | No |
| 863 | Meena | Duguay | Teacher | Ontario-Montclair School District | No |
| 864 | Mershon | Illgner | Teacher | San Francisco Unified School District | No |
| 865 | Seonagh | Kummer | Associate Professor of Dance | California State University, Los Angeles | No |
| 866 | Angela | Wentworth | Dance Teacher | Summit Public Schools | No |
| 867 | Daniel | Bishop | Visual and Performing Arts (VAPA) Coordinator | Clovis Unified School District | No |
| 868 | Andrea | Rodriguez | Director of Pathways | Natomas Unified School District | No |
| 869 | Bev | Meyer | Teacher | Larchmont Charter School Selma | Yes |
| 870 | Joan | Calonico | Principal | Lincoln Unified School District | No |
| 871 | Lisa | Sullivan | Teacher | Napa Valley Unified School District | No |
| 872 | Diane | Ho | Teacher on Special Assignment | Temple City Unified School District | No |
| 873 | Christa | Bandringa | Teacher | Ventura Unified School District | No |
| 874 | Rebecca | Palmer | Teacher | East Side Union High School District | No |
| 875 | Karla | Paul | Coordinator | Merced County Office of Education | No |
| 876 | Maura | Schapper | Teacher | Twin Rivers Unified School District | No |
| 877 | Candice | Narlock | Resource Teacher | San Diego Unified School District | No |
| 878 | Danise | Egan | Coordinator | Twin Rivers Unified School District | No |
| 879 | Christine | Nick | Senior Manager of Policy and Outreach | The Rock and Roll Forever Foundation | No |
| 880 | Andrew | Leonard | Manager of Teaching and Learning | The Harmony Project | No |